Oyama School 1933-1936

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Oyama School 1933-1936

Margaret Smith

Contents

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Pictures and Hecords

This document was compiled in 1983 using material gained in letters and discussions with Mr. Canobell and with several of his former sindenis. Much gratifude is extended to all those involved.

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CHARRIER I

	MIL ACOMPRETE S ACOMPRE
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1927-25	Attended Victoria, North-1 School
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1929-10	tanglet is a one countractal sensial at the a. Similar least of Presention on the Settle Satter mattread.
1539-00	All-model sig.G. to upgrade teacher certification from a Farst Class (a an Academy, mentificate)
1533-34	Canchi graces V VIII at Oyana.
1914-30	Taught the one room high school, grades $\langle X-\hat{Y}(\cdot)\rangle$ at Gyana.
1936-55	Principal of Rutland Elementary Secumbary Schnol.
	Unit: 1943, this Rutland school served the Rutland, Belgo

Unit 1945, this flutiand school surved the Rutland, Beign and Black Mountain recal districts. It was administered by an 3 member school award. In 1943, the rural districts of Gyams. Minifiett, Okanagan Contre, Ellison, Retland. Beign and Illack Mountain convolutated to form to Emitral Ukanagan United School to make available secondary education, from a character of charge. In all pupils in the sea. (Now called Central Okanagan School Blattici 423) The secondary school was located in Kultand as this twestion involved the bosing of the Fewest pupils. As well as being the Principal. Hr. Cempbell also taught folitime during those years.

Mr. Campbell's leaching load decreased until he taught two or three courses while being the administer of about 30 staff and about 100 grade 1-Xf[students in four buildings. 1943-68

1843 47 Socretary-Treasurum for the newly Jorned Contral Okanagan United School District.

Also served as Secretary Transurer for the Rutland School Buard in its faiter years.

1955 7.1 Superintendent of Schools:

1958 Gt. Responsibility for all schools from the Peace. River, At Taylor, morth to Mile 45 on the Baines Road, plus two lim-exam Day Schools in the Militchurse airs.

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CHAPTER_I

MR. CAMPBELL'S_CAREER

- 1926-27 Completed Senior Matriculation In Kelowna High School.
- 1927-29 Attended Victoria Normal School

Note: mid-January 1928, Mr. Campbell broke his back in an English Rugby game and was put in a body cast. Confined to bed until July. 1928, the cast was finally removed in early December, 1929.

- 1929-30 Taught in a one room rural school at Jura. 9 miles east of Princeton on the Kettle Valley railroad.
- 1930-33 Attended U.B.C. to upgrade teacher certification from a First Class to an Academic certificate.
- 1933-34 Taught grades V-VIII at Oyama.
- 1934-36 Taught the one room high school, grades IX-XII, at Oyama.
- 1936-58 Principal of Rutland Elementary—Secondary School.

Until 1943, this Rutland school served the Rutland, Belgo and Black Mountain rural districts. It was administered by a 3 member school board. In 1943, the rural districts of Oyama, Winfield, Okanagan Centre, Ellison, Rutland, Belgo and Black Mountain consolidated to form the Central Okanagan United School to make available secondary education, free of charge, to all pupils in the area. (Now called Central Okanagan School District #23) The secondary school was located in Rutland as this location involved the busing of the fewest pupils.

- 1936-43 As well as being the Principal, Mr. Campbell also taught full time during these years.
- $1943\text{--}58\,$ Mr. Campbell's teaching load decreased until he taught two or three courses while being the administer of about 30 staff and about 100 grade I-XII student in four buildings
- 1943-47 Secretary-Treasurer for the newly formed Central Okanagan United School District.

 Also served as Secretary Treasurer for the Rutland School Board in its latter years.
- 1958-73 Superintendent of Schools:

 $1958{-}61$ Responsibility for all schools from the Peace River, at Taylor, north to Mile 48 on the Haines Road, plus two Indian Day Schools In the Whitehorse area.

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1909 /1 on Sabout Bastrocks (4 (South Ogangger) and the ISTHiBarroup, resourceble for all actuals from Samagan toles with the Garges and west to Hedley

In addition. Ar. Complett water as the official Ingster for alghi schools up the Alacka highest. Telegraph Greek. Mile 48, dainet Host and Head Hope Lake.

TEACHER TRAINING......

Mr. (wombe), a thoughts on leacher framing -

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"Nome I Schools were staffed by indicated who had proven thesening to be successful performers in school classrooms - deniested, experienced teachers. For the most part the 'performers in in the Sever saty Faculties of Squeation have never laught school. It, to me, it is notice face that the people in mharge of freshing our student teachers have no experience to the fitted. A good deal of the courses they put the atulant leachers through are complainty irrelevant to skills and tations needed by the classroom leacher.

'I have of no other profession wherean this situation prevells. Professors in the Medical Faculties, in the Parulty of Law, on the Englineasure Faculty att and individuals of experience and demonstrated skill on their (polis.) -2-

1961—69 In School Districts 48 (Howe Sound) and 29 (Lillooet) responsible for all schools from Britannia Beach and Woodfibre, on Howe Sound, through Squamish, Alta Lake. Pemberton, Shalloth, Bralorne, Lillooet, Pavillon and Blue Ridge.

1969-73 In School Districts 14 (South Okanagan) and 16 (Similkameen), responsible for all schools from Okanagan Falls south to Osoyoos and west to Hedley. In addition, Mr. Campbell acted as the Official Trustee for eight schools up the Alaska Highway, Telegraph Creek, Mile 48, Haines Road and Good Hope Lake.

TEACHER TRAINING

Mr. Campbell's thoughts on teacher training --

"Having had the experience of teacher training at both the Victoria Normal (to get my 1st Class Certificate) and at the U.B.C. Teacher Training Faculty (to get my Academic Certificate), I can report unequivocally that the teacher training at U.B.C. was an utter farce. I can never understand (other than it probably saved money for the government) why teacher training was turned over to the Universities and the Normal Schools closed. For the most part all of us came away from our Normal School experience with the feeling that teaching was a wonderful 'calling' - a mission. This certainly was not the case for the University experience. There one got the idea that teaching was a 'business' - a 'profession' - a move into the 'heady -atmosphere' of lawyers, doctors, engineers etc. Even today I have ingrained doubts as to the efficacy of the experiences provided by University Faculties of Education.

"Normal Schools were staffed by individuals who had proven themselves to be successful performers in school classrooms — dedicated, experienced teachers. For the most part the 'professors' in the University Faculties of Education have never taught school. It, to me, is an utter farce that the people in charge of training our student teachers have no experience in the field. A good deal of the courses they put the student teachers through are completely irrelevant to skills and talents needed by the classroom teacher.

"I know of no other profession wherein this situation prevails. Professors in the Medical Faculties, in the Faculty of Law, in the Engineering Faculty - all are individuals of experience and demonstrated skill in their fields."

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CHAPTER III

OYAMA, SCHOOL

In the 1500's there were hundreds of teachers scrambting $\epsilon_{\rm hig}$ any available 150

Mr. Campholic probably heard about the Job in Ovame through Inspector T.R. Hall who had an office in the Casorae Block in Kolowna. The prospective toecher had to get a Oyaca and call individually an each of the achief trustees: Major Shaw McLaren, Jack Stophens and Mr. Perrin. The latter run the Little general store and past office should quater of a mile mest of the school. Also, there was a meeting with the Secretary Treasurer. Adult Described the school. Also, there was a meeting with the Secretary Treasurer. Adult Described to take a good hair bour when the Issuector's report from Jura would also be presented.

One of the Jara Inspontors had boun Mr. Ball fothers were A.R Lore and G. Carlors, we as doubt the twaters contacted Inspector Hall better during the Applicant.

Mr. Campbell remembers, "One thing that each one lived me with was "We have a loven, had lot of kids here. They have run three touchurs out two last wear and one the year heter." I assured them that if they succeeded in estag me 'as a door mat' I would quickly resten."

The salary in 1932 34 was about \$1,000, given at \$100.00 per meeth. In 1934-35 it was \$1450, and 1934-36 it has raised to \$1550. The salary name in two chequest one from the School Board and one from the Usalary name in 1900 and in 1900 and the end of each month a report form had to be completed and matted to victoria, which would send out the government subsidy of about 885.00.

In 1938, Mr. Cambell accepted the job at Rutland. The Gyams Board expensed great disappointment that be left as he did not consult them before accepting the new post. The Gyama trustees would have offered a fargor salary to encourage him to stay not their school.

For the first year in Oysma, Mr. Campbell boarded at Jack Butterworth's for \$30.00 per month. In 1934 he married Mahel and the heartywoods rented a little house from Bill Porward. It has inmediately east of Aldred's Store. The house had very small with an outdoor toller, a wood stove in the kitchen, and a little pantry sight for rangle water aduring the trigation season. The rost of the year water was brought by paid and dutch yoke from Mood Lake. Mith no car, transportation was by bicycle or fout.

Mr. Campbell got to school at 7.30 a.m. and left about 5.30 p.m. During moon-hour, while calling tunch, be prepared for the afternoop classes or marked popular work. Supper was about 7.00 after which was more time for inspec preparation and it madelpht and often later.

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CHAPTER II

OYAMA SCHOOL

In the 193O's there were hundreds of teachers scrambling for any available job.

Mr. Campbell probably heard about the job In Oyama through Inspector T.R. Hall who had an office in the Casorso Block in Kelowna. The prospective teacher had to go to Oyama and call individually on each of the school trustees: Major Shaw McLaren, Jack Stephens and Mr. Perrin. The later ran the little general store and post office about quarter of a mile west of the school. Also, there was a meeting with the Secretary-Treasurer. Jack Butterworth. Each interview took a good half hour when the Inspector's report from Jura would also be presented.

One of the Jura Inspectors had been Mr. Hall (others were A.R. Lord and G. Carter), so no doubt the trustees contacted Inspector Hall before hiring the applicant.

Mr. Campbell remembers, "One thing that each one faced me with was 'We have a tough, bad lot of kids here. They have run three teachers out - two last year and one the year before.' I assured them that If they succeeded in using me 'as a door mat' I would quickly resign."

The salary in 1933-34 was about \$1,000, given at \$100.00 per month. In 934-35 it was \$1450. and 1935-36 it was raised to \$1550. The salary came in two cheques: one from the School Board and one from the Department of Education in Victoria. At the end of each month a report form had to be completed and mailed In to Victoria, which would send out the government subsidy of about \$65.00.

In 1936, Mr. Campbell accepted the job at Rutland. The Oyama Board expressed great disappointment that he left as he did not consult them before accepting the new post. The Oyama trustees would have offered a larger salary to encourage him to stay at their school.

For the first year in Oyama, Mr. Campbell boarded at Jack Butterworth's for \$30.00 per month. In 1934 he married Mabel and the newlyweds rented a little house from Bill Forward. It was immediately east of Aldred's Store. The house was very small with an outdoor toilet, a wood stove in the kitchen, and a little pantry sink for running water - during the irrigation season. The rest of the year water was brought by pail and dutch yoke from Wood Lake. With no car, transportation was by bicycle or foot.

Mr. Campbell got to school at 7.30 a.m. and left about 5.30 p.m. During noon-hour, while eating lunch, he prepared for the afternoon classes or marked pupils' work. Supper was about 7.00 after which was more time for lesson preparation until midnight and often later.

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"A couple of times (or so) I didn't go to bed at all because I'd been off to Kelowna or Vernou or Kambons to play a basketuall game and returned to spend the rest of the night preparing for the next day."

Saturdays were kept free of school work. as was Sanday until the atternoon and evening.

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By comparison to the schools of today, the soundly constructed, solld hullding in Oyana was very basic. In those days no more was expected. Everyone was quite sattailed just to have a school in the area - oven if the ouldoor toilets did prove a bit chilly on some winter days.

The two elementary rooms were heated by a wood burning furnace in the basement below the east room. The High School room was heated by a large store heater. Summer cooling was achieved by opening the windows and doors,

"I remember the time the gasoline Guteman lamp flared when belong tit. I opened a window to hold it outside until it simmered down." $\$

Electricity was not installed until late 1935 when Mr. Crawford did so at a cost of \$125.00.

The rooms in the school had blackboards covering two or three walls and windows along another side. Several students recall the high cuttlings and how bright if was in the rooms. The decks would be in four rows, each now denoting a grade. The floor was wooden unlike the dirt floor in the basement where some extra activities took place.

In front of the room was the Teacher's Desk and also his 'office' which consisted of a closet, about three feet by six feet, for storage of supplies, records and the teacher's coat.

A former teacher. Mrs. Weddell, recalls that when she taught there in 1926-27, the total supplies for Grade 1 were pencils and paper, crayons, plusticene, one pair of scissors and an Estons catalogue.

Students from the 1930's remember the large bottles of link, the paper cutter, the globe, the wall portraits of King George V and Queen Mary, the chemistry table and the library. Some former pupils recall the library as containing a 'few old books' while others say, for example, "there were books of many kinds including The National Geographic", "my favouriff book was Treasure Island". These recollections no doubt correlate with the individuals' interest in resuling!

Of prime importance to everyone was The Clock, measuring the minutes until school would be over.

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are from home to achieving.

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Most part, everyone once received where. The main relaxity them was grechards. The year once is not received to be destrictly as a local factor of the families. The positive were not involved in their children's acknowledge as they are large, in this type for the number of the other destrictly to the treations and transfers. These where no activation of parent transfers one, received or a parent local color agreetation. The chemistry table was in the High School and held chemicals and science equipment relating to the Physics and Chemistry courses. Certain experiments had to be done and written up in the student's laboratory books. These books were appraised by the Inspector and were required to meet a set standard.

The library was for all the students and was housed in a cupboard in the hall between the two elementary classrooms. A volunteer from the community acted as the librarian, and pupils could use the library once or twice a week to exchange books.

Most of the Oyama students walked to school. A few used bicycles. Those with the longest walk were probably the Gallachers from the east side and the Rawesthornes from the north. They would all have about a four mile walk to school. At the High School level students came from Winfield in a car belonging to Mr. Berry and driven by his son, Gilbert. In Winter children could skate across Wood Lake to school or even use their sleighs.

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Public School (now called Elementary School) began with First Primer, then came Second Primer, First Reader, Second Reader and up to Fifth Reader with the High School Entrance Examination. Then, if students chose, and relatively few did, they moved to First Year High School, Second Year High and finally Third Year High or Junior Matriculation. Those who passed the Province wide Junior Matriculation Exam qualified for First Year University or Normal School.

Leaving was allowed any time after twelve. Mr. Campbell recalls, "... my attempt to quit school was frustrated by the almost unbelievable feat of my dead mother's 'medicine' of whipping me all the way from home to school...."

In 1933-34 there were about 25 children, aged 11 and 14 years, in Mr. Campbell's class. Some pupils were older than others in the same grade as they had to meet a set standard to be promoted. It was therefore possible that a child stayed in perhaps Grade IV or V until he or she was old enough to quit school altogether.

The 1934-35 class had about 11 students and the following year there were 13. They were from 15 to 18 years of age and mostly from Oyama. The few who did come from Winfield had to pay tuition fees to the Oyama School Board. This was paid either by the Winfield Board or by the individual's parents.

Oyama was a small and quite close knit community. For the most part, everyone knew everyone else. The main industry then was orchards. The rural environment provided a beautiful place to live for the families. The parents were not involved in their children's schooling as they are today, in that they left the running of the school entirely to the trustees and teachers. There were no structured parent-teacher conferences or a parent-teacher association.

Oyama School, 1933 - 36 Page 7

The teachers were close in the parenta en a community toyel, most mention form at local Guidinous engalarses. They would also organize that is never they selected and serve often inside role of the Books of the Guidinous Confine. Net account which mentions of feature they will be admined about the server amount mention and tracked them with consideration degree at receptor the estimated to be accounted.

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The students recoll lills puriodal inculonment, often questioning whicher here parents ever met a single teacher. Several students of come from large faulties and bur parents were time busy with babbes, or chards and rarming to do anything wise.

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The teachers were close to the parents on a community level, meeting them at local functions regularly. They would also cross trails in every day activities and were often invited into the homes of the students' families. Most parents were supportive of teachers and treated them with a considerable degree of respect — especially the case for successful teachers.

Parents looked upon schools as academic institutions: their children were there to learn and to work. So they expected their offspring to apply themselves as best as they could in the same way that they expected the very best from each teacher.

The students recall little parental involvement, often questioning whether their parents ever met a single teacher. Several students came from large families and the parents were too busy with babies, orchards and farming to do anything else.

Maurice Stephen's father was a trustee for several years so he remembers his father taking an active interest in the school. Charles Pothecary's parents attended all the concerts, track meets and other functions. He also remembers that if he was disciplined at school, such as getting the strap, it was also given at home.

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Lunch was eaten, in good weather, out on the playgrounds. In bad weather teachers and pupils ate lunch in the classroom. During the winter months, the children were in the classroom practically all day. Indoors for recess, they played checkers, cards, battleship, hangman or they did corrections or homework. As a form of exercise, they would be sent to run around the school yard or to play a game, called Fox and Geese, in the new snow.

In good weather the boys might play soccer at noon or join with the girls to choose sides for a softball game. In the spring, marbles would appear, and the teachers might join in too. The students remember a game called Knobbies, the poor kids' lacrosse. Parents generally could not afford the luxury of sports equipment for their children so, without lacrosse sticks, someone, somewhere, invented the game of Knobbies. It was rather informal: no rules, no referees, no lined fields. It was played anywhere there was an open area - easy in those days. Goals were established at each end of the field.

The knobbies were made from two pieces of rubber hose, each about three inches long. They were tied together with a strong cord or leather lace, with about six inches of cord between them:

first those mentors troffy thick. This was a long branch that a full or hand best the min bound. A placed recognition the adulties of the end of the distance will be present if the in-termine. The min was to get the frictions from size and of the first and thright the rest, in the appearing term, for excentibilities to be players at mine roots a rather.

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Each player needed a knobby-stick. This was a tree branch shaped like a golf club and about the same length. A player scooped up the knobbies on the end of the stick and ran with it or passed it to a teammate. The aim was to get the knobbies from your end of the field and through the goal of the opposing team. Each team could have two players or many more a side.

Mr. Campbell recalls playing the game in his youth. "One recess time on the grounds of what is now Central Elementary in Kelowna, I got hit, when playing, with the knobbies. I didn't duck fast enough. One knobby hit me square in the left eye, the other on the eyebrow area of the right eye. When the bell rang we had to line up to be marched into the school. The principal (Mr. Lees), in performing his policing duty over the lines, spotted me. He immediately 'jumped' me for fighting — or how else did I get my eyes all 'bunged up'? I told him that I was hit by the knobbies. There was an attempt to convince him but in a nut shell he just wouldn't believe it. It ended thus — "That's a likely story — get up to my office. You deserve a strapping for fighting." So, that's what I got... Even though my Dad was right on the spot - as the school janitor - I got little sympathy. Both Mother and Dad's reaction was "Don't fuss. Just remember the many times you didn't get caught for misbehaviour and didn't receive the strapping you deserved."

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CHAPTER III

STORES CONTRACTOR

A small brooklet provided by the Department of Education set out the material to be taught in each subject for each grade. Must gabe justs had a prescribed textbook so the booklet set out the chanters and/or pages of the textbook that were to be taught at each grade level.

Lesson preparation consistent of allocating a 'bidget' of the work to be covered each month by each grade. From that allocation, the work was divided thin daily known in and wellien up in the day-hack, a good deal of the day-book entries consisted of a listing of the textback mann full board by the appropriate page numbers.

Organizing the day's schedule to encompass all grades in the room was a tremendous challenge. Scattwork had to be planned and prepared for three grades to allow the teaching of a lesson to the fourth grade. Today, this is attill bring done in the little one goes achours, but none of these are one room High Schools.

in the 1835-38 school year, the Department of Education revised the history and geography contract, changing the neise to Nocial Studies and Going away with the prescribed textbook. Her, Lampbell: "This was a real DISANTER: in place was issued a more detailed Programme of Studies - the material for which had to be delived from about six or seven recommended reference books. This led to hours and hours of preparing motas for the cultidren to engy into their actificient. The prepared notes were put up on the Dischboard or run off on a saily pad to be inserted in the for the governmental examinations. My otherwise his preparing not a for the governmental examinations.

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The High School Entrance Government Examinations and the Grade XII Juntor Matripulation or University Entrance Examinations established the standards that affected all the lower grades in governing the course content.

A leacher's objectives for the students were structured by the outsiles in the Guerse of Studies hookiet and by the examinations. Beyond that guidance, each tweether was on his own. In large schools the principal examinated some amportation of teachers and the curriculum Some principals were very constrictions of their responsibilities which others let the staff very much alone. There were no support personnel, her a District Superintendent, Just a visit from the lingeriet about twice a year

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CHAPTER III

CURRI CULUM

A small booklet provided by the Department of Education set out the material to be taught in each subject for each grade. Most subjects had a prescribed textbook so the booklet set out the chapters and/or pages of the textbook that were to be taught at each grade level.

Lesson preparation consisted of allocating a 'budget' of the work to be covered each month by each grade. From that allocation, the work was divided into daily amounts and written up in the day-book. A good deal of the day-book entries consisted of a listing of the textbook name followed by the appropriate page numbers.

Organizing the day's schedule to encompass all grades in the room was a tremendous challenge. Seatwork had to be planned and prepared for three grades to allow the teaching of a lesson to the fourth grade. Today, this is still being done in the little one room schools, but none of these are one room High Schools.

In the 1935-36 school year, the Department of Education revised the history and geography courses, changing the name to Social Studies and doing away with the prescribed textbook. Mr. Campbell: "This was a real DISASTER' In place was issued a more detailed Programme of Studies - the material for which had to be delved from about six or seven recommended reference books. This led to hours and hours of preparing notes for the children to copy into their scribblers. The prepared notes were put up on the blackboard or run off on a jelly-pad to be inserted in the scribblers. Then the notes could be studied and drilled in preparation for the governmental examinations. My-oh-my-oh-my! Did that ever plunk one headache of a load of work on to my shoulders."

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The High School Entrance Government Examinations and the Grade XII Junior Matriculation or University Entrance Examinations established the standards that affected all the lower grades in governing the course content.

A teacher's objectives for the students were structured by the outline in the Course of Studies booklet and by the examinations. Beyond that guidance, each teacher was on his own. In large schools the principal exercised some supervision of teachers and the curriculum. Some principals were very conscientious of their responsibilities while others left the staff very much alone. There were no support personnel, nor a District Superintendent. Just a visit from the Inspector about twice a year.

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It immediate VIII's did not pass the Government U.z' School Entraum. Examp they could not so on to first year first School, and relatively the did continue. In the 1983's, a Brade VIII requestion with a feet on the sound of the feet that the one to High School world. The feet that the one to High School world by its earliest and archards world would be interesting and archards and archards those world small by the very suppossed and by the ever comments of the sound of

Buring tidir high achool years. The Culdren were conditioned for the Judius Airfloulation (Chiversity Entrance) Government Examinations. Ther, at the end of Grade VII condo poor, had by air for should eleven examinations, each us to three hours long. The subjects at Oran were English Oranner, longish Laterplure: English Composition: fromth Gramming French Composition: Algebra: Geometry: History Georgiaphy: Chemistry and Physics.

As a one room Blan School, all of lease subjects were laught to each grade by the one learber. Stace many were beginning teachers in the area, they had no else as to the standard. To meet false need the conformity, all in the data-limenter a group cooperated in admissible treglets. A teacher or his would proper a test (cr. seriages, grammar, for the fall term in Grade S. hade thatche would admissible tree was scool and returned by tests in the world enter the restrictions according to the restriction of the series of the series

. Report cards were made out at the end of each much and sent some to parents for their signature. Every subject was given a nerventage work and the papila were ranked.

There was no physical education during school hours. The children were well exercised from their walk to and from school! "If takings got Loo pluggish in the room," says Mr. Campbell, "we cide a bit of exercising in the alshes between the dosks or. If the meather was gund, outside."

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The solute day opened with the Lord's Proper but there was no Religious Instruction.

Students do remember lessons like gaugraphy, history and speling. Several also remember having to memorise meetry which they can still rectife though Others systilly remail the chemistry (example) and their minutes a week, and including experiments. We. Campbell results had to study before such begans: "In taking my 3.A. destre to prepare for my Academic Tacher's Certificate. I majored in mathematics and obsains. I hid never, all any time, studied chemistry (thereby known last V/f) was common suit. I had by really swal to try to keep one sump ahead of the Elds."

If the Grade VIII's did not pass the Government High School Entrance Exams they could not go on to first year High School, and relatively few did continue. In the 1930's. a Grade VIII education satisfied many who then went into the work world. The few that did go on to High School would be generally more academic and scholarly types. They would usually be very successful students too, even coming from as small a place as Oyama.

During their high school years, the children were conditioned for the Junior Matriculation (University Entrance) Government Examinations. Then, at the end of Grade XII each pupil had to sit for about eleven examinations, each up to three hours long. The subjects at Oyama were English Grammar; English Literature; English Composition; French Grammar: French Composition; Algebra; Geometry; History; Geography; Chemistry and Physics.

As a one room High School, all of these subjects were taught to each grade by the one teacher. Since many were beginning teachers in the area, they had no clue as to the standard. To meet this need for conformity, all in the Rural-Teacher's group cooperated in administering tests. A teacher or two would prepare a test for, perhaps, grammar, for the fall term in Grade X. Each teacher would administer the test in their own school and return the tests to the writer to be marked and graded. Then the teachers could compare their students and see which areas should be strengthened.

Report cards were made out at the end of each month and sent home to parents for their signature. Every subject was given a percentage mark and the pupils were ranked.

There was no physical education during school hours. The children were well exercised from their walk to and from school! "If things got too sluggish in the room," says Mr. Campbell, "we'd do a bit of exercising in the aisles between the desks or, if the weather was good, outside."

There was little music taught since, in the years Mr. Campbell was at Oyama, there was never anyone on staff with the necessary musical talent.

The school day opened with the Lord's Prayer but there was no Religious Instruction.

Students do remember lessons like geography, history and spelling. Several also remember having to memorise poetry which they can still recite today. Others vividly recall the chemistry lessons, lasting thirty minutes a week, and including 'experiments'. Mr. Campbell really had to study before such lessons: "In taking my B.A. degree to prepare for my Academic Teacher's Certificate, I majored in mathematics and physics. I had never, at any time, studied chemistry (I hardly knew that Na Cl was common salt.) I had to really swat to try to keep one jump ahead of the kids."

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Boys received basic carputty lusions during the period each we called Monail Tenising. This subject arone in the early 1874; when it consisted of handereast experiences largely to de this shiftling and wed carring. Boys of about fifth Monder. Built little were been called hand Monail Tenising for hist days calculate the subject of the

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Boys received basic carpentry lessons during the period each week called Manual Training. This subject arose in the early 1920's when it consisted of handicraft experiences largely to do with whittling and wood carving. Boys of about Fifth Reader, until third year high school. would have Manual Training for half a day each week. They would use jack planes, hammers, crosscut and ripsaws, wood files and other basic tools. At first they would make types of joints and then progress on to little projects. Racks, wooden spoons, and inlaid wooden trays would lead to the making of light stands, tables and bird houses.

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SHIPT IT TOTAL STORY

The school christma purity was the frent in the year for both the school and the contradity. Proceedings occupied most of that the holes, const. before and alter a bond to do your class (time. In discovering a finally, a day of the contrast the highest each class in Limit between Community Muli dates before some through a full crist rebound in the Community Muli dates before some through a full crist rebound of the contrast contrast the standard resonant multiple and the contrast contrast the standard resonant in the case.

Matrix. Stephen took part in all the concerts but particularly remembers the wear by tell to wear a pair of beach pylanes which belonged in my mether."

Charles Wallauber was not drawatically inclined so "I did separate for the more established as and as colong and lowering the cuctain." We will be the property of the more separate for the separate like year A Ehristhias Garol, was staged.

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The Netonia and Biffirst Bors School Track Meet was a definite hitefright of the actual year. The Oyans participants trained on the Oyans park (Jepd. Just vest of the camal, and worthy at 6,39 to the acrosing.

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CHAPTER IV

SPECIAL OCCASIONS

The school Christmas party was The Event of the year for both the school and the community. Preparations occupied most of noon hours, recess, before and after school time and some class time, for several weeks. Finally, a day or two before the big show, each class in turn reheared on the Oyama Community Hall stage before going through a full dress rehearsal. On the night of the concert there would be standing room only in the

Maurice Stephen took part in all the concerts but particularly remembers the year he had "to wear a pair of beach pyjamas which belonged to my mother."

Charles Gallacher was not dramatically inclined so "I did some of the more menial tasks such as raising and lowering the curtain." Mrs. Mills was an Irish dancer one year and Bernard Gray was Bob Crachitt the year A Christmas Carol was staged.

Other extra activities were limited. Some soccer was played on the back field and there were even a few invitational games, usually against Rutland. Some basketball took place on the outdoor court. In the winter there might be a skating party and a wiener roast. In late spring came the class hike. One memorable hike was all the way up the mountains to Oyama Lake.

The Kelowna and District Rural School Track Meet was a definite highlight of the school year. The Oyama participants trained on the Oyama park field, just west of the canal, and mostly at 6.30 in the morning.

The Meet involved all the little schools from Peachland north to Oyama. (The Kelowna City Schools took part in the Okanagan Valley School Track Meet.) The events for the small schools was for the most part organised by the teachers of Rutland Superior School and was held In Kelowna City Park. (The Superior School offered education up to Grade X only. Until 1935-36, Oyama provided the only full High School programme between Kelowna and Vernon. Then Rutland added Grade XI in 1934 and Grade XII in 1935.)

The winners from the Rural School Track Meet were formed into the Kelowna Rural School Track Team which then competed against the Kelowna City schools In the big Okanagan Valley School Track Meet.

Being a small school, the students from Oyama had to be able to participate in several events. The former pupils recall the various races, with Maurice Stephen modestly remembering that he was never beaten in the hundred yard dash!

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CHAPTER V

THE INSPECTOR

The Inspector would visit each school to alse area about twice A year, or bore often if a teacher has examineding difficulties. The juggest examinating school temperatures, T.R. Hall and A.S. Malberon, Edward and were relicioned for their assistance. Mr. Matheson, the provided measurement in the provided measurement in artitle and reacher tests in artitlemetric and rescript guadamentals for each grace.

However the High Noboul Inspector's inmending visit would cause the teachers to surjet a militar case of slage fright. Mr. J.U. belong worked out of Vancouver and covered will the High Schools in the Province, of hier saan those in Vil being and Vancouver. More not his arrival conors IV reached the teachers days about the the grapevine. He would come up by from a eliber the Kultic Valley or C.P. Hall. Mhom he zet off at Poulliton or Kanlongs, word pould come through to Oyana that he was or his pay through the valley.

Mr. Campbell: 'He was well respected but he, with his austere manner, put the feur-of-the Lord Into almost all of ms.

"On his first visit him hod me in a real (Jup for a few manutes. He came from Verman, by taxl, arriving about 8.35 a.m. I was writing on the blackbourd. I turned and there he was at my elbow. He satroduced himsulf and teld on to unry on. There were six Grade IX kits the desks closest to the wandow and he sat himself in the cmptw desk at the end of that row. Ny first lesson was with that grade and there bo was right indoor my mose. Boyl did lever have a lone gotting must settled down. Actually, I never really settled down till the next day.

'At recoss be combented something to the effect that he was pleased to note that I was performing to his satisfaction siz. etc... and then said that he was leaving. And me with two foolsoap pages of questions for his to answer. I said. 'Please, Nr. Belong, you must stay. I have all those problems on which I need your advice.'

""Melt." he resulted. "I should really on as I've had the tax! walting all this lime."

"He slayed. At noon hour t confronted him with all my account lated questions. He was a great high. No didn't manage to escape my un til about 1.30. Ne just in! The kids bave a longer junch hour."

When the Laspenter entered, the class would automatically rise and chorus 'Good parang, for Good atternoon' Mr. Delong.' The Ensperier would then make a few remarks to the class before directing the tracher to carry on.

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CHAPTER V

THE INSPECTOR

The Inspector would visit each school in his area about twice a year or more often if a teacher was experiencing difficulties. The local elementary school inspectors, T.R. Hall and A.S. Matheson, from Kelowna, often appeared and were welcomed for their assistance. Mr. Matheson was particularly helpful with setting standards, for he provided mastery tests in arithmetic and reading fundamentals for each grade.

However, the High School Inspector's impending visit would cause the teachers to suffer a minor case of stage fright! Mr. J. B. DeLong worked out of Vancouver and covered all the High Schools in the Province, other than those in Victoria and Vancouver. Word of his arrival generally reached the teachers days ahead via the grapevine. He would come up by train; either the Kettle Valley or C.P. Rail. When he got off at Penticton or Kamloops, word would come through to Oyama that he was on his way through the valley.

Mr. Campbell: "He was well-respected but he, with his austere manner, put the fear-of-the-Lord into almost all of us.

"On his first visit he had me in a real flap for a few minutes. He came from Vernon, by taxi, arriving about 8.55 a.m. I was writing on the blackboard. I turned - and there he was at my elbow. He introduced himself and told me to carry on. There were six Grade IX kids in the desks closest to the window and he sat himself in the empty desk at the end of that row. My first lesson was with that grade and there he was, right under my nose. Boy! did I ever have a time getting myself settled down. Actually, I never really settled down till the next day.

"At recess he commented something to the effect that he was pleased to note that I was performing to his satisfaction etc. etc... And then said that he was leaving. And me — with two foolscap pages of questions for him to answer. I said, "Please, Mr. DeLong, you must stay. I have all these problems on which I need your advice."

"Well," he replied, "I should really go as I've had the taxi waiting all this time."

"He stayed. At noon hour I confronted him with all my accumulated questions. He was a great help. He didn't manage to escape me until about 1.30. We just let the kids have a longer lunch hour."

When the Inspector entered, the class would automatically rise and chorus "Good morning, (or Good afternoon) Mr. DeLong." The Inspector would then make a few remarks to the class before directing the teacher to carry on.

While strilling. The Listocolon might on some of the full oring:

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Hurang recosa, manu buur ur matter school. The Insunction would brief too toorbee us to bis appearsal of the technic be had observed and, if necessary, issue directions about by short-onlying he had not d.

Students wightly economics the Inspectors too, each their against and manneriams.

"Me. Butong was a very tall, stip bar. I ham such be arrived meabouroused ludging by the reaction of the teacher... the second inspector was a Me. Metheson." (Cherles Sallacher)

Throng the line we were aborted of their account of the fixed both, higher were the order of the day. I Churche Pathedren

"I Just rumehber tool like high school connector was a large, direction to this clust, his was been excepted if you gave wrong unaways and I was always so never we which to arrived that it is a worden i remembered my own pame!" (Noth Swift)

'One in perticular used to walk up and down the alkies | hends in powkets, rattiing change..., very disconcerting.' (Bernard Grav)

"By would walk around our room, which of course was in diad-slience from fear. He mould continually shake the manar in hit sockets." [Maurice Stephen]

"Mr. Inclong was a big man with glasses. I libink he was created by everyone even the feedoer. There would be a billeb lap on the dour and to he would walk. He probabily should ustaid this door for a white and had a good narrib before he came in. For that whole do we were will on ones. He would take a class over and drill thom quite thoroughly. [(you were lucky he alche pass ho me grade on that felp. Hier he left there was a generally of relief." (Highert berry)

Mourice Stepholographils the following incident which occupred with Pumphell's phase in thems. "The Little up the byth und of Me. A.S. Mathenological Control of the Contro

While visiting, the Inspector might do some of the following:—

— take a lesson with one of the grades

— quiz a grade on fundamentals covered to date

- examine the report cards
- examine the report cards
 observe the teacher's handling of the class and the lessons
 jot down comments in his little black book
- examine the pupils' scribblers and the efficiency of the teacher's marking in them

During recess, noon-hour or after school, the Inspector would brief the teacher as to his appraisal of the teaching he had observed and, if necessary, issue directives about any shortcomings he had noted.

Students vividly remember the Inspectors too, even their names and mannerisms.

"Mr. DeLong was a very tall, slim man. I am sure he arrived unannounced judging by the reaction of the teacher..., the second Inspector was a Mr. Matheson." (Charles Gallacher)

"From the time we were alerted of their arrival until they left, 'halos' were the order of the day." (Charles

"I just remember that the high school inspector was a large, forbidding individual. He was very sarcastic if you gave wrong answers and I was always so nervous when he arrived that it is a wonder 1 remembered my own name!" (Beth Smith)

"One in particular used to walk up and down the aisles, hands in pockets, rattling change.... very disconcerting." (Bernard Gray)

"He would walk around our room, which of course was in dead silence from fear. He would continually shake the change in his pockets." (Maurice Stephen)

'Mr. DeLong was a big man with glasses. I think he was dreaded by everyone even the teacher. There would be a slight tap on the door and in he would walk. He probably stood outside the door for a while and had a good earful before he came in. For that whole day we were all on edge. He would take a class over and drill them quite thoroughly. If you were lucky he might pass by one grade on that trip. When he left there was a great sigh of relief." (Gilbert Berry)

Maurice Stephen recalls the following incident which occurred after Mr. Campbell's years in Oyama. "We lifted up the back end of Mr. A. S. Matheson's car, putting a block of wood under the rear axle. To say he was upset would be the understatement of the year." This would appear to agree with the trustees (one of whom was Maurice Stephen's father) when they told Mr. Campbell of the "tough, bad lot of kids" in Oyama.

CHAPTER X1

DISCIPLINE

Mr. Camaball: "The second day of school at Osama, the three or of Necest bays approximat. Classes had bardle vector undersor whose use of them setted up he publish a company bound into the rear and of the boy should of but. One should be undersor be required tize a jack factor and grabbod him by his base of hale and one arm. Then I dragged him out, one say lask at the boy was about as ble as his leacher! He had to sit on the floor of the front of the coom. This see no may lask at the boy was about as ble as his leacher! He had to sit on the floor three till precess, and I went on with the classes. A green lasked him if he was ready to return to bis sout and SHINAF. He said 'Yes', and tadd, 'Yes, whet?'. He said, 'Yes, sie.' Prom ther or a and I call along swimmingly.'

The box involved in the above inclined reported if to his mather who complained to the trusters about the machinalling of her age. Hr. Buttorworth reported that each truster gave her the same reply, to the effect that for two years the children had our rough should over the leacher and now it was high time for a reversal of rests.

Chartie Methodery recults how Mr. Camphell established disciptine from the first. The welked down like uisles, smacking each dook, sending everything Glying, Lordering was about the fact in had been furformed by the School Roand they were a newly numerateable group and things were write to change.

A couple of weeks later, niter school, name students were grouped around the tracher's deak doing corrections. Someone in the front deak pulled the same students at the (first boy mentioned. The stabbad chilled out is val) and presticatly landed un top of the tracher. The latter says: "I pulled the coupling up and ever the deak as that his behind has uppermated to top of the deak. Bolding has been dead under as hence [see his backside a sound paddling, When I let him up he was naturally toming. Be slormed out, giving he dire threats that he'd base his thad come down to 'clean my clock'. His had never came or even mentioned the incident when we met on other consolous. Mr. Campbell's remembers becoming friends with the boys involved and never having any more problems with them.

At this time, leadners were permitted by Nobeot Law to fall bank on the eye of the strap as a last resort. "If I had hand the strap on home book, if would I me sure, have embasted their position in the eye of their poers. They would have been pround to be strapped. But the strap would not have due to the strapped. But the strap working around their home farms." (AF. Gambell)

become pupils do recall the strap as being the final poulshment. Mancies Stupben "processed it more than my share" but 'I gan't -wait was realize a detectant to majorite."

CHAPTER VI

DISCIPLINE

Mr. Campbell: "The second day of school at Oyama, the three or four biggest boys appeared. Classes had hardly gotten underway when one of them acted up - he jabbed a compass point into the rear end of the boy ahead of him. The abused boy naturally erupted like a Jack-in-the-box with great howls and classroom giggling. I went to the culprit's seat and grabbed him by his head of hair and one arm. Then I dragged him out, up the aisle and plunked him on the floor at the front of the room. This was no easy task as the boy was about as big as his teacher! He had to sit on the floor there till recess, and I went on with the classes. At recess I asked him if he was ready to return to his seat and BEHAVE. He said "Yes", and I said, "Yes, what?". He said, "Yes, sir." From then on he and I got along swimmingly."

The boy involved in the above incident reported it to his mother who complained to the trustees about the 'manhandling' of her son. Mr. Butterworth reported that each trustee gave her the same reply, to the effect that for two years the children had run rough shod over the teacher and now it was high time for a reversal of roles.

Charlie Pothecary recalls how Mr. Campbell established discipline from the first. "He walked down the aisles, smacking each desk, sending everything flying, lecturing us about the fact he had been informed by the School Board they were a rowdy unmanageable group and things were going to change."

A couple of weeks later, after school, some students were grouped around the teacher's desk doing corrections. Someone in the front desk pulled the same stunt as the first boy mentioned. The stabbed child let out a yell and practically landed on top of the teacher. The latter says: "I pulled the culprit up and over the desk so that his behind was uppermost on top of the desk. Holding his head under my knee I gave his backside a sound paddling. When I let him up he was naturally fuming. He stormed out, giving me dire threats that he'd have his Dad come down to 'clean-my-clock'. His Dad never came or even mentioned the incident when we met on other occasions." Mr. Campbell remembers becoming friends with the boys involved and never having any more problems with them. At this time, teachers were permitted by School Law to fall back on the use of the strap as a last resort. "If I had used the strap on those boys, it would I'm sure, have enhanced their position in the eyes of their peers. They would have been proud to be strapped. But the strap would not have hurt them so much, as their hands were well calloused from working around their home farms." (Mr. Campbell)

Former pupils do recall the strap as being the final punishment. Maurice Stephen "received it more than my share" but "1 can't say it was really a deterrent to mischief."

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The utilizens were cought in easier to racks at left withdress.

The utilizens were cought in easier to make the life they distribute the received to make they are the make they are the force make the seem without the make a receive the action in the the about make that the make a receive the action in vary account to the best out make that the about make the action is actually action of the action of the action of the action of the actual colors. Objects the vary that they can be actually act

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Writing lines 100-150 times promising to never repeat the offense, was a more common punishment. This was done after school, as was cleaning blackboards. This would be quite a chore as boards were filled each day with facts nowadays read in individual books or off worksheets.

The students were taught to respect their school. "If they damaged any school property in any way, it had to be replaced by parents If their boots were muddy or they made a mess of any kind, It was cleaned up by the student responsible." (Charles Pothecary) Chewing gum was also against school rules. Charles Gallacher was told that "only cows chew their cud."

16

CHAPTER VOL

REMESBERING MR. CAMPARCE

Bla sludents remember Mr. Cameboll for his availlent leaviler, strict discipling and sonse of bumoner - admirable qualities in any tember. They like blue and solvingly respected his abilities.

III) was a creat athirdle and cauch. (Maintee Stephen)

The was a very good pasketball player. To thept Herey?

The was involved in most sport arisyling one would often tass insignificating." Idermand Gray) Actually it was not Mr. Cambbill who look the buys bunting, but Mr. Blamell who Lought at fivens at the Same Line.

THE Max very capable or dispensing knowledge." (Charles baltacher)

The was thought of with a great deal of respect as a person and a leacher. He was a man who did not need to use physical lorde to gain the discipline watch he expected from his students. A down to earth human being with all the qualifies it look to make a man respected for life, as a Teacher and Friend." (Charlie Pothecury)

There are some comments to belance these glowing accounts:

"He wasn't the pationt"

... a but short in temper at times but probably justified

"... he did have one very bad trait. For no reason he would single out one person in the room and try to bullettle hims."

A story Mr. Campbell tells shows a humorous side to his personality. One many Duncan Deever wished if it was advisable to invite Mr. Bissell to go kokanen (ishing. (This Mas Seminal the law, unknown to Mr. Bissell ! I empower and buncan to ask Mr. Bissell to go along with him and some other boys.

'Dunran asked Mr. Bissell who is turn asked me what all this was about. I full him to lote in - he would enjoy the dating. So larve all west late on a Friday afterwoon.

"Mell, such as it mas gotting dosk and they were still calfing kokanee along the shorns of Kalawalka Lake. along case the game warden. Some of the buys saw him naming, dropped everything and saw for it. Laking Mr. Bissell with them. He was most confused about it all but, on the urging of the Kida, he lolned them is heading for the bills.

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CHAPTER Vil

REMEMBERING MR. CAMPBELL

His students remembeired Mr. Campbell for his excellent teaching, strict discipline and sense of humour - admirable qualities in any teacher. They liked him and obviously respected his abilities.

"He was a great athlete and coach. (Maurice Stephen)

"He was a very good basketball player. (Gilbert Berry)

"He was involved In most sport activities and would often take us out hunting." (Bernard Gray) Actually it was not Mr. Campbell who took the boys hunting, but Mr. Bissell who taught at Oyama at the same time.

"He was very capable of dispensing knowledge." (Charles Gallacher)

"He was thought of with a great deal of respect as a person He was a man who did not need to use physical force to gain which he expected from his students. A down to earth human the qualities it took to make a man respected for life, as a Teacher and Friend." (Charlie Pothecary)

There are some comments to balance these glowing accounts:

"He wasn't too patient "

- "... a bit short in temper at times but probably justified"
- "... he did have one very bad trait. For no reason he would single one person in the room and try to belittle him."

A story Mr. Campbell tells shows a humorous side to his personality. "One noon Duncan Dewar asked if it was advisable to invite Mr. Bissell to go kokanee fishing. (This was against the law, unknown to Mr. Campbell. I encouraged Duncan to ask Mr. Bissell to go along with him and boys

"Duncan asked Mr. Bissell who in turn asked me what all this was about. I told him to join in he would enjoy the outing. So all went late on a Friday afternoon.

"Well, just as it was getting dusk and they were still gaffing kokanee along the shores of Kalamalka Lake, along came the game warden. Some of the boys saw him coming, dropped everything and ran for it, taking Mr. Bissell with them. He was most confused about it all but, on the urging of the kids, he joined them in heading for the hills.

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The next rotating M. Brisell appeared at our masse and Livia Josef Hawk Life for having set has now. He was service at the new Year of the Conselled The field. Now would conduct handle is set at Liberta, COLOR SIGNATE reserve the last contracts.

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"The next morning Mr. Bissell appeared at our house and tore a strip off my hide for having set him up. He was very agitated. "What if Γd been caught?" he said. "What would people think - a school teacher joining kids in breaking the law?" and so on.

"Being a small community, word of this episode soon went the rounds and Mr. Bissell took quite a ribbing. But it does illustrate the healthy rapport between teachers and students. The kids respected us yet we were still on easy terms with each other."

This story well illustrates the concern the teacher had to maintain a well-respected, law-abiding image in the community.

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HER AND NON

he. Emphe is "facust to that her tourist, and a consistent to be a more than a choice, to the "good old dynam achieve", it must be annowned that account of that day been morely assemble it attitudes. There was no place for the objectable of a the neutath handleshpood. The High Schools were though any order for the Universities and the America Schools. I am plusped that today, subods no lunger merely leads subjects or discard all who count over the standard.

"It as the celeballe that a means at ever-water the begin of the bearants true has not been achieved. For one that attached anxied the substitution and attack the bulb tensor has no state. Per change the universities are at fault. Perchange the universities are at fault. Perchange the they would set and he are interesting are at fault. Perchange the universities are at fault.

In many School Districts today there we more than unabeliar support personnel than mould smalf a good stard school. This seems to me to reflect stable on the sumbetities of soor staff teachers or could lit be the training provided to our staff teachers.

the times everyy days, thaccors would so makes with limit classes at luminism a masswallows supertunity for each communications and understanding between leacher and trial. Sleft room cid and benefice a necessity suit; that 1546 s. In those days few. If only lost teachers summed. Those was showned used to go down to the formace count for entry a spoke with the loadings. Staff meetings movel be held in the classesom firmtished with law largest puppi darks. The time on, staff meetings were held infrequently, make two or three times a year.

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Asking former eludents to compare accounting theory with that which they remember of fifty years ago, is asking too done the contrast is too good. They can unity physical wroat for comparison.

As planed sooner nestly. In the bull inquired repairing, the students do'll tremselves. There were no reducements in it was bounded repair we did without. The budget I sness was nonexacted or very smit. When there was in finitely be played knowless on home note came. (Maissin Down)

18 CHAPTER VIII

THEN AND NOW

Mr. Campbell: "Though I look back longingly, nostalgic, to the 'good old Oyama school', it must be remembered that schools of that day were purely academic institutions. There was no place for the physically or the mentally handicapped. The High Schools were there to provide 'fodder' for the Universities and the Normal Schools. I am pleased that today, schools no longer merely teach subjects or discard all who cannot meet the standard.

"It is regrettable that a means of overcoming the beefs of the Universities has not been achieved. I'm sure that students possessing the scholarship abilities to satisfy the Universities do still exist. Perchance the universities are at fault. Perchance if they would set out in an 'entrance requirement form' the fundamentals they require to be mastered, the schools, I'm sure, would soon provide it.

"In many School Districts today there are more than enough support personnel than would staff a good sized school. This seems to me to reflect sadly on the capabilities of our staff teachers - or could it be the training provided to our staff teachers?

"In those early days, teachers would socialize with their classes at lunchtime - a marvellous opportunity for good communications and understanding between teacher and kids. Staff rooms did not become a necessity until the 1940's. In those days few, if any, lady teachers smoked. Those men who smoked used to go down to the furnace room to enjoy a smoke with the janitor. Staff meetings would be held in the classroom furnished with the largest pupil desks. Then too, staff meetings were held infrequently, maybe two or three times a year."

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Asking former students to compare schooling today with that which they remember of fifty years ago, is asking too much - the contrast is too great. They can only pinpoint small areas for comparison.

"We played soccer mostly. If the ball required repairing, the students did it themselves. There were no replacements - if it was beyond repair we did without. The budget 1 guess was nonexistent or very small. When there was no football we played knobbies - a home made game." (Malcolm Dewar)

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- Throw that some in we mind so what we still define the sound of the leader. Here where it me mind so what we exclude demand that appear in one school we so not not made the sound of the s
- 12. Thins the discipline was some biditions to word. If Is Is Is and also the recent and south the same bidition. In the species we were siletted one beached. In the fall one beached bidies the fall of some bidition and during the enters we would prove people in the bisecent of the Nobel World World Nobel Section 1.
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- "During by days at school there was very listle activity outside the chargeon. No such thing as achieved daming. No such thing by a school game. Mere we test school at 3 p.m. If Man a rate of an home, and work to the orchard." (Gilbert Berry)
- "There is no comparison as far as we see conscient. In taking a very section part in all phases of our children's and grandabilidesm's education, we find it hard in understand, we bry it have up to the conscience with the conscience of the consci
- The More Laught to respect these in authority. Evapolation among in here more taken out of the system and it is anch a vital part of title offer saleout.
- discussion in our decision. Then we sit in on one oblighter, have a discussion in our ordered to. Then we sit in on one oblights conversations as the our ordered to. Then we sit in our ordered to greater as the out of what they are in the ordered to the time I down one or content of the out of what they are in the out of the out

- "School life was quite different from what it is today. One thing that comes to my mind is what we called Manual Training. In our school we had a room off the furnace room which had a bench with a vice, one light, one small window. Our tools to learn with consisted of a hammer, handsaw and a square. My children and those of today have rooms of equipment worth thousands of dollars to learn with." (Maurice Stephen)
- "I think the discipline was so much different to what it is today and also the recreational facilities. In the spring we were allotted one baseball. In the fall one soccer ball and during the winter we played ping-pong in the basement of the High School which had two tables on a gravel floor." (Charles Gallacher)
 - "We had no film, tapes or such so made our own ideas into skits." (Mrs. Mills)
- "We certainly didn't have the facilities that schools have to day. I remember that some students were going to be allowed to take typing, and the only place available to put the typewriters was in a long, narrow (1 believe, dirt—floored) room off the main basement, in the furnace room area." (Beth Smith)
- "During my days at school there was very little activity out side the classroom. No such thing as school dances. No such thing as a school gym. When we left school at 3 p.m. it was a case of go home and work in the orchard." (Gilbert Berry)
- "There is no comparison as far as we are concerned. In taking a very active part in all phases of our children's and grandchildren's education, we find It hard to understand. We try to keep up to the generations: new methods, modern equipment etc. but the basic things should not be going through such a drastic change.
- "We were taught to respect those in authority. Competition seems to have been taken out of the system and it is such a vital part of life after school.
- "many of our school friends who still socialize, have a discussion on our education. Then we sit in on our children's conversations as they share memories with friends. By the time I hear our grand children tell of what they are doing, I retire to my rocking chair, pick up my knitting and reminisce. Doing this, I try to prevent hypertension and medication a little longer!" (Evelyn and Charlie Pothecary)

1934-1935 Statistical Returns

July-28-11 3:58 PM

1934-1935 Public Schools Report

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Pictures 1909-

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Picture: In 1909, with only six children of school age in Oyama, Mr. Lloyd Provided a room in his house to become the school. Parents hired and paid the teacher.

The next school was a tar paper shack.

Pictures 1911-1915

July-28-11

In 1911, the little White School House was built. Its one room served as school, church and community hall.

The little White School House 1915.

These pictures are exactly like the pictures of the Winfield School and Hall. Are these of Oyama School? Was the building moved? Check out picture 2010.002.068 labelled Winfield School. A subsequent picture of the conversion of school to store is obviously the building labelled as the Winfield School

Pictures 1937

July-28-11

The High School Class of 1937.

The bus that took students from Winfield to Oyama. Gilbert Berry, the driver, is second from the left.

Picture 2007,000.051 shows Walter Hall and 'school bus' 1930s. It is a different picture than the one photocopied

Pictures 1916

July-28-11

By 1916, a larger building was needed. The two room Oyama Elementary School was erected on Oyama Road.

In 1921 an extra room, closing 6,000 dollars was added at the back. This served as the only High School room between Rutland and Vernon.

The building was demolished in November 1979 after a new school was built behind it.

A good picture is 2010.000.013

Pictures July-28-11 3:58 PM

The little White School House was converted into a store when the new school was build in 1916.

In the 1930's children liked to visit the store to buy penny jaw-breakers.

Mr. Campbell with his class of 1935.

No comparable pictures in our files.

Picture July-28-11 3:58 PM

> Oyama Elementary School in the 1930's with Aldred's store just behind it No comparable picture in our files.

Pictures August-02-11 3:29 PM

The school and store can be seen in the middle of this picture. Wood Lake is to the left. The Railway was a recent addition in the 1930's.

No comparable pictures in our collection.

Picture August-02-11 3:29 PM

The road to Vernon, now Highway 97, as it was after World War I.

No comparable picture in our files.



The road toward Oyana from Vernon in the 1920's. It is now called Highway 97. The rail bed has just been cut



This is at the junction of what is now Highway 37 and Oynas Road. In the 1900's there was the post office and a store there. The Post Office is now on Oynas Road and the store has gone.

The road toward Oyama from Vernon in the 1920's. It is now called Highway 97. The rail bed has just been cut along Kalamalka Lake

This is at the junction of what is now Highway 97 and Oyama Road. In the 1920's, there was the post office and a store there. The Post Office is now on Oyama Road and the store is gone.



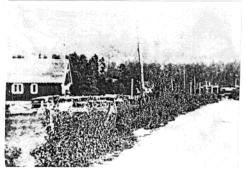
Across from the Post Office/Store in the previous picture was this store at the corner of Highway 97 and Oyama Road. The Kalwood Inn stands there today and is the only commercial establishment in Oyama.



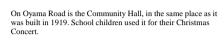
Oyana Road going from Highway 97 looked like this in the 1920's. It is the main thoroughfare in Oyana.

Across from the Post Office/Store in the previous picture was this store at the corner of Highway 97 and Oyama Road. The Kalwood Inn stands there today and is the only commercial establishment in Oyama.

Oyama Road going from Highway 97 looked like this in the 1930's. It is the main thoroughfare in Oyama.



On Oyama Road is the Community Hall, in the same place as it was when built in 1919. School children used it for their Christmas concert.





Also on Oyama Road stands the Anglican Church. Built in 1925, it looks the same today.

Also on Oyama Road stands the Anglican Church. Built in 1925, it looks the same today.



Looking across Oyama toward Kalamalka Lake in the 1930's.

Looking across Oyama towards Kalamalka Lake in the 1930s



Oyama Road, from the Kelowna to Vernon portion of Highway 97, follows the edge of Wood lake to the right. Across the centre can be seen the canal joining Wood Lake to Kahmalka Lake. The old sports field is next to the Canal. It is no longer there.

The views are still much the same today!

Oyama Road, from Kelowna to Vernon portion of Highway 97, follows the edge of Wood Lake to the right. Across the centre can be seen the Canal joining Wood Lake to Kalamalka Lake. The old sports field is next to the Canal. It is no longer there.

The views are still much the same today.

Obituary/ David Henry "Pi" Campbell

Oliver Chronicle — 2 Wednesday, April 30, 1986

'Pi' Campbell passes away

David Henry "Pi" Campbell passed away April 23 in the Penticton Regional Hospital. He is survived by his loving family, including wife Mabel: son Bob and his wife Ethel of Vernon; daughter Sharon and husband T.O. Moore of Prince George; daughter Marion and husband George Bowering and husband George Bowering of North Vancouver; son John and his wife Lee of Revelstoke; sister Beatty Lewis of Nani-mo; five grandchildren; the set grandchildren and greenhouse. He set grandchildren and friends who dropped in to visit.

During his lifetime, he

grandchild; and two step-great grandchild; and two step-great grandchild; and two step-great grandchild; and the step in the s

that up with a post in Oyama.

Oyama School, 1933 - 36 Page 36

in 1938 he became a district superintendent of schools in Fort St. John (three years). Howe Sound (eightyears), and then Oliver. He came here in 1969 and retired in 1973. retiring in this community where he enjoyed 13 years of puttering in his showcase garden and greenhouse. He loved to welcome the many old students and friends who dropped in to visit.

During his lifetime, he participated and served the communities in which he lived in many ways.

Fi was an active member of the Gyro Club, was involved in Cub and Boy Scout groups, and served many years as Superintendent for the United Church Sunday Schools. He worked for various chambers of commerce, boards of trade, and the B. C. Centennia Committee.

He served the community here by working on the board of variance, and was many times returning officer for school board elections.

He served on the executive of both the Kelowna and Chanagan Valley Teacher's Associations, and was swarded Honourary Life Membership in the Okanagan Valley Teacher's Association of District Usperintendents and Inspectors of Schools, and the B. C. Teachers' Federation.

Pi Campbell exemplified his worn quote that "Life should not be measured in dollars and cents, but by wortthwhile accomplishments."

Oliver Chronicle - 2

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He was cremated.

The late Pi Campbell was born and raised in Kelowna. After completing his senior matriculation, he attended the Teacher's Normal School in Victoria, and then the University of B.C. in Vancouver. He was very athletic and enjoyed track activities and basketball. In fact, while at UBC, he was a member of the first Canadian championship basketball team. He has been recognized for his basketball skills in the B.C. Sports Hall of Fame. Pi's interest in athletics led to many years of involvement in coaching.

He began his teaching career in a one-room school at Jura (Princeton), and followed that up with a post in Oyama. He was principal of the Rutland Elementary and Junior High schools for 22 years.

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Pi Campbell exemplified his own quote that "Life should not be measured in dollars and cents, but by worthwhile accomplishments