

Oyama School 1933-1936

Margaret Smith

Contents

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Pictures and Records

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

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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 those years.

1943-68 Mr. Campbell's teaching load decreased until he taught two or three courses while being the administrator of about 30 staff and about 100 grade I-XII students 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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1961-64 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, Shalloo, 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 on the Alaska Highway, Telegraph Creek, Mile 48, Haines Road and Good Hope Lake.

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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 II

OYAMA SCHOOL

In the 1930'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 latter 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 making 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 1934-35 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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Saturdays were kept free of school work, as was Sunday until the afternoon and evening.

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By comparison to the schools of today, the soundly constructed, solid building in Oyama was very basic. In those days no more was expected. Everyone was quite satisfied just to have a school in the area - even if the outdoor 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 stove heater. Summer cooling was achieved by opening the windows and doors.

"I remember the time the gasoline Coleman lamp flared when being lit. 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 ceilings and how bright it was in the rooms. The desks would be in four rows, each row 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, plasticene, one pair of scissors and an Eatons catalogue.

Students from the 1930's remember the large bottles of ink, 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 favourite book was *Treasure Island*". These recollections no doubt correlate with the individuals' interest in reading!

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

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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 of Wood Lake and the Rawsthornes 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.

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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.

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The 1934-35 class had about 11 pupils and the following year there were about 12. They were from 13 to 18 years of age and mostly from Oyama. The fee was charged from Winfield had to pay tuition fees to the Oyama School Board. This was paid by either the Winfield Board or the individual's parents.

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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 there 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.

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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 Pothecar'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 winter, 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:



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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 knobies on the end of the stick and ran with it or passed it to a teammate. The aim was to get the knobies from your end of the field and through the goal on 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 knobies. 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. He strapped Mr. Lees, in performing his policing duty over the lines, spotted me. He immediately jumped on me for fighting — or how else did I get my eyes all 'bunged up'? I told him that I was hit by the knobies. 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

CURRICULUM

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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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."

—oo000oo—

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.

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 in 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 in 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 memorize 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 NaCl 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 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 rip saws, 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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CHAPTER IV

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SPECIAL OCCASIONS

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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 rehearsed 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 hall.

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 curtains." Mrs. Mills was an Irish dancer who sang 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 organized 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 winners 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 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.

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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
- observe the teacher's handling of the class and the student
- jot down comments in his little black book
- examine the pupils' scribbles 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, halls were the order of the day." (Charles Potheary)

"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 at a moment I even heard 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.

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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, to 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 Potheary 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, if 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 "I can't say it was really a deterrent to mischief."

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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 Gallacher was told that "only cows chew their cud."

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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 Potheary) Chewing gum was also against school rules. Charles Gallacher was told that "only cows chew their cud."

CHAPTER VII

REMEMBERING MR. CAMPBELL

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His students remember 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 one 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 and a teacher. He was a man who did not need to use physical force to gain the discipline which he expected from his students. A down to earth human being with all the qualities it took to make a man respected for life, as a Teacher and Friend." (Charlie Potchecary)

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 out 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. Bissell.) I encouraged Duncan to ask Mr. Bissell to go along with him and some other 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 they 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 way out of the side, he joined them in heading for the hills.

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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 I'd 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 I pleased 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.

"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 I'd 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.

CHAPTER VIII

THEN AND NOW

Mr. Campbell: "Though I look back longingly, nostalgically, 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 I guess was nonexistent or very small. When there was no football we played knobbers - a home made game." (Malcolm Dewar)

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"School" has been 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, one table in length with a pocket of a hammer, hand saw 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 today. 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 (I 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 outside 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 grandchildren 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 maintain a little longer!" (Evelyn and Charlie Potchecary)

"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)

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Pictures 1909-

July-28-11
3:58 PM

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
3:58 PM

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
3:58 PM

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

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.

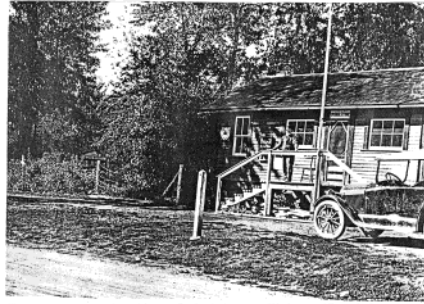
Pictures

August-02-11
3:29 PM



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.

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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 has gone.

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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.



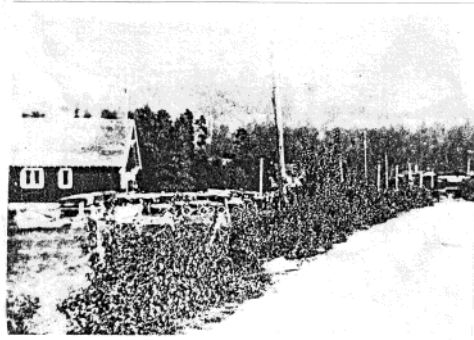
Oyama Road going from Highway 97 looked like this in the 1920's. It is the main thoroughfare in Oyama.

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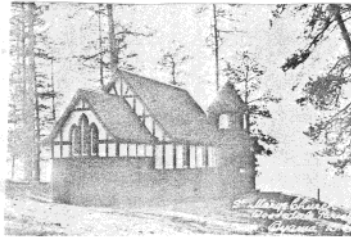
Pictures

August-02-11
3:57 PM



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.

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

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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 Kalamalka Lake. The old sports field is next to the Canal. It is no longer there.

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The views are still much the same today!

The views are still much the same today.

'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 Marilynne and husband George Bowering of North Vancouver; son John and his wife Lee of Revelstoke; sister Betty Lewis of Nanaimo; five grandchildren; three step-grandchildren; one great grandchild; and two step-great grandchildren.

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.

In 1958 he became a district superintendent of schools in Fort St. John (three years), Howe Sound (eight years), and then Oliver. He came here in 1969 and retired in 1973, retiring in this community where he enjoyed 13 years of putting 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.

Pi 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. Centennial 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 Okanagan Valley Teacher's Associations, and was awarded Honorary Life Membership in the Okanagan Valley Teachers Association, the B.C. Association of District Superintendents and Inspectors of Schools, and the B.C. Teachers' Federation.

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

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