

A HISTORY OF HOME ECONOMICS EDUCATION  
IN MANITOBA 1826-1966

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by  
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## ABSTRACT

### A HISTORY OF HOME ECONOMICS EDUCATION IN MANITOBA

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The purpose of this thesis is to collate in one report the fragmentary details of the history of home economics education in Manitoba. The investigation involved intensive research into a number of annual reports including those of the Department of Education; the Superintendent of Winnipeg School Division No. 1; the Department of Agriculture; the Director of the School of Home Economics; and the Canadian Home Economics Association. Other documents and records containing valuable information were: Calendars of The University of Manitoba; Canadian Home Economics Association Education Reports; the Women's Institute News; newspaper files; a microfilm record of the Diary of the Grey Nuns; minutes of the Local Council of Women; minutes of the Manitoba Home Economics Association; Mrs. H. M. Speechly's "Story of the Women's Institute", as well as files from the Archives at the Legislative Building. Interviews with educators, some of whom had given leadership in the early days of the movement, contributed to a better understanding of the written records.

The history of home economics reveals that although in Manitoba home economics as a school subject is only about sixty years old, its origin, as in other places, is in a far distant past. The history is told

by following the activities in the various areas, in order of their occurrence, beginning with the early days of French and English settlements along the Red River and on to the present relatively high levels of development in Manitoba schools.

The early historical background of home economics generally, is considered first. This material is followed by a discussion of the contributions of Great Britain, the United States and Eastern Canada, because the early teachers of home economics usually were trained in these regions. Next, an account is given of the beginnings of home economics instruction in Manitoba during the nineteenth century.

The later history of home economics education in Manitoba is discussed under the headings: (1) the School of Home Economics, University of Manitoba; (2) Legislation, curricula and teacher training; (3) Home Economics in Winnipeg School Division No. 1; (4) Home Economics in other schools of the province outside the City of Winnipeg; and (5) Home Economics in Schools for the Handicapped; (6) Home Economics Organizations.

The final chapter contains a brief overview of the material contained in the thesis. It re-emphasizes that although educational patterns in home economics have changed, the basic philosophy remains constant: to help families live successfully and happily and to accept their social and civic responsibilities.

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J. G. W.

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study is to collate in one report the fragmentary details of the introduction and development of home economics education in Manitoba.

#### Value of the Study

This study can be valuable for the following reasons: Home Economics is the only school subject in Manitoba which is especially oriented toward strengthening family life. Today is a decisive time for families because of deep changes going on in the ideologies which have been their mainstay through the centuries. The firm position of the church, the unwritten but fully accepted practices of yesterday's social life, attitudes toward the responsibilities of parents for their children, attitudes toward divorce, family responsibility for the aged and many other aspects of family life are changing more noticeably than ever before. To meet the needs of our new society, some measure of education for family living is necessary and has become a function of the school.

To look into the past reveals the present in clearer perspective and so can strengthen future practice. It is hoped that this study will complete the story that past writers have recorded only in part. Until now there has not been a documented history of home economics education.

in Manitoba. There have been other histories written about home economics education in Canada. Dr. Edith Rowles (Mrs. G. Simpson)<sup>1</sup> has written an excellent history of six college programs; however, Manitoba was not included. Miss Mary Moxon<sup>2</sup> wrote a thesis on teacher training in Canada and in neighboring states of the United States. Mrs. Elizabeth Feniak<sup>3</sup> has written a paper on the trends in home economics education in Canada. The School of Home Economics, The University of Manitoba,<sup>4</sup> published its historical review at the time of its fiftieth anniversary.

#### Home Economics Defined

At the convention of the Canadian Home Economics Association held in Winnipeg in 1964, the following definition of Home Economics was accepted:

Home Economics is the area of study that correlates all the basic sciences and humanities concerned with food, clothing, shelter and human relations and their effective application in the family, community and world.<sup>5</sup>

This area of study has been called by different names depending

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<sup>1</sup>Edith Child Rowles, The Early History of Six College Programs: Prologue to Change (Saskatoon: Modern Press, 1964), 122 pp.

<sup>2</sup>Mary C. Moxon, "The Training of Teachers of Home Economics in Canada and in the States of the American Union Adjacent to the Canadian Provinces" (Master's thesis, The University of Manitoba, 1932), 138 pp.

<sup>3</sup>Elizabeth Feniak, "Trends in Home Economics Education in Canada" (unpublished paper, 1957), 15 pp.

<sup>4</sup>School of Home Economics, The University of Manitoba, Fiftieth Anniversary (Winnipeg: Public Press, 1960), 48 pp.

<sup>5</sup>Canadian Home Economics Association, Annual Report, July 1964, p. 38.

upon the interpretation of the program in a particular area. Domestic Economy was considered the most suitable name by some. Household Science was accepted by others. Domestic Science, one of the first terms used, has now become obsolete in North America. At the Lake Placid Conference held in 1899 for the consideration of homemaking education, the following terms were adopted: Domestic Economy for younger pupils, Domestic Science for the high school level, and Home Economics for college courses. Other terms, such as Industrial Training and Manual Training, appear in the first resolution made by the National Council of Women of Canada, where it was requested that education for homemaking be included in the public school curriculum. A later resolution from the National Council of Women asked that Manual Arts be included in the Normal School programs to prepare teachers for the teaching of Manual Training. The term Manual Training as used in the resolution referred to "educational experiences planned to develop the ability to think while at the same time the hands were learning skills. It was meant for boys as well as girls."<sup>6</sup>

In Manitoba, the evolution of terminology has been from Sewing to Household Arts, and from Domestic Science to Household Science. Together they became known as Practical Arts. As the program has broadened to include home and family living, the terms used today are Homemaking for the Junior High School and Home Economics for the High School and University levels.

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<sup>6</sup>Rowles, op. cit., p. 4.



### Sources of Data

The investigation involved careful and exhaustive searches into a number of annual reports including those of the Department of Education; the Superintendent of Winnipeg School Division No. 1; the Department of Agriculture; the Director of the School of Home Economics; the Canadian Home Economics Association. Other documents and records containing valuable information were: Calendars of the University of Manitoba; Canadian Home Economics Association Education Reports; The Women's Institute News; newspaper files; a microfilm record of the Diary of the Grey Nuns; minutes of the Local Council of Women; minutes of the Manitoba Home Economics Association; Mrs. H. M. Speechly's "Story of the Women's Institutes", as well as files from the Archives at the Legislative Building.

Interviews with educators, some of whom had given leadership in the early days of the movement, contributed to a better understanding of the written records. The willing responses made by these persons indicated the measure of their regard for homemaking education.

### Methodology

The history of home economics reveals that it was by no means a sudden development but one that has evolved over many years. Although in Manitoba home economics as a school subject is only about sixty years old, the records show that its origin, as in other places, is in a far distant past.

This history will be told by following the activities in the various areas, in order of their occurrence, beginning with the early

days of the French and English settlements along the Red River and on to the present relatively high levels of development in Manitoba schools.

Chapter II deals with historical beginnings and influences that affected the movement in Manitoba. Chapter III contains an account of early home economics instruction in Manitoba. Chapter IV outlines the growth of the School of Home Economics, The University of Manitoba. Chapter V records Government legislation, curricula and teacher training related to home economics education. The development of home economics programs in the grade schools of Manitoba is described in Chapters VI, VII and VIII. These chapters deal with developments throughout the province, giving special attention to schools in Winnipeg, and include two modified programs for handicapped children.

An account of the history of home economics organizations with particular reference to educational contributions is presented in Chapter IX.

The final chapter contains a brief overview of the history of home economics education in Manitoba.

## CHAPTER II

### THE HISTORICAL DEVELOPMENT OF HOME ECONOMICS EDUCATION OUTSIDE OF MANITOBA

This chapter is devoted to the historical beginnings and influences outside of Manitoba which have affected the development of home economics education in this province.

#### Some Statements from Greek Philosophers

Education for family life is as old as the family itself. In the history of the world all cultures have perpetuated their patterns of family living from one generation to the next. Records of informal education for the home are found in very early writings. In Xenophon's *Oeconomicus*, a treatise on the management of a farm and household written in 400 B.C., the discussion takes place between Socrates, the famous philosopher, and Critobulus, a friend. The treatise opens with a definition of Economics, not as that term is used today but in the sense of estate management. It attempts to show that the husband not only directs the farm but as the real head of the house is expected to instruct his wife. Therefore he is responsible if his household is poorly managed.

"I can also show you that husbands differ widely in their treatment of their wives, and some succeed in winning their cooperation and thereby increase their estates, while others bring utter ruin on their houses by their behavior to them."

"And ought one to blame the husband or the wife for that, Socrates?"

"When a sheep is ailing," said Socrates, "we generally blame the shepherd, and when a horse is vicious, we generally find fault

with his rider. In the case of a wife, if she receives instruction in the right way from her husband and yet does badly, perhaps she should bear the blame; but if the husband does not instruct his wife in the right way of doing things, and so finds her ignorant, should he not bear the blame himself? Anyhow, Critobulus, you should tell us the truth, for we are all friends here. Is there anyone to whom you commit more affairs of importance than you commit to your wife?"

"If there is anyone, there are certainly not many."

"And you married her when she was a mere child and had seen and heard almost nothing?"

"Certainly."

"Then it would be far more surprising if she understood what she should say or do than if she made mistakes."

"But what of the husbands who, as you say, have good wives, Socrates? Did they train them themselves?"

". . . I think that the wife who is a good partner in the household contributed just as much as her husband to its good; because the incomings for the most part are the result of the husband's exertions, but the outgoings are controlled mostly by the wife's dispensation. If both do their part well the estate is increased; if they act incompetently, it is diminished."<sup>1</sup>

It is rather remarkable to find such ideas in ancient writings.

Another discussion is taken from the treatise in which Ischomachus tells Socrates how he trained his wife to take her place in the home. He compares his wife to a Queen Bee who presides over the hive and when the bees are duly reared and fit for work she sends them forth.

"Then shall I too have to do these things?" said my wife.

"Indeed you will," said I, "your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors, and to receive the incomings, and

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<sup>1</sup>Xenophon, The Oeconomicus. A discussion on Estate Management from Memorabilia and Oeconomicus with an English translation by E. C. Marchant. (London: William Heinemann, New York: G. P. Putnam's Sons, MCMXXIII), pp. 365-89.

distribute so much of them as must be spent, and watch over so much as is to be kept in store, and take care that the sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those that want them. You must see too that the dry corn is in good condition for making food."<sup>2</sup>

A third reference from the same writing shows that housewifery involves both skill and pleasure. Ischomachus says:

"... But I assure you, dear, there are other duties peculiar to you that are pleasant to perform. It is delightful to teach sewing to a maid who had no knowledge of it when you received her, and to double her worth to you: to take in hand a girl who is ignorant of housekeeping and service, and after teaching her and making her trustworthy and serviceable to find her worth any worth; to have the power of rewarding the discreet and useful members of your household . . . the better partner you prove to me and the better housewife to our children the greater the honour paid to you in our home."<sup>3</sup>

The importance of beauty and order in a home is the next subject for instruction which Ischomachus discusses with Socrates. He tells Socrates that his wife had vexed crimson when she could not give him something from the stores when he asked for it.

"... My dear, there is nothing so convenient or so good for human beings as order . . . let us choose the place that each portion should occupy, and having put the things in their place let us instruct the maid to take them from it and put them back again."<sup>4</sup>

Such ideas, with their modern connotations, give an insight into the home instruction Greek boys and girls received.

During the Middle Ages, young women of better bred families were

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<sup>2</sup>Ibid., pp. 415-25.

<sup>3</sup>Ibid., p. 427.

<sup>4</sup>Ibid., pp. 429-33.

placed with a lady of the castle while the young gentlemen went to a school of knighthood. The training of peasant girls in service at the hall or court could be compared to a school of household work and management.

### Historical Beginnings Prior to 1800

With the new society which the Renaissance brought in, its educators, especially Comenius and Luther, found a place in school theory for the activities of farm and home. Perhaps the textbooks of Comenius were the first schoolbooks that recognized household activities as suitable subject-matter for school discussions. No doubt a study of the history of education would reveal some other references to education for the proper maintenance of the household. It is altogether probable that the information could be linked with a consideration of the status of women whose opportunities for education came about very gradually.

Early formative influences upon public opinion included those of eighteenth century educationalists such as Erasmus Darwin (1731-1802) and Hannah More (1745-1833). Both stressed the importance of the study of domestic economy for the daughters of the well-to-do.<sup>5</sup> These girls were regarded as future mistresses of households, who in accordance with the social traditions of the time, would become the natural teachers of their servants. It would seem that needlework had always been taught in schools

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<sup>5</sup>Helen Sillitoe, A History of the Teaching of Domestic Subjects (London: Methuen and Co. Ltd., 1933), p. 22-23.

for girls but cookery was ranked as a subject for adult study. There are records of classes conducted by a Mr. E. Kidder as early as 1740.

He conducted two schools of cookery in London, England, one in Queen St. hard by the Church of St. Thomas the Apostle, and another in Holborn next to Furnival's Inn.<sup>6</sup>

He also taught ladies in their own homes. He published a book for the use of his pupils containing a wide range of "receipts".

Benjamin Thompson, afterwards Count Rumford, was regarded as the earliest patron saint of the scientific movement in home economics. Born in Massachusetts in 1753, he went to England at the outbreak of the American Revolution and did most of his work in that country. Through his inventions he built a scientific foundation for the work of future teachers of cookery. He applied scientific principles to the improvement of equipment used in food preparation.<sup>7</sup>

The first schools in the New England area stressed education for the clergy, consequently girls were not admitted. The Dutch settlers were among the first to consider education vital for both sexes, the beginning of truly popular education. It was not, however, until 1790 that girls were granted the privileges of the grammar school, when the School Board of Gloucester, New York, voted:

That two hours of the eight hours of daily instruction be devoted to girls, as they are a tender and interesting branch of the community, but have been much neglected in the public schools of this town.<sup>8</sup>

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<sup>6</sup>Ibid., p.23.

<sup>7</sup>Loc. cit.

<sup>8</sup>Isabel Bevier and Susanna Usher, The Home Economics Movement Part I (Boston: Whitcomb and Burrows, 1906), p. 10.

### Historical Developments After 1800

Changes in the economic and social patterns outside Manitoba during the nineteenth century included an improvement in the status of women, the rise of science and industry, changes in educational philosophy, and a greater recognition of the freedom, rights and development of the individual.

In 1867, at the time of Confederation in Canada, there were few women in this country working outside their own homes. With the increased emphasis on co-education, and the prolonging of education to fit young people for technical and scientific occupations, the rightful place of home economics in the new pattern became the concern of the early leaders of the movement.

In Great Britain the history of the teaching of domestic subjects began with the introduction of handwork, particularly into girls' schools, in 1840.<sup>9</sup> In 1862 the Revised Code of the Newcastle Royal Commission made needlework a compulsory subject of instruction for girls.<sup>10</sup>

By this time in London, learning to cook had become fashionable. Queen Victoria gave her patronage by attending one of the lectures. A National Training School was established in July 1873 under the presidency of the Duke of Westminster.<sup>11</sup> Lectures were given on the importance of

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<sup>9</sup>Sillitoe, op. cit., p. 15.

<sup>10</sup>Ibid., p. 16.

<sup>11</sup>Ibid., p. 26.



scientific knowledge and artistic craftsmanship related to food. Schools were established in various cities, staffed by teachers from the National Training School. The need for some uniformity in training teachers and in issuing diplomas led in 1876 to the founding of the Northern Union of Schools of Cookery which set down regulations for teachers' diplomas.<sup>12</sup> Domestic Science, or Domestic Economy as it was called in the Code of 1879, was divided into two branches: one covered a general knowledge of elementary housewifery and hygiene; the other was concerned with food only. The Royal Commission on Technical Education, 1881, advocated education in practical subjects for all types of schools.<sup>13</sup> With the encouragement given by government grants, progress was accelerated. In 1885 there were 2,729 schools in England in which Domestic Science had been introduced and 12,438 girls were receiving instruction; by 1897 the number had grown to 134,390 girls.<sup>14</sup>

In 1857 Mrs. Isabella Beeton began the four years' work that produced her famous book known as Beeton's Cookery Book. This book has become a classic. In reminiscing about her early years in England, Mrs. H. M. Speechly, a supporter of home economics education, said that she had attended an evening class for young women over school age who wished to learn the latest methods of housekeeping.

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<sup>12</sup>Ibid., p. 28.

<sup>13</sup>Ibid., p. 34.

<sup>14</sup>Minutes of Winnipeg Local Council of Women, "Domestic Science", an address given by Reverend George Bryce, December 1901.

In 1895, the year I was married, as a member of one of these classes, I won as a prize a copy of the famous cook book by Mrs. Beeton . . . the one and only cookery text book in those days.<sup>15</sup>

Many of the early settlers who came to Manitoba were originally from Great Britain. They had learned in their homeland the value of education in practical subjects. They were ready, therefore, to lend support and to encourage its introduction into the Manitoba schools.

In the United States, as in Great Britain, sewing was the first form in which homemaking was introduced into the public school system. Instruction in needlework was given by regular classroom teachers of Boston in 1798. This work was extended over the years and in 1872 the legislature of Massachusetts passed an Act legalizing sewing and other industrial education.<sup>16</sup>

The Dames' Schools were said to have afforded opportunities to learn "housewifery", needlework and improvement in manners. Mrs. Willard's Female Seminary at Troy, New York, in 1820, and Miss Catherine Beecher's School at Hartford, Connecticut, one year later, were the first to consider "Domestic Economy" as a subject to be taught as a science. Miss Beecher's "Treatise on Domestic Economy for the Use of Young Ladies at Home", published in 1841, is one of the few treasured classics among home economists.<sup>17</sup>

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<sup>15</sup>Mary Barrett Speechly, "My Interest in Practical Education" (submitted to the writer of this thesis, June 1961). See Appendix A, pp. 210-214.

<sup>16</sup>Bevier and Usher, op. cit., p. 52.

<sup>17</sup>Hazel T. Craig, The History of Home Economics (New York: Practical Home Economics, 468 Fourth Avenue, 1945), p. 3.

The development of home economics education was encouraged by the United States federal government. In July 1862, President Lincoln signed the Morrill Act providing grants of land and money for the establishment of agricultural colleges (known as land-grant colleges).<sup>18</sup> Home Economics departments were opened soon after in these colleges. For example, when Iowa State University was opened in 1869, the matron initiated the program by adopting the "Mount Holyoke" plan requiring each woman student to work two hours a day in the dining room or kitchen. Within ten years, instruction included cooking, home furnishing, child care, care of the sick, management of help, dress, physiology and domestic chemistry. Kansas State Agricultural College offered instruction in home economics in 1873, and by 1882 the program had been developed to the extent that it was not unlike a typical home economics college program of the present day.<sup>19</sup> The first of these colleges to develop a degree program in home economics, however, was Illinois Industrial University with Dr. Isabel Bevier in charge of the school.<sup>20</sup>

The founding of technical schools followed the scientific discoveries of the industrial revolution. Massachusetts Institute of Technology opened in 1865. A course in sanitary chemistry brought its first woman student in 1871, Ellen H. Richards, a New England woman who had graduated from Vassar in 1870. She remained as instructor in Sanitary Chemistry for forty years. Her studies and activities were directed toward the improve-

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<sup>18</sup>American Home Economics Association, Home Economics Research 1909-1959, p.2.

<sup>19</sup>Craig, op. cit., p. 5.

<sup>20</sup>Bevier and Usher, op. cit., pp. 29-32.

ment of living conditions, particularly sanitation, through the application of chemistry.<sup>21</sup>

Teacher training institutions were needed so that instruction in home economics could be given in both public schools and colleges. The private and public cooking schools held an important place in this early development. For example, The New York Cooking School, 1874, claimed to be the first to establish a Normal School course. One was established in Boston a year later. Miss Fannie Farmer, one of its early principals, was the author of the well-known Boston School Cook Book. The school existed as a separate institution until it was made a part of Simmons College in 1902. In 1878 the New Century Club opened a school in Philadelphia. One of the early pupils later established her own school, the Philadelphia School of Cookery, at the request of a number of physicians.<sup>22</sup>

Other institutions that participated in training teachers for Home Economics in the early days were: the Y.W.C.A. in New York and St. Louis; Pratt Institute, Brooklyn, N.Y.; Drexel Institute, Pennsylvania; and the New York College for Training Teachers (now known as Teachers College, Columbia University).

The National Household Economics Association had been formed in 1893 in Chicago. It was made up of state organizations and affiliated societies. During its ten years of activity, it served to promote more

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<sup>21</sup>Craig, op. cit., p. 1.

<sup>22</sup>Ibid., pp. 49-51.

scientific information about the home and to organize schools of household science. One of the affiliated societies was Canadian, and in 1900 the association met in Toronto.<sup>23</sup>

In 1896 the home economics movement had gained sufficient recognition so that the New York Board of Regents decided to give household science a place in the examination for college entrance. Mr. Melvin Dewey, secretary of the Board of Regents, invited Mrs. Ellen Richards to his summer camp at Lake Placid to discuss the examination. This meeting gave Mrs. Richards an opportunity to present to an educational leader her plans for reforms. As a result, in 1898 Mrs. Richards was invited to speak on the matter before several Lake Placid Club members. In the discussion which followed, it was suggested that a number of trained workers be invited to meet for annual conferences. The following summer, in September 1899, in a little Adirondack boathouse belonging to Mr. Dewey, eleven persons met to discuss home economics.<sup>24</sup> This was the first of the historically famous Lake Placid Conferences.

Problems facing this pioneer group were: teacher training; courses of study for different types of schools; home economics for citizenship. A definition of Home Economics was suggested as follows:

Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned

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<sup>23</sup>Dr. Georgian Adams, "A Backward Glance and a Forward Look. Fifty Years of Home Economics Research", Journal of Home Economics, (Washington, D.C., American Home Economics Association, 1959), Vol. 51 (1), pp. 12-18.

<sup>24</sup>Ibid., pp. 8-9.

on the one hand with man's immediate physical environment and on the other hand with his nature as a social being and is the study especially of the relation between these two factors.<sup>25</sup>

By the time of the tenth and last Lake Placid Conference in July 1908, interest and attendance (by invitation only) had grown to such an extent that a broad national organization was established to be known as the American Home Economics Association, with its own periodical to be called the Journal of Home Economics. It is noteworthy that a number of Canadian home economists attended these meetings.

The contributions of Eastern Canada to home economics education in Manitoba, however, were the most significant. In Quebec an early beginning was made. Before the end of the seventeenth century certain household tasks were taught and assigned to girls in the Ursuline Convents as part of their education.<sup>26</sup> The sisters received a special grant from King Louis for teaching these household duties to their charges. In 1670 King Louis XIV gave 1,000 francs to buy wool to have Canadian girls taught knitting. Sometime later the spinning and weaving of flax were introduced. In fact, Roberval, Quebec, claims the distinction of having the first Domestic Science School<sup>27</sup> in America established in 1882.

Later, other eastern provinces, notably Ontario, Nova Scotia and New Brunswick, influenced this area of teaching. The activities of women's organizations, the vision of early leaders and the teaching program

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<sup>25</sup>Lake Placid Conference on Home Economics, Proceedings of Fourth Annual Conference, Sept. 16-20, 1902, Lake Placid, N.Y., pp. 70-71.

<sup>26</sup>Craig, op. cit., p.3. n. 5.

<sup>27</sup>Mary C. Moxon, Home Economics, "The Future in the Light of the Past" (paper given to Home Economics Section of Manitoba Education Association, Easter, 1941).

of the schools, colleges and normal schools in these provinces set a pattern which was watched closely by those interested in household science in Manitoba.

The part played by women's organizations was significant. Following a meeting of the World's Congress of Representative Women in Chicago in May, 1893, Canadian groups organized the National Council of Women, the Young Women's Christian Association and the National Household Economics Association.

The National Council of Women was created in Toronto in October 1893, with Lady Aberdeen as president and Mrs. John Hoodless (Adelaide) as treasurer. At their first annual meeting in April 1894, a resolution was passed urging that members make every effort to further the introductions of industrial (or manual) training for girls into the public school system of Canada. Copies of this resolution were sent to each provincial minister of education.

In all Y.W.C.A. organizations, classes were held for adults interested in domestic science. Therefore it is not surprising that the first training school for domestic science teachers was organized and run by the Y.W.C.A. in Hamilton. The program there was an outgrowth of a two-year agreement, 1896-1898, to teach domestic science in the public schools. The training institution was affiliated with the Ontario Normal College and was named the Ontario Normal School of Domestic Science and Art. It, in turn, became the Macdonald Institute, which with Macdonald Hall, a residence for women students, was opened at Guelph in 1903. As the name indicates, the generosity of Sir William Macdonald of Montreal made

this building possible. Miss Mary U. Watson, previously in charge of the Ontario Normal School of Domestic Science and Art, became the first director of the Domestic Science department at Macdonald Institute.

Because the majority of the early Manitoba teachers were trained there, it is significant to note that the original program offered was a two-year normal course leading to a diploma. Other courses available included a three-month normal course in plain sewing, two housekeeper courses, a three-month course in domestic science and optional courses in dressmaking, millinery, wood-carving and poultry raising. In a report given at the Lake Placid Conference, Miss Mary U. Watson described the program as being

for the instruction of farmers' daughters and others in Domestic Science and Art, and for equipping teachers in Nature Study, Manual Training and Home Economics.<sup>28</sup>

In Toronto, the Lillian Massey School of Household Science and Art was started, equipped and partially maintained by Mrs. Lillian Massey-Treble. In February 1902, the school offered a normal course recognized by the Ontario government, as well as housekeeper courses, numerous short courses and extensive mission teaching.<sup>29</sup>

The University of Toronto established the first degree course in Household Science in 1902. At the outset the students took their academic work in the regular university classes and the household science classes at the Lillian Massey School of Household Science. In 1903, under the supervision of Miss Annie Laird, the four-year degree program was developed;

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<sup>28</sup>Lake Placid Conference on Home Economics, Proceedings of Sixth Annual Conference, Sept. 19-24, 1904, Lake Placid, N.Y., 1904, pp. 19-22.

<sup>29</sup>Ibid., p. 20.



the two-year normal school program and the mission classes continued.<sup>30</sup> In 1906 the University accepted Mrs. Massey-Treble's gift of \$80,000 for a household science building which was formally opened on January 28, 1913.

Quebec, too, was supported by Sir William Macdonald, who provided a School of Household Science at St. Anne de Bellevue in Quebec as part of Macdonald College. It was planned as an English-language college to train teachers and to provide education in home economics and agriculture. In June 1908 Miss Annie B. Juniper was appointed Dean of the School of Household Science. On her staff as instructor in Household Arts was Miss Margaret Kennedy. These women left their positions in Quebec in 1910 to start the Home Economics Department at Manitoba Agricultural College.

Not only did the Macdonald Colleges and the University of Toronto supply Manitoba with teachers of domestic science, but New Brunswick and Nova Scotia likewise became sources of supply in these early days. At the turn of this century, Household Science was introduced into both Nova Scotia and New Brunswick schools. In Nova Scotia the first classes were held in St. Patrick's Girls' School, Halifax. These classes were so well received that the Local Council of Women obtained an amendment to the Nova Scotia Education Act of 1900 to introduce "Domestic Arts" into the public schools. In 1902 the Provincial Normal School at Truro added a Department of Domestic Science. The same year Acadia Ladies' Seminary opened a Domestic Science Department and provided a two-year course for prospective

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<sup>30</sup>Lake Placid Conference on Home Economics, Proceedings of Tenth Annual Conference, July 6-10, 1908, Lake Placid, N.Y., 1908, p.32.

teachers of Domestic Science. In 1904 Mt. Allison University, Sackville, New Brunswick, started classes in household science, aided by funds and equipment supplied by Mrs. Massey-Treble. (The equipment belonged to Mrs. Massey-Treble and had been used in Manitoba for three years prior to this time.) The new school was known as The Massey Treble School of Home Economics.

Thus the history of home economics in Manitoba has its roots in Eastern Canada.

### CHAPTER III

#### EARLY HOME ECONOMICS INSTRUCTION IN MANITOBA

A study of the history of the Red River settlement produced evidence which will be given in this chapter that home economics instruction was offered as early as 1826.

In the first years of the nineteenth century this settlement was made up of several distinct groups: the Indians, the native inhabitants; the Métis, the product of unions of the men of the fur trade with Indian women; the Scottish and a few Irish settlers; the French Canadian settlers; the des Meurons, German and Swiss veterans of the Napoleonic wars.

The colony was built up around the junction of the Red and Assiniboine Rivers known as The Forks. On the west bank of the Red River was Point Douglas and on the east side was St. Boniface.

There was a distinct contrast in the way of life of the various groups. Even when the crops became more abundant, a large part of the population, the Métis, depended on the buffalo hunt as their main occupation and source of food. The Scottish and French Canadian settlers were different. While they usually joined the Métis in the hunt, tilling the soil was their chief concern. They came as families and brought with them the sober industry and steady morals of Scotland and old Quebec. In the Red River settlement they maintained "civilized manners and the social gaiety of their ancestral way of life."<sup>1</sup> Thus they furnished a

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<sup>1</sup>W. L. Morton, Manitoba, A History (Toronto: University of Toronto Press, 1957), p. 63.

a steady element in this mixed settlement. From these groups most of the leaders of the Red River community can trace their origin.

Bishop Provencher, Reverend S. Dumoulen, along with several French Canadian families from Quebec, arrived at the Red River in 1818. They found that the Indian and Métis women were highly skilled in the art of sewing leather jackets and moccasins with sinew which they decorated with coloured beads and dyed porcupine quills. Bishop Provencher recounts that a French Canadian farmer's wife in the community showed the girls how to work with flax (linen) and buffalo wool (there being no sheep's wool). She had learned these handicrafts in Lower Canada (Quebec) before coming to St. Boniface.<sup>2</sup> It can be said that creative art in Manitoba began with the first inhabitants of the country.

In 1828, Bishop Provencher opened the first school for girls. He was pleased to have as his teachers two gifted young ladies who had been educated in a Montreal convent. The Misses Nolin, daughters of a retired North West Company factor and an Indian woman, were engaged to teach school, and, as part of their teaching program, they were to instruct the girls in the community how to make cloth from flax (linen) and buffalo wool -- an industry which the Bishop believed to be absolutely necessary.<sup>3</sup> These women stayed in St. Boniface until 1834 when they left to teach at White Horse Plains (now St. Francois Xavier).

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<sup>2</sup>Bishop Provencher, Letter to Bishop Plessis, Feb. 2, 1826.

<sup>3</sup>Ibid., June 8, 1828.

By 1833 sheep had become more common as many had been imported from Kentucky. Girls who had learned the art of weaving were fortunate but many were still untaught. Consequently, Bishop Provencher told Sir George Simpson that this industry was sorely needed at the Red River. The governor offered to pay two Canadian weavers for three years if the Bishop would supply them with food and lodging for the same time. This was quickly agreed upon, so in 1838 Madame Lapalisse and Mlle. Ursule Grenier arrived in St. Boniface from Quebec. An industrial school was opened and the girls began their lessons in weaving. Unfortunately, the weavers' workshop burned down when some flax caught fire while being dried over the stove. The Bishop gave his house to the teachers and their pupils while the school was being rebuilt through the generosity of Governor Simpson. The school continued to function until 1844.<sup>4</sup>

For several years Bishop Provencher had sought to have Sisters come from Montreal to give the girls a thorough education that would include not only weaving but also housekeeping arts, to make them good homemakers. He asked that three Sisters establish a foundation at St. Boniface. He promised the expenses of the journey, a house with land for a garden, a farm of 100 acres, and 500 louis to purchase necessities which the land could not produce. He said supplies of grain and meat would be available and parents would pay for the education of their child-

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<sup>4</sup>Soeur Elizabeth de Moissac, "Les femmes de l'ouest et leur rôle dans l'histoire" (un thèse pour Maîtrise ès Arts (M.A.) University of Ottawa, 1945).

ren with money and provisions. He suggested that life would not be easy.<sup>5</sup> Four brave women, Mother Valade, Sister Lagrave, Sister Lafrance and Sister Coutlée, of the Sisters of Charity, known as Grey Nuns, set out by canoe in April, 1844, by arrangement with Sir George Simpson and, after a gruelling journey, arrived in St. Boniface 59 days later. On August 11, 1844, in a room of their stone house, the sisters established a school for girls where instruction was given in language, mathematics, history and geography, as well as in the household arts of spinning, weaving, knitting, crocheting and embroidery.<sup>6</sup> Sixty girls enrolled, and a year later the number had grown to eighty.<sup>7</sup>

During the winter months they found the stone house very cold and so they held classes in the Bishop's house. On May 18, 1846, construction started on a large log house, 100' by 40', located on Tache Avenue south of St. Boniface Cathedral. Classes began in the new building on December 27, 1846. For over 100 years this building was used, first as a school and then as a residence for the sisters. It is now being set up as a museum for the St. Boniface Historical Society. In 1865 Bishop Taché built a larger school where the Taché hospital now stands. In 1883 this building was demolished, and on the same site was erected another building which was known as Taché Academy Pensionnat for it included residence

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<sup>5</sup>Bishop Provencher to Bishop Juliopolis read to an Assembly of the Administrative Sisters of General Hospital of Montreal, Nov. 22, 1843, written Oct. 19, 1843 (in Montreal) from *Chronicles of the Grey Nuns*, Curran 3, 1843-1870, p. 7.

<sup>6</sup>Eugenie Dubuc, "The Arts Came Early to Red River," Winnipeg Free Press, Sept. 11, 1965.

<sup>7</sup>D. S. Woods, Education in Manitoba (Manitoba Economic Survey Board, February 1938), p. 9.

accommodation. Records show that in 1868 classes in sewing and cooking were held there. Between 1882 and 1897 it was a training school for teachers as well. In 1897 the Sisters of Jesus and Mary took over and students were moved to what is now the Oblates Juniorate on Provencher Avenue and then later to St. Joseph's Academy on Cathedral Avenue.

To encourage the colonists who had learned to weave, Governor Simpson organized industrial competitions and offered prizes for the greatest quantity and the finest quality of hand woven cloth.<sup>8</sup> Their industry was further developed when in 1858 Mother Valade, travelling through St. Paul, Minnesota, bought a cast iron Singer sewing machine. This acquisition was greatly prized by the seamstresses in the school.<sup>9</sup>

The Grey Nuns were pioneer teachers in the truest sense. It was a realistic program in terms of their own economy which was rather desperately needed. By example they taught household economy to their students. They employed their wits to obtain the necessities of life. They made their own candles from tallow. They made soap from fat and lye, and laundry starch from potato water. Having sown sugar beets, the Sisters tried, but without success, to make sugar. They did, however, obtain sugar from the sap of the Manitoba ash-leaved maple trees (acer negundo) found in the river loops of the Red and Assiniboine.

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<sup>8</sup>Mother Valade to la Très Honorable Mère, Diary of the Grey Nuns, Archives of Manitoba, Legislative Building, Winnipeg, Nov. 12, 1847.

<sup>9</sup>Sister Curran, Report of the Mother House, November 1870. Archives of Manitoba, Legislative Building, Winnipeg.

On May 1, 1869, St. Mary's Academy was opened by the Grey Nuns on what is now called Notre Dame Avenue East. In 1874 the administration was taken over by the Sisters of Jesus and Mary. By 1876 sewing was taught one afternoon a week "to make good sensible things". Protestant girls who attended St. Mary's Academy had extra sewing classes while Catholics received religious instruction.<sup>10</sup>

The colony on the west side of the river was predominantly Protestant. The parish school system was used by the Anglican, Presbyterian and Methodist Churches at Red River from 1820 to 1870. By 1844 there were nine schools in the parish with a total enrolment of 485 scholars. A number of experienced teachers came out from England in order that the children would have the benefits of a good education.

The building and program of the school at Sugar Point was typical of the common schools. The structure was 20' by 40' with provision for classroom and teacher's residence. Here also was introduced the carding and spinning of wool along with the three R's -- reading, writing and arithmetic.<sup>11</sup>

Reverend Egerton R. Young (after whom Young United Church, Winnipeg, is named), writing of his experiences as an early missionary at Jack River (Norway House), said that one interesting phase of his work was introducing

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<sup>10</sup>Sister Margaret Malloy, "The History of St. Mary's Academy and College and Its Times", (unpublished Master's thesis, The University of Manitoba, 1952), p.59.

<sup>11</sup>Woods, op. cit., p.9.



the mysteries of civilized housekeeping to the Indian families. These families were making a great transition in moving from a wigwam to a house. The one-room log houses, heated by a fireplace at one end, were very small. In order that families should not revert to wigwam habits, which were not conducive to methodical and tidy housekeeping, some practical lessons had to be given to those who were willing to learn. Consequently an approach was made by an announcement from the pulpit saying that during the week, in connection with his pastoral visitations, he and Mrs. Young would dine at Pugamagon's house on Monday, on Tuesday Oostasemou's and on Wednesday Oosemenou's. With great concern they would approach the minister when church was over saying that they had nothing but fish to offer, and no table, chairs or dishes for the dinner. "That is all right, we are coming," the minister would reply. Then almost in desperation they would ask, "Well, what are we to do to be ready to receive you?" "That is the very question we wanted you to ask," said Rev. Young. "Now I will tell you what is in our hearts. You have plenty of fish ready and we will look after the rest of the dinner . . . First we want to see, when we visit you, how neat and tidy the members of the family will be; we also wish to see how bright and polished all your kettles, pots and plates will be. We are both coming to your homes as I announced, so be on the lookout and ready for us. I believe we'll all have a good time."

At about nine o'clock on the appointed day Mrs. Young would start off for the log cabin with her dog team and cariole loaded with food, a large table cloth, dishes and cutlery. There, with a certain

amount of trepidation, the expectant family awaited her coming. The floor was well scrubbed with an unlimited amount of elbow grease aided by some soft soap made out of strong lye and the grease of a fat dog. All the family were arrayed in their Sunday apparel and the faces of the children showed that they had been most thoroughly polished. Every kettle and pot bore evidence of the early hour at which the family had risen and begun operations.

For perhaps three hours Mrs. Young instructed the Indian mother and her daughters in the preparation of the dinner. They were very proud of their teacher. The dinner, which had been cooked in various pots and pans at the capacious fireplace, was served up, or rather down, as they seated themselves upon the floor. The dinner was pronounced a great success and when it was over Mrs. Young would teach the women how to wash and put away the dishes, sweep the house and prepare for the afternoon's work. Sometimes the happy Indian mother was able to bring out a nice piece of dress cloth which her husband had bought for her in exchange for his valuable furs. When Mrs. Young asked how the dress was to be made, the answer was usually, "Please Oookemasquas, cut it out so that it will be like the one you had on in church last Sunday."

So, as far as possible, the dress was cut and fitted in that style, the sewing of it commenced and full instructions given so that the owner might go on working. When the owner became perplexed with its intricacies, she would come to the mission house for help until the work was completed. In addition to these lessons in dressmaking there were also lessons in patching, darning and in lengthening out or adding to the dresses of the

rapidly growing Indian girls. Thus from house to house, the missionary and his wife went, and for long years afterwards the good results of these visits remained.<sup>12</sup>

The last institution to be reported in this period is Havergal (Rupert's Land) College, an Anglican Church supported school for girls. A Winnipeg newspaper stated that on August 29, 1902, a Miss Meries, a graduate from the College of Domestic Science in Shrewsbury, England, had been appointed by the board of directors of Havergal College to teach domestic science in the school. The newspaper account went on to say:

It will be a matter of great rejoicing among educationalists in Winnipeg that at last we are to have a college taking up this most important work of domestic science.<sup>13</sup>

The program thus initiated continued up to the early 1920's. In the mid 1930's home economics was offered as an alternate science in the Matriculation Course. Later, in 1950, this school amalgamated with Riverbend, a United Church supported school, and was renamed Balmoral Hall. A homemaking room was established in the new location a short time later.

In view of the foregoing, it may be said that the history of home economics education in Manitoba is a modern phase of a very old movement.

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<sup>12</sup>Egerton R. Young, "Practical Work in Indian Houses", On the Indian Trail, (New York: Fleming H. Revell Co., 1897), pp. 52-59.

<sup>13</sup>Winnipeg Free Press, August 29, 1902.

## CHAPTER IV

### THE SCHOOL OF HOME ECONOMICS

The history of the development of the School of Home Economics, University of Manitoba, is divided into four periods, namely: the period of the Massey-Treble experiment, 1902-1905; the Manitoba Agricultural College period, 1910-1924; the first University period, 1924-1950, with classes in the Administration Building; the second University period, 1950-1966, in a home of its own.

#### The Massey-Treble Experiment, 1902-1905

As early as 1894 the newly organized Local Council of Women and their national organization gave strong support to the idea that all children should be trained in handicraft.<sup>1</sup> Handicraft included sewing, carpentering and upholstering. One of the objectives of the organization was to promote manual training for boys and girls in the schools. A minute of their November meeting reads:

That the Local Council of Women of Winnipeg do all in its power to promote the incorporation of a system of technical training into the Public Schools believing that such training will greatly conduce to the general welfare of our homes and that a copy of the resolution be sent to the Minister of Education.<sup>2</sup>

These women energetically presented their views to the Advisory

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<sup>1</sup>Minutes of Winnipeg Local Council of Women, Nov. 22, 1894.

<sup>2</sup>Ibid.

Board of the Department of Education to try to introduce sewing into the public schools. The Board indicated their interest by proceeding to gather relevant facts from other countries.<sup>3</sup> Miss Bessie Livingstone, a graduate of the Boston Cooking School and teacher of household science in Ottawa, addressed a public meeting in Winnipeg arranged by the Local Council of Women. She gave the background of domestic science work being done in England, in the United States and in other Canadian cities. She mentioned that \$500.00 would thoroughly equip a kitchen but \$200.00 had done in some places.<sup>4</sup>

In December 1901 a letter addressed to the Lieutenant Governor of Manitoba from the Minister of Education for Ontario was brought before the Local Council, as a representative group of women. The letter contained an offer from Mrs. Lillian Massey-Treble of Toronto to donate \$2,000.00 to establish in Winnipeg a domestic science training school for teachers, and to provide an additional \$250.00 a year for the next two years. Her offer was based on the condition that Winnipeg would provide the necessary rooms and operate the school for three years.

The meeting approved the idea and moved to bring the matter of providing rooms before the University Council.<sup>5</sup> At the meeting on March 6, 1902, the Committee on Domestic Science reported:

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<sup>3</sup>Ibid., Nov. 1895.

<sup>4</sup>Ibid., Nov. 23, 1899.

<sup>5</sup>Ibid., Dec. 1901

That provided the Local Council of Women of Winnipeg undertakes to carry out the scheme of teaching Domestic Science to women proposed by Mrs. Massey-Treble of Toronto, the University is willing to grant for three years free of cost suitable accommodation, the occupation of the building for this purpose to be subject to the direction of the Faculty of Science.<sup>6</sup>

In October 1902 Miss Reebie Lennox (later Mrs. L. L. MacNeill), a graduate of Pratt Institute, was brought to Winnipeg to instruct in domestic science.

The importance attached to the Massey-Treble experiment is attested by the names appearing on the Advisory Board set up by the Local Council of Women. The following represented the University Council on the Board: Dr. Bryce, Dr. Laird, Dr. Sparling, Dr. Barrett, Archdeacon Fortin, Dr. Patrick, Dean Matheson, Superintendent Daniel McIntyre and W. A. McIntyre. There was also a Ladies Committee headed by Mrs. George Bryce, Chairman of the Local Council of Women, Mrs. G. F. Coombes as secretary, Mrs. J. A. M. Aikins as treasurer, with additional members Mrs. Culver, Mrs. Kirby, Mrs. Roblin, Mrs. Haggart, Mrs. (Dr.) Clarke, Madame Cauchon and Mrs. G. R. Crowe.<sup>7</sup>

The University provided three rooms in their new Broadway building: a kitchen, a dining room, and between these, a smaller area used as an office and as storage space. The kitchen was equipped with twelve individual desks, each fitted with a Bunsen burner, swinging seat and drawers for a complete set of utensils; instructor's desk and table; china, food and

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<sup>6</sup>Minutes of University Council, March 1902.

<sup>7</sup>Winnipeg School of Household Science, University Building Broadway Circular, 1902 (found in vault at Legislative Building, Winnipeg). See Appendix B, pp. 215-221.

cupboards; blackboard and charts; gas and coal ranges; sink and washstand. The dining room was furnished with a table, chairs, buffet, sideboard, sofa and bookcases containing reference books.

Students who were already taking science classes at the Broadway site could also follow the new domestic science program as a non-credit elective. The courses began officially on November 3, 1902. Tuition fees were set forth in the circular as follows:

First Housekeeper's Course	- 4 months	2 hrs. wk.	\$6.00
Second Housekeeper's Course	- 3 months	2 hrs. wk.	\$8.00
Invalid Cookery	- 3 months	2 hrs. wk.	\$5.00
Course in Table Service	- 3 months	1½-2 hrs. wk.	\$6.00
Household Economics	- 3 months	1½-2 hrs. wk.	\$4.00 <sup>8</sup>

The First Housekeeper's Course was a prerequisite for the Second Housekeeper's Course; otherwise students could elect whatever course, or courses, they desired.

After registration it was decided to provide three general house-keeping courses as needs of the students indicated: Beginners, Intermediate and Advanced. In addition there were several eight-week housekeeper courses available to the public.

The program included physiology, nutrition, systems of measuring, making and caring for a fire -- in fact, everything pertaining to the daily administration of the home. Beginners started with simple basic recipes dealing with cereals, soups, vegetables, meat, fish, desserts and beverages. Later, elaborate food preparation and further dietary studies followed.

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<sup>8</sup>Ibid.

Other courses outlined in the circular were intended for nurses and medical students. These classes dealt with invalid cookery, nutrition and diet therapy. In addition, instruction was given in the duties of a waitress, and the care of furniture and furnishings.

The plan was that as the school became established it would offer more courses such as were being given in training schools of Household Science in Canada and in the United States. Of these beginnings Mrs. Reebie Lennox MacNeill said:

During those three years we had several delegations to the government to make a grant to introduce the (Domestic) Science course permanently and issue a degree. But Mr. Roblin always put us off with the promise to look into the matter. As it turned out later, Mr. Roblin was planning the Agricultural College at Tuxedo and intended to introduce Domestic Science there.<sup>9</sup>

Nothing more could be done without the support of the government; therefore the first school of home economics closed.

#### Home Economics in the Manitoba Agricultural College Period - 1910-1924

In 1900 Premier R. P. Roblin appointed a Royal Commission to consider the founding of an agricultural college, the best method of administering such a college, and the approximate cost. In 1902 the Commissioners made their report, bringing clearly into focus four points of reference. First, while the Province should prepare men for agricultural pursuits, young women should be educated to make them more expert and competent help-mates. The report stated:

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<sup>9</sup>Letter from Mrs. Reebie Lennox MacNeill to the writer, March 1961. See Appendix C, pp. 225-227.



Society depends for its character upon the home, and the home for its quality and power upon the competence and culture of women who have charge of it. And when one considers the educative power of the home and its environment and of the homemakers upon the earliest years of youthful life, and when one considers how dependent upon these are the men who support such homes for their comfort and efficiency in working, the best possible opportunity for receiving that education and training which will fit the women for the performance of those duties which may and undoubtedly will devolve upon them, should be given by the Province.<sup>10</sup>

Second, the Commission included a definition of household science as the application of scientific principles and systematic methods of work in the mechanical problems of homemaking. Third, it suggested the courses of study to be included in this area: instruction in general cookery; properties and use of different kinds of food, their preparation and preservation; principles and proper methods of laundry work; home nursing and emergencies; hygiene and sanitation; household art and design; dressmaking and sewing; household management; physical training, and the natural sciences bearing on these subjects. Finally, it recommended that there should be a normal or teacher's course in domestic economy to qualify female public school teachers to teach in this field.

In March 1903 the Provincial Legislature passed an act establishing the Manitoba Agricultural College with two departments: agriculture chiefly for male students, and domestic science or home economics for girls and young women. In 1904 an Advisory Board was set up to consider all matters related to staff, courses of study, academic standards, regulations necessary and expenditures from the amount authorized by the Lieutenant-Governor-in-

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<sup>10</sup> Report of Agricultural College Commission 1902.  
Journals of Legislative Assembly of Manitoba, Volume XXXV.  
Sessional Papers (No. 17) 1903, p. 499.

Council. Ten directors constituted the Board: four elected by the agricultural societies of the Province, two selected by the University of Manitoba, three appointed by the Lieutenant-Governor-in-Council, and the Minister of Agriculture.

The first Agricultural College building was officially opened in 1906 at the present site of Fort Osborne Army Headquarters. At that time Premier R. P. Roblin expressed "the intention of adding to its activities as soon as possible, a department of domestic science".

W. J. Black became first president of the Manitoba Agricultural College. He was a graduate of the Ontario Agricultural College and had been editor-in-chief of the Farmers Advocate and former Deputy Minister of Agriculture. Home Economics and Agriculture at the College, along with Extension work throughout the Province, now came under his jurisdiction.

In October 1909, complete arrangements had been made for the creation of the Department of Household Science as a part of the Manitoba Agricultural College. The Government, encouraged by the rapidly increasing enrolment in agriculture, tried to procure land adjoining the College campus in Tuxedo on which to erect a household science building but the price asked was prohibitive. By the time the first group of girls was admitted in 1910 for a summer term, May to August, plans were underway to move the whole institution to St. Vital, south of Winnipeg, on a beautiful loop of the Red River known as Riverside Park in what is now Fort Garry. The site contained six hundred acres, sufficient for agricultural purposes. An administration building and a residence were soon under construction. The Manitoba Agricultural College calendar contained a passage pertinent to this history:

The board of directors of the Agricultural College have been promised by the Government that money will be forthcoming at an early date for the erection of a Home Economics building for the Agricultural College when it will be possible to offer a wider course than is at present possible.<sup>11</sup>

In the meantime classes were carried on in the basement of the Administration Building on the Tuxedo site. Since residence accommodation was limited, most of the girls had to board in the city until residence facilities were provided two years later at the new location.

At that time candidates for admission had to be eighteen years of age (changed in 1912 to sixteen years of age); produce satisfactory evidence of moral character; bring with them the health certificate supplied, signed by their parents (changed in 1912 to be signed by a physician), and satisfy the College authorities that they possessed such English education as would enable them to profit by attendance at lectures.<sup>12</sup>

For a number of years detailed regulations referring to routine procedures were set forth in the calendar and parents had the assurance that their daughters would be carefully supervised. For example, the rising bell was at 6:45 a.m., and lights were out at 10:30. After 7:00 p.m. silence prevailed so that students could study without hindrance. The cotton uniform worn at all times during class hours required nine yards of material, cleared the floor by three inches and had a three-inch hem. Similarly aprons,

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<sup>11</sup>Manitoba Agricultural College Calendar, 1911-12, p.79.

<sup>12</sup>Ibid., pp. 75-6.

different ones for the foods laboratory, for sewing classes and for house-keeping duties, were made according to calendar specifications.

At this time, before World War I, not many rural families travelled far from their own communities; good roads and speedy means of transportation were non-existent. Thus it was important for the security of parents and students alike to have detailed regulations. Gradually, as times and styles changed, regulations were modified. The yardage in uniforms was reduced, the hemline raised from the floor and the sleeve shortened. By 1928 uniforms could be bought at the M.A.C. Cooperative store (price \$3.50 each).

The original Home Economics staff was composed of three members: Miss Annie B. Juniper, Miss Margaret Kennedy and Miss Maud McDonald. As has been previously stated, Miss Juniper had been brought out from England to be Dean of Household Science at Macdonald College (McGill University). Miss Kennedy was on staff there at that time. They left to come to Winnipeg in 1910 where Miss McDonald, a graduate of Macdonald Institute in Guelph, joined them. A year later Miss B. A. Duncan replaced Miss McDonald. Mrs. Edith Charlton-Salisbury, a home economist from the United States, succeeded Miss Juniper.

The early program, as recommended by the Commission, was planned to fit the needs of rural young women, the potential leaders in farm communities, as a counterpart of the agricultural program for boys. It was necessary that girls be taught how to cope with existing conditions, particularly in this pioneer setting. This called for practical and systematic training in the business of homemaking. In the clothing department the

girls drafted their own patterns and tested the fit of their garments on a "judy". They learned how to make underwear, skirts and blouses. In millinery classes the girls made hat shapes with wire or buckram covered with straw, braid or other material, to which was added suitable trimming. The course in laundry was useful too, for no dry cleaning services were available. Lessons included: selection, cost and care of laundry equipment; laundering of white and coloured materials, removal of stains, composition and properties of starch, blueing, alkalies, soap and washing powders, and their uses in the laundry; simple methods of softening water, and disinfecting clothes. In the home furnishing class the girls were taught how to choose suitable furniture and equipment. Students were taken on field trips to the various stores and made aware of the importance of good design and appropriate purchasing. Household handicraft included lessons on woods, wood finishing and wood fasteners. The girls were taught how to do minor repairs around the house such as soldering, repairing household utensils, glazing a window. They also made a roller towel rack for the kitchen and a spike for filing bills.

A course in English was given by Professor G. A. Sproule. Besides studies in grammar, prose and poetry, the girls were taught how to write and deliver papers on subjects assigned. This exercise was considered good preparation for participation in community affairs.

In the foods laboratory, students learned how to cope with the fireless cooker, wood, coal and gas ranges. They learned too, the nutritive value of food as well as its cost and care and the importance of balanced diet. The Boston Cooking School Cook Book by Fannie Farmer was their text

for preparing family meals and simple refreshments for larger gatherings.

There were lessons in home nursing and emergency treatments; in the structure and functions of the body and in personal hygiene. Matters relating to house construction, home management and the care of a family were considered.

In addition to lectures, the first students received practice in real household management in the three-storey home of Professor W. J. Rutherford (of the Manitoba Agricultural College staff) while he and his family were away. "Miss Juniper stressed the practical application of management", said Mrs. Ethel Playfair Harrison (a member of the 1910 class), "because I remember her saying in one of her lectures that if she could visit the girls in their own homes in later years and inspect their garbage cans, she would be able to tell what type of homemakers they were."<sup>13</sup>

The second group began classes in January 1911, and carried on until April 1911. Reports were so favorable that the length of time of the third class was extended to five months and was held during the winter term with sixty girls enrolled. In October 1912 another five months was added to the course. It was possible now to broaden the scope of the program beyond the skills of manipulation into understandings of the nature and laws governing the making of a home. For example, enough science was taught to give the student an intelligent understanding of the natural processes which she would encounter in her daily life and a

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<sup>13</sup>Mrs. Ethel Playfair Harrison, personal interview with the writer, April 16, 1966.

scientific basis for practical studies. Courses in sociology, civics and economics were given to develop in the student an understanding of her individual responsibility to the community. The problems of feeding, clothing and housing the family were studied along with the development of wholesome family relationships. Textiles, drawing and design were added to the household arts program, and advanced cookery and dietetics were added to the household sciences. In the area of agricultural subjects the program now included dairy husbandry, poultry production and horticulture, for these subjects were of concern to the rural students. Home sanitation classes considered the location, plan and construction of the home with regard to choice of building materials, drainage, plumbing, heating, ventilation and disposal of wastes. Although the course did not give a professional standing, it did prepare students for life on the farm and for capable effective citizenship.

The first diploma students who graduated in 1913 were members of this group. One of the graduates, Mrs. Margaret Sinclair MacDonell said, "We enjoyed our two-year course tremendously and before leaving in the Spring of 1913 we again sought out Dr. Black, this time to ask if a Degree Course in Home Economics could be set up at the new Agricultural College then being built south of Winnipeg."<sup>14</sup>

An interesting feature of the Extension work of the College was the Better Farming Trains, authorized by the Provincial Department of

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<sup>14</sup>School of Home Economics, The University of Manitoba Fiftieth Anniversary (Winnipeg: Public Press, 1960) p.8.

Agriculture, supported by the Dominion Government and provided complete with crew, free of charge, by the Canadian Pacific and Canadian National Railways. A Home Economics car was attached to these trains in 1911, the first of its kind in North America. In one year, 1912, 150 meetings were held at which an estimated 35,000 received instruction.<sup>15</sup> For the women, lectures, demonstrations and bulletins dealt with sewing, food preparation and preservation, and care of the sick. The two Better Farming Demonstration trains occupied the time of lecturers and demonstrators for nearly eight weeks in the summer, and in the winter a large number of short courses were given in small towns. With this amount of activity, in 1913 it became necessary to appoint a superintendent of agricultural extension, Mr. E. Ward Jones, who was followed by Mr. S. T. Newton a year later. Agricultural representatives were appointed to organize the programs and additional staff engaged to give the short courses and demonstrations throughout the country. At the same time, Boys and Girls Clubs were organized with a membership of over 450 the first year.<sup>16</sup>

In 1913, home economics classes were moved from Tuxedo to the new location in St. Vital (now the Municipality of Fort Garry). The south-east corner had been reserved for the Home Economics building. However, as construction on the building was delayed because of World War I, the second, third and basement floors of the Administration Building were equipped to

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<sup>15</sup>Manitoba Agricultural College Calendar 1912-13, p.91.

<sup>16</sup>Manitoba Agricultural College Calendar 1913-14, p.101.



serve the staff and students as classrooms, laboratories, library and offices -- in fact, the whole Department of Household Science. This temporary accommodation persisted for thirty-seven years.

A professional housekeepers' course was first introduced in October 1914. Students who had successfully completed the two-year Diploma program and were at least twenty-three years old, were eligible to apply for this five-month course. Marketing, large scale cooking, housekeeping methods, chemistry and bacteriology (as applied to the household), and ethics were among the subjects taught. The young ladies gained supervised practical experience in the college dormitory and residence dining room. In 1916 Miss Olive Cruikshank further developed the course which now became known as Institutional Management.<sup>17</sup>

President Black had exerted every effort toward establishing Home Economics on a firm foundation. When he resigned in 1915 his successor was Professor J. B. Reynolds, a Professor of English at the Ontario Agricultural College. Miss Ethel Eadie (later Mrs. Ethel Eadie Hutchison Amos), a distinguished graduate of the Lillian Massey School, University of Toronto, was chosen because of her wide experience in the field to become the head of the Home Economics Department and Professor of Household Science. She had taught at Mount Allison Ladies College in New Brunswick, at the University of Toronto, and had attended the Lake Placid Conferences.

The request of the second-year diploma students for an extension of

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<sup>17</sup>Manitoba Agricultural College Calendar 1916-17, p. 90.

their training was granted and the degree course was established by the Board of Governors at their meeting on May 21, 1915. Students who had completed the Homemaking course or its equivalent with a 65% in second year English and 60% average could proceed to the degree program.<sup>18</sup> It was covered in three winter terms of five and one-half months each.<sup>19</sup> The degree Bachelor of Home Economics (B.H.E.) in Manitoba was first conferred on six women who completed the five-year program in May 1918. They were: Aurella M. Brown (Mrs. J. Anderson), Margaret McKillop (Mrs. Paul Burke), Margaret M. Rayner (Mrs. H. C. Boughton), Mary Rathwell (Mrs. C. A. Weir), Esther Thompson (Mrs. N. C. MacKay) and Bernice C. Wright (Mrs. F. W. Linnell).<sup>20</sup>

When Miss Eadie resigned in 1918, Miss Mary Kelso accepted the appointment as Director of Home Economics and the responsibility of co-ordinating the Departments of Household Science and Household Arts. Miss Kelso was familiar with the needs of this province for she was a native Manitoban and had taught Household Science in Brandon Central School and the Brandon Normal School.

In 1919, Grade XI became the entrance requirement for the degree course.<sup>21</sup> This was a natural and progressive step in the development of the College. However, those with incomplete Grade XI could, after passing

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<sup>18</sup>See Appendix D for subjects studied in first and second years of diploma course; third, fourth and fifth years of degree course, pp. 228-30.

<sup>19</sup>Manitoba Agricultural College Calendar 1916-17, p. 91.

<sup>20</sup>Fiftieth Anniversary, op. cit., p. 10.

<sup>21</sup>Manitoba Agricultural College Calendar 1919-20, p. 13.

the examinations of the first year of the degree course, write off their Grade XI deficiencies. In 1920 matriculation or Grade XI with matriculation standing before graduation became the requirement. Concurrently with the degree course, the Institutional Management Course of three winter terms and the Homemakers' Course of one or two winter terms were continued. To distinguish the Homemakers' Course from the Degree Course the former became known as the Diploma Course.<sup>22</sup>

The subjects taught were rearranged into two groups: the academic -- subjects taught in common with any academic institution; and the technical -- those subjects dealing directly with housekeeping and home-making.<sup>23</sup> The attention paid to the academic subjects implied that home economics was not a trade but an art based on a scientific foundation. The good housekeeper would become a better housekeeper by understanding the laws of light and ventilation; the composition of food, the quality and uses of textile fabrics; the structure and functions of the human body, and the nature and causes of disease. A study of the history of home life would reveal the importance of the family as a social unit and lead to an intelligent understanding of sociological problems. The subjects studied were not only of technical but also of cultural character. English was taught in every term of the regular courses to enrich the language and thought of the students. The aim was not to create housekeepers but to

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<sup>22</sup>Manitoba Agricultural College Calendar 1919-20, p. 13.

<sup>23</sup>Manitoba Agricultural Calendar 1919-20, p. 25.

produce intelligent public-spirited citizens, capable of assuming community leadership.

Within the group of subjects dealing directly with homemaking many changes were made. For example, the terms Household Art and Household Science disappeared from the college calendar. Cooking and food studies were renamed Cookery, and Foods and Nutrition. Drawing and design, sewing, dressmaking, millinery, costume design and laundry were grouped under the heading of Clothing. Textiles was listed as a separate study. In 1921 a new subject entitled Social Usages was added, which included etiquette and social customs. The same year, under the heading of Art, appeared drawing and design, house planning, house furnishing, costume design, art appreciation and basketry. As well, interesting craft projects such as enamelling, tie dyeing, batik, stencilling and block printing were introduced by Mrs. Jean South, instructor from 1919 to 1934.

A significant change took place in 1919 when the Agricultural Extension Service work was moved to the Manitoba Department of Agriculture offices in the Legislative Building. However, the men and women of the Manitoba Agricultural College staff continued to contribute to the work in this field.

Professor John Bracken, head of the Field Husbandry Department of the University of Saskatchewan, was brought to Manitoba in 1920 to become the new head of the Manitoba Agricultural College. Mr. Bracken resigned two years later when he was invited to lead the newly elected Farmers' Government of Manitoba and become Premier of the province. Professor C. H. Lee of the Department of Bacteriology, an experienced teacher, was

appointed acting dean in 1922, a post he held until 1924 when the Manitoba Agricultural College became a faculty of the University.

When Miss Kelso resigned in 1922, Mrs. Lottie Chapman Duncan (later Mrs. H. P. Sommerfeld), a member of the teaching staff, took her place as director. The same year the degree in Home Economics was changed from B.H.E. to B.Sc.(H.Ec.),<sup>24</sup> in recognition of its dependence on the basic sciences and on the instruction of an academic and professional nature now included in the program.

#### The First University Period - 1924-1950

On March 1, 1924, by an Act of the Manitoba Legislature, the administration of the Manitoba Agricultural College was transferred to the Board of Governors of the University of Manitoba, and it was arranged that the instructional work of the College should be carried on as a Faculty of Agriculture and Home Economics of the University. Provision was made at the time for an Advisory Council to have supervision of the administration of the College under the Board of Governors. Consequently there were two boards of management until by a further amendment in 1933 the Advisory Council created in 1924 was dissolved and its powers transferred to the Board of Governors. In 1936 an Act was passed replacing the University Council by a Senate of thirty-six members.

The new Faculty of Agriculture and Home Economics had as first Dean, W. C. McKillican, formerly Superintendent of the Dominion Experimental Farm in Brandon. He was followed in 1933 by Dr. Alfred Savage who had been head

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<sup>24</sup>Manitoba Agricultural College Calendar 1922-23, p. 52. See Appendix E, Letter from Mrs. Mary Kelso Guild, pp. 231-3.

of the Department of Animal Pathology. He in turn was succeeded by Professor A. V. Mitchener, head of the Department of Entomology. On his retirement in 1947, he was succeeded by Dean J. G. W. MacEwan who came from the University of Saskatchewan.

During this period Mrs. L. C. Duncan was the first director of Home Economics; then in 1935 Dr. Grace Gordon Hood was appointed. The latter was especially interested in the social sciences as applied to Home Economics. Both directors were well qualified to guide the department through the difficult years of depression and war.

For a brief period between 1924 and 1926 the Extension Department moved back to the College. The move was made to establish a closer liaison with the College staff who were doing the research work, preparing course outlines and writing bulletins published on the authority of the Minister of Agriculture for the people of the province. Mr. Norman Cairns MacKay was appointed Superintendent of Agricultural Extension work in 1921, and in 1923 Miss Esther Thompson (later Mrs. N. C. MacKay), a member of the first graduating class, was engaged to organize women's work. Miss Isabelle Alexander (later Mrs. J. Bell), another Manitoba graduate, was named assistant to Miss Thompson two years later.

The subject matter in Home Economics has continually been modified to meet the changing needs in the homes of the community. Industrial advancement in the 1920's demanded many changes in equipment and courses at the University. Winnipeg had been supplied with gas generated from coke and electricity derived from coal. The development of hydro-electricity from the opening of the Seven Sisters water power plant in 1931<sup>25</sup> was the

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<sup>25</sup>Annual Report, Winnipeg Electric Company, 1931.

beginning of a new era, and Winnipeg became the city with the lowest electrical power rates on the North American continent. Electrification and plumbing were beginning to appear in rural areas. Homes equipped with electrical refrigerators, stoves and other appliances required homemakers with different training from those who had used the ice box, the wood and gas stoves and the fireless cooker.

Because of economic conditions, changes demanded by the times were gradual. In 1928 there was a revision of the curriculum reducing the number of years in the degree course of both Agriculture and Home Economics from five to four, and lengthening the academic year from five and one-half months to seven.

In 1930 the Council of the University of Manitoba approved the institution of post-graduate work in the Faculty of Agriculture and Home Economics leading to the degrees of Masters of Art (M.A.) and Science (M.Sc.) on completion of prescribed work acceptable to the Committee on Post-Graduate Studies.<sup>26</sup> In May 1932 Miss Anna Speers became the first Home Economics graduate to receive a Master of Arts degree from the University of Manitoba.

The Degree Course in Home Economics was a general course, the first three years being prescribed fully and the fourth year having eight required and ten elective credits. By the end of the third year the student had become familiar with the various phases of Home Economics and could then choose options dealing with her main interests. In the final

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<sup>26</sup>Manitoba Agricultural College Calendar 1930-31, p. 20.

year any one of four streams might be selected: (1) courses leading to teaching or extension work; (2) institutional management studies; (3) courses designed for laboratory technicians; (4) a general option that gave students with no specific predilection a wide choice of program.<sup>27</sup>

The Foods and Nutrition program included the study and practice of both scientific and technical aspects of food. Problems of an experimental nature were carried on at the request of other departments or as part of nutrition studies. Between 1928 and 1934 experimental work on animals was undertaken to demonstrate, for example, the effect of proper food on growth.<sup>28</sup> In 1928 Food Preparation and Meal Planning was given in second year and General Nutrition, Experimental Foods, Diet and Disease were given in fourth year. By 1938, the latter two, planned for prospective dietitians, were made electives, and General Nutrition became a third year required course. In 1940, by adding a seminar in Nutrition, it was possible for a student to specialize in this field. In 1942 an advanced seminar was offered in the M.Sc. course. As part of a Dominion-wide project to raise the nutritional status of Canadians, the Swift Fellowship was awarded to six graduate students engaged in research under the joint chairmanship of Miss Mary Hiltz and Dr. A. D. Robinson. Four of these students received their masters' degrees.<sup>29</sup>

Clothing studies included technical features of construction along with aesthetic, economic and hygienic factors in the selection of materials. In 1928 elementary drafting was no longer included in the first year as

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<sup>27</sup>Manitoba Agricultural College Calendar 1933-34, p. 34.

<sup>28</sup>Report of Department of Home Economics to Dean of Faculty of Agriculture and Home Economics, 1929-30.

<sup>29</sup>See Appendix E for complete list of masters' degrees to 1966, pp. 234-6.



commercial patterns were readily available. Fundamental processes of hand and machine sewing were applied to projects such as undergarments, a tailored middie or blazer, a cotton dress or a silk afternoon dress. The intermediate course began with the padding of a dress form, drafting, cutting and fitting a tight waist, making a woollen dress, a remodelling problem, and finally a tailored suit or coat. In 1938 a series of lessons on the latest sewing machine attachments was given. The advanced course in Clothing given in fourth year involved applied dress design, a remodelling project and the making of a graduation dress. In 1936 the course included making illustrative materials for teaching. In that same year the course in Millinery was discontinued as handmade hats were no longer in fashion.

The first course in Textiles was planned to develop judgment in the selection of various fabrics and included a brief historical survey of industrial processes. Laundering and stain removal procedures were separate subjects of study until 1940. At that time they were combined with Textiles and Clothing because the commercial cleaning industry had largely replaced home dry cleaning. The advanced course in Textiles investigated the source of various fibres including artificial silk and other synthetics as they appeared on the market. The University Research Council made possible the purchase of equipment for the establishment of a laboratory for textile research. Miss E. McFadden tested fabrics supplied by the Standards Section of the Wartime Prices and Trade Board and fabric conservation was promoted. A home economics course was offered for the first time by the University Evening Institute in 1945 when eighty-six people enrolled for a course in Textiles. Textile analysis of fabrics and finishes became an elective course for

senior students in 1946. The same year a seminar in Textiles provided opportunity for review and interpretation of newer fibres leading to a graduate program in Textiles. Since that time two students have received master's degrees in Textiles.

The course in Applied Art was modified to meet the demands of contemporary living. The first course was based on the fundamental principles of color and design, and was followed by the application of these to home planning and house furnishing. In 1935, when Miss Lillian Allen joined the staff, the History of Furniture and Period Decoration was added, and in 1936 a senior course in Modern Handicrafts was introduced. The course in appreciation of painting, sculpture and architecture was one of the popular electives. (In 1950 this course was transferred to the School of Architecture.)

Miss Allen and Miss Grace Ronningen, who joined the staff in 1939, introduced many changes and additions to the art course, especially in craft work.

Miss Allen has expressed the basic philosophy of Art in Home Economics:

It is interesting to see that our aims and purposes for teaching Art in Home Economics today have not changed radically from what they were 40 to 50 years ago. We still believe that Art in its broadest concept enters into all other subject matter taught in Home Economics professional courses.

We still plan our laboratory courses to provide problems which will be a challenge to the students who have talent but will be attainable by those who have little. We leave the education of a creative artist to the schools equipped, as in the School of Art, to do this. Our object is to develop an understanding, an appreciation or awareness in the student of the beautiful, both man-made and natural. We hope that this will make her a wise consumer and broaden her outlook both in her professional and home life so she may extend her interests

in this field into the community where she establishes her home and interests.<sup>30</sup>

A course in Household Management in 1927 grew from a combination of courses in Materials and Household Efficiency. This course involved not only a knowledge of the selection and care of equipment and furnishings for the home but also an understanding of labour conditions and problems in the home. Students received practical experience in the housekeeping apartment in the Administrative Building.

1 Mrs. L. C. Duncan who taught this course for a number of years had urged the Board to provide proper laboratory facilities for teaching Home Management. A beginning was made in 1929 when the Sprague house located on the northern edge of the campus was rented furnished with Miss Florence McLauchlin (later Mrs. T. R. Brownridge) in charge. Miss McLauchlin, a 1925 Manitoba graduate, had returned to the University that fall as a lecturer in Nutrition. Two children, wards of the Child Welfare Department, also lived in the Sprague house to give students experience in understanding and caring for young children. As there was insufficient bedroom space, students alternated in commuting back and forth to the residence. In 1931 the Home Economics Department took over the Farm Cottage and it was used until 1939. A course in Child Development was offered to students in the teaching option, and each student spent a period of time in the house as child director. Later this course was required of all third year students. After 1932 the child in the house was an infant and greater emphasis was placed on the care of the young baby. During the years Miss McLauchlin was in charge

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<sup>30</sup>Fiftieth Anniversary, op. cit., p. 20.

of Home Management and Child Care, thirty-three babies were in her care.<sup>31</sup>

Although the baby in the Home Management House was the centre of attraction, the students were busy with the myriad duties involved in keeping house and attending classes. Each girl had a turn at planning and cooking meals, keeping in mind the budget allowed. They kept the house in order and entertained guests on occasion.

The Farm Cottage had filled a need but there were many problems; the heating system and laundry facilities were inadequate, the house was too small. Through the efforts of President Sidney Smith and Mrs. H. M. Speechly, the Board of Governors decided to build a new Home Management House. In January 1939 students first moved into the new building adjacent to the present Taché Hall, and the students started to use their new home.

A nursery school had also been mentioned by Mrs. L. C. Duncan in her yearly report in 1931-32. Dr. Hood echoed her comments in her 1938-39 report, saying that the basement of the Home Management House could be equipped as an activity room for a nursery school. Students could then observe and help direct not one child but several of different ages. However, it was not until 1943 that a beginning was made. Dr. Savage provided transportation for four little girls to come to the Home Management House where the basement room was equipped for their activities. The playroom facilities were extended to accommodate a larger group at the end of World War II when many married ex-service men returned to academic studies. They lived in huts immediately south of the campus and their children, along with children from homes in Fort Garry, attended the Nursery School.

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<sup>31</sup>"In Memoriam, Florence McLauchlin Brownridge", Canadian Home Economics Journal (Winnipeg: Public Press Ltd., 1965), p.20.

Courses in Physiology, Economics and Sociology combined with the work in Household Management to give the student a perspective of the relationship of the home and family to society. Since Physiology was so closely allied to Nutrition, it was taught by the teacher in charge of that department, Miss Hiltz, until 1938. It then became a part of Zoology. Economics and Sociology classes were taught to Agriculture and Home Economics students jointly and were related to economic laws of production and principles of sociology associated with rural life.

Economics of the Household, a fourth year subject, dealt with the management of household income as well as social aspects of economic problems of the family. In 1936 Dr. Grace Gordon Hood developed a course entitled "The Family". In it, the history, development and status of the family were considered. Special emphasis was placed on the study of influences affecting the modern family and problems in family relationships. This course has continued to the present time.

In addition to Education classes, which will be discussed in Chapter V, Miss Moxon had for a number of years taken the demonstration classes with all third year students. Due to an increasing number of students, Miss McLauchlin assisted with this work from 1948 on. The course was given so that students would have an opportunity to practise, in front of their classmates, demonstration techniques in the field of food, equipment and crafts. The demonstrators were required to plan suitable displays using initiative and originality.

The option in Institutional Management which had been introduced in 1914 to meet the demand for professional housekeepers became the training program for dietitians. The students were given a sound training in the

planning of diets, based on principles of nutrition and diet therapy. In addition they were given lessons in large quantity cookery, in buying food and equipment, handling costs and accounting, managing personnel, planning working areas and equipment.

The beginning of practical work in Institutional Management took place in the residence kitchen and dining room. Students were allowed to observe and to help the paid employees. However, little responsibility was taken by the students and a more challenging situation was added when a small tearoom was opened at the residence. Students took over in rotation the duties of manager, cook, baker, waitress and cashier under the direction of the dietitian in charge. In 1946 the tearoom was moved into larger quarters with better equipment in the west wing of an army hut on the campus. The same year the residence kitchens were completely renovated with new up-to-date equipment which included the walk-in refrigerators, dishwashing machines, cooking ranges and sinks. A cafeteria replaced the dining room service. All of these changes were of great benefit to the practical work and observations of the Institutional Management class.<sup>32</sup>

Thus in every department, between 1928 and 1950, courses were modified to meet social and technological changes. Gradually, with increasing urbanization, the source of incoming students shifted -- hastened, if not determined, by the higher academic entrance requirement. Another change became necessary. However worthy the Diploma program had been, the enrolment decreased as the enrolment in the Degree course increased, so in

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<sup>32</sup>Lenora Panton, letter to Mrs. E. J. Stansfield, April 2, 1960.

1933 it was decided to withdraw the Diploma course in Home Economics temporarily. The reasons given were: the increased enrolment in the degree course necessitated more space and more staff; the failure of rural young women to apply for diploma courses due to economic stringency; and the expansion of Extension Service programs.<sup>33</sup>

One of Mrs. Duncan's constant problems had been that of finance. The University had lost its endowment funds through the defalcation of the University Chancellor (who was also the bursar), and consequently was exceedingly short of money. Added to this embarrassment was the fact that the depression had brought the economy of the province to its lowest financial ebb. The increased registration of students was gratifying but laboratories were crowded and further accommodation, additions to the teaching staff and replacement of equipment were economically impossible.

In 1933 the Advisory Council of the Manitoba Agricultural College dissolved and Mrs. Speechly became the first woman member of the newly constituted Board of Governors of the University. During her term of office, from 1933 to 1947, she represented the women of the province on the governing body of the University and supported ably the home economics movement.

As time progressed, the influence of the Home Economics staff at the University was felt in the province. Some of the more significant contributions should be noted. During the early years faculty members gave freely of their time preparing for the annual convention of the Women's Institute held at the College in June. Frequently they were called upon

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<sup>33</sup>Department of Home Economics to the Board of Governors of the University of Manitoba, 1933-1934.

to address District Institute meetings, United Farm Women Locals, Agricultural Societies, and Boys' and Girls' Clubs. Judging at school fairs and preparing exhibits for the Brandon Fair were yearly events. Another helpful medium of conveying information to the public was through their radio broadcasts which were reported as early as 1925 and continued into the 40's. Opportunities were given to the public to see how the school operated when an "Open House" became an annual occasion. Through the years numerous bulletins and articles for rural women were written by staff members and published by the Agricultural Extension Service. The well-known cookbook, written by the Misses Hiltz and Moxon in 1921, was used in many schools across Canada. Revised in 1942, it appeared under the title Home Economics Cook Book (Canada). In 1951 the authors prepared its seventh and last edition.

The depression and the war years brought many demands on staff members for community service. They were asked to set up suitable diets for families on relief. Under their direction, students made articles of clothing in class for distribution to unorganized districts. They were asked to give courses in nutrition, child care, make-over problems and canteen work. In war time, the Manitoba Red Cross Society provided wool suiting and students made suits and coats for women in bombed areas of Britain.

Cooperation was extended to other faculties. Students in the Faculty of Education, the School of Nursing and the School of Social Work were given lectures in home economics subjects.

It was a great encouragement to the members of the Home Economics



Faculty when in 1943 their work was recognized by the establishment of a School in place of a Division of Home Economics. Four departments with recognized heads were officially established and various members of the staff were promoted from lecturers to assistant professors. The appointment of a committee made up of members of all faculties giving courses to Home Economics students was made. Their first function was to re-evaluate the curriculum and send recommendations to the Faculty Council of Agriculture and Home Economics.<sup>34</sup>

During the post-war period home economics enrolment was high and lecture and laboratory space was inadequate. In March 1944 a brief was presented by the University to the Government showing a skeletal outline of what was needed in a new building.<sup>34</sup> Mrs. H. M. Speechly, with two Manitoba Home Economics graduates, Mrs. P. H. T. Thorlakson and Miss Isobel Robson, as members of the Board of Governors, actively supported the movement. With the implementation of this brief, the way was opened for the development of a new era in Home Economics.

#### The Second University Period - 1950-1966

In September 1950 the School of Home Economics for the first time had a building of its own when it moved into the former Horticulture Building. The rooms were spacious and with an added new wing, a large lecture theatre, a demonstration centre, a nursery school room, a craft room with weaving looms, and various other laboratories, it was now possible to extend the

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<sup>34</sup>School of Home Economics to Dean of the Faculty of Agriculture and Home Economics, 1943-44.

<sup>35</sup>Ibid., 1945-46.

scope of instruction. Attractive common rooms were provided for students and staff as well as a much appreciated elevator.

When Dean MacEwan resigned in 1951 to contest the Federal constituency of Brandon-Souris, Professor J. M. Brown, head of the Animal Husbandry Department, became Acting Dean. In September 1952 Dr. J. R. Weir came from the Ontario Agricultural College to take his place. In 1965 the latter left for Ottawa to become deputy director of the Scientific Secretariat of the Privy Council Office, Government of Canada. The present Dean, Professor L. H. Shebeski, formerly head of the Plant Science Department, became the eleventh administrative head of the Faculty of Agriculture and Home Economics.

Dr. A. Isabel MacArthur was asked to succeed Dr. Hood as Director. At one time Dr. MacArthur had been on staff as instructor in Institutional Management and was welcomed back to her alma mater in her new role. Miss Louise Smith joined the Institutional Management staff in her place. In 1956, when illness forced Dr. MacArthur to retire, Miss Lorna Davis, formerly in charge of Home Management work, became Director of the School of Home Economics.

Miss Moxon retired in December 1951 after thirty-two years' service to the University, particularly in the field of home economics education. One of her contributions was her personal contact with prospective teachers. Mrs. Kathleen Watson, a member of the Clothing and Textiles Department since 1943, was chosen to take Miss Moxon's place. In addition to home economics education, her duties included demonstration work and a new course set up in 1950 called Home Economics in Business which involved the organization and presentation of home economics material to individuals and groups in a business setting.

One of the distinctive improvements in the new building were the facilities provided for demonstrations. The demonstration room was arranged in two parts; a raised platform provided a stage setting as well as a preparatory kitchen which opened into a lecture theatre equipped with raised tiers of seats. A large adjustable plate glass mirror was installed over the demonstration table for better audience viewing. An accordion curtain separated the lecture theatre from the preparation area, thus permitting the theatre to be used for many types of classes. Mrs. Watson was in charge of demonstration work until her retirement in 1965 when Miss Margaret Campion took over her work.

When Miss McLauchlin resigned in 1953, Miss Lorna M. Davis came from the University of Saskatchewan to take charge of the work in Home Management, and Miss Mary Aldous returned to her alma mater to instruct a much expanded area in Child Development with its Nursery School laboratory. Difficulty was experienced in securing a baby for the Home Management House. The social agencies were of the opinion that babies needed the love and care of parents, therefore were better off to be placed in foster homes as soon as possible. On the other hand, it was recognized that young mothers of today needed a great deal of help in learning to guide the pre-school child, and demand for nursery school teachers was growing. Emphasis was placed on understanding and learning to guide children as individuals. For senior students, a seminar in nursery school procedure included assisting in the nursery school laboratory and studying the philosophy of the nursery school, group teaching methods, daily schedules, equipment, combined with discussions

of the needs of children in the community. The children, ages three and four, participating in these classes were drawn from the families of University staff. Miss Dorothy Keith took over from Miss Aldous in 1957, who in turn was succeeded in 1964 by Mrs. Norma Walker, now in charge.

In 1951, for the first time since 1934, a five and one-half month Diploma Course for Homemakers was offered. In spite of considerable advance publicity only ten persons registered for the course. With the shortage of living accommodation on the campus it was difficult to compete with the Brandon School for Homemakers where young women who took the course could find housing accommodation in the same building where the classes were held. It was therefore discontinued.

In 1955 Miss Hiltz retired, having given thirty-five years service to the development of Home Economics in Canada as a teacher, research worker and writer. Mrs. Elizabeth Feniak who had joined the Department of Foods and Nutrition in 1950, took over Miss Hiltz' responsibilities and since then has carried on numerous research projects in nutrition. Miss Shirley Weber was appointed to the same department in 1956. In 1959 Miss Donna Baxter, who had been Provincial Nutritionist, became a member of the staff. In 1961 Mrs. Dorothy Bolton took over some classes and in addition became administrative assistant to the Director.

Renovations of the Foods laboratories resulted in much improved teaching facilities for students. The Experimental Foods laboratory included a section equipped for taste testing which had long been needed for research work in foods. Since four students who were proceeding to M.Sc. degrees in 1962 had to have working space, a graduate student office

and workroom were added.

In 1957 Mrs. Eugenia B. Clark left the University where she had been head of the Department of Art, Clothing and Textiles. The courses were separated; Miss Lillian B. Allen was given charge of Applied Art while Textile studies were directed first by Mrs. June Fisher Jackson and presently by Miss Margaret Morton. Progress in the area of Textile Research has been rapid, with the opening of a new textile laboratory and conditioning room in 1961. In 1964 a small textile laboratory for honours and graduate students was made from former storage space. Changes and improvements in the clothing construction centres are now being completed.

The improved facilities for Art work in the new building led to a course in Textile Handicrafts for senior students which includes a choice of problems in weaving and decoration of textiles through stenciling, block printing, screen printing and stitchery. Creative projects in wood, metal or leather may be included. At the present time the course is called Creative Art Problems and permits specialization in one field.

The year 1957-58 marked the opening of the four new Home Management apartments -- three for small groups of students and one for the resident staff advisor. The contemporary decor was planned by Miss Lillian Allen of the Art Department. The change was made so as to simulate more closely the living arrangements of the modern family than had been possible in the large Home Management house. Students studied ways of working which would save time and energy, for like homemakers employed outside their homes they carried on regular classes and took care of the house.

On the occasion of the Annual Convocation, May 25, 1960, an honorary degree was awarded to Dr. Margaret Reid, B.H.E. (Man.) 1921, Ph.D. (Chicago) 1931. Dr. Reid was Gold Medalist and Senior Stick in her graduating year. She is a leading authority in Consumer Economics, and in 1951 she became Professor, Department of Economics, Graduate School, University of Chicago. Today she is Professor Emeritus, University of Chicago.

At the time of the fiftieth anniversary of the School in June 1960 a two-day celebration was held with nearly 500 women in attendance including all former directors, many retired staff members and alumnae. A short history of the School was prepared by a committee headed by Mrs. Margaret Speechly Stanfield, a graduate of 1921, as well as a directory of graduates' names and addresses. A fund had been set up to provide for expenses and since it was not completely used it was decided that the money should be used for the continuing education of graduates. Beginning in 1961, in cooperation with the Department of University Extension and Adult Education, a two-day Institute has been held each year. Visiting speakers have discussed such topics as: the homemaker's interest in the profession in the light of current information; the role of the home economist in education; the role of values, philosophy and decision-making in family living; and a program of special interest to dietitians, examining various aspects of management. The most recent Institute considered child development and attracted a large attendance.

In February 1961, following an intensive study of the curriculum by an appointed committee, approval in principle was given to the new entrance requirement of five specific courses by way of senior matriculation or

first year Arts and Science. Approval in principle was also given to two new curricula. The reasons given for the proposed curriculum revisions were:

Many social and technological changes related to the home and the family have occurred since the last major revision of the curriculum in Home Economics. Further, a tremendous increase of knowledge in many of the subject matter fields necessitates a thorough examination of the material to be included in both core and professional courses. Study and consultation with graduates, professional workers, employers and other educators led to the adoption of the following general purposes for the present curriculum revision:

1. a broad educational base in the arts and sciences, selecting regular arts and science courses.
2. an increased opportunity to select courses within the social sciences and humanities.
3. a decrease in required courses to permit more concentration in the chosen field of study within the Home Economics field.
4. a re-examination of the courses within our own area, particularly the core courses, with respect to clarity of objectives, intellectual level and relevance to present-day living.
5. a reconsideration of the courses designed as professional preparation in the light of present-day professional knowledge and needs.<sup>36</sup>

The first year common to both the new general and honours courses was approved by the Senate in February 1962 and put into operation in September of that year. Entrance requirements, raised to senior matriculation, resulted in a reduction of new students from seventy-eight to forty-eight the first year, but the next year the first-year enrolment was increased to eighty-three, the largest entering class since 1952, and five second-year students elected the Honours program. The Honours program was planned to provide a more specialized and longer undergraduate

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<sup>36</sup>L. M. Davis, Proposals for Curriculum Revision. January 1961. Unpublished Report.  
Unpublished Report.

course for it was recognized that Canadians were going to have to educate their own graduate students, future research workers, and produce their own university teachers.<sup>37</sup> The courses required for the Honours program were listed under Departmental headings of: Clothing and Textiles, Foods and Nutrition, and Institutional Administration, plus an Arts or Science sequence in Chemistry, Economics, History, Psychology or Sociology.

In 1964 the closing and dismantling of the tearoom marked the end of an era of over twenty years during which students in Institutional Management had served luncheons to members of the University community. In the new Institutional Administration kitchen adjacent to the Pembina Hall Food Service operation, students prepare food in quantity which is served on the regular cafeteria line. This enables students to learn quantity food production in a practical situation, and to apply the principles of organization, supervision and personnel management as they have been taught in lectures.

The change in the degree from B.Sc. (H.Ec.) to B.H.Ec. and B.H.Ec. (Hons.) brought a reduction in the number of required courses in both basic arts and sciences and home economics. It enabled the student to elect the courses in both these areas which would combine to give a good general education and fill her particular professional needs. Recognition was given to the increasing need of home economists for knowledge of the social sciences and greater understanding of family behavior. The trend, even in the earliest home economics courses such as clothing, foods and nutrition, was toward a more theoretical approach involving social and

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<sup>37</sup> Newsletter, School of Home Economics, University of Manitoba, July 1963.



psychological factors, and based upon ever increasing knowledge in the related biological and physical sciences. With the higher entrance requirement, beginning courses in foods and clothing were given at a more advanced level with additional laboratory classes provided for those with no previous home economics training. In every area there was more investigation and research carried on to expand the sum of reliable knowledge needed to keep home and family life "an effective element of the social fabric".

No history would be complete without acknowledging the contribution of the staff who so loyally served over the years. Although their names are too numerous to mention, their teaching, administrative work, testing and research responsibilities are recognized and will not be forgotten.

At the present time (1966) there have been 2,079 degrees in Home Economics conferred. There have been sixteen graduates with a Master's degree -- one in Economics in 1932, thirteen in Nutrition and two in Textiles. A study of enrolment figures given at five-year intervals from the time that the Home Economics faculty became a part of the University gives an indication that there may be a resurgence in the movement at the present time, as can be seen in the following table:

TABLE I

## ENROLMENT IN HOME ECONOMICS 1925-1965

Year	Students enrolled	Year	Students enrolled
1925	109	1950	388
1930	201	1955	160
1935	215	1960	215
1940	346	1965	325
1945	343		

## CHAPTER V

### LEGISLATION, CURRICULA AND TEACHER TRAINING

#### Legislation

The Department of Education of the Government of Manitoba is responsible for the regulations that control the school system. A history of home economics education in Manitoba should therefore include some reference to legislation, curricula and teacher training.

In 1909, for the distribution of grants, all household science teachers were given the same status as teachers of academic subjects. At the same time, a sum of \$200 was made available for equipping each department.<sup>1</sup>

The Royal Commission on Technical Education and Industrial Training appointed by the Government of Manitoba on August 26, 1910, recommended that grants be made by the Government to school boards to assist them in meeting the cost of equipment and maintenance.<sup>2</sup>

The Dominion Royal Commission Report, published in 1913, endorsed the recommendations of the Manitoba Royal Commission. As a result of both investigations, the Provincial Government grant was raised to 50 per cent of the amount necessary for equipment, with a maximum of \$250 for any one department.

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<sup>1</sup>Winnipeg School Division No. 1, Annual Report, 1909, p. 294.

<sup>2</sup>Report of the Royal Commission on Technical Education and Industrial Training, approved and ordered August 26, 1910, (published 1912), pp. 13-16.

In 1913 the Agricultural Instruction Act passed by the Federal Government made available about \$1,000,000 a year for instruction in agriculture and home economics. The money was divided among the provinces according to population and administered by the Provincial Departments of Agriculture through their Extension Services.

With the enactment of the Federal Technical Education Act of July 7, 1919, a fund was made available for technical education in Manitoba. The sum of \$10,000,000 was to be paid out of the Consolidated Revenue Fund over a ten-year period between 1921 and 1929. The yearly allotment for each province was \$10,000 plus an appropriation based on the population.<sup>3</sup> The Technical Branch of the Department of Education was established in July 1920 and the work in home economics was placed under this branch with Mr. R. B. Vaughan as Director.<sup>4</sup>

In 1926 the Government approved a recommendation of a special committee of the Advisory Board who, after a three-year study, recommended that Household Science and Household Art be accepted as an option in the Matriculation course.<sup>5</sup> The success of this work in Winnipeg, both in day and evening classes, at the height of the depression in 1935 indicated a need for more courses to be made available in other centres. A recommenda-

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<sup>3</sup>An Act for the Promotion of Technical Education in Canada, July 7, 1919, Chapter 73, pp. 663-67.

<sup>4</sup>Department of Education, Annual Report, 1920-21, p. 148.

<sup>5</sup>R. Fletcher, "Retrospect," Department of Education, Annual Report, 1938-1939, pp. 6-7.

tion to this effect was made in a resolution passed by the legislature in 1935, and in addition the suggestion was made that a "Practical Arts Institute" be established.<sup>6</sup> In 1938 legislation was passed requiring all new Home Economics teachers to have a degree in Home Economics and a year of teacher training.

In 1940 increased matriculation credit was given by the Department of Education for Home Economics.<sup>7</sup>

The Dominion Government, through a recommendation from the Minister of Labour, extended the life of the Technical Education Act (1919) to March 1949. The money had not been used in Manitoba during the original ten-year period (1919-1929) for which the Act had been set up and thus the province would benefit from the extension of time.<sup>8</sup>

This legislation made it possible to provide for home economics education in a second way: by setting up a new technical course in addition to the subject or "option" basis as a part of general education. In this case the course received an additional grant and occupied approximately 50 per cent of the student's time.

The need for a Provincial Supervisor of Home Economics became evident as home economics departments opened in schools outside of the Winnipeg School Division No. 1. Teachers were working in isolation, having no official guidance from anyone trained in their field. School Boards had

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<sup>6</sup>Department of Education, Annual Report, 1935-1936, pp. 135-36.

<sup>7</sup>Winnipeg School Division No. 1, Annual Report, 1940, p. 17.

<sup>8</sup>Department of Education, Annual Report, 1944-45, p. 100.

no qualified person to consult with when planning, equipping and staffing new home economics departments. Through the efforts of the Manitoba Home Economics Association the matter was brought to the attention of the authorities and in July 1951 Miss Helen Janzen was appointed to the staff of the Department of Education, Technical Branch. Her classification was Instructor, Manitoba Technical Institute, and her duties included teaching at the Institute and inspecting home economics departments of composite or technical schools. In 1954 Order-in-Council No. 746/54 provided for a newly established position of Supervisor of Home Economics and Department Head, Manitoba Technical Institute. On October 22, 1956, Miss Janzen was asked to take on as a full-time responsibility the inspection of the work of all home economics teachers in both senior and junior high schools in Manitoba, and all connections with the Manitoba Technical Institute were terminated. This appointment was a significant development for home economics education in Manitoba for now there was a specialist in charge of coordinating and directing the program.

The terms of reference or an outline of duties for the position did not exist but these grew rapidly out of requests for aid and observation of the needs of a rapidly developing program. The duties now consist of the following:

1. Classroom visitation and teacher counselling, individually and in groups.
2. Reporting and making recommendations regarding classroom equipment and the teaching program.
3. Initiating, guiding, giving leadership and preparing copy for all curriculum revisions.
4. Making recommendations regarding texts, reference books and resource materials.

5. Providing information to the University School of Home Economics and Faculty of Education regarding needs to be met in recruitment and training of home economics teachers.
6. Working with school boards in the recruitment of home economics teachers.
7. Giving leadership in home economics sessions of various conventions and home economics organizations in general.
8. Performing those public relations functions and taking part in those extra-curricular activities that further the interests of home economics education.
9. Dealing with provincial and interprovincial correspondence relating to home economics.
10. Aiding architects and school boards in the planning of new home economics departments.<sup>9</sup>

Miss Janzen's appointment was a logical one. For years her name had been associated with youth training programs, summer schools (either giving or taking courses), and teaching in rural, suburban and urban schools. Further studies included courses at Iowa State, Chicago and Northwestern Universities. She brought to her new position a deep conviction that home economics should be a vital part of the general education of every girl.

The Manitoba Home Economics Association submitted a brief to the Manitoba Royal Commission on Education in November 1957. The Commissioners made a number of recommendations affecting Home Economics.<sup>10</sup> They recommended that four basic courses be prescribed for high school, namely: Matriculation; General (non-matriculation); Vocational (four programs -

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<sup>9</sup>Helen Janzen, personal interview with the writer, February 1966.

<sup>10</sup>Report of the Royal Commission on Education, 1958, published 1959.

Industrial, Agricultural, Commercial and Home Economics); and Terminal. It was suggested that at the end of Grade IX pupils select one of the four courses outlined above; the Grade IX course would consist of five core subjects plus two options. One option would be a second language for entrance to the Grade X Matriculation course; the other could be Home Economics.<sup>11</sup> The Home Economics (Vocational) course has not been developed as yet.

The Matriculation Course recommended was to be strictly academic, the same as the existing General Course modified by eliminating the technical options (Home Economics included) in Grades X, XI and XII.<sup>12</sup> A highly academic University entrance course has been developed but at present it is still possible to include Home Economics as a matriculation option.

The General Course recommended was made up of five core subjects plus two options (Home Economics included) in Grades X and XI. The Grade XII course was to consist of English and four options (Home Economics included). At present, a limited number have elected this course.

It was recommended that the optional vocational subjects offered in the General (non-matriculation) Course be more specific, purposeful and demanding, and some form of external examination be devised. Such a course would be of value in seeking gainful employment. This prompted a critical study of the existing curricula for the option course and several worthwhile revisions were made.

For Grades VII, VIII and IX, the Commission recommended that school boards be required, as far as possible, to provide a home economics

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<sup>11</sup>Ibid., pp. 154-155.

<sup>12</sup>Ibid., p. 156.



program. This has led many school boards to include home economics departments when planning new schools for the larger school areas which have been established as a result of the Royal Commission Report.

When the investigations began in 1958, the establishment grant for optional home economics programs was \$400. The Commission recommended that the amount be increased to two-thirds of the actual cost up to \$4,500 (maximum grant \$3,000) per classroom. As a result an increase was made in the grant for home economics departments which encouraged the opening of new departments. The actual amount of increase was not as recommended by the Commission but did represent an improvement over the 1958 figure of \$400.

The terms of the agreement were that the government would pay 50% of expenditures for equipment and supplies required to establish Home Economics as an option in the General Course in Grades IX, X, XI or XII to a maximum grant of \$1,500 for each approved course. In Grades VII, VIII and IX a grant of \$1,000 was allowed for each such course established. To qualify for the grants, the expenditures were to be made within three years of the establishment of the course; the course was to have the approval of an official designated by the Minister of Education; and the minimum enrolment was to be eighty-five pupils.<sup>13</sup>

In 1959 Home Economics was transferred from the Technical Education Branch to the newly created Special Services Branch because home economics education in Manitoba was considered a part of general education rather than preparation for business or industry.

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<sup>13</sup>Manitoba Regulations 24/60. A Regulation under the Public Schools Act respecting Grants to School Areas, School Districts and School Divisions established under Part II or Part XIX of the Public Schools Act.

## Curricula

Since nearly all household arts and science classes were in Winnipeg schools, early work on curricula was done by the Supervisor of Household Arts and teachers on the Winnipeg staff. When the Technical Branch of the Department of Education was established in July 1920, it was recognized that with the opening of departments in areas other than Winnipeg it would be necessary to have a provincial course of studies to standardize the work. Records show that a curriculum was prepared by specialists in Winnipeg schools and the staff of the Manitoba Agricultural College in 1920. However, no copy of this curriculum can be found.

The first senior high school curriculum available was prepared and presented in 1927. Further revisions were printed in 1940, 1945, 1956, 1961 and 1964, indicating that frequent changes were necessary to keep up with a rapidly changing society.

In 1926, when the Government accepted Home Economics as a subject on the Matriculation Course, the Advisory Board requested that Mrs. L. C. Duncan and Miss Mary Moxon, of the Department of Home Economics at the University of Manitoba, prepare a new curriculum in Household Science. Miss Haliday prepared the Household Arts section.

The general aims of this curriculum were to develop a knowledge and appreciation of efficient and intelligent homemaking and standards of judgment which would enable the girl to select food, clothing and household equipment intelligently. Three courses were outlined: Household Science, Household Arts, and a General Course which included elements of the other two. These courses were written to extend over a period of three years,

Grades IX, X and XI, and required four forty-minute periods or one half-day a week of instruction.<sup>14</sup> Any one of these courses could be substituted for one science subject in Grade XI provided that the course chosen was followed throughout the three years. Students taking two foreign languages for matriculation did not need to take another science subject in Grades X and XI if they took the Home Economics option. The lessons were grouped as units of study under general headings, e.g., under the heading Family Relationships and Family Finance, Lesson 1 was outlined as a unit on the family income. The subject matter was listed as follows:

- (a) where the family income comes from: wages, profits, interests;
- (b) money value of woman's services in the home;
- (c) average income in community;
- (d) community services provided for the family;
- (e) what income is spent for - food, clothing, shelter, running expenses, savings and cultural development.

The following students' activities to accompany the unit were suggested:

- (a) calculate the cost of duplicating the service of the mother in the home;
- (b) list community services that the family pay for through taxes, or pay for directly.

In 1940 a five-year course in Homemaking was prepared by Miss Marion Hinds at the request of Mr. R. J. Johns, Director of Technical Education. The units were organized so that a complete course in homemaking was given each year with one aspect of the girl's life developed as the central theme: home, friends, school, community and job.

In 1945, after careful investigation by a central committee headed

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<sup>14</sup>See Appendix G for examples of final test papers, pp. 237-260.

by the Deputy Minister of Education, Dr. R. O. MacFarlane, a provincial reorganization of high school studies took place. Miss Moxon represented Home Economics on the committee. In addition to the General Course which had a Home Economics option, four Technical courses were introduced, one being Home Economics. The Technical Course in Homemaking was to be vocational in character, combining home living and wage earning goals. A representative committee of home economists, with Miss Helen Janzen as chairman, prepared a comprehensive high school curriculum for both the option and technical courses which were presented as Levels I, II and III (Grades X, XI and XII).

For the Technical Course in Home Economics 50 per cent of the students' time was spent on the core subjects of the General Course and 50 per cent on Home Economics subjects. The Home Economics Option in the General Course was allotted 12 per cent of the time and developed in three areas: Nutrition and Food Study; Clothing and Fabric Study; Your Home and You.

Both programs were designed to assist the students with successful personal living as members of homes and communities, to initiate the skills and appreciations necessary to carry on their home lives and to assume citizenship responsibilities that were extensions of home life.

It was stated in the Technical Course Outline that some of the skills needed in homes were also basic to wage earning, such as those involved in lunchroom and tearoom work, child care, caring for the sick, and the alteration and construction of garments. Many of the personal qualities which contribute to satisfying home living were also considered important for prospective employees. The assets important for both goals included:

maintaining health, an attractive personal appearance, using money to get values most needed for a satisfying life, understanding others and keeping good relationships with them. The course was planned to give valuable preliminary training for one or more of the following occupations: nursing, catering and tearoom work, dressmaking, sales promotion, household assistant, child care, arts and crafts.

The Technical Course was offered in Brandon, Dauphin, and for one year at Daniel McIntyre Collegiate Institute in Winnipeg. After a trial period the course was withdrawn as enrolment indicated employment opportunities were not sufficiently challenging to attract students.

The Option Course was based on the strong belief that training in home economics was an important part of the general education of all girls. The objectives set forth were:

1. to develop an appreciation of the part the home plays in the life of the individual, family and community;
2. to encourage good habits of nutrition through the planning, preparation and serving of the day's meals;
3. to develop an interest in the selection and construction of appropriate clothing and accessories;
4. to provide an opportunity of relating art principles to the individual, her home, her wardrobe and her food;
5. to develop character and personality in order to assist the individual in meeting the new experiences of an adult world.

In 1956 the Option Course was reviewed and a new outline for Grades X, XI and XII was printed. The time allotment for Grade XII was increased from 12 per cent to 18 per cent. For the first time the Grade XII program was presented in detail. The Foods and Nutrition units included: experimental cookery; family meals; large quantity cookery; and national cookery.

The Clothing units dealt with: new fibres; minor fibres; lace and embroidery; furs; and tailoring. The units on Your Home consisted of: architectural styles in houses; period furniture; woods, wood finishes; changes in social conditions that affect the Canadian family; statistics on the Canadian family; welfare services for Canadian families; role of women in society; finally, finance. A booklet prepared under the supervision of a woman lawyer, the late Miss Mildred B. McMurray, entitled "Laws of Interest to Women", was to be studied. This legal guide set forth political, property and civil rights, together with legislation concerning domestic relations and labour conditions, and thus reflected the position of women and the family in our society. The unit on Family Finance was planned to meet the needs of Grade XII students, some of whom would soon be wage earners and others who would follow the trend toward early marriage.

In 1961 the outline was reprinted in booklet form and included a brief resume of the scope and sequence of both junior and senior high programs. This program with some changes was reprinted in 1964 as a preliminary edition because further changes were anticipated. To the objectives was added the following: to develop an ability to identify personal values, to organize and to manage personal resources in order to achieve an integration of effort directed toward desired goals.

The Home Management unit began with a consideration of values, goals and resources. Students were to think critically about these. It was becoming evident that the job of the homemaker was basically one of decision making and management rather than one of many production skills. Therefore management was related to values, resources and worthwhile goals. The

area dealing with the home was presented so that teachers could choose those units which appeared to be of greatest value to students. With this degree of flexibility it was possible to develop a particular unit with more depth; e.g., a unit on Child Development was prepared for Grade XI with enough content to occupy the total time allotment given to The Home if so desired. The Child Development outline recognized the importance of child rearing and the growing place of nursery schools in society. Activities associated with Home Management included an exploration of salaries and the cost of suitable housing. Students were referred to The Canada Year Book for information on average family income and housing allotment of income. It was recognized that most young couples and business girls were apartment dwellers and it was suggested students search the want ad sections of local newspapers, explore salaries for available jobs and calculate the monthly cost of suitable housing, including utilities, rent or taxes, upkeep and heating.

A choice of two texts was authorized for Foods and Nutrition in Grades X and XI: Canadian editions of Planning and Preparing Meals by Campion et al, and Experiences in Homemaking by Pollard. At the present time a committee has been set up to review the existing curriculum and it is expected that in the coming year another revision will be presented for consideration as a University entrance option.

The Junior High Curriculum (Grades VII, VIII and IX) was first presented as a separate outline in 1947, revised in 1956, 1961 and 1966. Miss Mary Moxon of the School of Home Economics, The University of Manitoba, and Miss Isobel Robson, Director of Home Economics in Winnipeg schools, worked with a group of teachers, prepared, tested and presented the first curriculum to the Department of Education. The goal of home economics set

forth was the improvement of personal, home and family life through basic understandings rather than the accumulation of facts. The curriculum was planned to arrange the material in such a way as to establish relationships among the various areas of homemaking and within the areas themselves.

The objectives of the Junior High Course in Homemaking were:

1. to stimulate an interest in the study of homemaking and to assist pupils to explore and evaluate their interests and abilities in this field;
2. to develop fundamental skills in the construction and care of clothing and to develop standards (such as abilities of pupils will permit) along with an elementary study of the factors underlying the selection of appropriate and becoming clothing;
3. to develop some ability in planning, preparing and serving simple nutritious meals, with emphasis on the relation of the pupils' health to food selection;
4. to teach the importance of the wise use of time, energy, materials and money as related to the welfare and health of the family;
5. to develop an ability to understand factors that make for: (a) satisfying family and community life; (b) improvement of personality to assist pupils to adjust to social groups in the home, school and community;
6. to help pupils understand the mental, emotional and physical development of the pre-school child and so enable the pupils to work with, care for and guide small children;
7. to stimulate an appreciation of the principles of elementary art and to develop some ability to apply them to the improvement of personal appearance and surroundings.

The outline was prepared so that in all areas pupils might work cooperatively in groups or "families". For example, food study was centred around family meals. Several goals of food study might be considered simultaneously,<sup>15</sup> such as the ability to plan meals, understanding

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<sup>15</sup>Junior High Grades Homemaking Curriculum 1947, p. 4.



cooking principles, time-planning, the use of equipment, the buying of food, table setting and services. The lessons were grouped as units and presented under the headings: goals, pupil experiences and activities, teaching aids and references. For the first time, minimum achievements for clothing units were listed in 1947. By this, teachers were given the security of knowing just what was expected of junior high school pupils in sewing.

In 1956 and 1961 revised outlines followed the same general plan. In 1956 the following additions were made: a unit on Social Grace and Etiquette; minimum achievements for food units; information on space and equipment; a list of characteristics of effective teachers; suggested aids for record keeping and regulations re government grants.

The recommendations for Home Economics made by the Royal Commission on Education, 1958, and the need for authorized texts led to a revision of the Junior High curriculum. Programs from other provinces and states were studied. A supplement was printed to be used experimentally, and the new outline was distributed in 1961. A newly authorized text for Grades VII and IX, the Canadian edition of Your Home and You by Carlotta Greer, came into use. For the first time there were sufficient copies for each pupil to use one. (At the present time it is authorized for Grade VII and Grade VIII).

In the 1961 curriculum, the teacher was encouraged to exercise her initiative and creativeness in providing experiences by which desired objectives and achievements could be attained. Generally speaking, the Junior High program was an activity program but it was stated that students

should know the "why" as well as the "how", and some basic theory, facts and principles should be taught. Suggestions were given for teachers of slow learners and those academically gifted. A new unit on personal and family money management was given. The teenage dollar was becoming increasingly important; stores were encouraging teenagers to open charge accounts and it was hoped that this unit would help students realize the extent to which the family dollar must be stretched and the necessity of careful budgeting. A brief resume of scope and sequence was given for each grade.

In September 1966 another outline was issued. The curriculum with the proposed changes was set forth in supplement form, studied and tried on a pilot basis in 1965-66. The outline has been printed and will be used in all schools in September 1966. In the introduction, the study of home economics in Junior High grades is defined as education for homemaking. The curriculum points out that a good Junior High program is exploratory, since it includes a number of aspects of home and family living, child care, food preparation and service, clothing construction, selection and care, housekeeping, laundry and consumer information. Mention is made of the many employment opportunities in these fields and the inspiration and motivation for home practice and further study which may evolve from the program. The new objective which suggests wage earning is given as follows: "to help students explore and evaluate their interest and abilities in the field of home economics for employment purposes".<sup>16</sup> Home Economics forms a good background for nursery school assistants, jobs in food services and retailing.

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<sup>16</sup>Junior High Grades Homemaking Curriculum (Provisional), 1966, p.4.

Another objective has been rephrased thus: "to develop ability to think critically about personal values and social pressures and to understand factors, as far as maturity will permit, that make for a satisfying personal family and community life."<sup>17</sup> The Home Economics teacher, using the suggested experiences listed in the curriculum, is in an opportune position to help students examine and develop values.

Child development is outlined for both Grade IX and VII. In the senior grade the course can be presented with greater depth than was formerly possible in Grade VII alone. In addition, a unit on personal development is given to help students develop self-understanding. It has replaced a unit on Home and Family Relationships in Grade VIII which was becoming difficult to present without embarrassment to students from broken homes. The use of present day fabrics and the multiplicity of laundry aids led to a need for revision of the Clothing unit with more attention given to the care of clothing. A revised Grade IX Food and Nutrition unit was prepared with more emphasis on the social factors relating to food. With a number of schools in smaller towns and rural areas opening new departments, a Grade IX outline was prepared for classes which had no previous training.

Thus it is evident that the recurring aim of Home Economics education has been to train the student in practices which will lead to self-realization and to successful family living in an everchanging social and

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<sup>17</sup>Loc. cit.

economic situation. In the words of the Provincial Supervisor, Miss Janzen, who has coordinated the work on curricula since 1956: "Writers of a new curriculum must be aware of the society in which that curriculum is to function."

### Teacher Training

All public school teachers in Manitoba must be certificated by the Department of Education. The early teachers of sewing, recruited from their classrooms because of their interest in the new program, took training courses of study outside the province. Miss M. Haliday, Supervisor of Sewing in the Winnipeg schools, was an ardent advocate of Columbia Teachers College and directed a number of teachers to this institution.

The first teachers of domestic science in Winnipeg, Miss Reebie Lennox and Miss Catherine Mackay, were graduates of Pratt Institute, Brooklyn, New York, where a two-year diploma course was given. However, the majority of the early teachers went to the Macdonald Institute of Home Economics at Guelph, Ontario, where a two-year program led to a certificate in Domestic Science.

The Teachers' Course in this subject, in accordance with a regulation of the Provincial Department of Education, was taken by all Normal students before receiving their second class certificates. The one-month summer course was given at the Manitoba Agricultural College between 1911 and 1924 for the benefit of those who were going to teach in the country in order that they be familiar with elementary principles of agriculture

and home economics. The lady teachers were given work in the Department of Home Economics, particularly in food values, hygiene, sanitation, home nursing, first aid, methods of cooking food, hand sewing, mending and the making of simple garments. It was recognized that a large portion of the rural population would acquire in the public school the only special training they would receive for their lives' work. It was therefore necessary for those who were in charge of country schools to be in sympathy with farm life and work, and have some knowledge of the woman's place in it.<sup>18</sup>

The Brandon Normal School was equipped to offer a practical domestic science training. With the hot lunch program in mind, a course of study was planned to teach the making of special luncheon dishes and the use of garden produce. Instruction was also given in sewing and knitting and in the use of various stitches in the making of simple and useful articles. Miss Mary Kelso taught at the Brandon Normal School for a time prior to her appointment as Director of Home Economics at the Manitoba Agricultural College.<sup>19</sup>

In 1914, in response to the growing public interest in home economics, the Department of Education offered special training for experienced teachers at the "new college" (located on the present site in Fort Garry) under the direction of Mrs. Charlton-Salisbury. This concentrated course of ten months duration, open only to experienced teachers holding First or Second Class Professional Certificates, was designed to fit them for

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<sup>18</sup>Manitoba Agricultural College Calendar 1913-14, p.102-104.

<sup>19</sup>Department of Education, Annual Report, 1917, pp.234-235.

developing home economics programs in public high schools. Conditions for entrance were that the candidate was to be at least twenty years of age, have taken chemistry and have had one year's practical training in the various branches of housekeeping.<sup>20</sup>

Certificates as teachers of Home Economics in Manitoba schools were granted by the Department of Education to all students who concluded the course satisfactorily.

We have been singularly fortunate in having as students in this new and most important course, young women of fine character and well-equipped, for teachers of Home Economics. It is a matter of considerable satisfaction that the first class to be graduated as teachers in this line of education from any College in Western Canada gives promise of being a great credit not only to the college but to the province of which all are native by birth.<sup>21</sup>

Plans for carrying on this program were delayed for some years by the First World War. Nevertheless the five who took this special teachers' course made important contributions to education in schools and in extension work in Manitoba and farther afield.

In 1923 Miss Mary Moxon was made responsible for Education courses which were given to all students in their three senior years. She made a number of worthwhile changes in the program. In the fourth year Educational Psychology and Principles of Teaching included a comparison of current educational aims with those of earlier periods, instruction in the selection and organization of subject matter and methods of teaching. The fifth year program consisted of a methods course and school management classes along with observation and supervised practice teaching with classes brought

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<sup>20</sup>Manitoba Agricultural College Calendar, 1914-15, pp. 113-23.

<sup>21</sup>Report to the President, Manitoba Agricultural College, 1914, p. 16.

from St. Vital (now Fort Garry).

Arrangements were made in 1924 whereby the Department of Education would grant a specialist's teachers certificate in Home Economics to graduates of the five year course.

In 1928 the length of the home economics program was reduced to four years and it became necessary to telescope classes in Education. All third year students were given lectures in General and Educational Psychology with laborator periods devoted to demonstrations on home economics topics suitable for Women's Institutes, Boys' and Girls' Clubs and other organizations. Those taking the teaching option in their fourth year received lectures in general teaching methods, home economics methods, management and administration, along with practice teaching and observation, which now included visits to Winnipeg schools.

The Department of Education revised the regulations for certification of home economics teachers in July 1929. Domestic Art Certificates for elementary and junior high schools were granted teachers with Second Class Professional standing who had taken technical work as prescribed by the Programme of Studies. Domestic Art Certificates for Secondary Schools were issued to teachers who held a First Class Professional Certificate and had completed at least one year of special work in Home Economics at an approved institution. Partial certificates enabling the holder to teach Home Economics in any school in the province were issued to University graduates in Home Economics who had taken special training in Pedagogy.<sup>22</sup>

In 1935 a teaching option was offered to fourth year students in

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<sup>22</sup>See Appendix H for letter from R. Fletcher re certification of home economics teachers, p. 262.

conjunction with the newly established Faculty of Education. The course was called Methods of Teaching Home Economics, and in addition, regular periods of practice teaching were arranged with the Winnipeg School Board. In 1938 the Department of Education required all Home Economics graduates to complete a year of teacher training in order to qualify for an Interim Collegiate Certificate.<sup>23</sup> Miss Moxon, a member of the Faculty of Home Economics, became a member of the Faculty of Education as well. When Miss Moxon retired in 1952, Mrs. Kathleen Watson was chosen to succeed her. In 1965 Miss Margaret Campion took over when Mrs. Watson retired.

With the development of more home economics departments during the post-war period, there was a shortage of all teachers, including home economics teachers. Home Economics graduates were not attending the Faculty of Education in sufficient numbers to meet the demand. To increase the supply, in 1953 university students with third year standing were admitted to the Faculty of Education. On completion of their course, the Home Economics students were given an Interim First Class Specialist Certificate in Home Economics, Grade "A". This was made permanent on completion of two years successful teaching experience and subject to the inspector's recommendation.<sup>24</sup>

In 1954 there were no Home Economics students registered in the Faculty of Education. In order to staff the schools, a graduate in Home Economics with a teaching option in her undergraduate course was allowed to attend Bachelor of Education summer courses at the University of

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<sup>23</sup>Manitoba Agricultural College Calendar 1938-39, p.59.

<sup>24</sup>R. O. MacFarlane, Deputy Minister of Education, letter to Dean N. Scarfe, May 4, 1953, on file in the Office of the Supervisor of Home Economics.



Manitoba to obtain an interim special certificate in Home Economics.

To secure a permanent special certificate (Class IV), two more courses were required. Without the teaching option an additional course was necessary. All students were expected to take Advanced Educational Psychology and one of the following: Documentary Research; Principals of Education; The School in the Social Order in Modern Times. The additional two options included a course in Teaching and Supervision of Home Economics.<sup>25</sup>

In 1956 a Home Economics Committee representing the University of Manitoba, the Winnipeg schools and the Manitoba Home Economics Association, under the chairmanship of Miss Helen Janzen, worked out another emergency plan for the certification of graduates who did not wish to take a year of teacher training. The requirements for an Interim Special Certificate were: a degree in Home Economics (students were strongly urged to elect the Education course offered as an elective in fourth year); successful completion of two summer school sessions (four courses) designed for the certification of home economics graduates. The requirements for a permanent special certificate were successful completion of two further approved summer school sessions and the recommendation of an Inspector. The four General Education courses included: Educational Psychology; Evaluation or Measurement in Teaching; Classroom Management, and Language Expression. The four Home Economics Education courses were: Curriculum and Methods in Home Economics in Manitoba Schools; Workshop in Home Economics Education; Workshop in Clothing and Textiles Education; Curriculum and Methods in the

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<sup>25</sup>L. S. Bennett, Assistant Registrar, letter to Dean Scarfe, 1954, on file in the Office of the Supervisor of Home Economics.

minor areas. Instructors were experienced high school teachers "warm from the classroom". After four years the summer sessions were discontinued.

In 1957, to relieve the general shortage of teachers, the Faculty of Education inaugurated a three-year special summer program (the 12-6-6 plan). The program began with a twelve weeks' session from the middle of May to the middle of August, followed by two summer courses, six weeks each. When prospective teachers successfully passed these courses and received the recommendation of a supervisory official for satisfactory teaching, the University granted them a Certificate in Education. Teacher training in the summer session, however, was permitted only because of the teacher shortage, and students missed a regular program of practice teaching in the schools.

Included in the program were two Home Economics courses, an orientation program with work on curriculum and lesson planning followed by a seminar planned to foster successful teaching.

Advanced courses have been offered at different times for home economics teachers. At the request of twenty-eight Winnipeg teachers, Dr. Grace Gordon Hood, Director of the Division of Home Economics, held an evening class entitled "Special Methods of Teaching Home Economics."<sup>26</sup> In 1943 and again in 1954, under the supervision of Miss Moxon, teachers studied new developments in home economics teaching. In the 1961 summer session of the University of Manitoba, Mrs. Bertha Pharis of Milliken University, Decatur, Illinois, conducted a course at the Bachelor of Education level.

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<sup>26</sup>Report of the Division of Home Economics to the Dean of the Faculty of Agriculture and Home Economics, 1938-39.

For many years the School of Home Economics has given undergraduate summer courses. Teachers interested in improving their academic standing have been urged to take advantage of the summer offerings in the hope that some would go on to qualify as teachers of Home Economics.

A letter from Miss Janzen to home economics students at the University, written in January 1966, tells of the "unlimited horizons in teaching".

#### What is demand?

The demand has more than doubled during the last ten years. At the present time there are 138 home economics teachers in Manitoba public and high schools, teaching some 17,000 pupils. The demand for home economics teachers continues to expand right across Canada.

Additional new departments are opened every year. There is also a great turn-over of teachers as marriage and family responsibilities are undertaken by so many, or husbands are transferred to other provinces. We expect to need thirty new home economics teachers next year, and the demand increases yearly.

To choose to be a teacher is to enter a distinguished field of service. It brings you into contact with some of the greatest people in history. The ideals and objectives of teachers are high. You will always realize that you are in a position to make a significant contribution to society in a field that ranks highly in public prestige, respect and reward.<sup>27</sup>

The number of home economics teachers and pupils in all home economics classes in the province over the last ten years is given in Table II. The figures show that the number of teachers and pupils has more than doubled in this period.

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<sup>27</sup>H. Janzen, letter to Home Economics students at the University of Manitoba, January 1966.

TABLE II

NUMBER OF TEACHERS AND PUPIL ENROLMENT IN MANITOBA SCHOOLS 1956-1966

Year	No. of Teachers	Pupil Enrolment	Pupil Increase
1956-57	64	8,500	
1957-58	68	8,955	455
1958-59	73	10,360	1,405
1959-60	80	11,694	1,334
1960-61	93	13,579	1,885
1961-62	100	15,382	1,803
1962-63	115	15,654	272
1963-64	111	15,874	220
1964-65	126	16,016	142
1965-66	138	17,652	1,636

## CHAPTER VI

### THE WINNIPEG SCHOOL DIVISION NO. 1

The population distribution of the Province of Manitoba is unique. About one-half the people of the province lives in one city, Metropolitan Winnipeg.<sup>1</sup> The other half is scattered over the rural areas, the villages and towns which constitute the centres of an essentially agricultural province. The latest figures at the time of writing indicate that Brandon is the only city of substantial size in Manitoba other than Winnipeg.<sup>2</sup> The people are interested in all matters of education, but in the field of special education such as home economics the difficulties encountered because of the scattered population have tended to concentrate major developments in the City of Winnipeg. This is one reason why Winnipeg has been considered first in this thesis. Another reason is that home economics education became the concern of educators in Winnipeg before it was introduced into rural Manitoba.

Home economics education in the Winnipeg School Division No. 1 has passed through four rather distinct periods of development. These are: the Daniel McIntyre period, 1900-1930, the formative years of the movement; the depression and World War II period, 1930-1945, characterized by financial stringency and wartime controls; the post-war period, 1946-1958, marked by population increase and rapid development and expansion; and the

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<sup>1</sup>Dominion Bureau of Statistics, Canada Year Book, Queen's Printer, 1965.

<sup>2</sup>Loc. Cit.

period since 1958 in which the recommendations of The Royal Commission on Education were the basis of strengthening the program.

#### The Daniel McIntyre Period - 1900-1930

Theories, Courses and Trends. By 1900 public school educators were becoming aware of the need for some training of the "hand and eye" along with the academic subjects of the curriculum. On November 24, 1900, a special committee of the Winnipeg School Board met to consider the introduction of domestic science instruction into Winnipeg schools. School board members present were: Messrs. Fowler (Chairman), McKechnie, Byrnes, Horne and Bole. Mr. W. J. Warters, Director of Manual Training for Winnipeg schools, was also in attendance as he had been asked to report his observations of the teaching of domestic science in Great Britain where he had taught before coming to Winnipeg. He stated that the teaching of hand sewing was compulsory in all schools in England and was considered as necessary as any other subject on the course of studies. The committee thought that some training should be provided for girls to correspond with the course in woodwork for boys. Moreover, Lady Minto, wife of the Governor-General of Canada at that time, on the occasion of her visit to Winnipeg, had urged that domestic economy and needlework be included in the curriculum.<sup>3</sup>

The Superintendent, Dr. Daniel McIntyre, following a trip to Eastern cities, reported to his board:

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<sup>3</sup>Minute Book, Winnipeg School Division No. 1, 1898-1902, p. 26.

The department of sewing and domestic economy for girls which corresponds with the manual training for boys, impressed me as of great educational value, while it seemed to me that it must exert a profound effect on the housekeeping of the future. The course in sewing is progressively arranged, beginning, in the schools which I observed, in the third school year with lessons in position, holding the needle, threading the needle, using the thimble, making a knot, using scissors, stitching of the simplest kind on a coarse canvas sampler, and ending in the ninth year with cutting and fitting complete garments, and the most difficult needle work in the tenth school year. The time is two hours per week and the work is done under the regular teacher who in turn is directed by the supervisor. The work affords admirable opportunity for training, judgment and taste and developing habits of industry. No form of industrial training is more easily applied in the school-room.

There can be no doubt, too, of the educational and practical value of cooking and other subjects included in the term domestic science. Among the lessons that I saw given was one on the making of custards. It included a study of various constituents with their nutrition values and a brief account of the source of supply as well as an explanation of the principles underlying the various operations that the children were called upon to do in preparing the dish, while much care was taken to train the girls to deft and skilful modes of handling the various utensils and implements employed. This department, however, needs special teachers and special equipment and cannot be carried on in the ordinary classroom, so that it is a more expensive matter to introduce than sewing. The equipment for a room would cost about \$350 and the cost of teaching and maintenance would be \$900. This would give twenty lessons to 400 girls. To make the work co-extensive with the manual training for boys, three rooms involving an outlay of \$2050 for equipment and an annual expenditure of \$3000 for maintenance would be required.<sup>4</sup>

Dr. McIntyre was requested to take up the matter of domestic science with the Advisory Board with the purpose of having this subject placed on the course of studies.<sup>5</sup>

On July 9, 1903, the committee decided to recommend to the Board that sewing be taught to girls in classes concurrent with the boys'

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<sup>4</sup>Minute Book, Winnipeg School Division No. 1, 1900, pp. 33-34.

<sup>5</sup>Minute Book, Winnipeg School Division No. 1, 1902, p. 4.

attendance in the manual training school,<sup>6</sup> and that Miss M. Haliday, who had been a member of the teaching staff for twelve years, be appointed to direct the work at \$675 per annum, the Salary Schedule for Grade VIII.<sup>7</sup> To qualify for her new position Miss Haliday had taken private lessons from Miss Reebie Lennox, the Director of the School of Household Science conducted at the University of Manitoba under the sponsorship of Mrs. Massey-Treble.<sup>8</sup>

The manual training for boys had been made possible through the public-spirited action of Sir William Macdonald of Montreal in setting aside a large sum of money to enable school boards in the larger centres of each province in Canada to introduce and carry on an experimental program for three years. The terms of agreement with the Winnipeg School Board were that on the condition that the Board provide the rooms, the trustees of the fund would bear the expense of equipment and materials as well as the teachers' salaries. The program was organized by Mr. W. J. Warters.<sup>9</sup> Provision was made in three centres in Winnipeg for one-half day of manual training per week for 1,000 boys in Grades V, VI and VII. In January 1904, with the Macdonald support to be withdrawn shortly, a special committee of the board was delegated to approach the government for a grant so that the

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<sup>6</sup>Winnipeg School Division No. 1, Annual Report, 1903, p. 18.

<sup>7</sup>Ibid., p. 22.

<sup>8</sup>Mrs. Reebie Lennox MacNeill, letter to Dr. Isabel MacArthur, March 1956. See Appendix C, pp. 223-4.

<sup>9</sup>Winnipeg School Division No. 1, Annual Report, 1900, pp. 470-71.



work in manual training and sewing could continue.<sup>10</sup> On February 19, 1904, the committee recommended to the board that manual training be a regular part of the educational course.<sup>11</sup> The board took over the Macdonald plan at the end of June 1904.

In his 1905 annual report Dr. McIntyre reported favorably on the sewing course for girls which had been instituted as an equivalent for the woodwork for boys. In addition to its educational value as a subject of general education, he thought that it had direct practical benefits, and the girls and their parents seemed interested. Regular classroom teachers conducted the sewing classes in Grades V, VI and VII while the boys attended the manual training school. The teachers for the most part welcomed this addition to the program and set themselves industriously to meet this new challenge.<sup>12</sup>

Home economics in the form of sewing was introduced in the schools in response to the appeal to "train the hands as well as the head". The program involved little more than hand work. In Grade V stress was laid upon the use of thimble, length of thread and correct way of holding the material. The children were taught basic stitches, and to arouse interest, models of bonnets, red riding hoods and nightingales were made of soft materials. The objectives in the first year were to instruct the pupils in the care of their hands, the names and prices of suitable fabrics, the

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<sup>10</sup>Minute Book, Winnipeg School Division No. 1, Jan. 7, 1904.

<sup>11</sup>Minute Book, Winnipeg School Division No. 1, Feb. 19, 1904.

<sup>12</sup>Winnipeg School Division No. 1, Annual Report, 1905, p. 231.

careful folding of materials and models, the accurate measurement of materials and the exercise of individual taste in finishing, decorating and combining colours. The work was extended in Grade VI to teach putting in gussets, finishing of flannels, correct hemming on all table linens, embroidering and initialling household linen, making and applying bias facings, buttonholing, sewing on buttons and fasteners, mending and darning, joining of delicate ruffles, tucking, insertions, embroidery and seam finishes. Grade VII instruction included the drafting of patterns for underwear, skirts and blouses. The pupils were taught to create original designs in decoration, to cut materials to advantage and to fit a garment. They were given opportunities to examine many kinds of cotton fabric, laces and embroidery.<sup>13</sup>

In all this work Miss Haliday directed her classroom teachers to set a high standard of performance. One of her teachers said:

To few women is given the drive that Miss Haliday had to further the work in her field. She gave of herself unsparingly and expected a high standard of work from her teachers and their pupils. Her idea was not only to train the students in skills but to develop a proper philosophy of life.<sup>14</sup>

It was a relatively simple matter to include sewing in the program. However, in an address on practical education, Dr. George Bryce of Manitoba College made it quite clear that the program which he had in mind included aspects of home economics other than sewing. He stated:

It (home economics) is on a true educational basis. Its purpose is not to make girls cooks. But with the thorough principle of adaptation which characterizes all true education, the hard work with tools in manual training is replaced by the use of the dish, the kettle, the

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<sup>13</sup>Winnipeg School Division No. 1, Annual Report, 1909, pp.26-27.

<sup>14</sup>Ellen Walker McQuaker, personal interview with the writer, March 1966.

processes of cooking and the needle. It indeed involves many of the processes of the chemical laboratory, and woman's more delicate touch and manipulation are trained by the course in domestic science. Habits of carefulness, cleanliness, neatness, order, system skilful handling, resource and practicability are cultivated by this excellent system.<sup>15</sup>

In April 1905, at the request of Dr. McIntyre, Miss Reebie Lennox, director of the Winnipeg School of Household Science sponsored by Mrs. Massey-Treble, addressed a meeting of the School Management Committee on the subject of domestic science teaching in the schools. On May 5, 1905, the secretary reported that the Advisory Board had placed household science (i.e., domestic science) on the list of studies for public schools.<sup>16</sup> After considerable discussion concerning the cost of equipment and maintenance, it was decided that one centre be established and that the committee ask authority from the Board to arrange details so that classes might begin in September 1905 in the Alexandra School.<sup>17</sup> Miss Lennox was appointed at a salary of \$1,000 per annum to take charge of this new department teaching a one-year course in cooking to Grade VIII pupils. She spent three months working with Col. J. B. Mitchell, Commissioner of School Buildings, to plan and equip the centre in the Alexandra School. She subsequently taught the course for three years. The schedule was strenuous for in order to accommodate all the classes, she had to teach Saturdays as well as school days.

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<sup>15</sup>Dr. George Bryce, "Practical Training in Education", Collegiana, (Canadian Pamphlets 1871-1913, 1901).

<sup>16</sup>Minutes of School Management Committee, April 6, 1905, p. 321.

<sup>17</sup>Winnipeg School Division No. 1, Annual Report, 1905, (published 1906), p. 374.

In class, the girls' uniforms consisted of a large, plain white apron with a bib worn to protect the dress, a pot holder, a small towel for personal use and a white muslin cap to keep the hair in place. Recipe sheets were distributed and students were required to keep a written record of all work done in class. The work of the household science students came before the members of the Board in a practical way at the close of the midsummer term, when they were entertained at a dinner entirely prepared by the girls of the school. Mrs. Reebie Lennox MacNeill gave an account of this event in a letter to the writer:

During the first year Dr. McIntyre decided we should give a dinner to the School Board, the members of the Press, and their wives, about forty in all. I told him it was utterly impossible. The children couldn't leap from individual portions to a formal dinner, and we had absolutely no equipment for such an event. But he had a solution for every difficulty I mentioned. Much against my better judgment I finally agreed.

The Board took out all the seats of an adjoining classroom. They had Eaton's cover the walls with bunting. They gave me a free hand with flowers from the City Park Conservatory. I must say they did everything possible to make it easier, or at least possible, but we had to borrow or rent every single article we used as we had nothing big enough to cater to such a number. We got through it and they seemed most appreciative and complimentary, but I've often wondered how hot the dinner was, being carried across a draughty hall.<sup>18</sup>

Dr. McIntyre reported that the work done in household science was in every way satisfactory, and its management had been characterized by tact and judgment. He was anxious that the home and school cooperate so that the best results could be achieved for the pupils. He believed that this new department could give valuable service to the community in preparing

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<sup>18</sup>Mrs. Reebie Lennox MacNeill, letter to the writer, March 25, 1961. See Appendix C, pp. 225-7.

students in some practical aspects of living.

He wanted the teachers from the country to have an opportunity to have a close look at the new program, and to this end a reception was held for the five hundred delegates at the Teachers' Convention at Easter.

We used two rooms with two tables beautifully decorated in Easter fashion and served from these. We had sandwiches, cakes, small cakes, ice cream, tea and coffee. There were no electric refrigerators in those days. We borrowed thirteen ice cream freezers and made the ice cream. The boys from the principal's room turned the freezers. That was another nightmare. When I look back, I often wonder how I did it.

In either position (University of Manitoba and Winnipeg School Division No. 1) I was in, I had a most appreciative Board to work with. They were helpful and encouraging -- never once had I a word of criticism from any of the members, and always the pleasantest relationship.<sup>19</sup>

Mrs. Reebe Lennox MacNeill thought that what was accomplished in those first years was

to educate the public to what Domestic Science was. It meant to the general public a cooking school. They had no idea of food in relation to science or health. It only meant how to prepare an appetizing meal. Those first years made the work much easier for those who followed. These conceptions were the reason for changing the name from Domestic Science to Household Science.<sup>20</sup>

The loss sustained in the withdrawal of Miss Reebe Lennox to become Mrs. MacNeill, was acknowledged by Dr. McIntyre, who said:

Combining as she did, thorough knowledge of her subject, skill in presenting it, and a personality that won the confidence and regard of her pupils, Miss Lennox rendered service of the highest kind, and her withdrawal was felt as a loss by all connected with the schools.<sup>21</sup>

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<sup>19</sup>Ibid.

<sup>20</sup>Ibid.

<sup>21</sup>Winnipeg School Division No. 1, Annual Report, School Management, 1908, p. 14.

Miss Catherine McKay succeeded Miss Lennox at Alexandra School. Her appointment was dated May 1908. Her personal background for this field of education was excellent. She was the eldest of a large family and when her mother died she had helped bring up the children before going away to take her training at Pratt Institute. She was an outstanding teacher, as a letter from a former pupil testifies:

I took Domestic Science when in Grade VIII from a Miss McKay. From then I knew what line of work I wished to follow up.<sup>22</sup>

A second testimonial from a Winnipeg home economics teacher echoes the same sentiment:

Miss McKay was my inspiration and ideal.<sup>23</sup>

Although Miss McKay did not remain in Winnipeg, it should be recorded that she became Dean of Women and Director of Household Science at Iowa State College, Ames, Iowa. She attended the Lake Placid Conference of 1910 and was the fourth president of the American Home Economics Association.

In 1909 an additional department of household science was opened in the Aberdeen School. This new department, along with the household science classroom in the Alexandra School, was necessary in order that all the Grade VIII girls in the northern part of the city could be accommodated. The series of lessons in cooking in Grade VIII with the course in sewing for girls of Grades V, VI and VII, constituted a fairly complete course in household science. It was accepted that the educational value of the

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<sup>22</sup>Mrs. Anna L. Kennedy Hicks, letter to Mrs. E. J. Stansfield, April 1960.

<sup>23</sup>Miss Vera Douglass, personal interview with the writer, March 1966.

work had a direct and immediate bearing on the future of every girl. However, as the concept of the purpose of home economics education was broadening, more emphasis was being placed upon both the acquisition of facts and the science which would explain the "why" of the facts. It was realized that this learning could develop maturity of thought and judgment and so in 1912 the work was expanded into the high school program.

The decision to erect the Kelvin and St. John's Technical High Schools in 1910 was important in the development of home economics education. The high school program up to this time had included only the conventional academic courses that had in view mainly discipline and culture. The changing nature of society required that the schools shape their courses of study to give more direct assistance to students in preparing themselves for the occupations and duties of life. The graduated course in sewing (Grades V, VI and VII) and the one-year course in cooking (Grade VIII) were now carried on into the secondary school (Grades IX-XII) where there was liberal provision for the practical arts.

The scope and purpose of the household arts department by this time extended into the field of homemaking, including economical buying and testing of materials, drafting, cutting, fitting, and making of garments, millinery, laundry, housefurnishing and interior decoration.

The new philosophy in home economics teaching involved the development of a feeling for what was beautiful in relation to use. The medium for this development was found in drawing and design, in the choice and handling of fabric, the combining of colours, the study of outline and form in cutting, fitting and making attractive clothing. The strongest emphasis

was placed on art as the foundation on which the work was built. At every stage, the question was raised as to whether the design was good and the colour suitable.

The laundry lessons involved understanding the action of various substances used for cleaning fabrics. Instruction was given in the chemistry of common things as well as the physical processes involved.

During the year 1912 practical arts was established as an option among the subjects leading to a Teacher's Certificate. On the academic side the subjects still included those hitherto offered by the Collegiate Institute. The elements of a sound English education, mathematics and elementary science were available to students who wished to prepare for the various grades of Teacher's Certificates. The homemaking occupations were a replacement for part of the traditional algebra, geometry and science. Additional work in classical and modern languages was required for those looking forward to matriculation.<sup>24</sup> The household science department was established in a well-equipped kitchen, where carefully planned instruction in cooking was given with related work in science in the chemical and biological laboratories.

An interesting feature for the first graduating group was that each girl was required to present herself in a suitable dress which she had designed and made. The total cost was first limited to \$5.00. Through the years there were numerous occasions when the achievements of practical art classes were brought to the attention of the public. One event well

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<sup>24</sup>Winnipeg School Division No. 1, Annual Report, 1912, pp. 15-18.



remembered by a former student was a fashion show held in the Crystal Ballroom of the Royal Alexandra Hotel for a large gathering at the Easter Teachers' Convention. It was called "Eve of Graduation", the girls wearing the dresses and hats which they had made. On the occasion of a visit of Sir James Robertson (Sir William Macdonald's advisor) to see the new Winnipeg technical schools in 1912, a banquet was held in his honour in St. John's Technical High School to which approximately sixty Board members and teaching staff were invited. Miss Sue Irwin, household science teacher, supervised the dinner which was prepared by her pupils.<sup>25</sup>

The practical arts course continued to function in a very worthwhile manner for a number of years. However, in the late 1920's it lost many of the distinctive features (e.g., the allotment of extra time) which set it apart from the conventional secondary school curriculum. Throughout Manitoba the traditional matriculation courses were respected above all others. Practical arts had not gained complete acceptance.

Having established the high school program, Dr. McIntyre turned attention to the middle grades group (Grades VI, VII and VIII). In 1913 the junior high section in the William Whyte School, located in north Winnipeg, was made an all-girls school with emphasis on home economics. In order that household arts and household science training might be taught in all phases of homemaking, he gave special attention to equipping the rooms in this school and included a suite of practice rooms.

Instruction included lessons in the following: food values;

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<sup>25</sup>Dr. J. C. Pincock, personal interview with the writer; January 1966.

selection, purchase and preparation of food; the serving of meals; the care and cleaning of the house; laundry work; house furnishing and decoration; the choice and purchase of materials; the testing of materials; the relation of dress to income; the cutting, fitting and making of garments.

The objectives of the course were based on the premise that standards of living were determined by the ideals and capabilities of the women at the head of homes in the community. In order to encourage high standards for home living which would make for personal uplift and refinement, training was given in accurate and systematic methods of work and economical use of time. It was considered that the linking of the academic exercises of the classroom with the actual practices of everyday life would be in the interests of learning and give purpose and point to many lessons that would otherwise be vague and lifeless. This philosophy was a foretaste of that stated for the new junior high program being experimented with in the William Whyte and Earl Grey schools.

An educational departure of this kind depended for its success on the sympathetic understanding of its aims and a clear comprehension of its methods not only by the teachers charged with the special work but also by those carrying on the academic subjects of general education as well. It was hoped that the latter would introduce a large measure of "doing" into their teaching techniques. The school rendered the highest service to the community in its early years when a yearly influx of immigrants had to be assimilated into the Canadian way of life.

In 1913 the Isaac Brock School was selected for the work of home economics training for the western part of the city lying between the

Assiniboine River and the Canadian Pacific Railway.<sup>26</sup> At the same time, the Earl Grey School was chosen to serve the district south of Corydon Avenue and west of Pembina Highway, developing into the chief experimental centre for junior high programs. Both these schools had practice suites on the top floor. Lord Selkirk School No. 2 opened in 1913 in Elmwood.

In addition to Grade VIII household science there was also a high school practical arts course under the direction of Miss Laura Black (sister of President W. J. Black of the Manitoba Agricultural College). The growing interest in household science studies called for an additional room in the Alexandra School for courses and a new department in King Edward School No. 2. Provision was made at the Strathcona and Aberdeen Schools for courses for certain children at the Grades V and VI level, who because of age were unlikely to reach the secondary school. The students involved were not mentally retarded girls but were handicapped because they had recently come from a non-English speaking country and were placed in a lower grade to learn to speak English. The completion of all these departments meant an important enlargement of the facilities for giving training of a most practical kind at the early secondary school level.

In 1917, Miss M. Neilson, who had been a member of the teaching staff since 1892, was appointed assistant to the Supervisor of Sewing and Director of Household Arts, Miss M. Haliday. This appointment was necessary in view of the fact that junior high schools were being considered and this new organization was planned to consider Home Economics for all girls.

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<sup>26</sup>Winnipeg School Division No. 1, Annual Report, 1913, p. 75.

The first junior high school was organized in Earl Grey School in September 1919, and it became the chief experimental centre for the junior high program. Briefly, the plan was to group together the two senior grades of the elementary school and the lowest grade of the high school (Grades VII, VIII and IX). By organizing the instruction in departments and modifying the course of studies, it was possible to allow for some measure of choice by the young adolescent according to his interest and abilities and outlook for the future. The main changes in the content of the course of study were provision made for the study of foreign languages two years earlier than had been possible to that time, opportunity for an introduction to elementary science, and liberal provision for training in directions that prepare for occupations of the home.

A one-teacher department was opened at the Isaac Newton School in 1921. Any further expansion was curtailed because of the economic conditions which prevailed throughout the nation. In April 1923 the Daniel McIntyre Collegiate Institute was opened for high school students in the west end of the city. It provided home economics training. Thus this practical option was now available to girls in almost every section of Winnipeg.

Home Economics has often been cited as an expensive instructional department in the school system as well as one of its more recent additions. For these reasons its value has been questioned. In reply to the critics, Dr. Daniel McIntyre (in his report given just prior to his retirement in 1930) reiterated much of the same argument which he had expressed so ably on many previous occasions.

He contended that practical work for girls in food, clothing, laundry

and other homemaking occupations dealt with real things in a real way and that the subject appealed to a girl's interest in things of the home, her love of order and beauty in the appointments of the home and in personal apparel. The course sought to apply intelligence to the various activities of homemaking on the level of applied art and applied science. In the cultivation of taste and the exemplification of habits derived from refinement and culture as well as its value for vocation, home economics belonged in the education of any people among whom these things were held in esteem. For more than a quarter century he was a powerful advocate and initiator in the Winnipeg story.

Accommodation and Facilities. The introduction of the sewing program into the schools was not difficult because the work was done in the classroom with practically no specialized equipment. However, the foundations were being laid for a more complete program to follow. The emergence of domestic science a little later was on a smaller scale involving equipment for a single classroom at the Alexandra School. There were stationary tables arranged along three sides of the room with individual gas jets for each pupil set along the metal strip at the back of the tables. The arrangement was known as the "hollow square" and the teacher's desk was located at the open end. Equipment was located in cupboards built into the tables. There were two large gas stoves, an instantaneous hot water heater, two sinks and an ice refrigerator.<sup>27</sup> A supply table was located in the middle of the room. In 1909 further accommodation was made

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<sup>27</sup>Winnipeg School Division No. 1, Annual Report, 1905, op. cit., p. 59.

for domestic science at the Aberdeen School.

When the Kelvin and St. John's Technical High Schools were built in 1912 every effort was made to secure the best equipment obtainable. A contract was entered into with the Singer Sewing Machine Company to supply sixteen motor-driven machines for the sum of \$816; two cabinet-made machines for \$50; two Singer single needle machines for \$52. Another contract was given to Babson Brothers to supply ten standard central needle rotary shuttle sewing machines at a cost of \$275, two portable perforating machines at \$80, and two pleating machines costing \$24. The size of the two contracts suggests that some of the sewing machines were to be allocated to Grade VII classrooms. In addition to standard equipment such as cutting tables and chairs for the pupils, a number of "extras" such as dress forms and hat blocks were supplied. The laundry rooms were equipped with porcelain tubs, and electric irons were used.

The "hollow square" plan was also used for the household science rooms in the high schools. Besides the usual equipment, the dining area contained a dining room suite and a set of bone china dishes for special occasions.

The William Whyte, Isaac Brock and Earl Grey Schools all had practice suites for use in teaching home management. The William Whyte School was planned to give a program which would present a wider view of home economics than had hitherto been considered. The upper floor contained two kitchens, a laundry with sterilizing room adjacent, a household arts room for instruction and practice in dressmaking and millinery, and a demonstration room which by means of moveable partitions could be converted

into apartments of various sizes. The whole unit gave an opportunity for practical instruction in house furnishing, decoration, care and the keeping of a home.

In order to obtain a clearer picture of the early laboratories, it is important to present a detailed account of the equipment purchased. While William Whyte and Earl Grey Schools were situated at opposite ends of the city, they were equipped at the same time and consequently joint contracts were given for much of the equipment. The tender of Brown and Rutherford, Ltd., (lumber dealers) to supply twenty-four students' cooking desks and stools, three cupboards and a filing cabinet in each of the two buildings, was accepted at a total cost of \$863. The forty-eight individual gas stoves required were manufactured at Ayr, Ontario, and purchased from the agents, The Winnipeg Gas Company. A gas range for the William Whyte School was procured from the McClary Manufacturing Co., and for teaching laundry work in the same school, a gas laundry stove was obtained from the Winnipeg Gas Company at a cost of \$215. For the household arts department at the William Whyte School, three laundry tables, seven ironing tables, twelve sewing tables, two ranges of lockers and forty-three stools were purchased from the Winnipeg Paint and Glass Company at the tender price of \$650. The necessary equipment for the Isaac Brock School consisted of ten stationary tables for foods work, cupboards, a laundry table, thirty-six stools and a gas stove at a total cost of \$300.

In 1919, in keeping with the trend of the community, an electric range was installed in the domestic science room at the St. John's Technical High School, thus beginning a gradual changeover to electricity in all departments.

Indications of efforts to curtail spending are seen in reports telling of changes made at the Lord Selkirk School to provide a laundry room in connection with a household arts room, and in another report stating that new centres at Cecil Rhodes, Gordon Bell and Hugh John Macdonald Schools had cost \$2,800 for equipment. This cost had been largely absorbed by transferring the equipment from the domestic science department of the Alexandra School, no longer in use, and with government grants new equipment had been purchased only where necessary. The same report revealed that the tables, benches and cabinets had been made by carpenters in the employ of the Board under the direction of the Commissioner of Buildings. Over the years, the excellent work done by this department has meant a considerable saving to the Board.

Enrolment. In 1903 there were approximately one thousand girls in Grades V, VI and VII receiving instruction in sewing from their classroom teachers. In 1927 sewing classes were discontinued in Grade V and in 1933 the Grade VI classes were dropped.

The first domestic science class for Grade VIII girls at the Alexandra School in 1905 had 220 students. When the Aberdeen School opened in 1908, the total number of students taking domestic science was 500.

In 1912 the Kelvin and St. John's Technical High Schools had 321 students taking practical arts and an additional 450 taking a household arts and science option. In addition there were forty ex-students attending one-half day a week for special work in this department.

The enrolment in the practical arts classes in 1920 was 113 in Grade IX, 100 in Grade X (including 29 from Isaac Brock School) and 62 in Grade XI,



a total of 275.

At the close of the 1920's enrolment figures were given for boys taking manual training. The report suggested that an equal number of girls received training in homemaking subjects. There were, therefore approximately 4,084 Grade VI and VII students taking sewing lessons in their own classrooms; 1,951 Grade VIII pupils in domestic science laboratories, 1,545 Grade IX pupils in specially equipped clothing laboratories, and 617 Grade X and XI pupils in the high school home economics laboratories.

In 1930 there were twelve high school and fifteen junior high school home economics teachers. In studying these numbers, the reader should keep in mind that some junior high pupils attended Household Arts and Household Science centres in the high schools.

#### The Depression and World War II Period, 1930-1945

Theories, Courses and Trends. In 1920 the term Home Economics replaced Household Arts and Household Science in the University. Gradually the influence of the University caused the terminology to be adopted in the Winnipeg schools.

Something of the philosophy of the early teachers in Winnipeg Home Economics departments gives an insight into what was taught and where the emphasis was placed within the framework of the curriculum. Home Economics is such a broad field that it is difficult for any individual to teach all the aspects of the program.

Miss Kathleen Dowler (later Mrs. H. Riter) taught at the Daniel McIntyre Collegiate Institute until 1933. She emphasized healthful eating,

using Health Work Weight charts. The pupils did calorie counts for their meals. The health charts and testimonials of what health work had meant to the students were exhibited at the Teachers' Convention.<sup>28</sup>

In 1929 Miss Louise Pettingell became the first Manitoba home economics graduate to teach on the Winnipeg staff. She had taught academic subjects in a continuation school in Ontario for three years, and had come back to Manitoba hoping to teach home economics. After five years of teaching in a junior high school Miss Pettingell went to St. John's Technical High School, where she followed Miss Sue Irwin in 1933.

There were just four high school domestic science (foods) teachers at that time. Miss Sophia Schwalm was at Daniel McIntyre, Miss Mary Stuart was at Kelvin and Miss Florence Irwin was at Gordon Bell. Because there was no supervisor to coordinate the work, the four teachers held regular meetings.

I particularly remember the ones (meetings) which were held in Miss Florence Irwin's apartment not far from Gordon Bell High School. They were very enjoyable social occasions as well as opportunities for exchanging ideas. I gained a great deal from them as well as enjoying the friendship. When Miss Haliday retired, Miss Dowler was made supervisor of both sides of the work. Since the number of home economics teachers was increasing, this was a necessary and helpful development.<sup>29</sup>

Miss Pettingell said that she believed home economics was more than a science, it was a point of view -- a way of life. In teaching foods to high school girls, she stressed nutrition as the main objective. She spent a great deal of time devising ways of developing the right attitudes to

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<sup>28</sup>Kathleen Dowler Riter, personal interview with the writer, January 1966.

<sup>29</sup>Louise Pettingell, letter to the writer, November 21, 1965. See Appendix J, pp. 263-6.

food, knowing that a girl could get "A" on an exam and still be a failure in her eating habits. Therefore Miss Pettingell tried to make it meaningful so that they might not only know a balanced diet but eat and serve it to their families later on. It was uphill work but it was the only justification for teaching nutrition at all. The more intensive instruction in nutrition worked best in Grade XI.

For Grade XI girls, we had a unit on Family Relations. Again it was obvious that our job was that of creating or changing attitudes. Now I believe that this is very important in all subjects but many subject teachers hold that their main objective is imparting knowledge. More and more I became persuaded that the main aim of education is in the field of attitudes. It is tremendously important to know a great deal, but it is even more important to make the right use of one's knowledge.<sup>30</sup>

Miss Sophia Schwalm, who succeeded Miss Kathleen Dowler at Daniel McIntyre, believed that nutrition was an integral part of every lesson. She welcomed Canada's Food Guide for the students as an improvement over the former complicated system of estimating food values in grams.<sup>31</sup>

The clothing department at Daniel McIntyre was typical of the high school set-up which prevailed in Winnipeg during this period. Miss Minnabel Dowler gave lessons in millinery and the Grade XI girls made their graduation hats. An intensive course in textiles was given and laboratory reports were made on the experiments conducted in class. Miss M. Dowler instilled in her pupils a desire for exactness and accuracy. Miss Clara Bemister and Miss Florence Ingram taught clothing construction. A high standard was set for the work. Graduation dresses were made by the Grade XI

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<sup>30</sup>Ibid.

<sup>31</sup>Sophia Schwalm, personal interview with the writer, January 1966.

students.

The curriculum suggested the making of a "graduation frock" as the culmination of the entire course, showing the ability of the student to create a beautiful frock which would express in graceful lines the individuality and personality of the wearer. Fine fabrics such as organdy and chiffon were chosen, and patterns involving facings, bindings, hemstitching, smocking, fagotting, embroidery or lace application were recommended. The curriculum suggested that no graduation dress should cost more than ten dollars.<sup>32</sup>

With the growth of the school population in Winnipeg, it became evident that some grouping was necessary in order that provision be made for different capacities and interests in pupils. Students were divided into three groups. For the "A" group the course was academic in character, determined by the fixed requirements of entrance to the University. For the "B" group a less academic program was arranged with more options than for the "A" group. "C" group was given a limited academic program which was correlated with their practical work.<sup>33</sup> In each case there was a home economics option but the division "C" group were given up to 50% of their time in laboratory work.

The depression years following 1930 created a problem whereby students beyond compulsory school age remained in school because of the fact that they could not find work. Dr. J. C. Pincock, as acting superintendent in 1933, said the problem presented to the school by the continued presence in classes

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<sup>32</sup>Syllabus of Household Science and Household Arts, (Winnipeg: Manitoba Department of Education, c.1927), p. 22.

<sup>33</sup>Department of Education, Annual Report, 1932-1933, pp. 64-66.

of this type of pupil could be corrected with the new program offered in division "C". Pupils would then find school life more profitable and interesting. The division "C" classes were known as "Industrial Arts" (manual training for boys, home economics for girls). No foreign language was offered and the academic work was mainly English usage, arithmetic, science and the social sciences. Instead of an arbitrarily fixed division of Grades VII, VIII and IX, junior and senior divisions were recognized. Two years of satisfactory work in the intermediate school were accepted for entrance to industrial arts classes in the senior high school where a two-year course was offered.<sup>34</sup>

The pupils in industrial art classes did better in practical subjects than in those of even a simplified academic curriculum but they did not do as well in their laboratory work as average pupils in other classes.<sup>35</sup>

In 1933 manual training and sewing, formerly begun in Grade VI, were deferred to Grade VII except in the case of older pupils of Grade VI for whom they were of special value. This change was made as a matter of economics.

Home Economics had for some time been at the crest of its strength and prestige. There was a fine option in the matriculation course. For several reasons this option began to lose its popularity in the mid-30's. The most important disadvantage was that the girls found they were not qualified for University by reason of their having taken home economics in lieu of one science. The development of the commercial department was

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<sup>34</sup>Department of Education, Annual Report, 1935, p. 97.

<sup>35</sup>Winnipeg School Division No. 1, Annual Report, 1937, p. 9.

attracting a number of the high school girls who then had to make a choice between electing home economics or commercial subjects in their senior year. Also, there was pressure from some quarters not to take home economics if one were highly intelligent. The high school students who chose home economics had one-half day per week in clothing and one-half day per week in foods. A reasonably thorough course could be followed. Then the time was reduced to one-half day per week over-all and the girls were required to choose either foods or clothing. The clothing proved more popular to those of high school age.<sup>36</sup>

During the depression in the 1930's little money was available even though goods were available. Then the war in 1939 created scarcities of consumer products whereas at the same time it provided more consumer purchasing power. Merchandise available was of a poor quality. These facts were of concern to the teaching of home economics.

The growth and prestige of home economics in Winnipeg schools in the early days owed a great deal to the vision of its supervisors. The first supervisor, Miss Haliday, was an efficient and dynamic teacher who for thirty-three years served the cause of home economics well. Upon her retirement in 1936, Miss Minnabel Dowler succeeded her. This was the first time household science and household arts were linked together.

Miss M. Dowler had taught classroom sewing and high school art as well as high school home economics in Winnipeg schools. She came into her administrative role just three years prior to her retirement. An office was

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<sup>36</sup>Louise Pettingell, op. cit.

provided in the La Verendrye School for conferences and displays. A home economics library was set up and made available to all teachers.

Miss Dowler believed that the term "Household Arts" meant the scientific study of all matters and means which would contribute to the happiest, healthiest and most efficient home life, not only the practical aspects of home life but also those intangible spiritual qualities and ideals. To this end she believed many subjects carried on in school contributed, but the practical arts course for girls conducted in centres which as far as possible took on the character of the home gave the finest possible opportunity for this training. In her annual report she said:

The greatest value of Home Economics as a subject on the school curriculum is probably to be found in those educational objectives which have to do with the development of habits, appreciation, attitudes, standards of living, standards of behavior, the courtesies and amenities of life, good taste and fine culture. The practical skills developed are not unimportant but they are often over-emphasized because they are obvious and one does not see beyond them to the more intangible yet real value of this work in the general education of young people.<sup>37</sup>

In 1940 Miss Isobel Robson, a 1925 graduate of the School of Home Economics, The University of Manitoba, was appointed Supervisor of Home Economics for Winnipeg schools. Miss Robson, a member of the Winnipeg staff, had been a dietitian at The University of Manitoba, a college teacher and Dean of Women at Regina College, and had done graduate work at the University of Minnesota.

During her term of office from 1940 to 1963 she endeavored to lead the way in providing a "program educating students in the whole picture of the family". Therefore topics were introduced such as relationships among

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<sup>37</sup>Annual Report, 1935, op. cit., pp. 106-107.

family members as well as the overall operation of the family unit including financing, shelter, health and recreation. Home economics teachers accepted responsibility for the education of members of society for effective living, guiding youth to meet the problems of a "new day". For this reason a study of basic human interests was included.

Miss Robson had as one of her primary goals the modernization of all laboratories. The trend throughout the United States and Canada in the 1940's was towards homemaking rooms for junior high pupils. The purpose of this facility was to provide a more general course in all phases of home training in a more homelike setting. Several activities could then be carried out concurrently under the supervision of one teacher. This procedure required a flair for management on the part of the teacher. The arrangement also met the challenge of the high overhead cost of a two-room department (when each room was in use only half the time) that had grown up with the two-pronged program of Household Arts and Household Science. Homemaking rooms were established at the Lord Roberts and Cecil Rhodes schools.

During the war years the home economics departments had unusual opportunities for public and national service. The organization in senior and junior high schools of Junior Red Cross units for war service work was for the most part directed by Home Economics teachers. The senior high schools asked for volunteers and 1500 girls began work shortly after war broke out, under the supervision of the Household Arts teachers.<sup>38</sup> In a single year as many as 10,000 articles were produced.

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<sup>38</sup>Department of Education, Annual Report, 1939, p. 111.



The members of the Home Economics staff considered it their duty to assist the housewives of Canada (through their daughters) to meet the new problems of budgeting, buying and selecting consumer goods, and to meet new consumer problems associated with the limitations necessary under the Wartime Prices and Trade Board. Teachers of food and cookery stressed the importance of an adequate diet, the care and preparation of food in order to retain its nutritive value, and the study of foods which could be used in place of those needed for export to Britain.<sup>39</sup> The home economics departments in the high schools cooperated with the Department of Pensions and Health in a Dominion-wide Nutrition Campaign introduced in January 1943.<sup>40</sup> In several schools, home economics classes displayed interesting nutrition exhibits at the annual school teas.

A wartime display of a week's supply of food was set up for "Open House" at the Daniel McIntyre Collegiate Institute so that a comparison could be made of the diet of Manitobans with that of British and German families.<sup>41</sup>

The shortage of fabrics necessitated changes in the clothing construction programs. Care and repair of clothing was stressed in all grades. Many senior girls worked on problems of made-over clothing as well as on children's clothing. The home economics classes in the Winnipeg schools responded to a request from the Junior Red Cross to make clothing for the

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<sup>39</sup>Winnipeg School Division No. 1, Annual Report, 1941, p. 21.

<sup>40</sup>Winnipeg School Division No. 1, Annual Report, 1942, p. 34.

<sup>41</sup>Sophia Schwalm, op. cit.

children in the Standen Homestead War Nursery, Ockley, Surrey.

Classes in home nursing given in Grade IX had great current interest to many girls in the schools. Teachers of home economics qualified for teaching this unit by taking St. John's Ambulance or Red Cross Society courses. Bedmaking, simple bandages, first aid treatments, care of the patient, special diets and a study of contagious diseases were included in the topics taught. A unit on the care of children was given in several schools in order to train girls to look after young children whose mothers were engaged in war work or who needed assistance outside of school hours.<sup>42</sup>

While the program in home economics is designed for girls, there were occasions for dealing with classes of boys. In May and June, 1941, a group of Robert H. Smith Junior High School boys was given a short course in camp cookery. This course was held at Kelvin Technical High School outside regular school hours. The boys made early use of their training at the Robert H. Smith Cadet Camp, and some, later, in His Majesty's Forces.<sup>43</sup> Miss Vera Douglass, the teacher in charge, was well pleased with her class.

Accommodation and Facilities. By 1936 high school instruction in Home Economics was being provided at Kelvin Technical High School, Gordon Bell High School, Daniel McIntyre Collegiate Institute and St. John's Technical High School. In 1942 in the Isaac Newton High School, a suitable room was redecorated and furnished with household arts equipment transferred from other schools. In 1936, to provide for junior high school classes,

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<sup>42</sup>Annual Report, 1942, op. cit., p. 35

<sup>43</sup>Department of Education, Annual Report, 1940, p. 70.

centres were provided for both Clothing and Foods courses at Earl Grey, Isaac Brock, Hugh John Macdonald, Aberdeen, King Edward, William Whyte and Lord Selkirk Schools. By 1942 Lord Roberts and Cecil Rhodes Schools had homemaking rooms.

In the majority of the Domestic Science centres, the gas ranges which had been in use for fifteen to twenty years were now out of date and replacements were necessary. With the development of hydro-electric power in Manitoba, Winnipeg became an electrical city. Homeowners were converting to electricity, therefore the schools did likewise. A contract was made with the City Hydro Electric System by the terms of which Hydro supplied ten electric ranges, six single ovens and 216 hot plates. The total cost of equipment, material and labor for installation was about \$6,000.

Enrolment. By 1940 home economics classes were held in thirty-six schools. A total of 2,008 high school students attended laboratory classes conducted by fourteen teachers. All Junior High School girls received instruction. Sixteen teachers held laboratory classes; twenty-three Grade VII teachers and sixteen special education teachers gave classroom sewing lessons.

In 1945 a total of 2,100 high school students attended classes given by thirteen teachers in six departments. In the Junior High Schools eighteen teachers instructed over 3,300 students. Grade VII and special education sewing classes continued. All Grade IX students were given instruction in home nursing which was additional to their basic course.

#### Post-War Development and Expansion, 1946-1958

Theories, Courses and Trends. A directed self-survey of Winnipeg

public schools was conducted under the direction of Dr. W. C. Reavis of the University of Chicago in 1947. The committee for Home Economics, headed by Miss Isobel Robson, organized subcommittees to study: statistics; curriculum and objectives; teachers; space and equipment; pupils; community relations; coordination; evening schools; community centres.

The survey established that girls in the public schools of Winnipeg were given good basic training in home economics. A questionnaire sent to a small group of parents indicated that they were pleased with the instruction offered their daughters by the Home Economics Department.

A study of the duties of the Home Economics staff clearly showed that the teachers accepted general school responsibilities in addition to their regular teaching schedule. There were nineteen full-time and two part-time teachers with at least a Home Economics degree, as well as ten teachers possessing certificates only. The committee reaffirmed that all newly appointed home economics teachers should hold a degree in Home Economics and have taken a course in teacher training.<sup>44</sup> Through this period inservice training in the form of meetings and conferences gave helpful guidance to teachers in the successful organization of their program.

In order more closely to relate experience in the classroom to home and community life, a change in approach was initiated. The trend was away from subject-centred teaching. Family-centred teaching became the theme. Skills were no longer taught in isolation; they were related to membership in the family group. In the foods laboratories this necessitated

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<sup>44</sup>Report of Directed Self-Survey Winnipeg Public Schools, Committee on Field Services, Department of Education, University of Chicago, September 1948, p. 249.

a change in equipment replacing the "hollow square" with unit kitchens where small groups of girls could plan, prepare and serve meals in homelike surroundings. Because of changing social conditions, it now became necessary to adapt course content to meet the needs of future homemakers who might also be wage earners outside their own homes. The industrial development that was hastened by the discovery and use of natural gas affected the nature of homes and consequently the pattern of living. Manmade fabrics, new food products and household appliances were symbols of this industrial development. Jobs for women were plentiful; consequently, consumer education became more important. Costs and care of newer fibres, blends and finishes, relative prices of ready-to-serve foods compared to costs of those prepared in the home kitchen, were now subjects of instruction.

In 1954 the practice of allotting to Home Economics teachers one-half day per week free of classes was discontinued; instead, wherever possible, an equivalent in shorter periods of unassigned time was provided. This permitted teachers to carry out necessary duties in connection with the efficient management of their department.

By 1955 classroom sets of the recommended textbooks as well as other texts and reference books had been provided for all laboratories. The school cook book entitled "Theory and Practice in Household Science, published by the Winnipeg Public Schools in 1937, was replaced by recipe sheets made up in sets, one for each grade. This change introduced new recipes and techniques in food preparation.

Accommodation and Facilities. The home economics staff had felt handicapped through the depression and war years because of the situation concerning equipment in the laboratories. It had been difficult to replace worn out equipment. In 1946, in order to make plans for a replacement program and as a part of the Reavis study, questionnaires were sent to all home economics teachers regarding equipment.<sup>45</sup> The summary statement of their replies is shown in Table III.

In 1947, because of the lack of home economics laboratories, twenty-two Grade VII classes and four remedial classes still had to be taught sewing in their regular classrooms. The Reavis Report recommended that provision be made for equipping more home economics laboratories at the earliest possible opportunity to accommodate all Grade VII girls.

It was further recommended in the Report that equipment indicated as being essential for home economics laboratories be purchased at the earliest possible opportunity and that there should always be provision for the purchase of modern equipment as it appeared on the market. In this way the Home Economics department would teach, as consumer education, the selection and care of equipment.

By 1958 the modernization program was well underway. Electric washing machines had been installed; steam irons had replaced dry irons, and ironers had been provided where funds permitted. Electric sewing machines had replaced the treadle sewing machines, and in one school, Gordon Bell, tables with the sewing machines built in were provided on a

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<sup>45</sup>Ibid., p. 249-250.

TABLE III

## RESULTS OF QUESTIONNAIRE TO TEACHERS REGARDING EQUIPMENT

Foods Laboratories

- 58% stated that oven space was inadequate
- 92% stated preference for electric refrigerators
- 86% suggested installation of electric washing machines
- 60% considered storage facilities for large equipment inadequate
- 72% reported an inadequate supply of flatware
- 72% reported an inadequate supply of china
- 60% considered storage facilities for illustrative material inadequate

Clothing Rooms

- 94% expressed their preference for storage cupboards instead of lockers
- 100% expressed their preference for chairs instead of stools
- 25% stated that there was a need for more storage space for books
- 38% stated that there was a need for more storage space for illustrative material
- 44% stated a need for new irons in junior high school departments
- 38% stated a need for more cutting shears

pilot basis. Concurrently, in the majority of the foods laboratories, conversion to the unit-type kitchen had been completed.

Under the Educational Institution Replacement Program initiated at this time, the Winnipeg Hydro volunteered to replace appliances as improvements were made (now every two years). This meant that it would be possible to keep equipment (sewing machines excepted) up to date at little or no cost to the school system. By 1958 homeowners in Winnipeg were again becoming aware of the possibilities of cooking with gas. A number of natural gas stoves were installed in the schools -- a forerunner of the piped-in gas being used along with electricity today.

Several new departments were established during the period of 1947-1958. Sargent Park, the Technical Vocational High, Churchill High and Sisler High Schools provided accommodation for the ever increasing enrolment. In each case the rooms were planned to present the most efficient use of space and equipment, the latest improvements available, in an attractive, colourful setting.

Enrolment. At the junior high level, every girl was enrolled in home economics classes as an important phase of general education. In the senior high school, with home economics as an elective, half the girls taking matriculation were enrolled in home economics classes. From a questionnaire it was disclosed that many more girls wished that their class schedules would have permitted them to do so.

Statistics in Table IV, following, show the large proportion of girls in Grades X and XI who took home economics during 1947-1948.



TABLE IV

## ENROLMENT OF HIGH SCHOOL GIRLS - 1947-1948

	No. of Girls	Matric- ulation Course	Com- mercial Course	Total Home Economics	Matricula- tion & Home Economics	Commercial & Home Economics
Grade X	1,019	543	476	851	395	456
Grade XI	919	574	345	402	170	232

The above table shows that of a total enrolment of 1,019 girls in Grade X, 543 or 53.2 per cent were registered in the Matriculation course. Of the 476 girls registered in the Commercial course, 456 or 95.8 per cent attended home economics classes. In that same year, 1947-1948, 919 girls were registered in Grade XI. Of that number, 574 or 62.5 per cent were in Matriculation classes, and 345 or 37.5 per cent were in Commercial classes. Of the 345 girls in Commercial classes, 232 or 67.2 per cent elected the Home Economics option.

At this time, 1947, there were twenty-nine full time and two part time teachers in home economics laboratories, in addition to the twenty-six teachers who taught sewing to Grade VII and special education classes in their classrooms. Although in 1958 the number of home economics teachers remained the same, the teaching load became heavier as all junior high school students were enrolled in home economics classes and the number of junior high pupils had increased. The

total enrolment in 1958 in all classes was 5,937.

Recent Developments, 1958-1966

Theories, Courses and Trends. The Royal Commission on Education which began hearings in 1957 included a consideration of the home economics program along with all other subjects on the curriculum. Miss Robson held in-service meetings to work on the curriculum. Permission had been given by the Department of Education to revise some courses. The revisions were then tried out with a selected group of high school classes.<sup>46</sup>

A Special Education Workshop for teachers of Home Economics and Industrial Arts was held in June 1959. It was organized as a cooperative effort by Miss Isobel Robson, Director of Home Economics, Mr. S. M. Mutchmor, Director of Industrial Arts, and Mrs. Nadine Chidley, Director of Special Education, with assistance from the staff of the Child Guidance Clinic and teachers of special classes. The purpose was to help teachers achieve a better understanding of the needs of pupils in ungraded, slow learning and major work classes.<sup>47</sup>

Eleven meetings of Winnipeg Home Economics teachers were held during the year 1959-1960 at which such topics as the Royal Commission Report, the revised junior high school course of studies and units of work for ungraded classes were studied. Special meetings were held with those teachers involved with teaching major work and terminal classes.

The introduction of the new General course in the 1960's was

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<sup>46</sup>Winnipeg School Division No. 1, Annual Report, 1958, p. 20.

<sup>47</sup>Winnipeg School Division No. 1, Annual Report, 1959, p. 19.

expected to increase the number of students enrolled in Home Economics. The new General course was planned to give a general basic education for pupils who were not intending to proceed to University. For guidance in the development of this program, meetings were held with the director, Miss Robson. At the time of this writing it is still too early to estimate the effects of the General course, so recently implemented, on the Home Economics program.

During Miss Robson's administration as director of Home Economics in Winnipeg, the scope of the supervisor's responsibilities greatly increased and it became her duty to interview and recommend teachers for assignment when vacancies occurred, procure evening school and substitute teachers, direct the teaching of all home economics classes, recommend the purchase of equipment and supplies, work out timetables for all home economics classes and plan and supervise evening school courses.

Miss Robson recognized in her position a responsibility to give leadership and service in the community. As an indefatigable committee worker she was called upon to be a member of various "Boards", to speak on radio and at meetings as well as to write articles and plan educational programs. In 1949 Miss Robson became a member of the Board of Governors of the University of Manitoba. In this capacity, as the only woman on the Board, she represented the women of Manitoba.

Miss Robson's twenty-three year administration of the Home Economics Department saw the Department firmly established as an integral part of the general school system. She was a respected member of the general administration of the Winnipeg schools and her department benefited in

increased status and recognition. Her efforts were probably most rewarding in the fields of improvement of teachers while in service, the inclusion of teachers in constant curricular development, and the continuous up-dating of facilities and accommodation.

In a letter to the writer she concluded by saying:

And so I am pleased that I was in the position to introduce some rather 'revolutionary' changes -- in methods and equipment; and changes in the Home Economics curriculum. I feel sure that many more changes are yet to be introduced as a result of scientific research which is being undertaken.<sup>48</sup>

At the time that Miss Robson retired in 1963, a change in the central administration in the Winnipeg School Division was made which brought Home Economics as well as Fine Arts and Industrial Arts under one director, Mr. John Pankiw. Each division was given an assistant director. Miss Elva Humphries was named assistant director in charge of Home Economics.

Miss Humphries had had a broad experience in teaching. She had taught unemployed girls at the Y.M.C.A. under the Dominion-Provincial Youth Training Plan in 1937. In 1938 she became a member of the Winnipeg teaching staff where she taught at the William Whyte School, then Lord Roberts School and later at the Lord Selkirk School. In 1945 she obtained a Master's degree in Public Health Education under a Kellogg Foundation Fellowship at the University of Minnesota. In 1946 she returned to the Lord Selkirk School for two years, then was transferred to St. John's Technical High School. When the Churchill High School was built in 1955, Miss Humphries, with Miss Marion O'Donnell, opened the new department. She set a high

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<sup>48</sup>Isobel Robson, letter to the writer, April 19, 1966.  
See Appendix K for letter from Miss Robson, pp. 265-7.

standard in her teaching and present indications are that her career as an administrator will give her greater scope to influence the pattern of home economics in the schools of Winnipeg.

Accommodation and Facilities. The building program has continued into the 1960's with new departments in Elmwood High, Grant Park High, Aberdeen and David Thompson Schools. Additional home economics rooms were opened in Grant Park High, Sisler High and St. John's Technical High Schools. The home economics rooms in Daniel McIntyre Collegiate Institute have been modernized. Increased accommodation in home economics departments has meant less travelling time for students.

At the time of Miss Robson's retirement, there were twenty clothing rooms and twenty foods rooms in operation. Since that time, new departments have opened up at the J. B. Mitchell School, Aberdeen School, Churchill High School, Gordon Bell High School and Daniel McIntyre Collegiate Institute.

Enrolment. The introduction of the six-day cycle in 1959 meant that students spent one-half day every six days in home economics classes instead of every five days as in the past. Fewer classes were held with each group but there was an increase in the total enrolment. The enrolment totalled 5,937 in 1958. There were 32.6 teachers on staff. With the six-day cycle, in spite of an increased enrolment to 6,290 in 1959, a decrease in the number of teachers to 29 was possible.

In 1962 the total enrolment was 6,592. There were 33.2 teachers. At the present time, 1966, the total enrolment is 6,900 and 33 full time

and eight part time teachers are on staff.

The growth of home economics in Winnipeg schools through the past sixty years has been consistently steady. From a humble beginning without the status of subjects with generations of recognition, it has developed from simple sewing skills in the elementary grades until it has become a respected part of general education of every junior high school girl and of many senior high pupils.

#### The Evening School Program in Winnipeg School Division No. 1

The evening school program in home economics education began in 1912 with the opening of Kelvin and St. John's Technical High Schools where courses were offered in millinery, dressmaking and cooking. These classes were well attended.<sup>49</sup>

By 1914 two divisions had been established: Domestic Science in which 428 students were enrolled in elementary and advanced cooking classes and in housekeepers' classes; and Household Arts in which 628 students were enrolled in dressmaking, millinery and plain sewing classes. The courses continued to attract a large enrolment all through the years of the First World War and served a two-fold purpose in training women to be efficient homemakers and also in improving the skills of women employed as milliners and dressmakers. Interest in this type of class was stimulated by the depression and the need for the large numbers of unemployed young people to acquire special training. By 1932 there were three Evening Schools.

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<sup>49</sup>Winnipeg School Division No. 1, Annual Report, 1912, p. 18.

They were administered and supervised by the Superintendent assisted by the Director of Technical Education and the Supervisor of Household Arts who organized and supervised the work of their respective departments. The classes in Household Arts were conducted at Daniel McIntyre Collegiate Institute.<sup>50</sup>

In 1939 the Hudson's Bay Company requested that the Winnipeg School Board provide classes for young men whom they intended sending to northern posts. The Board arranged for fifteen-week courses in Foods and Nutrition at Daniel McIntyre Collegiate Institute. Courses in Food Preservation and Analysis, and Bacteriology, were asked for and given to a group of young men from the Civic Offices.<sup>51</sup> During the post-war period there was a revival of interest in the evening classes. In 1946, to meet demand for home economics training, Miss Robson organized seven new short courses. By 1947 fifty-seven evening classes in Home Economics were being given and several Winnipeg high schools were used. On the whole, enrolment has been steadily increasing over the past twenty years. There are two types of students in the evening classes: those who wish to improve their vocational qualifications, and those who enjoy the work as a hobby or recreation.<sup>52</sup>

The Winnipeg school system has recognized the importance of revising old courses and introducing new ones to meet the changing needs of the public.

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<sup>50</sup>Winnipeg School Division No. 1, Annual Report, 1932, p. 15.

<sup>51</sup>Winnipeg School Division No. 1, Annual Report, 1938-1939, p. 20.

<sup>52</sup>Winnipeg School Division No. 1, Annual Report, 1945, p. 40.

## CHAPTER VII

### HOME ECONOMICS EDUCATION IN MANITOBA OUTSIDE OF WINNIPEG SCHOOL DIVISION NO. 1

Home Economics education in Manitoba outside of Winnipeg School Division No. 1 will be discussed under the following headings: the leadership given by the Agricultural Extension Service; the Soldiers' Settlement Home Branch Service; Dominion-Provincial Youth Training Plan; the early movement in secondary schools; and the resurgence of interest in home economics in the secondary schools.

#### The Agricultural Extension Service

One of the difficulties encountered because of the scattered population of the rural areas was the problem of providing adequate facilities for secondary education in the villages and towns. Some method of extending the scope of instruction to include the practical arts had to be found to meet the demand throughout the province.

As has been noted in Chapter IV, the Agricultural Extension Service was a part of the program of the Manitoba Agricultural College. The work of Miss Juniper and Miss Kennedy in 1910, lecturing and demonstrating on home economics topics and organizing Home Economics Societies, gave an impetus to the movement. The Better Farming Teams which toured Manitoba each summer attracted young and old with their displays and lectures. The Teachers' Course for all second class teachers began in 1911 for the benefit of those who were going to teach in the country. The lady teachers were given



some training in the Department of Home Economics, particularly in sewing and cooking. Then with the help of outlines supplied by the Agricultural Extension Service the teachers could present these subjects to little girls in public schools. Sewing lessons included fundamental and ornamental stitches, buttonholes and loops applied to the making of simple garments, and mending. It was quite simple therefore to introduce hand work into the schools and numerous exhibits were held in different centres.

Lectures in food values and food combinations were presented with a view to having the subject reproduced in the ordinary grade school. Lectures were given in hygiene, sanitation and home nursing. Individual work was given in cooking to illustrate methods of cooking food, particularly in connection with the school lunch.

Mrs. Edith Charlton-Salisbury, in speaking before the Manitoba School Trustees Association in 1914, said that trustees, teachers and parents were asking for information about a simple method of introducing Household Science in the one-room country school. The problems to be solved in connection with teaching cooking in the one-room school were lack of time, space and money. The solutions which she offered to overcome the problems were relatively simple. The noon hour could be used and the hot dish prepared by two pupils at a time. The estimated cost of the equipment listed was \$40. Mrs. Charlton-Salisbury suggested that about ninety different dishes could be made with the simple equipment which she recommended, and when only one was made each day they would provide variety to the noon-day lunch during the entire year; a balanced meal for the children would then be provided when supplemented with the right selection of food brought from home.

The recipes used during the year were arranged in groups: carbohydrate food; batters and doughs; meat protein; egg dishes; and food combinations to review some of the principles taught earlier in the term. In each case suggestions were made as to how the dishes prepared could be supplemented so that the lunch would be nutritionally well balanced. Several practical suggestions were given for meeting the cost. To increase interest in the district, Mrs. Charlton-Salisbury suggested that parents be invited to see an occasional exhibit of children's cooking in the school room on a Friday afternoon.<sup>1</sup>

The matter of hot lunch for school children came before the Women's Institute convention in 1928. It was reported that numerous groups were taking the responsibility for this work. The question was whether they should continue or let it be taken over by teachers, trustees, parents and ratepayers.<sup>2</sup> The opinion of the Advisory Board was that the lunch should become a part of the school program, organized from within by the teachers at the request of parents and trustees. The duty of the Institute was to develop public opinion which would prompt parents, trustees and ratepayers to ask for lunch for the school children. The Institute then would encourage the teacher to look after it.<sup>3</sup>

Official trustee Ira Stratton was a firm believer in linking the

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<sup>1</sup>"Noon-Hour Cooking in Rural Schools", Mrs. Edith P. Charlton-Salisbury, Manitoba School Trustees Association Annual Report, Winnipeg, 1914-1915, pp. 14-17.

<sup>2</sup>Women's Institute News, Vol. I, No. 5, October 1928.

<sup>3</sup>Ibid., Vol. II, No. 1, January 1929.

school with life. For the one- and two-room pioneer schools, he suggested that the home, the garden and things that go with these such as handwork and sewing, afforded opportunities for conversational English sometimes lacking in routine lessons. He began a new venture in 1917. Finding that the makers of the standard sewing machines were willing to sell them for use in schools at practically factory prices, he soon had one in every school in his charge which had a teacherage.<sup>4</sup> He was further encouraged by the response which he received from the wives of his teachers who undertook to teach sewing to the pupils. He arranged for a travelling instructress in "housekeeping arts" from the Agricultural Extension Service to make regular trips over a circuit for a few weeks, giving guidance to the teachers. Mr. Stratton thought that much progress could be made if one conveyance could take from school to school in thickly settled districts an instructor in handwork for the boys and one to teach housekeeping to the senior girls, since few towns could afford to engage full-time specialists.<sup>5</sup> This idea was developed in Teulon, Gunton and Balmoral in 1921.

Organizations such as the I.O.D.E., the Women's Institute and United Grain Growers Association provided a number of schools with sewing machines and sent remittances to help purchase sewing materials.

The method used to teach homemaking in Gonor School illustrates what could be done in a one-room school by an enterprising teacher with guidance from the Agricultural Extension Service. In this school instruc-

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<sup>4</sup>Department of Education, Annual Report, 1918-1919, p. 145.

<sup>5</sup>Department of Education, Annual Report, 1920-1921, pp. 148-149.

tion was given in manual training, sewing and handwork, canning and preserving, cooking and baking, and school gardening -- nearly an acre of ground being cultivated. The vegetables grown in the garden were canned or stored in a neighboring cellar and used during the winter months in connection with the hot lunch, a regular feature of the school. Most of the work was done by the children in their homes. The finished product was brought to school where the instruction had been given, to be examined and criticized by the teacher. In an exhibit of school work at the Easter Convention in Winnipeg in 1916 and again in 1917 they received first honours.<sup>6</sup> This is not home economics education as we know it today, but within the limitations of the classroom it was a means of developing skills which were an important part of home living.

A combined effort was made by Home Economics Societies (Women's Institutes) and Agricultural Societies, who contributed their part to public education by supplementing and rounding out the work of the teacher.<sup>7</sup> The Home Economics Societies organized the Boys' and Girls' Clubs according to a government approved constitution. The Agricultural Societies gave encouragement by donating prizes for achievement at the annual fairs.<sup>8</sup> The Agricultural Extension Service staff judged at the fairs, organized short courses and prepared lesson outlines for the volunteers in the community who took charge of instructing the school girls. This was the

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<sup>6</sup>Department of Education, Annual Report, 1917-1918, pp. 92-94.

<sup>7</sup>Department of Education, Annual Report, 1916, p. 200.

<sup>8</sup>Department of Education, Annual Report, 1909, p. 320.

beginning of the Local Leader method of instruction in Manitoba. In this way new ideas for the improvement of family living were introduced. For example, the war years 1914-1918 were marked by increased concern over food conservation. In the year 1914 hardly anyone in Manitoba had done much in the way of canning vegetables. By the close of the war this art had reached a high state of perfection, especially among the young people.<sup>9</sup>

In 1917 there were 175 central clubs, 1,100 branch clubs, 25,000 members and 165 successful fairs. The Provincial Government provided one-third of the prize money, the remainder being taken care of by the various municipalities.<sup>10</sup>

The school inspectors of the Department of Education, all thoroughly familiar with the aims and objects of club work, were ever on the alert to correlate it with the regular school work. For organizational purposes, the inspectorial division was taken as the unit, and the inspector in consultation with his teachers determined the areas in which each club operated and places where fairs were to be held.<sup>11</sup>

Excerpts from the inspectors' reports give a definite indication of their approval:

The Boys' and Girls' Club movement is certainly running at high tide. There are 61 branches with 9 centres at which fairs will be held this coming fall . . . the display of cooking, sewing, garden produce was astonishing in its merit and extent.<sup>12</sup>

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<sup>9</sup>Mary Speechly, The Story of the Women's Institute, 1934, p. 20.

<sup>10</sup>Department of Education, Annual Report, 1917-1918, pp. 126-28.

<sup>11</sup>Department of Education, Annual Report, 1921-1922, p. 132.

<sup>12</sup>Annual Report, 1917-1918, op. cit., pp. 19-20.

Short courses in woodwork, sewing and millinery were held under the Extension Department of M.A.C. at Deloraine, Melita, Waskada, Napinka and Goodlands. So popular have these courses become that in some cases additional teachers had to be provided. The splendid training received by the boys and girls participating will be of great value to them in later life.<sup>13</sup>

Such organizations as Boys' and Girls' Clubs, fairs, instruction in manual training and domestic science all reveal a growing interest and enthusiasm in school work. While these new phases of school activity are not largely concerned with text books, yet they all have an educational value.<sup>14</sup>

The activities of the Boys' and Girls' Clubs combined with the exhibitions of school products brings out the enthusiastic interest of all classes. Invariably the winners at these club contests in manual work, domestic science, home and school gardening and intellectual arts are also the leaders in purely academic studies and the successful candidates at the Departmental examinations.<sup>15</sup>

Keen interest continues with the work of the Boys' and Girls' Clubs. The fairs at the various centres were largely attended and exhibits of a high standard were shown. . . . We need more work in our schools to develop the children along the line of self-expression and to enable them to do things by their own selves.<sup>16</sup>

The first Resident Extension Service Home Economist was Miss Esther Thompson. She had spent the summer of 1917 in the Beausejour area travelling by bicycle from place to place helping the women with their problems. She was appointed a Community worker in the Ethelbert area in May 1918. As part of her duties she introduced the hot lunch program into the schools of this community and spent one-half day every two weeks teaching sewing and cooking to the girls in the different rural districts.<sup>17</sup>

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<sup>13</sup>Ibid., p. 29.

<sup>14</sup>Ibid., p. 72.

<sup>15</sup>Ibid., p. 105.

<sup>16</sup>Annual Report, 1920-21, op. cit., p. 55.

<sup>17</sup>Annual Report, 1918-1919, op. cit., p. 130.

Miss Elizabeth Blackburn directed the program in Division 2 of the province, and prepared the following set of recommendations:<sup>18</sup>

1. the sewing should be undertaken by the entire school class rather than by selected pupils;
2. the best sized class is about 20 pupils;
3. age from 10 upwards;
4. primary sewing instruction should be given by the school teachers;
5. best length of lesson one double period, say 1½ hours;
6. course might consist of about four visits to each school.

A feature of club work which was developing at this time was the team demonstration.<sup>19</sup> It had appeal to teachers, parents and pupils for it developed cooperation of team members, ability in public speaking and encouraged community pride. For the first part of the year, club members worked as individuals on particular topics, e.g., canning, breadmaking, dyeing, textiles, table setting, milk and dairy products. Just before Easter a public speaking competition was held and the team to represent the community was chosen. The subject was then worked into a new form suitable for team work. As a special award for achievement, The T. Eaton Company, The Lake of the Woods Milling Company and The Western Canada Milling Company cooperated with the Extension Service of the Department of Agriculture and each year provided a prize in the form of a trip to Winnipeg with a week's entertainment and sightseeing.

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<sup>18</sup>Department of Education, Annual Report, 1919-1920, p. 19.

<sup>19</sup>Annual Report, 1920-1921, op. cit., p. 137.

The direction of the work of Boys' and Girls' Clubs was transferred from the Agricultural Extension Service of the Department of Agriculture to the Department of Education on September 1, 1923.<sup>20</sup> The necessary funds to cover the administration expenses of the fiscal year ending August 31, 1924, were provided out of the final grant from the Federal Government under the Agricultural Instruction Act. The Department paid the usual cash grants to assist with the Club Fairs. The practice of cash awards was discontinued and a system of badges and diplomas substituted.

The idea of a Standard Club or Local Leader method of instruction had gained general acceptance by 1924.<sup>21</sup> Instruction in Home Economics (cooking and sewing) was given at fifty-eight centres in the province through the volunteer services of 160 local leaders (often the classroom teacher). Junior Sewing Clubs were popular because the work could be done at school and required no elaborate or expensive equipment. Cooking projects offered greater difficulty because the local leader had to furnish her own kitchen. The courses were carefully revised by the Department of Education in 1926 in an endeavor to make the work more helpful and attractive.<sup>22</sup> Junior lessons in cooking emphasized the choice of food, food habits and their relation to health.

Four carefully graded lesson sheets together with all necessary recipes were sent to the club leader who met with her group once a month,

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<sup>20</sup>Department of Education, Annual Report, 1923-1924, p. 29.

<sup>21</sup>Department of Education, Annual Report, 1925-1926, p. 44.

<sup>22</sup>Department of Education, Annual Report, 1926-1927, p. 54.



or oftener, when these lesson sheets were carefully gone over and all difficult points explained. The club member then did the actual work in the home kitchen under her mother's supervision. At the next meeting each member reported on her results and if necessary requests for further information would be secured from the Department. A similar plan was followed by those enrolled in sewing or garment making clubs. In some schools the sewing information sent out was used in the classroom. Other schools carried on noon-hour clubs.<sup>23</sup>

In 1928 the direction of Boys' and Girls' Club work was transferred back to the Extension Service of the Department of Agriculture. This was done so that Manitoba would be operating under the same system as other provinces. However, "the Department of Education recognizing the great educational value of club work in developing our boys and girls into efficient and worthy citizens, strongly urges all teachers to cooperate heartily in carrying on club projects wherever possible".<sup>24</sup>

The classes continued to function in various schools under the Local Leader Plan directed by the Agricultural Extension Service. In some places school time was allowed for the work. At the conclusion of the course an Achievement Day, open to the public, was held at each point with articles of clothing, handicrafts, needlework and notebooks on display.

During the war years, 1939-1945, home gardens and good nutrition

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<sup>23</sup>Report of the Committee on the Review of the programme of studies, "What the Girls May Do Along Practical Lines in Rural Schools", 1926, pp. 31-32.

<sup>24</sup>Department of Education, Annual Report, 1928-1929, p. 51.

were stressed in the "Let's Eat Clubs" and handicrafts were directed towards Junior Red Cross projects.<sup>25</sup> In 1951, when Resident Extension Service Home Economists were appointed, they organized the courses. At the same time Boys' and Girls' Clubs, which had become popularly known across Canada as 4-H Clubs, were officially recognized in Manitoba as such.<sup>26</sup> The General Curriculum Committee of the Curriculum Branch under the Director, Dr. J. M. Brown, in a study of the Senior High School Program, recommended that 4-H Club work be not granted credit in high school but that the committee go on record as encouraging the program throughout the province in every other way.<sup>27</sup> As the larger school divisions start to make provision for homemaking departments with home economics teachers in charge, the club work may diminish. As a new era is born, it should be remembered that the leadership given by the Agricultural Extension Service, the classroom teachers and the local leaders made it possible for thousands of rural people to become better equipped for homemaking.

#### Soldiers' Settlement Home Branch Service

A unique type of Extension Service was the assistance given to returned servicemen and their wives after World War I. Many Canadian soldiers had married while overseas and when they returned to Canada they settled on farms under the terms of the Soldier Settlement Act of 1919.

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<sup>25</sup>Department of Education, Annual Report, 1944-1945, p. 31.

<sup>26</sup>Department of Agriculture, Annual Report, 1950-1951, p. 18.

<sup>27</sup>Department of Education, Annual Report, 1955-1956, p. 131.

The brides, ignorant of farm life, felt helpless and lonely. Five Home Economics specialists in Manitoba were sent out by the Home Branch of the Soldiers' Settlement Board at Ottawa.<sup>28</sup> (Dr. W. J. Black, former President of the **Manitoba** Agricultural College, 1905-1915, and Director of the Soldiers' Settlement Board, organized the Home Branch.) With the help of the Agricultural Extension specialists, the Home Branch organized short courses in cookery, dairying, poultry raising and horticulture in order to help these women live under pioneer conditions in rugged, isolated areas.

#### Dominion-Provincial Youth Training Plan

The Dominion-Provincial Youth Training Plan was organized in 1937 to provide an education in homemaking for young women and in agriculture for young men. The courses, of varying lengths (from two weeks to five months), were open to young people between the ages of sixteen and twenty, not gainfully employed. One of the centres for the full-length course was the University of Manitoba (1938 and 1939).

The Dominion Government through the Federal Department of Labour and the Provincial Departments of Agriculture, Education and Health, worked closely with local committees to establish the program. The first supervisor of the Homemaking program was Miss Frances I. McKay, followed by Miss Anna M. Speers in 1940. Working with a staff of home economists they gave able leadership and inspired confidence and new hope in their pupils.

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<sup>28</sup>School of Home Economics, The University of Manitoba Fiftieth Anniversary (Winnipeg: Public Press, 1960) p. 41.

Local organizations were made responsible for publicizing the facts about the school and getting the required number of students (minimum sixteen; maximum twenty). They were asked to provide: a hall or two rooms to be used for classes; two stoves with good ovens or one stove and a coal oil stove with oven; two long tables for clothing work; two long or four short tables for foods work; a chair for each pupil and three extra chairs for the sewing machines; two blackboards (if possible). There was no allowance for board and room, therefore students returned to their own homes or boarded with friends each night.

The course was planned around the home as the centre of family life and in addition to home economics subjects, training included public speaking, dramatics and citizenship. Each girl made a simple cotton dress, attractive in colour and design, involving suitable construction skills. The foods work was centred around the preparation of the noon meal. Stress was laid on the use of foods produced at home, the importance of food in relation to health, methods of cooking to conserve food value, table setting and service. At the close of the course, parents and leading citizens came to see the work and have a cup of tea.<sup>29</sup>

The department changed its title in 1942 and became the Dominion-Provincial Youth Training and War Emergency Program under the supervision of Mr. D. E. McPherson. Financial assistance towards the cost of operation of the youth training schools was provided by the Federal Department of Labour under the terms of the Vocational Co-ordination Act of 1942.<sup>30</sup>

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<sup>29</sup>Department of Education, Annual Report, 1939-1940, p. 113.

<sup>30</sup>Department of Education, Annual Report, 1942-1943, p. 102.

Between 1943 and 1945, all energies were focused on the war effort and there was considerable difficulty in organizing homemaking schools. After the cessation of war, attention was directed to the rehabilitation of veterans. For the women, Vocational courses in dressmaking and tailoring were presented at the Mantioba Technical Institute.

A practical program in homemaking and agriculture known as the Diploma Course was developed in 1947 to fit the needs of students in rural areas. Operated jointly by the Provincial Departments of Agriculture and Education, it was made possible under the terms of the Youth Vocational Training Co-ordination Act of 1942.<sup>31</sup> The courses were held during the winter months up to 1956~~1957~~. At different times during this period the course was offered at the School of Home Economics, The University of Manitoba, the Brandon Agricultural and Homemaking School (the old Brandon Normal School), and in the towns of Winkler, Dauphin, Teulon, Carman, Altona and Morden.<sup>32</sup> The courses of four or five months' duration were extremely practical in nature, designed to fit and encourage young people to stay on the farm. The schools emphasized "learning by doing". While formal lectures and note-taking had some place, homemaking was taught as life situations through projects and meaningful experiences. The students were led to discover and solve their own problems in practical situations.

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<sup>31</sup>Department of Education, Annual Report, 1946-1947, p. 119.

<sup>32</sup>Department of Education, Annual Report, 1950-1951, p. 117.

### The Early Movement in Secondary Schools

The initial success of Practical Arts classes following the opening of Kelvin and St. John's Technical High Schools encouraged a number of school boards outside of Winnipeg to establish classes in Practical Arts (Home Economics). Mr. R. B. Vaughan, as Technical Director for the Department of Education, reported that in 1920 there were classes in sewing, cooking, millinery and household management under special teachers at the following schools: Brandon, Selkirk, Virden, Dauphin, Stonewall, Teulon, Balmoral, St. Boniface, Gunton, St. Norbert and St. Laurent. Portage la Prairie became equipped as a centre the following year.

The department in Brandon Central School provides the best example for a detailed description of a homemaking department in that era. Effective teaching of domestic science and art was begun in the Brandon Central School in 1911 with Miss Mildred McKee as the first teacher. Miss Mary Kelso also taught in Brandon prior to her appointment as Director of the Home Economics Department at Manitoba Agricultural College. Her high degree of technical skill and personal qualities were an inspiration to the young people with whom she came in contact.<sup>33</sup> In 1917 Miss Eleanor Groff (later Mrs. E. C. Popham) was appointed to the Brandon staff, and in 1918 she succeeded Miss Kelso.

The Domestic Science Department consisted of two rooms. In one room a gas range, a coal and wood range, a hot-water heater and twenty individual gas stoves supplied the necessary heating equipment. The

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<sup>33</sup>Department of Education, Annual Report, 1918-1919, p. 96.

demonstration table occupied the centre of one side and could be seen by the pupils seated at tables arranged in a hollow square. The other room had a dual function, one end being fitted as a dining room and the other as a sewing room. The equipment, together with the structural alterations in the rooms, cost over \$1,800.

Home economists because of their training are singularly prepared to lend assistance in certain aspects of emergency situations. This was well illustrated in Brandon during the 'flu epidemic in 1918. As the epidemic spread, the home economics teachers undertook bedside nursing, preparation of food, making of masks, caps and gowns. They assisted in the daily distribution of food to quarantined homes and they did sewing in the hospital. The domestic science kitchen with all its equipment was extremely valuable. For weeks, when the epidemic was at its worst, hundreds of meals were prepared there by a large band of ladies under the direction of one of the domestic science teachers. Miss Groff became practical dietitian for the patients in the emergency hospital.<sup>34</sup>

Although in 1920 home economics classes were carried on in nearly all the collegiate institutes and collegiate departments, by 1927 practically no school in the province outside of Winnipeg was teaching domestic science as part of the curriculum. Inspectors E. Knapp and A. Moore reported:

Financial stringency, subsequent to war, caused the discontinuance of this work. It was the last to be added to the curriculum and naturally, it was the first to go when 'paring' was found necessary. This procedure, apparently unavoidable at the time,

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<sup>34</sup>Department of Education, Annual Report, 1918-1919, pp. 99-100.

was a move much to be regretted and I look forward to the time when this work will once more become established as part of the regular instruction in our schools.<sup>35</sup>

### The Resurgence of Interest in Home Economics in the Secondary Schools

When financial conditions in Manitoba improved between 1935 and 1940, there was a renewed interest in practical education. A number of adequately equipped departments were established in urban centres, staffed by qualified teachers. For instance, Brandon reopened its home economics department in 1935 with an Industrial Arts (Home Economics) program for girls at the Grade X level. Each girl was given one-half of every day throughout the year for work in these areas: sewing (which included both dressmaking and needlework), dyeing, rugmaking, weaving, quilting, millinery, glovemaking, knitting, crocheting and tatting. The girls carried out projects which included planning colour harmonies for the wardrobe, assembling a wardrobe, the home -- exterior and interior. Thus the program sought to develop an appreciation for beauty and design.

In 1938 a kitchen and dining room unit was added in order that the department might parallel closely the activities of the normal home. In these, girls studied food values, food selection and purchasing, the preparation of meals, table setting and serving.

In 1941, with Mr. K. A. McKillop as Director of both Manual Training and Home Economics, the program was extended to include Grades IX, X and XI

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<sup>35</sup>Department of Education, Annual Report, 1927-1928, p. 89.



classes. During the summer vacation three separate kitchen units were built. Another room was redecorated and equipped for instruction in weaving and other crafts. All the rooms were connected by a large hall which had space for displays, library and study facilities.

A number of the suburban schools of Greater Winnipeg established home economics departments during this time. Norwood, St. Vital and St. Boniface schools began home economics instruction in 1937. Transcona and St. James schools followed soon after.

Early interest in the field of home economics was firmly established by Bishop Provencher and the Grey Nuns in St. Boniface. The Sisters of Jesus and Mary, who took over this work in 1937, established a home economics department in St. Joseph's Academy. In 1944 Sister Alice-de-Jesus received her degree in Home Economics from the University of Manitoba and accepted the responsibility of the home economics department. In addition to regular classes, to encourage the younger children (Grades II to VI) in hand sewing, lessons with the class teacher in charge were organized at the Marion School. At the end of the year the classes proudly displayed their work for the high school girls.

Weaving has always been an important craft in St. Boniface from the time the French Canadian weavers arrived from Quebec in 1818. With increased interest in Adult Education in the 1940's, summer classes in weaving were organized by Father Deschambault. Just as in Bishop Provencher's time, the highly skilled teachers were brought from Montreal.

In 1938 Sister Luke, as head of the school, invited officials of the Department of Education to attend a banquet at the school. Organized and served by the home economics teacher and students, the practice has become a yearly event.

Portage la Prairie and St. Michael's Academy, Brandon, opened home-making departments in the early 1940's. In 1947 the Dauphin Collegiate Technical Institute established a home economics department which included a dining area, three unit kitchens and an adjacent sewing room. The same year (as was mentioned in Chapter V) the high school program had been reorganized to include a home economics technical course. An attempt was made to introduce this course in both Dauphin and Brandon high schools. After a trial period the program was discontinued because the enrolment indicated that the course did not meet the needs of the communities concerned.

In 1952 the Provincial Supervisor reported that outside of Winnipeg School Division No. 1 there were twenty-four teachers engaged in home economics teaching with an enrolment of 2,771 students.<sup>36</sup> At that time there was usually only one home economics teacher in a school and she carried the whole program over a spread of three or four grades. This required considerable skill in organization and classroom management for the variety of activities which might be carried on simultaneously. Initiative was encouraged in adapting the program to the special needs of a class or a community. Achievement Days were also encouraged in order that parents might have an opportunity to see what was being accomplished. In 1958 at the time of the

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<sup>36</sup>Department of Education, Annual Report, 1952-1953, p. 124.

Royal Commission on Education, outside of Winnipeg School Division No. 1 there were thirty-nine teachers engaged in homemaking classes with an enrolment of 4,430.<sup>37</sup> When the recommendations of the Royal Commission on Education were implemented, the new school divisions, encouraged by the improved system of grants, sought to establish home economics classrooms. Architects invited to consult with the Provincial Supervisor of Home Economics drew up plans for as many as ten new rooms in a single year. Centres which established new departments included: Fort Garry, Gimli, La Broquerie, Ste. Anne, River East, Steinbach, Killarney, Stonewall, Benedictine Academy, Garden City Collegiate, Charleswood, Dakota Collegiate, Le Pas, Elie, St. Claude, St. Boniface, Kirkfield Park, Altona, Assiniboine North. There are plans for new home economics departments in 1966 for Churchill, Winkler, Virden, Altona, East Kildonan and Fort Garry.

In 1956 a family development project was initiated for the Duck Bay area. It was hoped that this type of specialized training would assist some of the people to obtain work at a living wage. Representatives of various government agencies, including Miss Helen Janzen, Department of Education, and Miss Donna Baxter, Department of Health, held a number of meetings and made a trip to Duck Bay in connection with the program plans.<sup>38</sup>

A two-classroom addition for manual training and home economics was established. Sewing projects were displayed at the end of the year and the report of Mr. Bernard Grafton, Supervisor of Special Schools, indicated that

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<sup>37</sup>Department of Education, Annual Report, 1958-1959, p. 147.

<sup>38</sup>Department of Education, Annual Report, 1956-1957, p. 19

many families were taking advantage of the training offered. Cooking and nutrition classes proved to be popular. Nursing and child care training directly benefited the vocational needs of three girls working as nurses aides in provincial hospitals.<sup>39</sup> A similar plan was developed in Stedman in 1958 and later at Pelican Rapids.

The first residential high school for northern students was opened on February 16, 1965. The former radar base at Cranberry Portage, 480 miles north of Winnipeg, had been converted into a school. The Frontier School Division operated by the Official School Trustee, Mr. Ken R. Jasper, was established in September 1965 for a school population of 3,000 pupils located in sixteen isolated school districts and twenty-seven undeveloped settlements. The initial capacity of the new collegiate provides accommodation for 150 resident and fifty non-resident students. To meet the anticipated enrolment of 350 pupils in the fall of 1966, an addition is being made. Provision is made for both General and University Entrances courses. Options in home economics are available. Modern equipment in a bright room provides an atmosphere conducive to good learning.<sup>40</sup>

At the present time there are close to 100 home economics teachers in Manitoba schools outside the Winnipeg School Division No. 1. Indications are that educational opportunities in practical education will soon be available in all collegiate departments in Manitoba. The median years of experience

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<sup>39</sup>Department of Education, Annual Report, 1958-1959, p. 16.

<sup>40</sup>"Education Moves Northward", The Manitoba Teacher, Vol. 44, No. 5, March-April, 1966, p. 13.

for suburban and rural collegiate home economics teachers is 2.3 years. Despite the lack of experience, the calibre of teaching has been good because of the Departmental regulation requiring a university degree plus teacher training, and the leadership provided by the Provincial Supervisor of Home Economics.

#### Recent Developments

Home economists are making use of a wide range of communications media to develop consumer education. Certain businesses, industries and governmental agencies have shown an increasing interest in providing programs of this nature as a public service. Home economics departments and out-of-school groups are already benefitting from these services.

## CHAPTER VIII

### HOME ECONOMICS TRAINING IN SCHOOLS FOR THE HANDICAPPED

Home Economics has played an important role in the education of handicapped children. To illustrate this, two particular institutions have been considered, namely: the Manitoba Residential School for the Deaf under the Provincial Department of Education and the Ellen Douglass School for the Physically Handicapped under the supervision of Winnipeg School Division No. 1.

#### School for the Deaf

The School for the Deaf has established an excellent reputation for its work in the field of home economics education as an accepted and important part of the school curriculum. Not only was Home Economics considered a part of the general education of the girls in the School for the Deaf, but it was also training which some used to find gainful employment.

Students entering the school for the first time were first taught to lip read and, if possible, to speak. They would then be put into the oral section for further instruction. In some cases students were totally deaf and dumb while others had a little residual hearing. If they could not speak they were put in the manual section. Both groups were included in the home economics classes. There was no special training given to teachers. The teaching was done by constant repetition until the student was able to comprehend what was being said. (They were not to use sign

language).

Classes in sewing and dressmaking were conducted in the Manitoba Institute for the Deaf when it was located at the corner of Portage Avenue and Sherbrook Street during the first years of the century.<sup>1</sup> The work continued in this building until new quarters were built in Tuxedo in 1916. Miss Alice Cuthbert was in charge of the Household Science Department for many years. A member of the teacher's course given in 1914 at the Manitoba Agricultural College, she did further work at Teachers College, Columbia University, New York, and at Iowa State College, Ames, Iowa. She taught from that time until the school was taken over by the Air Force during the second World War. From the beginning all girls, age twelve and over, studied Home Economics. The classes were kept below a maximum of twelve because of the necessity for close individual teaching and supervision.

During World War I the school had to be vacated as a government wartime measure to allow convalescent soldiers returning from hospitals in England to be accommodated. Temporary quarters were set up in the Manitoba Agricultural College. Students lived in residence and used a domestic science kitchen located in the Horticultural Building.

Records show that an effort was made to give the girls an opportunity to meet the public. On one occasion an invitation was extended to the Ministers and Deputy Ministers of Education and Public Works and their wives to attend a demonstration by the girls. The evening was successful and provided a stimulus for further efforts.<sup>2</sup> Another time it was reported

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<sup>1</sup>Department of Education, Annual Report, 1907, p. 400.

<sup>2</sup>Department of Education, Annual Report, 1917-1918, p. 135.

that much disappointment was felt by the senior classes because their demonstration luncheons to guests were cancelled in May owing to the transportation strike.<sup>3</sup> The following year the guest luncheons were continued with great success.<sup>4</sup> The girls were very enthusiastic about this part of their course and the principal, Mr. McDermid, said much praise was due the teacher for the splendid results obtained.<sup>5</sup> The sewing department was located in a small room partitioned off the swimming pool in the residence building where the ventilation and light were inadequate. Under these conditions it was impossible to achieve the results desired and those in charge looked forward to moving back into quarters at Tuxedo again.<sup>6</sup>

The Home Economics Department in the Tuxedo Buildings was completed for occupancy by September 1922, and the move was made. In addition to the sewing room and "hollow square" food room, there was a practice suite which included living and dining areas and a small kitchen. There was also a suite for the resident teacher to be used during the time the senior class carried on their Home Management unit.

The program of work in household science was planned to include the following: the importance of order, accuracy and neatness in work; instruction in cooking of all staples; canning; pickling; table service; cleaning and care of utensils; language necessary to describe methods of work and to correlate this subject with those of the school curriculum. Much of this

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<sup>3</sup>Department of Education, Annual Report, 1918-1919, p. 137.

<sup>4</sup>Department of Education, Annual Report, 1919-1920, p. 138.

<sup>5</sup>Department of Education, Annual Report, 1917-1918, p. 135.

<sup>6</sup>Department of Education, Annual Report, 1918-1919, p. 137.



work was conducted on the meal basis and the practical application of the knowledge obtained tested by serving of meals. The work was graded to meet the needs of the different age groups.<sup>7</sup> Students were also taught lessons in home nursing and the care and cleaning of their rooms.

In the household arts department, instruction included sewing, dressmaking, millinery, renovation problems, repairs (institutional linen and personal mending) and laundering. Special attention was paid to the cost of materials and ways in which savings could be effected. The fabrics were selected and bought by the teacher, usually with the help of the pupil for whom the article was being made, the parents paying the basic cost. Dresses, hats, aprons, nightdresses, blouses, as well as bed linens, were made up in the department.<sup>8</sup>

The students were taught not only the skills but as much of the underlying theory of colour, line and design as possible.<sup>9</sup> How to make alterations to purchased clothing was a subject for special consideration. Many of them did beautiful work and later earned their living in skilled needlework, e.g., doing fittings and alterations for dress shops; fur finishing; fine handwork for a company specializing in making wedding dresses; clothing factory work.

Mrs. Bertha Bowman Peterson made a study of schools for the deaf, including the Manitoba school. Since most of the institutions investigated

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<sup>7</sup>Department of Education, Annual Report, 1923-1924, p. 77.

<sup>8</sup>Loc. cit.

<sup>9</sup>Mrs. Bertha Bowman Peterson, personal interview with the writer, February 1966.

said that home economics teaching was to prepare for effective living, with preparation for wage earning as an additional objective, it was recommended that their home economics curricula should be broadened to include phases of homemaking other than sewing and cooking. Because many married at an early age or were engaged as mothers' helpers, there was a need for training in personal and household budgeting, home decoration, child care and training. The profitable use of leisure time, the social conventions to be used when mingling with hearing persons, also had to be taught if the deaf were to make a satisfactory adjustment. The study suggested a survey of employment possibilities for the deaf with a definite system for helping students find employment. It was pointed out that as there was no college for the deaf in Manitoba, many had not had the opportunity to use their intellectual capacities to the full. They could be trained for much wider employment.<sup>10</sup>

Today many of the early graduates are happily married, known as excellent homemakers, mothers of healthy, happy, well-cared-for children, leaders in church and community work among their people. They themselves speak gratefully of their training in the Manitoba School for the Deaf and say how much the knowledge and skills learned there have helped them in their lives in the larger community.<sup>11</sup>

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<sup>10</sup>Bertha Bowman Peterson, "A Survey of Schools for the Deaf in North America and of the Marital and Economic Status of their Alumni with a View to Curriculum Building", (Master's thesis, University of Minnesota, 1932) p. 198.

<sup>11</sup>Bertha Bowman Peterson, "The Manitoba School for the Deaf", Fifteenth Anniversary, School of Home Economics, University of Manitoba, 1960, p. 40.

The teachers, graduates of the School of Home Economics at the University of Manitoba, have contributed in large measure to the splendid record which the school has had. Miss Anna Hicks (later Mrs. Kennedy) taught Household Arts from 1922 to 1926, followed by Miss Bertha Bowman (later Mrs. R. F. Peterson) from 1926 to 1931, and then Miss Frances McKay from 1931 to 1936. Miss C. McArthur was there for a short time after Miss McKay left, and then Miss Beatrice Felstead (later Mrs. R. M. Rutherford) was appointed. During all this time Miss Cuthbert taught Household Science.

During World War II the buildings were once again taken over by the Dominion Government, this time as a training centre for the No. 3 Wireless School. Students with no residual hearing were sent to the School for the Deaf at Saskatoon and the others attended special day school classes in Winnipeg. Training in home economics was provided by home economics teachers in the Winnipeg schools.

The original School for the Deaf was again made available for teaching deaf children in 1965. A new Homemaking Department has been set up and indications are that the girls are enjoying the program. Presently there are 143 pupils in the school, fifty-nine of them resident. All girls over thirteen years of age are studying home economics in a homemaking type of classroom. There are two separate kitchen units as well as a clothing area with accommodation for a class of twelve girls. Miss Joan Dale, a Manitoba Home Economics graduate with teacher training, is in charge.

#### Ellen Douglass School

The home economics program for the physically handicapped is planned not only to teach manipulative skills but also to help the students gain

confidence and to develop their personalities. The school opened on December 5, 1960, and the home economics program was begun in January 1961. The teacher, Mrs. Ellen Walker McQuaker, is a graduate in Home Economics from The University of Manitoba, and a niece of Dr. Ellen Douglass for whom the school is named.

In a personal interview, Dr. Ruth Crosland, the principal of the school, remarked,

Mrs. McQuaker has a sensitivity for the needs of the exceptional child. She has developed an excellent program sufficiently diversified to suit each individual child. Creativity is the central theme.<sup>12</sup>

Mrs. McQuaker has a valuable background for her position. She took the Practical Arts Course in the Winnipeg schools and her degree in Home Economics at The University of Manitoba. She attended Columbia University for special courses in Art and Design. Coming into her classroom the children are immediately surrounded with beauty. There are many interesting things to see and enjoy. As one pupil said, "I am sorry it is four o'clock. I still have so much I want to do!"

The program has grown so much that the Home Economics Department is already in need of more space. It is hoped that a homemaking centre can be set up that will include space and equipment for a fine arts program also. It is desirable to have a homemaking program for boys as well as girls; accomplishment in this field makes them more independent, and they are deprived of so many other opportunities as a result of their handicaps.

The Manitoba homemaking curriculum is used as far as possible and

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<sup>12</sup>Dr. Ruth Crosland, personal interview with the writer, March 1966.

adapted to the needs of the handicapped children. The junior students in the foods laboratory learn to read simple recipes and to follow Canada's Food Guide. They also learn good housekeeping practices, such as table setting, serving meals and the social graces associated with gracious living. In the clothing area they make an apron, using hand and machine skills. In addition, they learn simple craft work.

The senior students are taught manipulative skills, work simplification and management principles in connection with meal planning and preparation. They are instructed in money management in a very practical way, for as they develop a craft which is saleable they are taught how to handle buying, selling and banking problems. In senior clothing and textile classes, practical skills in constructing garments such as blouses, skirts, dresses and suits have been developed. Colour, line and dress design are a part of the course. Practical work in leather, ceramics, mosaics, jewellery, driftwood, to name only a few, increases the ability of these handicapped students to become well adjusted.

In this school individual differences must be considered. One girl does not have the use of her hands and has done remarkable art work using her teeth to hold the brush. She has created a lovely flower design for notepaper which is finding ready sale. She has designed and made a complete outfit for herself using an ingenious chin attachment which has been devised for machine sewing. Another girl has only one finger which she can manipulate, and she has been able to do looping for a long chain used in making mats. One of the boys has made a coffee table with a creative dragon design in mosaic tile. Each child is given something he can do

and is made to feel that what he is doing is worthwhile.

Many handicapped students spend much of their time alone outside of school. For this reason Mrs. McQuaker takes her students on outings whenever possible. Every effort has to be made to help them to socialize. "As they live with acceptance and encouragement, they learn confidence. As they live with approval, they learn to have faith."<sup>13</sup>

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<sup>13</sup>Mrs. Ellen Walker McQuaker, personal interview with the writer, March 1966.

## CHAPTER IX

### THE HISTORY OF THE HOME ECONOMICS ASSOCIATIONS

The history of home economics organizations will tell of their leadership in promoting home economics education. The following associations will be considered: the Women's Institute; the Canadian Home Economics Association; the Manitoba Home Economics Association; the Manitoba Home Economics Teachers Association. Organizations recognized but considered beyond the scope of this study include the Winnipeg Home Economics Teachers Association, the Provincial Home Economics Teachers Association, and the Canadian Dietetic Association and its provincial affiliates.

#### The Story of the Women's Institute

Mrs. Adelaide Hoodless will always be remembered as one of the most forceful and enterprising leaders in home economics education in Canada. Her activities in support of home economics through the National Council of Women have been referred to in Chapter II. At a meeting of the Farmers' Institute at Stoney Creek, Mrs. Hoodless spoke for the Education Department of Ontario, appealing for domestic science in the schools. From that meeting in 1897, the first Women's Institute of 110 women was formed under her leadership. Like the Farmers' Institute, it became affiliated with the Department of Agriculture and entitled to the services of lecturers on various phases of homemaking. The example of Stoney Creek was soon followed by other rural districts in Ontario, and before long, branches of the organization had been established from coast to coast.

As referred to in Chapter IV in connection with the annual meeting of the Agricultural Society held in February 1909, President Black of the Manitoba Agricultural College issued a public invitation to a two-day meeting of all women interested in the discussion of subjects related to the improvement of conditions affecting home life. The assembly was called a Household Science Convention and a large number representing the best thought and public spirit in the province assembled. At that time there was no women's organization in this country having as its objective those ideals for which the Home Economics movement now stands. It therefore marked an event of great importance in the development of the province, "sowing the seeds" of concern about domestic arts in Manitoba.

The first organized group in Manitoba was formed in 1910 in the town of Morris and called a Household Science Association. Two months later President Black asked Miss A. Juniper, Professor of Household Science, and Miss M. Kennedy, Professor of Household Art, of the Manitoba Agricultural College, to visit a number of centres in Manitoba for the purpose of forming other groups. They visited twenty-three points, starting with Morris, and succeeded in forming seventeen Household Science Societies.

At the time of the first Annual Convention held on February 14 and 15, 1911, at the Manitoba Agricultural College, Tuxedo, the suitability of the name under which the organization existed was discussed. It was decided to change the name to "Home Economics Society".

In 1913, an Act to incorporate the Home Economics Societies was passed by the legislature giving the society provincial standing and stating:



The objects of a society organized under this Act shall be to stimulate an interest in the improvement of individual homes in Manitoba and to advance the interests of the community along all lines which lead to better living. This shall be accomplished by holding meetings at which the programme shall include papers and discussion of subjects directly concerned with the general well-being of the family and the affairs of the home.<sup>1</sup>

The minutes of the annual meeting were to be submitted to the director of college extension work who would have direction and supervision of all societies organized or existing under the Act and be responsible to the minister of agriculture.<sup>2</sup>

Dr. Black, in welcoming the delegates to the fourth annual convention, said that official reports received from the societies indicated advancement in almost every case. Although no effort was being made at this time to organize new societies, the membership had increased to 1,100 and as the objectives of the movement were becoming better understood, the interest of individual members was increasing.

In 1915 an important change took place in the administration of Home Economics Societies. Formerly they had been under the supervision of the Director of Extension Service, the President of the Manitoba Agricultural College. The women had no opportunity to express their ideas except at the Annual Convention. To consider the advisability of the women being consulted in the administration of their own organization, President W. J. Black convened a meeting of the presidents of the societies in the new Agricultural College. Eventually an Advisory Board was established to include four women elected by the Annual Convention and two

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<sup>1</sup>An Act Respecting Home Economics Societies, Revised Statutes of Manitoba, 1913, Vol. II, 3 Geo. 5 C.24S.1, Ch. 84, p. 1158.

<sup>2</sup>Ibid., pp. 1162-63.

appointed by the Minister of Agriculture. Mrs. H. M. Speechly, who had worked hard to establish the society, was a member of this Advisory Board.

A National Convention was called in Winnipeg in February 1919, with the approval of the provincial government departments. Representatives from each province attended. It was decided to adopt the name "Women's Institute" for all groups, and the new national organization became known as the "Federated Women's Institutes of Canada".

The society had been formed so that farm and village women could meet and acquire information concerning their responsibilities as homemakers and citizens. Thus they provided an audience for the lectures and demonstrations given by the Agricultural College staff on the Better Farming Trains and later as the recipients of the lessons given in the "Short Courses". In this regard the women of the Home Economics Society made the arrangements and paid the expenses for hall rent, lighting and advertising. They organized the Boys' and Girls' Clubs. During the early years the Department of Agriculture had a circulating library of about 250 books including a number on Home Economics subjects which made a tour of the Societies.

In 1923, as has been mentioned in Chapter IV, Miss Esther Thompson became director of women's work for the Agricultural Extension service and secretary of the Women's Institute. She first edited the Institute News in 1925. Since that time this paper has been published quarterly and tells of the manifold achievements of the women and outlines the educational program of the Extension Service. The cost is borne by the provincial fund of the Institute to which each member contributes. Part of this fund

goes to the Federated Institutes of Canada and part towards an annual scholarship for general proficiency and leadership, open to students in Home Economics at the University of Manitoba.

As the years passed, short courses could no longer meet the demand for study that came from the country. Using the Local Leader Plan, which had proven successful in Boys' and Girls' Clubs, the program was expanded. Three Manitoba graduates in Home Economics were added to the staff: Mrs. Evelyn Ames took charge of Clothing; Miss Isabel Alexander, Foods and Nutrition; Miss Margaret Calder (later Mrs. Walter S. Fraser), Home Management. These courses, sponsored by the Women's Institute, helped many persons develop into fine community leaders. They were introduced at an opportune time -- the depression years. Women needed to meet in groups; they needed encouragement and an opportunity to do something constructive.

In 1930, as a memorial to the pioneer mothers of Manitoba, the Women's Institute had a bronze plaque placed on the wall to the right of the front entrance to the Legislative Building.

In 1933 the Women's Institute Act was amended. The province was divided into eight districts and the president of each became a member of the Advisory Board. Included also were two women appointed by the Minister of Agriculture and the Director of the Home Economics Department of the University.

In 1940, when Miss Esther Thompson resigned, Miss Frances McKay, a food specialist with the Agricultural Extension Service, was chosen to take her place. Others who have served in this capacity up to the present time include Miss Loraine Houck (later Mrs. D. G. Best), Miss Mary Matheson (later Mrs. J. S. Stewart), and Miss Elizabeth Collyer.

One of the fine pieces of work done by the Institute was in connection with the establishment of Resident Home Economists in the Province. At the request of the Royal Commission on Adult Education in 1946, the Women's Institute presented a brief on the need of further education in homemaking. The women were concerned because although the program of studies for Manitoba schools provided for the teaching of home economics, the curriculum followed in the town schools omitted this option. The Women's Institute thought that a country girl's knowledge of homecraft should not be limited to what her mother could teach her while a city girl had the advantage of studying under a specialist. They suggested that a home economics graduate working in a given district would greatly help this situation, meeting with school or community groups for short courses. In 1951, as a result of their efforts, the services of a home economist were established in four districts: Souris, Dauphin, Shoal Lake and Portage la Prairie, with Mrs. Evelyn Ames in charge.

A new Women's Institute education program, designed to stimulate thought about women as individuals, as family members and as citizens, has been adopted for the year 1966 by 144 of Manitoba's 171 Women's Institute organizations. In addition, the 3,337 members have become interested in a variety of fields, in agriculture and industry, in cultural activities and in national and international affairs. Across Manitoba seventy-one Institutes sponsored 4-H Clubs, 169 members were 4-H leaders, and forty-five groups sponsored adult education courses. Provincially the Women's Institute donates four bursaries annually - two in Home Economics at the University. Although their objectives remain the same, the changing needs of the family have required that the women reassess their role in effecting improvements in home and community life.

### Manitoba Home Economics Association

The Manitoba Home Economics Association was organized on January 28, 1911, at the Manitoba Agricultural College, Tuxedo. The nine women present were the Misses A. B. Juniper, M. H. Haliday, E. M. Wright, M. S. McDonald, R. Burgoyne, E. Robertson, M. Kennedy, L. E. Black and S. C. Irwin. The following ladies were elected to office: Miss A. B. Juniper, president; Miss M. H. Haliday, vice-president; and Miss S. C. Irwin, secretary.<sup>3</sup> Some of the early presidents were: Miss Margaret Kennedy of the Manitoba Agricultural College; Miss Mary Stewart, household arts teacher at Kelvin Technical High School; Miss Eleanor McFadden of the Manitoba Agricultural College; Mrs. Lottie Duncan Sommerfeld, Director of Home Economics, The University of Manitoba; and Miss Alice Cuthbert, household science teacher at the Manitoba School for the Deaf.<sup>4</sup>

Between 1911 and 1929, the number of meetings held each year varied from three to eight. Association activities included visits to places of interest to home economists, discussions of mutual problems, and social events. Among the last-mentioned were affairs honouring such distinguished visitors to Winnipeg as Dr. Harvey of Stout Institute; Mrs. Muldrew, Supervisor employed by the Soldier Settlement Board; and Miss Lita Bane, executive secretary of the American Home Economics Association.

The constitution was set up in 1911 and revised in 1915, 1922, 1937,

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<sup>3</sup>Minutes of Manitoba Home Economics Association, 1911.

<sup>4</sup>Alice Cuthbert, "Early Days of the Manitoba Home Economics Association", (Unpublished paper, March 6, 1945).

and again in 1956. The organization became affiliated with the Local Council of Women and the American Home Economics Association. This latter affiliation led to a desire to attend and receive inspiration from their conventions. It was an impetus to the establishment of the Canadian Home Economics Association.<sup>5</sup>

The Manitoba Home Economics Association, like many other organizations during the depression, decided to disband, retaining only a secretary and chairman. The association reorganized in 1937. Miss Mary Moxon, University of Manitoba, was elected president by the forty-five members at the meeting. Encouraged by Dr. Grace Gordon Hood, the association concentrated during the first years on the formation of a national organization. A committee composed of Miss Isobel Robson, Mrs. Annie Guild, Miss Katharine Middleton and Miss Mary Moxon, with Miss Anna Speers as chairman, was appointed to study the possibilities of an organizing convention to be held in Winnipeg.

By March 1939, the new president, Miss K. Middleton, working with an enlarged committee, had completed arrangements for the first Canadian National Convention of Home Economists to be held in Winnipeg in July of that year.

The association was called upon almost immediately to function in its national character. World War II had begun. All home economists were asked to register with the National Organization and indicate in what way they were willing to aid the war effort. Mrs. Bertha Peterson, survey

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<sup>5</sup>Ibid.

committee chairman, suggested that the Manitoba group could best aid by teaching good nutrition to interested groups.

The home economists responded generously and undertook an amazing number of projects associated with nutrition. Their primary objectives were: (a) to make the public aware of the vital importance of better nutrition; and (b) to present accurate information on the choice, purchase and preparation of foods for better nutrition. To accomplish their aims they brought in speakers, e.g., Dr. Russell Wilder, nutrition expert, Mayo Clinic, Rochester; delivered a series of lectures sponsored by The Winnipeg Tribune on "Better Living"; held classes on Diet Therapy for St. John's Ambulance Corps; organized and delivered "Health-for Victory" lectures to numerous groups; set up low-cost diets for use by lecturers on nutrition at the Central Volunteer Bureau; and acted in a liaison capacity with the Wartime Prices and Trade Board.

This promotion of nutrition by volunteer groups paved the way for the establishment by the Department of Pensions and National Health of a Dominion Nutrition Council with Dr. L. B. Pett as chairman. A provincial nutrition committee was then set up with Dr. Marguerite Swan of the Department of Health and Welfare, Province of Manitoba, as chairman of a committee consisting of Miss Mary Hiltz, Miss Frances McKay and Miss Katharine Middleton.

A resolution asking for the appointment of a paid nutritionist for Manitoba was approved by the executive of the Manitoba Home Economics Association and was then considered by the Local Council of Women. In 1944 the Provincial Government responded by appointing Mrs. M. Vann as provincial nutritionist. Miss C. Bingeman was nutritionist for Winnipeg.

Following an inquiry made by the Canadian Home Economics Association, Miss R. Kernaghan, provincial education chairman of CHEA, brought to a joint meeting of the Manitoba Home Economics Association and the Winnipeg Home Economics Teachers' Club the following problems to be discussed:

1. the desirability of compulsory Home Economics for girls in high school as fundamental for home and family life;
2. the need of more adequate training for family life for boys in high school in such classes as social studies, business practice, practical foods and cookery;
3. the type and amount of training in Home Economics that should be given in Normal Schools.

The committee agreed that Home Economics should be available to all but they were not unanimous that it should be compulsory. Some felt that an elective course could be made so worthwhile it would sell itself. The same committee suggested that teacher training institutions such as Normal Schools should have on their staff qualified home economists who would aid teachers-in-training with information on such subjects as school lunches and community nutrition.

In 1946 the Manitoba Association appointed Miss M. Moxon chairman of a committee with Mrs. Lottie Duncan Sommerfeld, Miss L. Pettlingell and Miss K. Middleton to petition the Government to appoint a provincial home economics supervisor. The Government was sympathetic but did not take action until 1951. In that year Miss Helen Janzen became the first Home Economics Supervisor for Manitoba.

An outstanding contribution to Home Economics education was made



when the Manitoba Home Economics Association submitted a brief to the Manitoba Royal Commission on Education in 1957. Under the chairmanship of Mrs. Kathleen M. Watson, the Provincial Education Committee of the Canadian Home Economics Association prepared the brief which contained a résumé of the development of home economics as a school subject, followed by facts and arguments regarding recent developments in home and family life to show the need for an expanding program. Recommendations for home economics education were:

1. That it was desirable for all girls to have an opportunity for some instruction in home economics because of its importance to the girl herself and to others whose welfare would be in her keeping in the future.
2. (a) That the ultimate aim should be to provide facilities for teaching home economics to all girls in Grades VII, VIII and IX.  
(b) That ample opportunity and encouragement for electing the Home Economics option should be available in the senior high school.
3. That there should be continued flexibility of course content so that teachers might adapt it to the needs of the community served by the school.
4. That when a school district planned to build a new department or remodel an old one, the Provincial Supervisor of Home Economics should be included as a consultant before plans were completed (except when the school district had its own Supervisor of Home Economics).
5. That there should be continuing provision for institutes, workshops and courses to ensure a supply of well trained home economics teachers.

The delegation was given a careful hearing and it was felt that the presentation had carried an important message. The investigation made by the provincial Education Committee indicated that certain changes were needed in both junior and high school curricula, so they were considered when the next curriculum revision was made.

The Report of the Royal Commission on Education, 1958, prompted the organization to send resolutions to the Deputy Minister of Education asking that Home Economics be considered a core subject in Grade IX and expressing the hope that the high school Home Economics course would continue to be geared to the home rather than to gainful employment in business and industry.<sup>6</sup>

Over the years, speakers at the meetings of the Manitoba Home Economics Association have represented many professional fields including Home Economics. Topics chosen have been largely centred around home and family living, although local, national and international affairs of current interest have been discussed.

Affiliation with the Local Council of Women and the Canadian Association of Consumers has been mutually beneficial in efforts which these organizations have made to promote various improvements in consumer education.

For a number of years an annual event was the New Products Dinner. The purpose of the dinner was two-fold. It served to inform home economists about new products of interest to them and it gave companies an opportunity to introduce these products to a selected group. The convenors of the first dinner held in November 1954 were Mrs. Kathleen Watson, Miss Louise Smith and Miss Lorna Davis.

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<sup>6</sup>Minutes of the Manitoba Home Economics Association, February 1960.

With Miss Helen Janzen as chairman of the Ways and Means Committee, a Bursary Fund was established. It has been presented annually since September 1956. The money has been raised largely through Bursary Teas and Bake Sales. In 1966 the amount of the award was raised from \$100 to \$200.

The Association has cooperated with the professional interests of its members. At the time of the Fiftieth Anniversary of the School of Home Economics they gave a welcoming tea in the Students' Lounge of the Home Economics building. When the directors' meetings of the Canadian Home Economics Association were held in Winnipeg in 1963, they acted as the hostess group for the business session and tea which followed. The next year, when the twenty-fifth convention was held in Winnipeg, a welcoming reception was held for the delegates. They have also supported the CHEA scholarship drive.

When the University Entrance Committee proposed to the Department of Education that Home Economics be made a restricted option (i.e., not acceptable as a science for University entrance), the organization sent a letter of protest to the Minister of Education and to the Director of Curricula. Up to the present no decision has been made regarding this recommendation.

At the present time the Association has a membership of 118 home economists, representing all branches of the profession. As time goes on, the organization continues to fulfill its first objective set forth in 1911: "To establish a bond of sympathy and to act as a means of mutual help to all those engaged in similar work in the province".<sup>7</sup>

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<sup>7</sup>Minutes of the Manitoba Home Economics Association, 1911.

### The Canadian Home Economics Association

It is to the credit of the Manitoba Home Economics Association that they had the foresight to see the possibilities of a national organization. As a result of correspondence over a period of two years with Eastern and Western groups, an all-Canadian meeting was held at the Royal Alexandra Hotel, Winnipeg, on July 3, 4, 5, 1939, with 116 home economists present.

The first matter of business was the official formation of the Canadian Home Economics Association. Miss Anna Speers, chairman of the convention committee, together with the executive of the Manitoba group, had planned an excellent program with outstanding speakers. Topics included: home economics and the community; curriculum building to meet problems of living; adequate nutrition; food allergies; new synthetic textiles; home management aspects; and the role of home economics in rural life.<sup>8</sup>

The first president of the new association was Miss Jessie McLenghen,<sup>9</sup> Supervisor of Home Economics, Department of Education, Victoria, B.C. Miss Charlotte Black of Vancouver was elected secretary-treasurer. Miss Katharine Middleton was Manitoba's representative on the executive.

The objectives of the Association include:

Promotion of the welfare of the Canadian home and service to the community life of Canada; development of standards within the field of Home Economics; activation of closer cooperation among home economists in the different fields of the profession; encouragement and aid in investigations, research and surveys, and clearance of reports, pamphlets and other publications relating to Home Economics;

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<sup>8</sup>Katharine Middleton, "The Canadian Home Economics Association". (Unpublished paper, September 25, 1939).

<sup>9</sup>See Appendix L for list of Presidents, pp.270-1.

and furtherance of cooperation between the organization and other Canadian associations interested in the welfare of the Canadian home.<sup>10</sup>

The Association's business is administered by an elected board of twenty-six directors representing the ten provinces. This board includes an executive committee consisting of the president and four members who carry on the administrative work of the Association during the year.<sup>11</sup> Other Association activities are carried on through various committees, one of which is Education. There is a national education chairman<sup>12</sup> whose committee consists of a representative from each province. Through the years each of the committees has sponsored a number of worthwhile projects; those of special interest to Education will be discussed here.

The first Education chairman, Miss Doris Runciman of Mount Allison University, made an excellent contribution by initiating a survey of the status of Home Economics training in each of the provinces. The investigation asked for particulars regarding the following:

1. The work of the Elementary, Junior and Senior High Schools.
  - (i) Is Home Economics well developed in the schools?
  - (ii) When was the course revised?
  - (iii) What training is required of Home Economics teachers?
  - (iv) In how many grades is Home Economics taught?
  - (v) Is Home Economics recognized for Matriculation?
2. What are the prerequisites for entrance to the colleges and the universities?
3. What types of courses are offered by the institutions of higher learning?

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<sup>10</sup>Marjorie Kinnish, "The Canadian Home Economics Association", Canadian Home Economics Journal (Winnipeg: Public Press Ltd., June 1960), Vol. 10(2), p. 7.

<sup>11</sup>Loc. cit.

<sup>12</sup>See Appendix L for list of Education Committee chairmen, pp.270-1.

Is there a trend toward teacher training, dietetics, commercial work, or clothing?

The results gave the provinces an opportunity to compare their programs.

The Education Committee of the Canadian Home Economics Association sent a resolution in July 1943 to the Department of Education of each province urging that teachers of Home Economics have a university degree with a year of Education so that as specialists they would have qualifications equivalent to those demanded of other special instructors. It was further recommended that administrations employ only qualified teachers and if teachers without the adequate qualifications were appointed it should be on a temporary basis only.

A second resolution was sent at the same time to those provinces, including Manitoba, where there was no supervision of home economics teaching by persons trained in the field, urging that the Department of Education employ home economists as supervisors of the work in the secondary schools.

The desirability of Home Economics for all girls in high school as a fundamental need for home and family life was discussed at the Toronto convention in 1943. Another matter of discussion was the question of whether boys should have courses in personal and family living.<sup>13</sup>

At the executive meetings in August 1944, consideration was given to ways in which home economists could assist in rehabilitation when the war was over. The education committee report included suggestions that support be given to war brides and wives of veterans by providing short courses in

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<sup>13</sup>Hope Hunt, Education Chairman Report, Canadian Home Economics Association, July 1943.

food preparation and marketing, choice and care of clothing, effective utilization of housing, child training and family relations.<sup>14</sup>

No national convention was held in 1945 because travel by civilians was discouraged in order to give space to returning veterans. A pre-conference course had been planned but it too had to be cancelled. Since then the pre-conference program (or post-conference program) has been an accepted addition to the regular convention.

The lack of curricular coordination by the Provincial systems of education, including the Universities, made it difficult for public, high school and university students to transfer from one province to another. It was suggested by the education committee that when minimum requirements were accepted by the Association and by accredited Universities, Departments of Education be approached to accept teachers from other provinces having the following qualifications:

1. a degree from a college whose course includes the minimum requirements;
2. a degree or certificate from the college of Education in the province of her choice;
3. two years' satisfactory teaching experience in Home Economics.

The teacher would then become eligible for appointment in any province and would be granted a permanent certificate after a satisfactory teaching record in a province.<sup>15</sup>

Having been active in promoting higher qualifications for teachers,

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<sup>14</sup>Ibid., July 1945.

<sup>15</sup>Loc. cit.

the education committee considered undergraduate courses for home economics teaching majors and extension workers. The minimum requirements, with certain recommendations, were carefully outlined for use across Canada.<sup>16</sup>

Miss Charlotte Black was education chairman in 1946 when it was decided that another study of home economics education should be made by a nationwide survey. In addition to considering the changes which had taken place since 1941, Miss Black suggested that the value of such a compilation lay in using it as a criterion for progress in each province and as a spur to improve standards.<sup>17</sup>

An important undertaking by the Canadian Home Economics Association was the raising of funds for a Fellowship for a comprehensive study of home economics education at all levels. The Canadian Life Underwriters agreed to provide \$2,500 for this project with the stipulation that the remaining \$1,500 needed would be raised by the Association. Miss Anna Speers was chairman of the Fellowship Committee. The undertaking was successful and Miss Grace Duggan was awarded the Fellowship. Moreover, six scholarships were offered to home economics clubs across the Dominion.<sup>18</sup> In addition to investigating existing home economics education programs, Miss Duggan made an assessment of their efficiency. The report surveyed existing employment opportunities and made recommendations for changes that should occur in home economics education for employment purposes.

During the 1948-1950 period the CHEA joined the International

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<sup>16</sup>Ibid., June 1946.

<sup>17</sup>Charlotte S. Black, Education Chairman Report, Canadian Home Economics Association, July 1948.

<sup>18</sup>Canadian Home Economics Journal, op. cit., p. 39.



Federation of Home Economics. Miss Mary Clarke was chairman of the CHEA International Federation committee for several years.

The national convention in July 1950 in Montreal was preceded by a well attended pre-conference on nutrition held at McGill University and sponsored by the Nutrition Division, Department of National Health and Welfare under Dr. L. B. Pett and staff of Ottawa.<sup>19</sup>

Under the chairmanship of Miss Charlotte Black a brief was presented to the Royal Commission on the National Development in Arts, Letters and Sciences, in November 1949, and drew attention to the contribution which home economists could make to Departments of Agriculture on experimental farms and as District Home Economists. The report suggested that a Bureau of Home Economics be set up to coordinate and interpret for homemakers the findings of the Bureau of Standards and to supervise the preparation of Canadian pamphlets and books at all levels for use in homes, schools and colleges.<sup>20</sup>

A highlight of the 1952 convention was the preconference course on Family Life Education, chaired by Miss Lorna Davis and addressed by Dr. Esther McGinnis.<sup>21</sup>

The constitution was revised under the chairmanship of Miss Charlotte Black and the Association became incorporated on November 2, 1954. At the following annual meeting in Winnipeg in June 1955, Miss Mary Hiltz was honored for her outstanding contribution to the Association.<sup>22</sup> An appraisal

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<sup>19</sup>Ibid., p. 40.

<sup>20</sup>Black, op. cit., 1949-1950.

<sup>21</sup>Canadian Home Economics Journal, op. cit., p. 41.

<sup>22</sup>Loc. cit.

of films and a review of new books was organized by Miss Ruth Binnie from 1950 to 1952. This program was carried on by Mrs. J. R. Martin during her term of office as national chairman from 1952 to 1954. She delegated one phase of the work to each province.

Mrs. Kathleen Watson, as national education chairman, set up a steering committee of Manitobans in October 1954 to discuss terms of reference and suggestions for the incoming education committee. They decided that an important contribution could be made to home economics students and teachers by the gathering of information on such topics as scholarships, courses and travel tours. Each provincial chairman was to organize her own committee to carry out this project. Provincial reports were reviewed by the steering committee in May 1956. It was revealed that prizes, bursaries and scholarships appeared to be more abundant at the undergraduate level than at University entrance or post-graduate level. The committee suggested that a tabulated list of awards be established each year. The group urged that a concerted effort be made to obtain awards at the post-graduate level to stimulate interest in research and further professional studies, thus increasing the supply of teachers at both University and high school levels.<sup>23</sup>

To determine whether uniform certification across Canada were possible, Miss Doris Runciman consented to chair a small group to study requirements for certification of home economics teachers. The greatest effect of the report presented in 1954 has been that it became much easier for qualified teachers with home economics degrees and new graduates with teaching options to transfer from one province to another.<sup>24</sup>

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<sup>23</sup>Kathleen M. Watson, Education Chairman Report, Canadian Home Economics Association, 1954-1956.

<sup>24</sup>Ibid., June 1957.

During her term as education chairman Miss Helen Janzen compiled a report on home economics education across Canada. It was made as a result of inquiries from home economics graduates regarding home economics education in the different provinces. The committee thought that the information would be valuable to those engaged in home economics education, particularly at a time when Royal Commissions on Education were being conducted in three western provinces. It was thought that resulting recommendations might improve the high school situation considerably and that a factual record in 1957-1958 would prove useful for later attempts as a base from which to measure the extent of change. The report included the number of teachers, their qualifications, the type of home economics departments, the length of period, the time per week and the enrolment by grade.<sup>25</sup>

A revision of audio-visual aids was undertaken by education chairman Sister Agnes De Sales in 1961. Mrs. Helen Bentley in her term of office as education chairman, 1961-1962, reviewed the files and defined the "Terms of Reference" for the education committee.

The need for publicizing Home Economics as a profession was the subject of a resolution submitted by the Toronto delegates at the Board of Directors' meeting held in McGill University, Montreal, in June 1961. With Miss Margaret Campion as national education chairman, the education committee prepared releases for publication in daily newspapers. The aim was to alert readers to the number of professional home economists needed in each province.<sup>26</sup>

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<sup>25</sup>Helen Janzen, Education Chairman Report, Canadian Home Economics Association, 1958.

<sup>26</sup>Margaret Campion, Education Chairman Report, Canadian Home Economics Association, June 1963.

A brochure was prepared for recruitment purposes and made available from the office of the Canadian Home Economics Association.

Under the guidance of the national president, Mrs. Kathleen Watson, elaborate preparations were made for the twenty-fifth annual meeting of the Association in July 1964 in Winnipeg. Miss Helen Janzen, vice-president, and Mrs. Isabel Wettlaufer, secretary, as members of the national executive, with Miss Donna Baxter, convention chairman, and her committee, worked a full year to prepare for this event. Mrs. Ann Volume was chairman of the pre-convention course on curriculum planning in home economics education, with Dr. Hazel Hatcher of Pennsylvania State University as guest instructor. Addresses given at the convention by outstanding specialists covered many aspects of family living, including, housing, nutrition, research and leadership. The Association's Honor Awards were presented by Miss Isobel Robson to Miss Katharine Middleton and Miss Anna Speers who had "charted the course" which resulted in the formation of the Canadian Home Economics Association in 1939.

A survey of home economics education has been made under the direction of Miss A. Berneice MacFarlane, Education Chairman, 1966, (the fourth such investigation by the Association) since many provinces have revised their programs of study and the educational patterns have changed.<sup>27</sup> In no small measure the Canadian Home Economics Association, through its membership of over 1,000 and through its national office opened in Ottawa in 1960, has promoted higher standards and given progressive leadership in education.

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<sup>27</sup>A. Berneice MacFarlane, Education Chairman Report, Canadian Home Economics Association, July 1966, p. 24.

In order to hold the membership of a national organization together, it was necessary to keep the membership informed of the work of the Association. To meet this need, a newsletter was published from time to time. At the Canadian Home Economics Association Convention in Montreal in 1950 it was decided to replace the newsletter with a journal to be called the Canadian Home Economics Journal. At the present time this Journal is published quarterly. It gives members from coast to coast an opportunity to read reports of conventions, abstracts of research, book reviews, provincial news, as well as articles of general interest to home economists. The Journal has been edited and published in Winnipeg for the past sixteen years.<sup>28</sup> This contribution is a large one for a single province to make to a national organization.

#### Manitoba Home Economics Teachers' Association

At a meeting of home economics teachers held in connection with the Teachers' Convention in February 1964, an invitation from the Manitoba Teachers' Society to form a specialist group led to the appointment of a committee under the chairmanship of Miss Helen Baker to do the advanced planning. A meeting to organize the Manitoba Home Economics Teachers' Association as a subject area group associated with the Manitoba Teachers' Society was held at the University Women's Club, Winnipeg, on Saturday, November 7, 1964. The occasion was one of historical significance for it marked the first time that all home economics teachers in Manitoba had united in a professional group having as a common bond the desire to strengthen their profession.

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<sup>28</sup>See Appendix L for list of Editors of Journal, pp. 270-1.

Mr. Emerson Arnett, general secretary of the Manitoba Teachers' Society, at a meeting in November 1964, welcomed the teachers group into the Society and gave a brief outline of its function, stressing curriculum development by drawing advice from subject area groups.

The president in 1964 was Mrs. Olive Trinder, in 1965 Miss Dorothy Hall, and in 1966 Mrs. Ann Volume. Meetings have been arranged to coincide with the Teachers' Conventions in February and April each year so that all home economics teachers might attend. In addition there was a Saturday workshop held in October 1964 and October 1965. A two-week workshop is being considered for 1967.

The curriculum representative, Miss Elva Humphries, has brought the following problems to the attention of the Society: first, the placement of Home Economics as a restricted option on the proposed new University Entrance course; second, the certification, training and salary determination of home economics teachers; third, the need to have representation on any seminar on education in which Home Economics is concerned.

Members have been active in study groups on The Family and Child Development courses for Grades VII, IX and XI. Books have been reviewed by various committees. Programs have been planned to elicit the opinion of experts on timely topics such as: the family today; child development; the nursery school; mental health; guidance; and most recently, the successful home economics teacher of the 60's. In this way home economics teachers keep abreast of new developments, believing that an effective type of education is one in which the teacher adjusts to the changing needs of the times.

## CONCLUSION

This study of the history of home economics education in Manitoba was undertaken in order to evaluate the past, to view the present in perspective and to provide guide-lines for the future of the movement. The history of education for family life has been traced from the time of the Greek philosophers, through the Middle Ages and on through significant events in Great Britain, the United States and Eastern Canada.

The support of Mrs. Massey-Treble and Sir William Macdonald in providing facilities for teaching home economics in Canada is recognized because the first women who taught home economics in Manitoba were trained in institutions which they financed. It has been shown that in the mid-nineteenth century Bishop Provencher encouraged Sisters to start a school for girls in St. Boniface but a continuing program of home economics was not initiated until the early twentieth century when the Local Council of Women persuaded the government to accept Mrs. Massey-Treble's offer of financial aid. The University of Manitoba cooperated by granting space in the Broadway Building for the formal beginning of home economics education in Manitoba. Five years later the new Agricultural College was ready to establish home economics as a part of its program. From a two-year diploma course a five-year degree program evolved with a junior matriculation entrance requirement. Later the course was concentrated into four years. During this period the degree changed first from B.H.E. to B.Sc.(H.Ec.), and recently to B.H.Ec.

History shows that the goal of home economics education has remained constant, that is, to help families live successfully and happily and to

accept their social and civic responsibilities. A study of the Calendars reveals how the early skills program was broadened by scientific subjects -- for many years considered necessary for home economics degree candidates. The recent curriculum revisions which provide students with a broader general educational background and increased knowledge of the social sciences are significant, as is the introduction of an honours program.

The government, in implementing the recommendations of provincial and dominion commissions, has supported and promoted the growth of home economics in Manitoba through increased grants. The study has revealed that home economics has had to change its curriculum frequently because rapid advances in society demand curriculum innovations to prepare young women for living in a changing world. The appointment of a Supervisor of Home Economics in the Department of Education has made possible a constant systematic and continuous revision of the course of study.

This history shows too that although the first teachers of home economics in Manitoba were trained in Eastern Canada and the United States, when the University of Manitoba established a Degree Course in Home Economics, graduates who had received some teacher training as a part of their undergraduate program began to teach in the schools. Later graduates in Home Economics, along with graduates of other faculties, were required to take a year of teacher training in the Faculty of Education in order to receive an Interim Collegiate Certificate. Emergency measures have since been necessary to supply the demand for home economics teachers.

It was interesting to note that Dr. Daniel McIntyre, Superintendent of Education in Winnipeg from 1885 to 1929, introduced the skills program



in sewing taught by classroom teachers, initiated the first pilot course in domestic science for Grade VIII, promoted the new Technical schools (Kelvin and St. John's), encouraged the organization of junior high schools, and founded an all-girls school which emphasized home economics. The Reavis Survey gave administrators and teachers an opportunity to assess the work being done in the schools. The report revealed that equipment which had deteriorated or become obsolete during the depression and war had to be replaced. Modernization of facilities and accommodation to keep up with modern homes followed.

From this history it is apparent that home economics in rural Manitoba first appeared through the efforts of the Agricultural Extension Services. This beginning was followed by the early movement in schools. During the depression, Boys' and Girls' Clubs, along with Local Leader courses for women, and the Dominion-Provincial Youth Training Plan, kept home economics alive. As the economy of the province improved there was a resurgence of interest in home economics. Organizing of larger divisions in the last few years has resulted in the opening of more Home Economics Departments in rural areas.

The Home Economics program in the School for the Deaf has a long history. The program has been well organized through the years, with Manitoba graduates in charge. The recently organized Ellen Douglass School for the handicapped has introduced Home Economics as a means of teaching manipulative skills and improving personal development.

The history of the growth of Home Economics Associations parallels the growth of the movement in schools. Although not a home economics professional organization, the Women's Institute, because of its similar aims,

warrants recognition in this study. From its origin in 1910 it has helped develop successful family living and community leadership. The first professional organization, the Manitoba Home Economics Association, began in 1911. This group was instrumental in organizing the Canadian Home Economics Association, whose Journal from its first publication has been edited by Manitoba members. The newest organization, the Manitoba Home Economics Teachers Association, is concerned with the improvement of the profession in this province. For the first time all Home Economics teachers, urban, suburban and rural, meeting as one group can work together to achieve the aims of their profession.

That the important place of Home Economics in education in this province is recognized is evident from the following comment made by the present Minister of Education, Dr. George Johnson:

Home Economists in Manitoba are aware of the problems that affect family welfare and have developed a unique educational program for those concerned with the home and family. We are confident that they will continue to give leadership in training young people to accept responsibility in civic and community affairs related to family living.

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<sup>1</sup>The Honourable Dr. George Johnson, Minister of Education, personal interview with the writer, August 1966.

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Dr. J. C. Pincock, January, 1966.

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Margaret Speechly Stansfield, April 16, 1966.

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APPENDIX A - My Interest in Practical

Education

by Mrs. Mary Barrett Speechly

MY INTEREST IN PRACTICAL EDUCATION

by Mary Barrett Speechly

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In England                      1890-1892

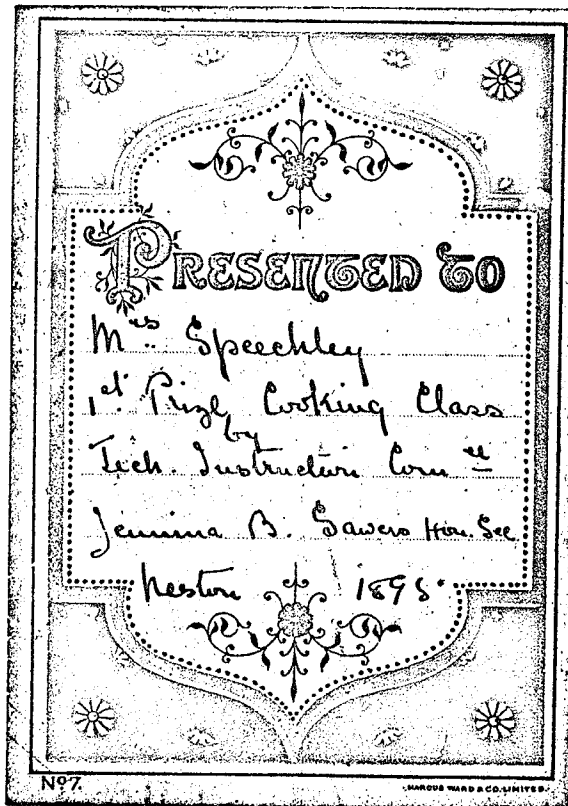
I became interested in this form of education in 1890 when my father, the Rev. W. F. Barrett, became Rector of the country parish of Neston, Cheshire, and as Rector became Chairman of the Parish School. This type of school, financed from Church collections and donations, had been the rule in Britain since and even before the Reformation, to provide education for the children of those who could not afford the fees of a private school.

My father, between 1867, when he graduated from St. John's College, Cambridge, and 1890, had taught in three private schools for boys, in all of which he had seen the value of manual training in the school programme. It had aroused the interest of boys not interested in book work and who enjoyed doing something with their hands. In fact it had livened up the school, generally, besides helping individual boys.

Having had this experience, my father was quick to see one very serious weakness in the Neston Parochial School, namely that the type of education it offered suited only a limited number of children -- many of whom were bored by the dry diet of the three R's, with scraps of history and geography thrown in! He persuaded the school committee to engage a domestic science teacher to teach sewing and cooking to the girls. To the boys was offered a course in wood-working given by a local carpenter in his own shop. The response from both groups exceeded all expectations. The former look of resigned boredom among the pupils had given way to an altogether new and intelligent attitude.

When these classes had become firmly established the committee started evening classes for young women over school age, some of whom were about to be married and who wished to learn the latest methods of house-keeping. They paid the required fees. In 1895, the year I was married, as a member of one of these classes, I won a prize, a copy of the famous cook-book by Mrs. Beeton -- the one and only text-book in those days -- then in its 580,000th edition.





I continued to be closely associated with this experiment until 1902, when with my little daughter Margaret, I left for Canada to join my husband, Dr. H. M. Speechly, who had started a medical practice in Pilot Mound, Manitoba.

In Pilot Mound 1902-1916

In my first five years I found life very interesting as Secretary Treasurer of the Anglican W.A., and from 1907 even more so when I came to know many more wonderful people within and outside the Anglican circle. In that year I was asked, along with five other women by the local Agricultural Society, to join its Board and to take charge of the women's and children's sections of the Summer Fair.

The women's section for many years had suffered from many old-time exhibits, excellent in their day, but now hoary with age. We drew up new prize lists in which these antiques were replaced by more modern works of art.

Many children's exhibits also had been on show for years -- some obviously the work not of children but of their adult relatives. We offered prizes for a new type of exhibit, certified to be the work of the children themselves, and for those unable to get any instruction, our committee arranged for this to be given after school on certain days. These changes greatly improved the fair and were very popular with the public.

In 1911 these same women were the moving spirits who formed the Women's Institute in Pilot round. One of its main interests was to foster this movement of a practical, technical education. It cooperated with the Agricultural Society in starting Boys' and Girls' Clubs -- in affiliation with the Extension Service of the Provincial Department of Agriculture, and administered by the principals of each school district in the area. The Provincial Department provided settings of eggs (Rhode Island Reds or Plymouth Rocks) or even a baby pig or calf to be raised by the pupils and exhibited by them at the Annual Fall Fair. These fairs were most important events -- the boys and girls bringing in their well-fed animals and the local Hall resounding with the cheerful noise of the exhibits. Still vivid in my memory is the picture of one twelve-year old with his arm around the neck of his pet calf -- its head adorned with a bright blue bow! It was all great fun and a grand preparation for a farming career!

Also of special interest to the W.I. was a later advance of this important educational movement, when an arrangement was made and paid for by the local school districts to bring a manual training teacher to give classes in woodwork, etc., to the boys during the summer holidays. This teacher, Mr. Pringle, was engaged also by Killarney, Crystal City and Manitou, as well as Pilot Mound, giving each place one day a week. So much for the spade-work done by volunteer groups in the early days.

In Winnipeg      1916 Onward

Meanwhile the interest in vocational training and in its inclusion within our educational system was spreading far and wide in the province and creating a pressing demand for trained teachers, which the government was quick to realize and to meet. The steps taken are recorded in the "History of the School of Home Economics of the University of Manitoba" published for its Fiftieth Anniversary in 1960.

In July 1916 my husband, Dr. Speechly, went overseas to do civilian medical service -- being, at fifty years, too old for military service. I left Pilot Mound for Winnipeg to seek work for which I had been specially trained.

Until 1937 I kept in touch with this important movement as a member of the Provincial Advisory Board of the Women's Institutes, of the Manitoba Agricultural College Advisory Council, and later of the Board of Governors of the University of Manitoba.

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APPENDIX B - Winnipeg School of Household  
Science Circular

TO THE  
LIBRARY  
MAY 1902  
12

Winnipeg  
School of Household  
Science

University Building  
Broadway



CIRCULAR 1902

# *Winnipeg School of Household Science*



## *Committee of Management*

MRS. GEORGE BRYCE, Chairman of the Local Council of Women.  
MRS. G. F. COOMBS.....Secretary  
MRS. J. A. M. AIKINS.....Treasurer  
MRS. CULVER  
MRS. KIRBY  
MRS. ROBLIN  
MRS. HAGGART  
MRS. (DR.) CLARKE  
MADAME CAUCHON  
MRS. G. R. CROWE



## *The Advisory Committee of Gentlemen is composed of:*

DR. BRYCE  
DR. LAIRD  
DR. SPARLING  
DR. BARRETT  
ARCHDEACON FORTIN  
DR. PATRICK  
J. A. M. AIKINS  
DEAN MATHESON  
SUPT. D. MCINTYRE  
W. A. MCINTYRE

## *Directress*

MISS R. LENNOX, University Building.



*The prosperity of a nation depends upon  
the health and morals of its citizens, and the  
health and morals of a people depend mainly  
upon the food they eat and the homes they  
live in.—ELLEN RICHARDS.*

## General Information



Through the generosity of Mrs. Massey-Treble, of Toronto, the Winnipeg School of Household Science has been established under the patronage of the University of Manitoba.

### Household Science

*Household Science* may be defined as the application of scientific principles and systematic methods of work to the mechanical problems of home-making. It also embraces instruction in the science of all the processes carried on in the home, as well as the practical application of those scientific principles to the daily operations of housekeeping.

### Equipment

The department given by the University for the carrying on of this work consists of three rooms—kitchen, store-room, and dining-room.

The kitchen is equipped with twelve individual desks, each fitted with a Bunsen burner, swinging seat, and drawers for complete set of utensils; instructor's desk and table; china, food and utensil cupboards; blackboard and charts; gas and coal ranges; sink and washstand.

The store-room is provided with cupboard, shelves and refrigerator.

The Dining-room is furnished with table, chairs, buffet, sideboard, sofa, and book cases containing books of reference.

#### Plan of Instruction

Morning and afternoon classes will be held. Should there be sufficient demand evening classes can be organized later.

In the presentation of each subject the practical, theoretical, educational and sociological aspects are considered. The practical to develop the powers of observation and to acquire dexterity so that work may be done with the least expenditure of energy; the theoretical—to interpret mentally the practical and to make the knowledge complete by verbal expression; the educational—to show which factor in education is being dealt with, and to relate it to other subjects; the sociological—to connect knowledge acquired with its right use in life.

**APPLICATION**—Applicants for admission to the various classes will apply to Dr. Laird, Registrar of the University of Manitoba, on Monday, Wednesday and Friday afternoons, or to Miss Lennox at the University Building.

All applications should be made by November 1st, so that work may begin on the 3rd of November. Students will then be notified of the hours when their particular class meets.

The tuition fee must be paid on or before the day of the first lesson.

## Household Science

Since a purely intellectual culture does not adequately equip for the various demands of everyday life, it has become necessary to add to it practical instruction bearing directly upon health and living.

The purpose of the following Household Science courses is to afford training in the special subjects which must be considered in the daily administration of every home.

#### *General Course.*

This course is planned to enable women to meet intelligently the growing demands of home and society, and to utilize the opportunities which the home affords for original research. The course provides training in some of those arts and sciences which most closely relate to everyday life and is intended for young women and matrons, of fair education, who wish an intelligent idea of the subject and who have not had time to study chemistry and make investigations for themselves.

The course consists of five separate classes, which are as follows:

- I. First Housekeepers' Class.
- II. Second Housekeepers' Class.
- III. Classes in Invalid Cookery.
- IV. Classes in Table Service.
- V. Household Economics.



A student may enter all of these courses or any special one which she desires, except Second Housekeepers' Class, which is planned to succeed the first.

#### *First Housekeepers' Class.*

The following is an outline of the basis of the course: The composition of the body; its waste and repair, need of food, kinds and proportions required, classification and composition of the various food materials, use of each in the body, digestibility of each, desirable combinations, best methods of cooking to secure greatest nutritive value at the least possible cost.

Practical work includes: Making and care of the fire, system of measuring, dish washing, cereals, vegetables, eggs, soups, white sauces, fish, milk, breads, meats, puddings, coffee, tea, cocoa, jellies, candy.

Such dishes are chosen as will introduce the different methods of cooking, such as boiling, stewing, steaming, baking, braising, broiling, roasting, sauteing and deep-fat frying.

#### *Second Housekeepers' Class.*

This is a continuation of the first course and introduces more elaborate and richer preparations of staple foods, with the planning of meals and the calculating of dietaries.

In this class is taken up the cuts of meat in the different animals (beef, pork, veal, lamb), and the appropriate vegetables and sauces to serve with each; poultry and game, salads and salad dressings; cakes, pastry, entrees, fancy desserts, frozen dishes, souffles, timbales and croquettes.

#### *Classes in Invalid Cookery.*

These classes are intended for nurses, medical students, or any persons interested in proper food for the sick. Special attention is laid on nutrition, digestibility, and daintiness in the preparation of foods suitable for the different diseases.

The practical work deals with making of soups, broths, gruels, nutritive drinks, custards, jellies, frozen dishes, eggs, sweetbreads, chicken, bavarian creams, sandwiches and fruits.

#### *Classes in Table Service.*

This series of twelve lessons provides instruction in the duties of a waitress, proper dress and conduct; rules for waiting on table; care of dining-room, linen, china and silver; serving of family breakfast, dinner and luncheon; giving of formal and informal dinners and luncheons and five o'clock teas; preparing lunch baskets; table setting, and table decorations.

Such dishes are cooked as are found necessary to illustrate the different lessons, but each contains some practical work.

#### *Household Economics.*

This deals with the care, in detail, of every part of the house—cellar, store-room, kitchen, bath-room, care of lamps, brass, kitchen utensils, silver, cut-glass, carpets, rugs, polished floors, and the proper methods of dusting and sweeping.

## Additional Courses

It is hoped that as the School becomes established and develops there may be a demand for all the courses usually introduced in the best training schools of Household Science of Canada and the United States.

These are:

- I. University Course.
- II. Normal Training Course for Teachers.
- III. Teachers' Course in Sewing.
- IV. Children's Course.

Candidates desiring instruction in any of these courses are invited to make their wishes known to the Directress, Miss R. Lennox, at the University Building, in order that their cases may be considered.



## Tuition Fees

First Housekeepers' Course.....	4 mos.	2 hrs. wk.	\$6 00
Second Housekeepers' Course.....	3 "	2 "	8 00
Invalid Cookery .....	3 "	2 "	5 00
Course in Table Service.....	3 " 1½-2 "	" "	4 00
Household Economics .....	3 " 1½ "	" "	4 00

*School Year.*

NOVEMBER 1ST.....MAY 30TH.

APPENDIX C - Letters from

Mrs. Reebie Lennox MacNeill

(nee Miss Reebie Lennox)

Excerpt from letter to Dr. A. Isabel MacArthur, Director of the School of Home Economics, The University of Manitoba, March 1956.

Dear Isabel:

Received your letter and will try to collect my thoughts enough to give you isolated data. When I talked to you last, I could not remember the name of the woman who first told me of Domestic Science. It was Mrs. Hoodless of Hamilton. She was very interested in women's work, and she told my sister about Pratt Institute which trained women in Domestic Science (as it was then called). There was also another school called Drexel -- not nearly as scientific as Pratt. The graduates, she said were getting \$80.00 per month, which no other occupation paid. I was teaching at the time for about \$250.00 per year.

During the time I was at Pratt, Mrs. Massey-Treble in Toronto was beginning to get interested in the subject and started to work in a very simple form at Victor Mission, where she installed Miss Annie Laird. For several years she had been seeking to persuade Toronto University to install the course as optional for women in the Science course but had not succeeded. So she wrote Manitoba University offering to provide equipment and a salary for a teacher for three years. They did not definitely promise, but offered to work on the idea and put it in if possible. Miss Laird, Miss Davidson and I were the first Canadian Graduates. I went to fill the Winnipeg position September 1, 1901.<sup>1</sup> The equipment arrived soon after and was installed in rooms in the University. The kitchen was fitted with individual equipment for twelve. One large stove, ice-box, wash basin, cupboards -- brass trim under gas stoves -- also dining room with the usual furniture, and between the two rooms a small office with a desk.

As the University building proper was only the Science Building for the affiliated colleges, we had to take our classes from them. They were optional and had no bearing on their degrees. During the three years I taught at the University, the University Board and myself had many interviews with the government about the permanent installing of the work as part of the science course for women. They were always promising to consider it but kept putting us off. It turned out later that Mr. Roblin was working on a project of his own -- the new Agricultural College at Tuxedo -- but nothing definite was decided about that until later. At the end of three years Mrs. Treble was disgusted with the indecision and took the equipment away and sent it to Mount Allison University.

The Committee members who were interested in this work and acted as my advisors were Mrs. Coombs, Lady Aikins, Mrs. Culver, Mrs. Bryce,

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<sup>1</sup>The date, September 1, 1901, of Miss Lennox' arrival in Winnipeg has been carefully examined and questioned. Evidence indicates the date should be September 1, 1902, as this date would concur with official records of the University Council and the Local Council of Women.

Mrs. Huggard, Dr. McIntyre, Dr. Bryce and Dr. Sparling. We only attempted the cooking, but I had one private pupil in sewing to fit her as supervisor of sewing in the public schools.

As we did not have enough classes from the colleges to fill all my time, I took an outside class and gave them shorter courses -- housekeepers' courses 1, 2 and 3. The fees from these students paid for running expenses.

Following the withdrawal of Domestic Science from the University, Dr. McIntyre was interested in getting Domestic Science into the public schools (senior grades). He was successful in getting permission from the school board. So I was engaged to fit out a centre in one of the schools and after three months ~~we~~<sup>we</sup> were ready to begin. All the classes came to me there. After a few months I had to teach all day Saturday also in order to accommodate all the students. I taught there for three years before getting married. Dr. McIntyre was most enthusiastic about the work but he did not realize how hard he worked me. He asked me to give a dinner to all the school board, reporters, city officials, etc., and their wives -- over forty people. . . . The next year I had just as bad an experience. A teachers convention from Manitoba -- 500 delegates -- to whom we served evening refreshments. Fixed up two rooms from the top floor, got dining room furniture from Leslies, made all the sandwiches, and the ice cream was made in a hand freezer.

The history of Home Economics from then on developed when Mr. Roblin built the Agricultural College at Tuxedo and the Domestic Science course was reintroduced. There was also sewing and millinery.

The only space the University could give to Domestic Science in 1901 when I went there were the two rooms I mentioned previously. No Chemistry or other Sciences were taken. I gave the college students the regular normal course as far as possible under the circumstances.

One of the greatest difficulties was getting people interested in the science of food, all they wanted were new attractive dishes that they could spring on their friends. It took them years to get them away from the cooking school idea. They were not educated to the idea of the importance of food to health. Their only interest was to have food taste good and look attractive. No one knew anything about Domestic Science. I never went anywhere but someone did not ask me "Well, what is Domestic Science?" "What is the difference between it and cooking school?" and so on.

Once in a table service course I asked the pupils to practise "waiting" on table at home as we were going to ask guests to a luncheon. One girl came back and said, "no, she did not practise", her mother had said "We keep servants for that".

By the time I was married Mrs. Treble had succeeded in her long years of work to install the course in the Science Department at the University of Toronto and gave a million dollars to build the Lillian Massey School. Annie Laird went from the Victor Mission to take charge of all branches in the new school.

Excerpt from letter to Mrs. Johanna G. Wilson, March 25, 1961.

Dear Mrs. Wilson:

. . . I hope this information will be of some help to you.

Mrs. Hoodless of Hamilton was the first Canadian to be actively interested in Domestic Science. It was while I was in my second year of teaching in the country prior to an appointment in the Toronto schools that my sister met Mrs. Hoodless and learned about this new venture and the school in New York.

I was getting a salary of \$250 per year while Pratt graduates were getting \$80 to \$100 per month so it seemed a wise move to take up this work.

There were only two training schools that I know of in America at that time, Pratt Institute in New York and Drexel in Boston, Pratt being considered the more scientific.

As the requirements for entering Pratt were University degree or teachers certificate with two years experience in teaching, I was equipped to enter and my application was accepted.

During the time I was in training, Mrs. Massey-Treble became very enthusiastic about the work and had been using all available influence to get the course added to the Toronto University course in Science, but had not yet succeeded. I took my first position in Wheeling General Hospital, Virginia, as dietitian.

At the end of that time Mrs. Treble, who had been urging Manitoba University to introduce the course, had made an offer to give them the equipment and pay the teacher's salary for three years. They didn't agree to put in the course but promised to give it a trial and decide later.

Under these conditions I arrived in Winnipeg in 1901,<sup>2</sup> and began with a talk open to the public. The next step was to appoint a Board which consisted of Sir James Aikins (who represented Mrs. Treble and was also a lawyer), Dr. Bryce of Manitoba, Dr. Sparling of Wesley, Dr. Daniel McIntyre of Public Schools, and Mr. Haggart. Also a Ladies' Committee was appointed to look after details and form policies. It consisted of Lady Aikins, Mrs. Coombs, Mrs. Huggard, Mrs. Culver and Mrs. Crowe.

We started with three courses, Beginners, Medium and Advanced, also short eight-week courses as Housekeepers' courses for outsiders; the public was free to register and we needed the money to pay the running expenses as there was no grant from the University or Government. Among University students the choide was optional.

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<sup>2</sup>Loc. cit.

During those three years we had several delegations to the Government to make a grant to introduce the Science course permanently and issue a degree. But Mr. Roblin always put us off with the promise to look into the matter. As it turned out later, he was planning, unknown to the public, a new agricultural college and planning to introduce the work there so he wasn't interested in introducing it into the University proper.

His plan finally was adopted; hence the work folded up. The Agricultural College wasn't even started and it would take two years to complete.

When Dr. McIntyre knew I was to be free he came and offered me a position in the public schools to equip a centre and have all the senior school classes come to me for a half day each week for one year, their last year in public school.

It took Col. Mitchell and myself three months to equip the centre in Alexandra School where the work continued for three years when I resigned to be married. During that three years I had a most strenuous schedule. In order to get in all the classes I had to teach all day Saturday as well.

During the first year Dr. McIntyre decided we should give a dinner to the School Board, the members of the Press and all their wives, about forty in all. I told him it was utterly impossible. The children couldn't leap from individual portions to a formal dinner and we had absolutely no equipment for such an event. But he had a solution for every difficulty I mentioned. Much against my better judgment I finally agreed.

The Board took all the seats out of an adjoining classroom; had Eaton's cover the walls with bunting -- gave me a free hand with flowers from the City Parks conservatory.

I must say they did everything possible to make it easier or at least possible, but we had to borrow or rent every single article we used as we had nothing big enough to cater to such a number, but we got through it and they seemed most appreciative and complimentary, but I've often wondered how hot the dinner was, being carried across a draughty hall.

The next demand made on me was a reception for 500 delegates to the Teachers' Convention at Easter from all over Manitoba. Dr. McIntyre wanted to give the teachers from the country an opportunity of seeing a reception nicely done by the children. We had sandwiches, cakes, small cakes, ice cream, tea and coffee. There were no electric refrigerators in those days. We borrowed thirteen ice cream freezers and made the ice cream. The boys from the Principal's room turned the freezers. That was another nightmare. When I look back I often wonder how I did it. We used two rooms with two beautifully decorated tables in Easter fashion and served from there.

In either position I was in, I always had a most appreciative Board to work with. They were always helpful and encouraging -- never once had I had a word of criticism from any of them and always the pleasantest relationship.

I think that what was accomplished in those first years was to educate the public to what Domestic Science was. . . . Those first six years made the work much easier for those who followed. These conceptions were the reason for changing the name from Domestic Science to Household Science. Now it is again changed to Household Economics.

Very sincerely,

"Reebie L. MacNeill"



APPENDIX D - Subjects Studied in First and  
Second Year of Diploma Course,  
and Third, Fourth and Fifth  
Year of Degree Program at the  
Manitoba Agricultural College

SUBJECTS STUDIED IN 1911-1912, FIRST YEAR OF DIPLOMA COURSE

English  
Nutrition  
Sanitation  
Arithmetic  
Hygiene  
Clothing  
Textiles

Cookery  
Home Management  
Home Furnishing  
Home Nursing  
Physiology  
Millinery  
Drawing

SUBJECTS STUDIED IN 1912-13, SECOND YEAR OF DIPLOMA COURSE

English  
Physics  
Dietetics  
Clothing  
Millinery  
Home Nursing  
Applied Art  
Physical Culture  
Bookkeeping

Bacteriology  
Chemistry  
Horticulture  
Dairying  
Poultry  
Foods  
Cookery  
Textiles  
Laundry

SUBJECTS STUDIED IN 1915, THIRD YEAR OF DEGREE COURSE

<u>Household Arts</u>	<u>Household Science</u>	
Advanced Dressmaking	Book Reviews	Physics
Millinery	Foods	Biology
History of Costume	History of Home Life	Chemistry
Home Furnishing	Household Management	Mathematics
		History
		English

SUBJECTS STUDIED IN 1916, FOURTH YEAR OF DEGREE COURSE

<u>Household Arts</u>	<u>Household Science</u>	
Costume Design	Dietetics	Bacteriology
History of Art	Economics of Household	Biology
Theory and Practice of Teaching	Demonstrations	Chemistry
	Invalid Cookery	Physics
		Poultry
		Civics
		English
		History

SUBJECTS STUDIED IN 1917, FIFTH YEAR OF DEGREE COURSE

<u>Household Arts Major</u>	<u>Household Science Major</u>
English	English
Clothing	Dietetics
Millinery	Psychology
Economics	Economics of Household
Psychology	History of Education
Principles of Teaching	Principles of Teaching
History of Art	Equipment of courses
History of Education	Economics and Rural Sociology
Methods, Observation and Practice Teaching	Methods, Observation and Practice Teaching
Chemistry (quantitative work in textiles, soap)	Chemistry (quantitative work in proteins fats, carbohydrates, soaps, baking powder, vinegar, infant foods)

APPENDIX E - Letter from

Mrs. Mary Kelso Guild

## MY FOUR YEARS AT MANITOBA AGRICULTURAL COLLEGE

When I was asked to become the first Director of Home Economics at the Manitoba Agricultural College in March of 1918, I was happily teaching at the Normal School at Brandon. President J. B. Reynolds, formerly of Ontario Agricultural College, Guelph, Ontario, had known me when I studied there, and when Miss Eadie resigned he recommended my appointment as Director of Home Economics to the governing Board of the Manitoba Agricultural College.

Previous to this time the Departments in Home Economics had not worked closely at times, so part of my work was to co-ordinate the studies as Chairman of Home Economics.

I agreed to accept the offer on condition that as soon as possible I would be allowed leave of absence to complete the final year of degree work at Columbia University in New York -- the degree which would lead to a B.Sc. and a teaching diploma. As events transpired, I was never able to get time off, as I felt it was much more important that I allow members of the staff to further qualify themselves for their work of teaching and instruction.

During my study at Columbia I had been asked to remain and mark papers for Dr. Benjamin Andrews in Economics of the Household.

One of the first things I had to do when I began my work was to study what had been done by carefully reading the Calendars on hand, then I called a meeting of the teachers and we were able to organize the work to eliminate some cases of over-lapping.

Miss Eadie had left full outlines of her work and correspondence but I could find no records of the Household Arts Department. So it became necessary to examine carefully the Calendars of all the American Colleges where Home Economics had been taught and from these we planned the degree course to be given at Manitoba Agricultural College. At this time there were only two degree courses offered in Canada, one a major in Home Economics in Toronto University and the other at Manitoba Agricultural College.

We recommended that the degree be B.Sc. (Home Ec.) rather than B.H.Ec., to be the same as that used in other colleges. This change did not become effective until 1925.<sup>1</sup>

In addition to the college work I was asked to speak at meetings throughout the province to make known the scope of the work taught at Manitoba Agricultural College. The President had done some speaking on this line but he felt that a home economist should do it. As a native Manitoban, who knew the province well, I enjoyed this work.

For some years a course in Book Reviews encouraged a greater use

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<sup>1</sup>The 1925 graduates were the first to receive the new degree.

of the Library and supplemented the general instruction. A course in Social Usage was also taught, following requests from many students. To help out the work in Cookery and in answer to enquiries from the country, the Manitoba Agricultural College cook-book was prepared -- many of these books are still in use and are highly valued.

During my stay at Manitoba Agricultural College I was fortunate in securing a good staff, among them Miss Mary Moxon, Miss Mary Hiltz, Mrs. Duncan (now Mrs. Summerfeld) and Mrs. Jean South. Miss Bernice Wright also taught for a time -- and I suggested to the President that he ask Miss Panton to help him get a dietitian to succeed Miss Cruikshank. The result was that Miss Panton herself came to Manitoba Agricultural College and remained for many years.

When I took charge there was only one staff member with a full degree in Home Economics, and when I left all but one had completed her degree work and several added further study. I was sorry I could not get time off myself, but felt that it was of greater importance to arrange substitutes for others while I remained to direct them.

In May of 1920 I was offered the position of Director of Home Economics for the schools of Manitoba. I resigned to accept it, but my resignation was not approved. In 1921 I resigned to be married but remained until April of 1922, when Mrs. Duncan had completed her studies and succeeded to the position I had held.

There were many problems to be cleared during my years at Manitoba Agricultural College in order to enlarge the scope of the college for the students and the province. A few days after I had accepted the appointment to Manitoba Agricultural College, Mr. S. T. Newton of the Extension Department asked me to take charge of the Women's Institute work in the province, but of course I could not accept.

(Signed) Mary Kelso Guild

APPENDIX F - List of Masters' degrees  
School of Home Economics  
University of Manitoba

## School of Home Economics

## University of Manitoba

MASTER'S STUDENTS AND THESES TITLES

- 1932 (May) Speers, Anna M.  
"The Economic and Social Effects of Fashion"
- 1945 (May) Campbell, Rita K.  
"The Thiamin Content of Cereals and Meats"
- 1946 (Mar) Connolly, Florence  
"The Thiamin Content of Manitoba Vegetables and the Effects of Cooking, Storage and Canning on the Thiamin Content"
- 1946 (Nov) Olsen, Elizabeth K.  
"The Effect of Maturity, Storage and Processing on the Ascorbic Acid Content of Onions, Tomatoes and Turnips"
- 1947 (Mar) Warren, Margaret I.  
"The Effect of Storage and Processing on the Ascorbic Acid Content of Different Varieties of Cabbage, Peas and Potatoes"
- 1947 (Dec) Finlayson, Joyce  
"The Effect of Various Detergents on Rayon and on Nylon Hosiery"
- 1947 (Dec) Smith, Elizabeth B.  
"A Statistical Interpretation of the Vitamin C content of Fresh and Stored Cabbage"
- 1951 (May) Thompson, Margaret  
"The Effect of Soil Zone on the Nutrient Content of Vegetables"
- 1952 (Oct) Chornous, Olga E.  
"The Effect of Abrasion and Perspiration upon the Breaking Strength and Elongation of a Selected Group of Rayon and Acetate Lining Fabrics"
- 1957 (May) Miller, Lillian N.  
"A Nutrition Survey of Girls in Residence at the University of Manitoba"



- 1960 (Oct) Bruce, Vivian M.  
"An Evaluation of the Ascorbic Acid Nutrition of a Group of Rural Manitobans as indicated by Food Intake and Blood Levels"
- 1964 (May) Johnson, Beth M.  
"Food Practices and Nutrient Intake of Aging Home-bound Individuals by Dietary History and Biochemical Data"
- 1964 (May) Strang, Judith M. R.  
"Obesity: A study of calorie intake, energy expenditure and success in weight reduction of a group of obese women"
- 1964 (Oct) Tokarchuk, Charmaine M.  
"Tenderness of Biceps femoris as affected by method of cooking and initial temperature"
- 1966 (May) Moore, Charolette  
"Nutrition of Two Groups of Independent Elderly Individuals as Determined by Dietary History and Biochemical Data with a Preliminary Assessment of a Meals Delivery Program"
- 1966 (May) Nakka, Gail  
"Urinary Riboflavin Excretion and Test Dose Returns of Healthy Women as Effected by the Level of Dietary Nitrogen"

APPENDIX G - Examples of Final Test Papers  
Department of Education  
Manitoba

# Department of Education

MANITOBA

EXAMINATIONS, 1920

GRADE XI

PRACTICAL ARTS

DOMESTIC SCIENCE PAPER I

FOODS AND COOKERY

Tuesday, June 22nd, 14.00 to 17.00

Examiner: M. L. Kelso

1. What are the important points to be observed in the making of (a) a cake; (b) a beef stew, and (c) gruel for an invalid on liquid diet?
2. Give a list of the quick-breads in common use and fully explain why Yeast Bread does not belong to this class.
3. What must you combine with soda to make it a satisfactory lightening agent; state why and give proportions.
4. What methods of preservation are used for:
  - (a) Keeping milk a safe food in summer time.
  - (b) Preserving meat for use in the summer.
  - (c) Storing eggs for winter use (state season).

1

(over)

5. Describe the process of canning vegetables; and give the general rules for selection for this purpose.
6. What is, and where would you obtain: lactose, albumen, casein, connective tissue and cellulose?
7. Describe several attractive ways of using stale bread, stale cake and left-over roast beef.
8. (a) Write a simple dinner menu, suitable for the present season, for a family of two adults and four children, ages 14, 12, 8 and 6; Where waiting on the table is done by the daughter 14 years of age, who partakes of her meal along with the others.  
(b) Give rules for setting the table and serving the meal.

# Department of Education

MANITOBA

EXAMINATIONS, 1920

PRACTICAL ARTS

DRESSMAKING

Thursday, June 24th, 14.00 to 17.00

Examiner: M. H. Haliday

Values

1. What is meant by the following:
  - (a) Color harmony in dress?
  - (b) Simplicity in dress?
  - (c) Appropriateness in dress?
  - (d) Balance in costume?
2. What *styles* and *colors* should be worn by a short, stout girl, who has dark hair and pale complexion? Give your reasons for your answers.
3. (a) What is meant by a clothing budget?  
 (b) Give *three* suggestions for economizing in the purchase of clothing and *three* for the care of clothing.
4. Make a draft, on  $\frac{1}{4}$  inch scale, of a bodice, according to standard measurements, using the "Twentieth Century Drafting System."

## Values

5. (a) How does a knowledge of drafting assist in the choice and use of Commercial Patterns?  
(b) Name the essential points to observe in reading the commercial patterns.  
(c) How do you test a pattern?  
(d) What measurements are necessary to take when testing a bodice pattern?
6. (a) Give the names of three cotton fabrics that are suitable for a graduating frock.  
(b) Name six processes in the making of your graduation frock, and describe fully any one of these.
7. What materials would you recommend for a winter school frock, and discuss these materials from the standpoint of *usefulness, economy, and beauty.*  

or
8. (a) Explain the method of mitring lace for a square yoke.  
(b) Explain the method of cutting true bias bands.  
(c) Describe two methods of applying Valenciennes lace to an organdy frill.

# Department of Education

MANITOBA

EXAMINATIONS, 1921

PRACTICAL ARTS—GIRLS

DOMESTIC SCIENCE—PAPER I.

Friday, June 24th, 9.00 to 12.00

Examiner: M. L. Kelso

1. (1) Classify flour mixtures and give a list of the various lightening agents in common use.
- (2) Give the basic recipe for baking powder biscuits and tell how it may be varied.
2. Explain the cause of the following, giving advice re avoiding each error and methods to remedy each defect:
  - (a) Curdled tomato soup.
  - (b) Watery baked custard.
  - (c) Lumpy white sauce.
  - (d) Cloudy jelly.
3. (a) Name six methods of food preservation for future use.
- (b) Describe in detail one of the methods named.

1

(over)

4. What food stuffs should be represented in a day's dietary? With this in view, plan a simple dinner menu for your own family and one guest.
  - (a) Describe in detail the preparation of the meat course.
  - (b) Give rules for setting the table and describe the service of the meat course.
5. Describe fully the function and source of each the following: pepsin, ptyalin, trypsin and steapsin.



# Department of Education

MANITOBA

EXAMINATIONS, 1921

PRACTICAL ARTS—GIRLS

DRESSMAKING

Friday, June 24th, 14.00 to 17.00

Examiner: M. H. Haliday

1. (a) Give the names of *five* cotton materials suitable for a middy blouse.  
(b) With material 30 inches wide, how many yards would you require for a middy blouse?  
(c) Give *three* of the most difficult processes in the making of a middy blouse and describe fully one process.  
*or*
2. Describe fully the *selecting, buying and making* of a woollen school frock.
3. What measurements are necessary in:  
(a) The drafting of a bodice pattern?  
(b) How does a knowledge of drafting help in the choice of commercial patterns.  
(c) Give *three* important rules for the use of commercial patterns.

4. (a) Name *four* cotton fabrics suitable for a graduation dress.
- (b) Which one of these fabrics did you select?
- (c) Discuss your choice as to suitability of *purpose*, as to *price*, as to *durability* and to *beauty*.
5. (a) How do you hold your bodice, when forming the shoulder seam? Give your reasons for this.
- (b) How do you place the sleeve in a bodice?
- (c) What is meant by a true bias?
- (d) How do you make a bias fold?
6. Name and describe the *making* of *three* seams that can be used in dressmaking
- or
7. Name *three* ways of finishing an organdie ruffle, and describe *one* of these.
8. (a) What type of cotton material would you recommend for a sport skirt, price not to exceed four dollars.
- (b) Describe your method of making this skirt.
- (c) Name three materials most suitable for small boys' summer suits.
- or
9. (a) What are the *advantages* of wearing cotton for house-frocks?
- (b) What *properties* has wool which make it valuable for clothing for young children?
- (c) Why does *linen* feel cooler than *cotton*?

# Department of Education

MANITOBA

EXAMINATIONS, 1921

PRACTICAL ARTS—GIRLS

DOMESTIC SCIENCE—PAPER 2

Monday, June 27th, 9.00 to 12.00

Examiner: M. L. Kelso

1. What standards of judgment should a housekeeper possess in order to wisely buy fish, poultry, beef, lard, eggs and vegetables?
2. Describe fully how you would proceed to house clean your own room.
3. State the budget allowance necessary for yourself for one year, leaving out the amount for board and room. How would you distribute this? Of what value would accounting be to you?
4. (a) Write a brief paragraph stating the rules for the prevention of disease.  
(b) Tell how to care for a patient with measles.

1

(over)

5. How would you render first aid for the following emergencies:
- (a) A dog bite.
  - (b) A burn with a blister.
  - (c) A wound caused by a rusty nail.
  - (d) A severe cut near the elbow.
  - (e) Fainting as the result of shock.

# Department of Education

MANITOBA

EXAMINATIONS, 1921

PRACTICAL ARTS—GIRLS

MILLINERY, TEXTILES AND LAUNDRY

Tuesday, June 28th, 9.00 to 12.00

Examiner: M. H. Haliday

1. Give the microscopical appearance of the following fibres—cotton, linen, silk and wool.
2. Compare the respective effects of:
  - (a) Acids on vegetable and animal fibres.
  - (b) Alkalies on vegetable and animal fibres.
3. Name *four* of the principal weaves used in the manufacture of cotton fabrics, and give the names of *two* cotton materials, made in each weave.
4. (a) Describe the process of mercerization.
  - (b) What quality of cotton fibre is required for the process?
  - (c) How would you distinguish between mercerized cotton and linen? Between mercerized cotton and silk?

I

(over)

5. Name *five* ways that silk fabrics may be cheapened, and give *one* method of detecting each.

or

6. Give the chief characteristics of wool. How is wool adulterated, and how would you detect each adulteration?
7. (a) What is the difference between woollens and worsteds?
- (b) Give *three* examples of worsted materials and *five* of woollen materials.
8. Name the process involved in making a velvet or duvetyne hat, and describe fully *one* process.
9. (a) Give your method of washing blankets.
- (b) Give full directions for making soap solution for washing flannels.

or

Give your method of washing and ironing a dinner cloth, including your method of starching.

# Department of Education

MANITOBA

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EXAMINATIONS, 1925

GRADE XI

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HOME ECONOMICS OPTION

Friday, June 19th, 9.00 to 12.00

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Examiner: Mrs. L. Duncan

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*Note*—Any six of the first seven questions and the eighth make a complete paper.

Values

13	1.	Cream of Potato Soup	
		Roast Beef and Gravy	Mashed Potatoes
			Creamed Peas
		Bread	Butter
			Custard Pie
		Tea	Cream and Sugar

(a) Criticize above menu. Suggest changes making it more suitable for family consisting of father, mother, and children 5 and 8 years of age.

(b) Give general rules for planning meals.

13 2. (a) What essential food stuffs should be found in the diet of the normal person.

(b) Give three foods rich in each.

(Over)

(c) What are the functions of each of these food-stuffs in the body?

- 13 3. What advantages has the breast fed infant over the artificially fed infant?

- 13 4. (a) What are the characteristics of an under-nourished child?

(b) Give rules for him to follow in order to remedy his condition.

- 13 5. You are going to make a navy tricotine dress: Why is it necessary to shrink the material before you make it and how would you do it?

- 13 6. A girl is going to enter Normal: What factors should she consider in planning her wardrobe?

- 13 7. What rules should a tall thin woman, with a long neck, follow in choosing her clothes so as not to emphasize her height and thinness?

- 22 8. Answer the following questions by underlining the word which makes the most exact statement and return this sheet with your paper: Example: A food rich in fat is carrots, peanuts, beets, bread. Peanuts is underlined because it will make the most exact statement.

(1) Food should be served attractively because it stimulates the flow of digestive juices, saves time, the teacher advises it, is more sanitary.

(2) A food rich in calcium is meat, milk, potatoes, bread.

(3) A food rich in iron is cream of wheat, sugar, spinach butter.

(4) The body uses water for supplying energy, regulating its activities, an appetizer, a source of vitamins.

(5) A calorie is a growth promoting substance, mineral element regulating substance, unit of measuring heat.

(6) If you brought from home a cheese sandwich and a ham sandwich, a suitable combination for the rest of the school lunch would be vegetable soup and baked apple, baked beans and lemon pie, doughnuts and rice pudding, macaroni and chocolate pudding.



(7) The amount of water an adult should drink is approximately—1 or 2 glasses, 6 or 8 glasses, 3 or 4 glasses, 14 or 15 glasses.

(8) Cereals are made from roots, stems, seeds, leaves.

(9) Yeast grows best in bread-making when put into cold liquid, lukewarm liquid, boiling liquid, cold liquid and brought to boil.

(10) An inexpensive substitute for meat is baked potatoes, suet pudding, rice, baked beans.

(11) Air is used as a leavening agent in sponge cake, baking powder biscuits, cookies, bread.

# Department of Education

MANITOBA

EXAMINATIONS, 1927

GRADE XI

PRACTICAL ARTS

HOUSEHOLD ART

Thursday, June 23rd, 9.00 to 12.00

Examiner: Miss M. H. Halliday

**IMPORTANT**—All scribbling or rough work must be done in the answer booklets. None of either is to be done on this question paper.

## Part I

(Students will answer questions 1, 2, 3, 4 and either 5 or 6.)

Values

- 4 1. "In Dressmaking, the *selection* of material is of the utmost importance." Discuss fully the considerations that should determine *selection*.
- 3 2. Explain the meaning of *texture of materials* and illustrate by reference to two outstanding materials.
- 10 3. Describe your Graduation Frock under the following headings: design, material, suitability, structural lines, making, finishing and decoration.

(Over)

- 3 4. Show by a diagram how to alter a pattern for a person having *narrow* shoulders and *large* hip line.
- 5 5. Name *six* fabrics that require careful handling, and explain the placing of any *one* of these fabrics on a pattern.
- 5 6. Discuss fabrics for underwear, under the following headings: *air* retention, *moisture* retention and *heat* retention.

#### Part II

(Students will answer questions 3, 4, and 5, and either 1 or 2.)

- 5 1. Name *three* adulterations of silk fabrics and tell how to identify each one.
- 5 2. What is the reaction of silk to acids, to alkalies, to salts and to dyes?
- 6 3. Give *ten* of the most important properties of pure silk, and write a note on any *one* of them.
- 7 4. Write a full note on the manufacture of *Rayon* and compare its *properties* with Mercerized Cotton.
- 7 5. Enumerate the tests you would employ in determining the value of the given sample.

# Department of Education

MANITOBA

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EXAMINATIONS, 1928

GRADE XI

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PRACTICAL ARTS

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HOUSEHOLD SCIENCE

Friday, June 22nd, 9.00 to 12.00

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Examiners { Miss K. Dowler  
Miss S. C. Irwin, Ph.B.  
Miss M. Stewart, B.A.

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**IMPORTANT—All scribbling or rough work must be done in the answer booklets. None of either is to be done on this question paper.**

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Values

- 3 1. (a) What is meant by protein? Why do we need a particular amount in the diet?
- 2 (b) How do we determine the amount needed?
- 2 What is the effect of taking too much?
- 5 (c) Compare eggs and cereals as sources of protein, explaining which you think preferable and why.
- 6 (d) When eggs are 30 cents a dozen (9 eggs to the pound); meat is 38 cents a pound; fish 28 cents a pound; and cheese 39 cents a pound; which is the cheapest source of protein?

(Over)

## Percentage Composition

Food	Water	Protein	Fat	Mineral Matter
Eggs.....	73.7	13.4	10.5	1
Meat.....	66.3	20	13.4	1
Fish.....	75.4	18.6	5.2	1
Cheese.....	27.4	27.7	36.8	4.1

- 2 2. (a) What is the value of fat as a food?
- 3 (b) How much fat is required in the normal diet?
- 3 (c) Could carbohydrate be substituted for fat in the diet? Give reasons for your answer.
- 5 (d) Write a note on the digestion of fats.
- 3 (e) Explain the principle of fat cookery.
  
- 2 3. What is your opinion (a) of drinking at meals?
- 6 (b) Of milk, tea, lemonade as beverages for (1) children, (2) adults, (3) invalids.
  
4. (a) A child eight months old has been fed on mother's milk. It has been found necessary to change to pasteurized cow's milk.
- 6 Mention three dangers attendant on this change and show how each may be avoided.
- 3 (b) Give a feeding schedule for this child for 24 hours.
- 6 (c) Give a list of foods which should be added to his diet during the next year, giving approximately the age at which each new food is added.
  
- 6 5. (a) What would be your dietary problem in the following diseases: Anemia, diabetes, malnutrition, obesity, constipation, rickets?
- 9 (b) Make a list of foods to be used in each case in (a) and a list of foods to be avoided.
  
- 2 6. (a) What procedure would you follow if a child had
- 2 swallowed poison? If a boy had cut his wrist so that the blood was spurting out in jets?
- 2 (b) What precautions should be observed to avoid shock in handling electric equipment in the home? What first aid would you render for electric shock?
- 2 (c) For what are (1) mustard plasters, (2) hot fomentations used?
- 2+2 How is each prepared?

7. If you belonged to a family of five (three adults and two small children), and if your share of the work were to take entire charge of the meals, give your plan of procedure in the following phases of your work:

- 3 (a) Spending the money—allowing \$45 a month.
- 2 (b) Marketing the meat and vegetables.
- 2 (c) A list of prepared or partly prepared foods you should keep on hand ready for use in case of emergencies, such as unexpected company.
- 7 (d) The menu and time-table of work for a three course dinner to be served at six o'clock, supposing you had to be out from 2 to 5.30 p.m. This menu is to include hot meat and vegetables.

# Examination Board of Manitoba

EXAMINATIONS, JUNE, 1931

GRADE XI

HOME ECONOMICS

Course I (Household Science Option)

Monday, June 22nd, 14.00 to 17.00

**IMPORTANT**—All scribbling or rough work must be done in the answer booklets. None of either is to be done on this question paper.

A

*Note*—Any two out of three questions.

Values

1. What provision does the province of Manitoba make for:
  - 2 (a) A penniless widow with several children?
  - 2 (b) A deserted or orphan child who is unprovided for?
  - 2 (c) An old person of 70 years without means of support?
  - 2 (d) Prevention of diphtheria in a rural municipality?
  - 2 (e) A needy family in which the father cannot obtain work?
- 3 2. (a) For what are hot applications used in nursing?  
Cold applications?
- 4 (b) Explain how to prepare and how to use (1) mustard plaster, (2) hot fomentation.
- 3 (c) What is the normal temperature of the body?  
What does an elevation in temperature indicate?

(Over)

- 6 3. (a) Make suggestions for training a young child,  
 (1) To respect others' rights;  
 (2) To be honest;  
 (3) To avoid the development of fear of people,  
 dark, etc.
- 4 (b) (1) If it is necessary to punish a pre-school child,  
 what type of punishment would it be advisable to use?  
 (2) Discuss the advisability of punishing a child  
 by sending him to bed without his supper.

## B

*Note*—Any four out of five questions.

- 15 1. (a) What type of diet would you serve to a patient  
 running a low temperature, the disease of long duration  
 like tuberculosis? Why?  
 (b) What type of diet would you serve to a patient run-  
 ning a high temperature, the disease of short duration,  
 e.g. pneumonia or diphtheria? Why?
- 3 2. (a) Why is milk a necessity in the diet of a growing  
 child?
- 2 (b) Why does a child frequently form a dislike for  
 milk?
- 10 (c) Prepare a day's diet for an 8-year-old child who  
 dislikes milk. State definitely the amount of milk used  
 in each milk dish, number or shares of calories, grams or  
 shares of proteins and grams or shares of calcium, con-  
 tained in the total amount of milk used.
- 5 3. (a) What is your daily calorie requirement? Protein  
 requirement? Calcium requirement? Iron requirement?  
 State age, height and weight.
- 10 (b) Plan a breakfast for yourself that will provide one-  
 quarter of your daily calorie requirement, one-sixth or  
 better of protein requirement and about one-third each of  
 calcium and iron requirement. Outline in tabular form  
 the amounts of food served, and the food stuffs supplied  
 by each food.
- 3 4. (a) Why is cod liver oil given to growing children?
- 3 (b) Why is it advisable for children to wear sun suits in  
 summer?



- 3 (c) What is the foundation for the present vogue for use of liver in the diet?
- 3 (d) Why should the daily diet include raw fruit and vegetables?
- 3 (e) What is the purpose of orange juice in an infant's diet? What substitutes may be used?
- 5. A woman aged 50 is 30 lbs. over-weight.
- 3 (a) Why would she be wise to reduce her weight?
- 6 (b) Suggest a safe way for her to reduce.
- 6 (c) Show a typical daily diet for her, giving approximate amounts of food used.

## C

*Note*—Any two out of three questions.

- 5 1. (a) What factors must be considered when a family must make a decision between renting and owning a home?
- 5 (b) What are the advantages and disadvantages of living in an apartment for a family?
- 10 2. Make a budget for a stenographer living in your district who earns \$60.00 per month, and lives at home (state district).

*or*

for a rural school teacher who earns \$80.00 per month and pays \$32.00 a month for board.

- 10 3. (a) What undesirable individual habits may disturb the harmony in the home?
- (b) What habits should you cultivate in order to make the best contribution towards the maintenance of an harmonious atmosphere in your home?

APPENDIX H - Letter from R. Fletcher



DEPARTMENT OF EDUCATION  
WINNIPEG

16th January, 1932.

Dean W.C. McKillican  
Agricultural College  
University of Manitoba  
Winnipeg, Manitoba

Dear Sir,

With further reference to your correspondence concerning the granting of special certificates to teach Home Economics to certain graduates in Home Economics, I beg to say that the Advisory Board at its meeting approved of the following recommendation submitted by the special committee appointed to consider and report in the matter:

"THAT a license to be known as a "partial" certificate be issued to graduates in Home Economics of the University of Manitoba who have taken the special course and training in Education in the third and fourth years, such partial certificate to qualify the holder to teach Home Economics only. Any graduate in Home Economics desiring to teach any other subject in the schools of the Province must take the regular Normal training required of University graduates generally."

Yours truly,

*R. Fletcher*

Secretary to the Advisory Board.

APPENDIX J - Letter from

Miss Louise Pettingell

November 21, 1965.

In 1935 I went to St. John's High School. I followed Miss Sue Irwin. Miss Irwin left everything in wonderful order and left complete detailed information of how everything had been carried on. It was all very useful.

Mr. Reeve, the principal, gave support, advice and friendship.

I think there were just four high school Foods teachers at that time: Miss Sophia Schwalm at Daniel McIntyre, Miss Mary Stuart at Kelvin, Miss Florence Irwin in Gordon Bell, and myself.

Because we had no supervisor to coordinate our work, the four of us had regular meetings. I particularly remember the ones which were held in Miss Florence Irwin's apartment not far from Gordon Bell. They were very enjoyable social occasions as well as opportunities for exchanging ideas. I gained a great deal from them as well as enjoying the fellowship.

When Miss Halliday retired Miss Dowler was made supervisor of both sides of the work. Since the number of Home Economics teachers was increasing this was a necessary and helpful development.

#### My Philosophy

I was always an individualist and wanted to feel my own way. However a basic curriculum is essential. A new teacher, particularly, needs an outline. I remember how, for my first year I followed that old one as well as the detailed outlines of the former teacher. After that my own ideas began to set in. Of course we need to keep within some bounds because of children moving from one school to another, but within these limitations we need freedom.

We need freedom to fit the course to the students and to the needs of the district. We need freedom to express our own special talents.

Home Economics is such a very broad field that it is impossible to teach it all. Therefore if a teacher has a special bent or passion she may just as well be allowed to follow it. What she teaches then will have life, and that is the most important consideration after all.

As an illustration, I remember that Miss Sophia Schwalm was a marvellous cook and her heart was in the food-preparation side of the work. The girls loved the delightful things they learned to make and to serve elegantly. When more and more stress was put on theory I think it was hard on Miss Schwalm and my feeling was that since there isn't time for everything it is best to let a teacher give the girls what she loves to give, and what they love to get.

As for me, Nutrition was a passion. My feeling was, and is, that the greatest need on the Foods side of the work is Nutrition teaching. How many people even now know much about it, or know it in such a way that good nutrition is part of their philosophy? I did work very hard to make it meaningful so that they might not only know a balanced diet but eat it and serve it to their families later on. As you know, that is very uphill work but is the only justification for teaching Nutrition at all.

One thing I miss in my retirement is preaching that gospel.

In curriculum making I was in favour of the psychological rather than the logical organization. Some of us discovered for instance that a Child Care Unit seemed to strike fire best at the Grade X level. For some reason the Grade XI girls were not as interested. The more intensive instruction in Nutrition worked best in Grade XI. On the whole, Grade X was not ready. Therefore we felt that other considerations should not influence the placement of these units.

I particularly disliked the cyclic system that was in vogue for some time. The idea was to teach the same things every year but on a different level. Even though the children were not proficient they were sure that they had "taken it before".

Sometimes we covered too much -- spread it too thin. I believe in teaching what you teach so the pupils really know it. When I say "know" I mean know so deeply that it is almost like a religious conversion. Again I must say that I believe in creating attitudes, not just in imparting knowledge. This is very difficult indeed.

### The Decline of Home Economics

Just when I got into High School, Home Economics had for some time been at the crest of its strength and prestige. There was a fine option in the Matriculation Course. Miss Ray Kernaghan, if I remember correctly, took it, and Miss Jeanette Cave (Mrs. Tony Romanow).

For several reasons this option, as it was then, began to lose its popularity and then was dropped.

The most important disadvantage was that the girls found they were not qualified for University. Also there was pressure from some quarters not to take Home Economics if you had any brains. Considering the question of University entrance even we home economists had to reluctantly admit that it was not the best choice for those headed in that direction.

When I first went to St. John's, the high school students who chose Home Economics had half a day per week in Clothing and half a day in Foods. A reasonably thorough course could be followed. Then the time was cut down to a half day per week overall, and the girls were required to choose either

Foods or Clothing. The Clothing proved more popular to the girls of High School age. I deplored the loss of the Nutrition teaching.

The next step was to shorten the period and the girls who chose Home Economics then had two periods of Foods and two of Clothing. I won't go into the advantages and disadvantages of the short period.

It seemed to me that very often time-tabling took precedence over other considerations and if it fitted in more conveniently Grade XI and Grade X pupils were mixed in the same class. Students of superior and inferior ability were mixed -- not just the ordinary spread of ability but matriculation girls with those who were dull-normal.

A down-grading of Home Economics became apparent. This not only applied to Winnipeg but to the whole continent. It was being discussed when I took post-graduate work in Minnesota. We were puzzled about the reason and confused about what action to take. The condition being continent wide, any faults to be found in Winnipeg could not be held accountable. Actually I believe that the lack of consideration and respect for Home Economics work was a result of its general decline and not its cause.

I have come to think that the explanation of the early popularity and then the decline of Home Economics involves a paradox.

In the early part of the century the feminists were struggling for the vote, for better status for women, and better laws regarding women and the home. They were pressing for admission of women into business and professional careers. Part of the programme was training for all the skills involved in Home-making in the broader sense. The more women became educated and influential and the more they penetrated into the larger world, the more important and respected became Home Economics.

Then what is now called the feminine Mystique crept in, and as it grew in strength Home Economics seemed to be weakened. While the home was seemingly being idealized it was actually being down-graded. As women stop selling themselves short, begin again to exert and respect their intelligence, Home Economics will again show an up-swing. I am inclined to think the movement is starting now. Is it?

APPENDIX K - Letter from

Miss Isobel Robson



Home Economics in the Winnipeg Schools During my Term of Office, 1940-1963

Our first aim was to teach the skills of homemaking -- sewing and cooking -- in other words, to make good wives and homemakers.

We realized that Home Economics should do more than that. The course should educate our students in the whole picture of the family. Therefore we introduced such topics as relationships among family members -- the over-all operation of the family unit including the financing, shelter, health, recreation, etc.

We were of the opinion that it was our responsibility (but not sole responsibility) to educate the members of society for effective living, and to guide youth to meet the problems of a "new day". And so a study of basic human interests was included.

We endeavoured to base pupil experiences in the classroom on home and community problems. This made a change in types of laboratories desirable. This change was slow in accomplishing because of economic difficulties, etc., and a scarcity of equipment during war years.

There was a great change in equipment during my term of office, particularly in equipment used in meal preparation. It was advisable to instruct our pupils in consumer education (selection of equipment, etc.) as well as in the care of equipment.

'Convenience' foods were appearing on the market as well as many other new products. Students were given guidance in decision making, particularly in comparison of costs of ready-to-serve foods and those prepared in the home kitchens.

In clothing construction, materials were no longer classed as belonging to animal, vegetable and artificial fibre classifications. This made more consumer education essential in order to make wise selections of clothing, household linens, draperies, etc.

Clothing construction methods have undergone many changes. The sewing machine now does so much for home-sewers. Fine hand sewing has almost become a lost art. Seam finishes and buttonholes are made by turning a dial or adding an attachment. This is all to the good, as it is now not such a discouraging assignment for a student when she can make an attractive garment in a very short time -- and then wear it with pleasure.

And so I am pleased that I was in the position to introduce some rather 'revolutionary' changes in methods and equipment, and changes in the Home Economics curriculum. I feel sure that many more changes are yet to be introduced as a result of scientific research which is being undertaken.

We thought of our students as being future homemakers (full-time employment). Then we adapted our thinking and content of courses to meet the needs of homemakers who were also 'working women'.

Leisure time activities were given some thought. Evening school classes met this interest, and are now increasing each year, both in numbers and in subjects offered. In my opinion these are a very worthwhile contribution to adult education.

(Signed) Isobel Robson

APPENDIX L - Presidents, Education Chairmen,  
Journal Editors of Canadian  
Home Economics Association

### Presidents of Home Economics Association

1939-41	Miss Jessie L. McLenaghan
1941-43	Miss Jessie B. Brodie
1943-45	Miss Frances I. McKay
1945-46	Miss Doris S. Runciman
1946-48	Miss Mabel Patrick
1948-50	Miss Margaret S. McCready
1950-52	Dr. Edith C. Rowles (now Mrs. Simpson)
1952-54	Miss Mary A. Clarke
1954-56	Miss Florence H. Howden
1956-58	Miss Marjorie Kennish
1958-60	Mrs. Katherine Johnson Peebles
1960-62	Miss Gertrude Gerlach
1962-64	Mrs. Kathleen M. Watson
1964-66	Mrs. Norah M. Holcomb
1966-	Miss Wanda Young

### Chairmen of Canadian Education Committee

1939-42	Miss Doris Runciman
1942-46	Miss Hope Hunt
1946-50	Miss Charlotte Black
1950-52	Miss Ruth Binnie
1952-54	Mrs. Josephine Martin
1954-57	Mrs. Kathleen Watson
1957-59	Miss Helen Janzen
1959-61	Sr. Agnes de Sales
1961-62	Miss Helen Bentley
1962-65	Miss Margaret Campion
1965-	Miss Berneice MacFarlane

### Editors of Canadian Home Economics Journal

1950-54	Miss Mary Hiltz
1954-59	Miss Donna Baxter
1959-62	Miss Helen Janzen
1962-63	Miss Shirley Weber
1963-65	Miss Dorothy Hall
1965-	Miss Donna Baxter

APPENDIX M - Letter from

Miss M. H. Haliday

Suite 17, "The Sheridan,  
Winnipeg, May 27th, 1946.

My dear Miss Middleton:

In looking over my boxes of books, etc., on Home Economics, I found this book (Minute Book, Manitoba Home Economics Association) that I thought you would be one to appreciate.

There have been so many garbled accounts of the origin of the Home Economics Society in Winnipeg, this will set you right. The initial and informal meeting was held in my home, 245 Kennedy Street, over a cup of tea. It was inspired by Miss Juniper, then Directress of "Agricultural College".

Miss Juniper was a well-bred, cultured and clever young woman. Her resignation was a great loss to Education in general. She emphasized a thorough course in English, languages and science before entering the Home Economics course.

As the members were few the initial funds were supplied by a Silver Tea given by Mrs. J. H. Munson of Crescentwood. Later when we took on a more ambitious project, Mrs. R. A. Rogers gave a Tea that not only supplied the required amount but left a sum for the present Home Economics Society.

I write this to you, thinking that you would be interested in the birth of your Society.

I am,

Yours sincerely,

(Signed) M. H. Haliday

APPENDIX N -- Tribute to Early Leaders

While many people have contributed to the introduction of Home Economics education in Manitoba, it seems to the writer that special though brief tribute should be paid to Dr. Daniel McIntyre, Mrs. Esther Thompson McKay, Mrs. H. M. Speechly and Miss Mary Moxon. Through their encouragement and practical interest, communities were first made aware of the importance of Home Economics. Indeed, without them the introduction of Home Economics in Manitoba would have been delayed and its progress retarded.

#### Dr. Daniel McIntyre

From 1885 to 1929, Dr. Daniel McIntyre as Superintendent of Schools in Winnipeg was one of the most significant figures in education in Manitoba. He arrived from the Maritimes in 1883, one of the first in a migration of teachers from that part of Canada to the new West. He inherited a small school district of 2,625 pupils and forty-three years later passed it on with some 40,000 pupils. He died in December, 1946, aged ninety-four years.

His prestige as an educationist of insight and foresight and as an able administrator gave him powerful influence with his Board whose policies he guided skilfully and implemented effectively. He carried Winnipeg to the forefront among Canadian school systems and influenced Department of Education policies too.

In addition to guiding the physical growth of a rapidly expanding system he kept abreast of the best thinking and developments in modern



public education on both sides of the Atlantic. Among the major innovations guided into Winnipeg practice by him were the junior high school organization and program, industrial arts and household arts programs, and many features of modern school accommodations.

Dr. McIntyre was awarded the degree Doctor of Laws (Honoris Causa) by the University of Manitoba in 1912 and the Order of the British Empire in 1935. As was noted in Chapter V, the home economics movement in Manitoba owes a great deal to Dr. Daniel McIntyre.

Mrs. Esther Thompson MacKay

The women of Manitoba who knew Esther Thompson MacKay speak of her with admiration and affection. Her greatest gift was her understanding of others. Her high ideals, her vision and her ambition for others made them attempt things because she had faith that they would succeed.

Born in Oslo, Norway, on July 24, 1897, at the age of ten she came to Canada with her family and settled at Craik, Saskatchewan. She attended Manitoba Agricultural College, being one of the first to obtain a degree in Home Economics.

In 1923 she became Director of Women's Work and Secretary of the Manitoba Women's Institute. Believing that homemaking is a profession which requires preparation, study, genuine interest and a good deal of personality, she developed courses for women under a local leader plan. Through these, thousands availed themselves of the opportunity of solving their homemaking problems.

Some of her finest work was among New Canadian women, helping them

to understand new ways and customs, showing them they had a real contribution to make to Canadian life in their handicrafts and giving them a kindly welcome. She firmly believed that if women could meet the challenge of their work in the home effectively, they would transfer it into the life of the community and nation.

In 1940 she married Mr. N. C. MacKay, Director of Extension Service in Manitoba. She passed away seven years later. Her married life had been very happy despite her ill health. It was a joy for her to be able to do things in her own home that she had helped others to do and to share her wide experience in living with those she loved.

Mrs. H. M. Speechly

Mrs. Mary Speechly was born in England and received her early education in a private school owned by her father. In 1892 she received her B.A. degree from University College, Liverpool (affiliated with Victoria University, Manchester), then her M.A. degree. She took postgraduate work in Classics at Newnham College, Cambridge University.

In 1902 Mrs. Speechly left England to join her husband, Dr. Speechly, in Pilot Mound. It was in this rural community that she first made her influence felt in Canada. She participated in church and community service. As a member of the School Board she succeeded in getting manual training started and in organizing evening classes in sewing and cooking.

In 1911 Mrs. Speechly took an active part in organizing the Women's Institute in Pilot Mound, was a member of the Advisory Council, and later became national secretary of the Federated Women's Institute of Canada.

She was appointed, in 1923, a member of the Advisory Council of the Manitoba Agricultural College, and later when the College became part of the University she was appointed by the Government to the Board of Governors of the University.

As a member of the Board of Governors she was particularly interested in the Home Economics program at the University, and through her influence the Home Management house became a reality. In recognition of her work, the University conferred on Mrs. Speechly the degree Doctor of Laws (honoris causa) in 1941, and later named the new residence for women The Mary Speechly Hall. The inscription in the residence hall reads:

Mrs. Speechly was the first woman member of the Board of Governors. She served on the Board from May 1, 1933 to May 31, 1947. Because of her great interest in the women students of the University and her lifelong service to the community this building has been named=

Mary Speechly Hall

Mrs. Speechly officially opened the building on October 24, 1964.

#### Miss Mary Moxon

Miss Mary Moxon was responsible for teacher training in home economics in Manitoba from 1920 to 1951. Many home economics teachers in Manitoba remember her with gratitude as a counsellor and friend.

It was her ability to listen that endeared her to her students. They now recognize that her devotion to duty, her patience, perseverance and kindness looked for no reward beyond the joy of assisting her students.

Miss Moxon was born in Shubenacadie, Nova Scotia, and received her primary and secondary education at Truro, Nova Scotia. Attendance at the University of Saskatchewan, Macdonald Institute, and the Universities of Chicago and Manitoba gave her the degrees of Ph.B (Chicago and M.A.

(Manitoba). She has served as Assistant and Principal of Truro School of Household Science; as Lecturer in Foods and Nutrition at Manitoba Agricultural College; and until December, 1951, as Associate Professor, Home Economics Education, University of Manitoba.

In 1937 when the Manitoba Home Economics Association was reorganized, Miss Moxon became its President. While in this office she realized the need for a national organization and in 1939, at the organizational meeting, became chairman of the Constitution Committee of the newly formed Canadian Home Economics Association.

For years, Miss Moxon was active on committees dealing with Home Economics curricula. Moreover, she is recognized as an authority on the history of Home Economics in Canada.

Thus the work of these four leaders, especially, has influenced Home Economics education in Manitoba and continues, directly and indirectly, to influence the 138 home economics teachers in this province.