

THE DEVELOPMENT OF THE CANADIAN HOME AND SCHOOL AND  
PARENT-TEACHER FEDERATION AND THE RELATIONSHIP OF THE  
MANITOBA FEDERATION TO THE NATIONAL MOVEMENT

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by  
Charles Vincent Madder  
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## PREFACE

The writer wishes to acknowledge the interest, advice and guidance of his advisory committee: Dr. E. Boyce, (Chairman) Faculty of Education, Dr. J. M. Brown, Dean of the Faculty of Education, and Mrs. C. S. Evenden, Life Member of the Canadian Federation.

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Dr. W. P. Percival, Mrs. Ernest Evans and Mr. H.H. Simpson.

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## AN ABSTRACT OF A THESIS

### THE DEVELOPMENT OF THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION AND THE RELATIONSHIP OF THE MANITOBA FEDERATION TO THE NATIONAL MOVEMENT

This thesis discusses the origin and development of "The Canadian Home and School and Parent-Teacher Federation" and evaluates the Home and School movement in Canada. It may serve as a record of accomplishment, a source of information and a guide to further action in its field of interest and influence. With the inclusion of the historical development of the "Home and School and Parent-Teacher Federation of Manitoba, Incorporated" the writer was able to signify the co-operative efforts necessary to develop the provincial and national federations.

In 1927 representatives of the provincial federations of Ontario, Nova Scotia and British Columbia, along with association representatives from Alberta, Saskatchewan, Manitoba, Quebec, New Brunswick and Prince Edward Island met in Toronto. This meeting resulted in the organization of the Canadian Federation. The Federation has grown to include all Canadian Provincial Federations and the Yukon Federation. It is now, with its present membership of over 300,000, the largest adult volunteer welfare organization in Canada. This growth can be

attributed to the work of the administrative committees and to the stimulating leadership of such men as Dr. L.A. DeWolfe and Dr. S.R. Laycock. The National Headquarters Building, located in Toronto, is a tribute to their tireless efforts.

Through the work of the educational committees the Canadian Home and School and Parent-Teacher Federation has received commendation, not only from the membership of the Federation but from other national organizations, for example, the Canadian Teachers' Federation, the Canadian School Trustees' Association, the National Film Board and the Canadian Broadcasting Corporation.

The Federation established committees to deal with special projects such as The Teacher Shortage, the Library Project, School Drop-outs, and the Canadian Family Study. Through the reports of these committees the membership has been made aware of conditions in Canadian society and the resultant study has led to improvement.

Through affiliation and liaison with other national organizations, the Canadian Federation has indicated an interest in the welfare of all children in Canada, and through its international representation indicates a worldwide interest in the welfare of all children.

The development of communication between the Canadian Federation and its membership has followed a pattern of first

a Newsletter, then a Newsletter and a magazine edited and published by the Canadian Federation, and at present a Newsletter and a professionally produced magazine, "Quest," which is the official publication of the Canadian Home and School and Parent-Teacher Federation. The Canadian Federation considers one of its main functions to be that of keeping its membership informed on educational matters. With the advent of Quest, Spotlight on Education, the Federation is accomplishing a basic purpose.

The aims and policies of the Canadian Federation have been based on its Objects which were first adopted in 1933 and until the present Objects, as revised for the 1951 Annual Meeting, were approved. This thesis, too, summarizes all the resolutions passed by the Annual Meetings from 1946 to date, and the resultant action or legislation that has been brought into effect and presents a statement of policy of the Canadian Home and School and Parent-Teacher Federation as adopted at the 1963 Annual Meeting.

By means of resolutions directed to departments of the Federal Government or its agencies such as the Canadian Broadcasting Corporation and the National Film Board, the membership of the Canadian Federation seeks to influence other national organizations. The Federal Ministers have been cognizant of the work of the Federation as a voice of parents.

The record of the development of the Home and School and Parent-Teacher Federation of Manitoba, Incorporated, is included in this thesis to indicate the growth of a typical provincial federation and the relationship of a provincial federation to the parent organization.

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## CHAPTER I

### INTRODUCTION

#### I. PURPOSE OF THE STUDY

It is the purpose of this thesis to record the events that have been significant in the development of "The Canadian Home and School and Parent-Teacher Federation". Its work is sufficiently important to warrant this record as may be witnessed in Chapter VIII which shows the influence of the policies of this organization - policies which have significance nationally and internationally. Moreover, since the records of the committees of this organization have, in the past, been used as the bases of national conferences on education and on children, and since a history of the organization has not been heretofore written, a permanent record is needed.

#### II. ORGANIZATION

The writer proposes, in this thesis, to discuss the origin and development of The Canadian Home and School and Parent-Teacher Federation and, from available data, to evaluate the Home and School movement in Canada, showing especially the relationship of the Manitoba Federation to the

national movement. This report may thus serve not only as a record of accomplishment but also as a source of information, and as a guide to further action in the Canadian Federation's sphere of interest and influence.

As the Canadian Federation is the parent body, its significance, formation and structure are presented first in this thesis. Chapter II contains an outline of the internal and external achievements of the Canadian Federation through which the Federation has gained prominence in Canadian life. Chapter III records the constitutional changes that were necessary to guide the membership and administer the affairs of the Federation. Chapters IV to VII present a report on the major activities of the organization through its administrative committees, educational committees and committees on special projects. Chapter VIII outlines the national and international influences of the Canadian Federation.

The Manitoba Federation was formed subsequent to and through the influence of the Canadian Federation. The growth and influence of the Manitoba Federation is recorded in Chapter IX.

The final chapter in this thesis describes the relationship of provincial federations to the national movement, using the Manitoba Federation as a typical provincial Home and School and Parent-Teacher Federation in Canada.

### III. SOURCES OF DATA

As his first source of data, the writer used the records of the Canadian Federation which are kept, complete and available, in the archives of the National Office.<sup>1</sup>

These records include the minutes of all meetings - executive, board, advisory, sub-executive, and annual, and reports of all committee work contained, since its first appearance in 1948, in the yearly publication "ACROSS CANADA".

The Baker History, published in 1952, was another source of information. This history summarized the development of the Canadian Federation year by year from its beginning until its twenty-first year.

To secure information which led to the formation of the Canadian Federation, the writer examined the records of the provincial federations that were active in forming the national organization. These were available through the provincial offices in Ontario and British Columbia.

Several of the original executive members of the Canadian Federation are living and through personal and written contact they have added information and interest in the research for this thesis.

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<sup>1</sup>The Canadian Home and School and Parent-Teacher Federation, 370 Dundas Street, West, Toronto 2-B, Ontario.

As the organization in Manitoba has been formally established only since 1942, it has been possible to consult many of the provincial officers who were active in the provincial organization from its beginning. Information which they offered, along with the records from the provincial office,<sup>2</sup> provided the source of material on the Manitoba Federation.

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<sup>2</sup>Home and School and Parent-Teacher Federation of Manitoba, Incorporated, 216A Phoenix Bldg., 388 Donald St., Winnipeg 2, Manitoba.

## CHAPTER II

### AN OVERVIEW OF HOME AND SCHOOL IN CANADA

Home and School and Parent-Teacher Associations are comprised of lay and professional people primarily interested in the education and welfare of children at home, in the community and abroad. It is the only organization in Canadian society that is established for the co-operation of parents and teachers for the welfare of children and youth. By means of this organization, parents and teachers can speak and act locally, provincially and nationally.

The Home and School and Parent-Teacher Federations of each province, as well as the Canadian Federation, have gained recognition through the work of their committees and by co-operation with other national organizations. "The Teacher Shortage" was a study undertaken by the School Education Committee, and the resulting report with its recommendations has drawn favorable comment and co-operation from teacher and trustee organizations. Studies and reports based on such topics as Core Curriculum, Student Drop-Outs, Financing Education, and Developing Student Potential have assisted in making the public more aware of present-day situations in education. The Canadian Federation has representation on the executive of the Canadian Education Association, the Canadian

Council on Research in Education, CBC Advisory Council of School Broadcasts, the National Film Board Advisory Council, Canadian Education Association, the Canadian School Trustees Association and the Canadian School Teachers Association, besides representation to many national welfare organizations.

The Canadian Federation has earned recognition also through its reports. For example, the Canadian Family Study Report was used as background material for the section on the family in the Canadian Conference on Children held at Ste. Adele, Quebec, in October, 1960.

In order that the membership and the public at large may know of the studies conducted by the Canadian Federation in its areas of interests, the Federation has adopted two methods of action:

1. Reports of committees are made available through the National Office to all who are interested. Attention of the membership is drawn to the mimeographed reports through the National Newsletter and the Canadian Home and School magazine.
2. The general public is made aware of the studies and action of the Canadian Federation through resolutions that are approved and passed by the Canadian Federation and forwarded to other national bodies. For example, the attention of the Department of



Justice of the Federal Government has been drawn to the harmful effects on children and youth by crime comics, obscene and pornographic literature.

Since the presentation of resolutions in 1948, 1949, 1951, 1953, and again in 1954, fewer Crime Comics appear on Canadian news stands. Legislation is now in effect that forbids the importation, publication or sale of salacious literature in Canada. The Canadian Federation has also directed resolutions to the Federal Department of Citizenship and Immigration asking for equality of opportunity for Indian children and integration of Indian adults as well as children with adults and children of other ethnic backgrounds. A further example of the co-operation of the Canadian Federation with other national bodies is an International Project launched in 1960, showing the federation's desire to foster international goodwill and peace. The project uses six methods to promote better understanding among nations.<sup>1</sup>

The achievements of the Canadian Federation have been accomplished through the leadership of prominent educationists, among whom are Dr. George W. Kerby, president from 1927 to 1938, Dr. L.A. DeWolfe, president from 1938 to 1945, Dr. S.R. Laycock, president from 1945 to 1947. Other prominent citizens who added strength to the Federation were:

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<sup>1</sup>See Chapter VII, Page 79.

Mrs. B.S. McLaughlin, Miss Dora Baker and Mrs. W.K. Colin Campbell. Through their leadership and continued efforts the Canadian Federation has grown to a membership of 325,000 with a Headquarters Building owned by the Federation.

Expansion in membership was paralleled by an increase in per capita fees. In 1931 each association membership fee included the one cent that was forwarded to the Canadian Federation. In 1962 the Annual Meeting established the fee per member at ten cents. The Canadian Federation has been able to finance its Executive, Board and Advisory Meetings, Annual Meeting expenses and committee expenditures through this nominal fee. When consideration was given to the purchase of a Headquarters Building a separate fund was established to which payments were required from the provincial federations. In the earlier years of the Canadian Federation, a Founders' Day Fund gave the Federation money for extension services.

Internationally, The Canadian Home and School and Parent-Teacher Federation has been represented at the International Home and School and Parent-Teacher Federation meetings that have been held at Denver, Colorado in 1931; Oxford, England in 1935; and in Lansing, Michigan in 1952. At present, consideration is being given to holding an International Home and School and Parent-Teacher Federation

Conference in Canada in 1967 in conjunction with Canada's Centennial celebrations.

The Canadian Federation works in close liaison with the National Congress of Parents and Teachers in the United States of America. This is done through representation at their respective Annual Meetings in the United States and in Canada; by an exchange of information through the national offices; and by consultation of representatives on proposed projects that have international implications. Recent correspondence has shown contact with Parent-Teachers Associations in Bermuda, Japan, Australia, India, Ceylon and Gambia.

The Canadian Federation's growth in strength and stature has been marked by the presentation, in 1958, of the Beaver Skin Award by the Canadian Citizenship Council. This award is presented annually to the organization in Canada that has been recognized for

"Outstanding efforts and towards the enhancement of citizenship in Canada during not less than the past ten years, working largely with adults, and national in organization and influence".<sup>2</sup>

The citation is inscribed on a beaver skin and, at present, may be seen in the reception room of Canadian Federation's National Headquarters.<sup>3</sup>

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<sup>2</sup>ACROSS CANADA 1958-59. Edited and published by The Canadian Home and School and Parent-Teacher Federation. P. 86.

<sup>3</sup>APPENDIX F. Beaver Skin Award Citation, P.145.

## CHAPTER III

### ORIGIN AND BACKGROUND

#### I. AMERICAN INFLUENCE

In the closing decades of the nineteenth century anyone who cared about children had reason to be concerned, indignant, and yet, hopeful. Infant, child, and maternal mortality was appallingly high. Diseases resulting from improper feeding, poor milk and water supply, and unsanitary surroundings took a frightful toll of babies. Except for immunization against smallpox and diphtheria, preventive pediatrics did not exist. It seemed that high death rates from childhood diseases were inevitable. There were no prenatal clinics and no child health conferences. In short, none of the child and maternal health services existed that are fairly common today.

As industrialization developed in the United States, child labor increased. In 1790, Samuel Slater built a cotton mill in Rhode Island. His first employees were children from seven to twelve years of age. Thereafter, he employed whole families under a single wage agreement. David Humphries, in Connecticut, secured children from the almshouses in New York. It was reported in 1832 that two thirds of all persons employed were between the ages of seven and

sixteen. The first child labor law in the United States was passed in 1836. It provided that no child under fifteen should be employed in any manufacturing establishment unless he had attended a school for at least three months in the preceding year. In Massachusetts, in 1842, child labor under twelve was limited to ten hours a day.

No provision was made for the children for playgrounds and the children who roamed the streets and broke the law received the same treatment as adult offenders, being placed in the same jails. Parents who wished to get rid of their unruly children could have their children put in prison by saying they were incorrigible.

Towards the end of the nineteenth century the words of Jean Jacques Rousseau, Pestalozzi and Froebel were being read by women and men who were interested in the welfare and education of children. Rousseau believed that "Man is born free" and, if children were marred, society had been the cause. Pestalozzi's experiment with destitute children proved that, by treating them as creatures of worth and dignity, learning could be a fascinating, pleasant experience. The children in his kindergarten played, and learned through play. Horace Mann declared that without good teachers there could be no good schools; that the first essential for good education was good health; that training rather than bleak

instruction was the true method; that the development of mind and character in the child by a wholesome moral training was the true aim of education.<sup>1</sup>

As more and more parents became concerned about the welfare of children in the urban industrialized areas, groups of mothers met to protest, later to make the public aware of the existing injustice to the children of America.

It was this growing awareness of the neglect and exploitation of children, the distress over mothers' ignorance of health and nutrition, the new knowledge brought about by the study of psychology that caused groups of mothers to draw the attention of teachers, legislators and doctors to these conditions.

Among those persons who were interested in Mothers' Clubs were two kindergarten teachers, Frances E. Newton of Kansas City and Mary Louis Butler of Chicago. It was through Miss F. E. Newton's invitation to a Mothers' Club meeting that Mrs. Alice (Theodore W.) Birney presented a plan to gather together representatives of clubs and associations that were interested in improving the welfare of the children of America. From August, 1895, Mrs. Alice Birney gave her time to arousing enthusiasm for a national meeting in Washington, D.C.

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<sup>1</sup>Overstreet, Harry & Bonaro, "Where Children Come First - A Study of the P.T.A. Idea" (National Congress of Parents and Teachers, 1949), 31-32.

Mrs. Alice Birney met Mrs. Phoebe Apperson (George) Hearst, a fabulously wealthy lady who cared about boys and girls who needed help. With her financial assistance letters were sent to thousands of women's organizations throughout America: women's clubs, mothers' clubs, mothers' round tables, mothers' councils, women's aid societies, Progressive Culture Clubs, W.C.T.U., home and school unions and kindergarten associations. These letters assisted in arousing enthusiasm for a National Congress planned to meet in Washington, D.C. in February, 1897. As a result the "National Congress of Mothers" met and organized. The group numbered over two thousand and represented mothers' clubs from every state in the union.

The First Congress, in brief, drew for succeeding decades, the broad outlines of what mothers and fathers, teachers, clubwomen, scientists, social workers, social reformers, and all the rest of the decent-minded citizenry were to be worried about and trying to do something about.<sup>2</sup>

At the time that mothers' clubs and parents' clubs were forming in the United States, a similar trend was taking place in those areas of Canada where the lines of communication with the United States were established, i.e. the Maritime provinces of Canada with the Atlantic Seaboard States of the United States; Lower Ontario with New York,

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<sup>2</sup>Ibid. p. 47.

Massachusetts and Pennsylvania States; British Columbia with the State of Washington.

## II. BEGINNINGS AT BADDECK

The beginning of Home and School in Canada may be traced back to a group of parents at Baddeck, Nova Scotia, who met in an upstairs schoolroom once a week after school had been dismissed. The majority of this group were women who were interested in the bringing-up of the children of their school district. Continued interest in the welfare of their children led these parents to the formation of a formal organization with by-laws. Mrs. Graham Bell was a member of this group, and while in Washington, D.C. during the winter of 1894-95, she contacted similar associations that had been formed in that area. On her return to Baddeck she assisted in organizing the "Parents' Association of Baddeck", on December 18th, 1895.

Mothers guided Home and School work in Canada in its earlier years and, as interest of teachers and fathers became apparent, the name changed from Mothers' Clubs to Art Clubs, to Parents' Clubs and then to Parent-Teacher Clubs. As associations formed in close proximity, the idea of grouping together for the exchange of ideas and inspiration led to the formation of Councils. The first Council was formed in Toronto in 1916 and consisted of nine associations with