

South Park School: *Memories through the Decades* outlines the history of this 1894 heritage school in Victoria and gives readers a "flavour of the times" through photographs and, more importantly, memoirs written by former students, staff, and parents.

The book places the school's history in a wider setting through the interesting and often-entertaining "Facts & Events" sections in each chapter. Feature articles throughout provide readers with additional details about events that were significant in the evolution of the school.

The authors hope that this book will be a fitting tribute to a much-loved school.

THE AUTHORS

DEBBIE MARCHAND

Debbie has been a teacher at South Park Family School since 1995. Her children, Lucas, Raechel, and Leo, were all students there and her husband, Greg, taught at the school in 1991/1992. That's why she considers it to be her family's school.

Debbie was inspired to write this book along with her friend and former teaching partner, Linda, so she could give back something to this wonderful school community that has so positively influenced her family's lives.



DEBBIE BY KEMMA

ISBN 978-0-9784768-0-9



LINDA PICCIOTTO

Linda taught primary classes at South Park for 25 years, from 1980 to 2005. While there, she wrote three books for teachers that were published by Scholastic, which described teaching and reporting methods she and others used at the school.

Linda maintained an interest in the history of the school, helped plan the heritage celebrations, and collected many memoirs and photographs from former students.

Upon her retirement it was natural for her to be interested in writing a book about the history of the school, and she was happy when her friend and teaching partner Debbie suggested that they collaborate on this project.



LINDA BY KEMMA

SOUTH PARK SCHOOL
MEMORIES THROUGH THE DECADES

by Debbie Marchand and
Linda Picciotto

SOUTH PARK SCHOOL

MEMORIES
THROUGH
THE
DECADES



SOUTH PARK SCHOOL MEMORIES THROUGH THE DECADES

by Debbie Marchand and Linda Picciotto



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South Park Class “about 1900”

Margot Andison’s Grade 1/2 Class 2007

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This publication is intended as a general interest document and not a work of scholarship. The authors have made an effort to verify names and historical information included in the book, but errors may be found due to incorrect information in source material, faulty memory of contributors, and typographical or transcription errors.

Unless otherwise acknowledged, photographs in this book are from the South Park archives.

ISBN 978-0-9784768-0-9

DEDICATED TO
‡ THE STUDENTS, STAFF, AND PARENTS ‡
OF SOUTH PARK SCHOOL

PAST
PRESENT
AND
FUTURE

ACKNOWLEDGMENTS

We are grateful to the Victoria Foundation (Community Fund) and to the City of Victoria (Special Projects Grants) for their generous support.

Working with our graphic designer (and former South Park parent) Dee van Straaten has been a pleasure. We think that she captured the spirit of South Park School in her design. We thank Dee's colleague, Denise Nicholls, for producing the pages.

We appreciate Tricia Roche's help with fundraising for the production of this book, and Jeff Mitchell, principal of South Park School, and Janet Buchanan, secretary, for their assistance in managing the grants.

It would have been difficult to have completed this project without the help, editing, proofreading, advice, computer skills, and patience of our husbands, Greg Marchand and Charles Picciotto.

We are grateful for all the help former and current South Park students, parents, and staff have given us in the form of letters, conversations, photographs, and encouragement.

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INTRODUCTION

South Park School was built in 1894 in the newly-developing southern section of Victoria, at the time Rattenbury was designing the new Legislative buildings and 13 years before the Empress Hotel was constructed. It is the oldest school that has been in continuous use as an educational institution in Western Canada, and it is a prominent landmark in Victoria. Thousands of students have attended the school. Their memories reflect the times when they were students: life at school, in the community, and in the wider world.

In our school archives we have many photographs and memoirs written by former South Park students, teachers, and parents that we have collected over the years, usually in association with heritage celebrations. We put out a call for more when we began our research, so we have added memoirs and photographs to the collection from more recent decades. We decided to incorporate many of these into a book about the history of the school, a place for which we both feel deep affection and which has been so important to so many. What a variety of experiences and perspectives students, teachers, and their families have had over the years!

In collaboration with many alumni we did our best to ensure accuracy in photo captions and in the historical information presented.

In addition to photographs and memoirs, each chapter includes a section we call “Facts & Events” which consists of lists of important – or just interesting – things that happened at South Park and Victoria District Schools, Victoria and British Columbia, and in Canada and the World, to help readers put the memoirs into historical context.

Most chapters also contain feature articles, which we included to describe a notable person, a special event, or to tell the story of a particular development in the history of the school community.

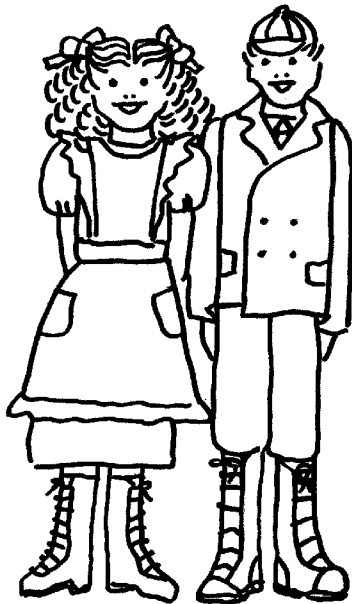
We hope that readers enjoy this book as much as we have enjoyed writing it. It has been a pleasure to speak with former students, staff, and parents of all ages, and we appreciate the many contributions they have made to help us tell this story.

SOUTH PARK SCHOOL

CHAPTER 1

✠ THE BEGINNING ✠

1894 ~ 1909



The first public mention of South Park School was probably made at a Victoria School Board meeting in 1894. The following is an excerpt from the minutes that were taken at that time:

The first business which occupied the board during the year was the selection of sites for the new North and South Ward Schools and after careful deliberation these were chosen on the corner of Park Road and Michigan Street and on Douglas Street in the Hillside extension of the work estate and the former being about two thirds of an acre, the latter two acres in extent. The price paid being \$7000 in the first case and in the last case \$7100.

South Park was built in 1894 when the other elementary schools in the area – Vic West and Spring Ridge – became

overcrowded. The buildings were to provide all the necessary accommodations for eight classrooms of sixty pupils each, an assembly room capable of seating four hundred eighty pupils and one hundred visitors, and a reception room with not less than two hundred feet of floor space. The rooms were to contain not less than two hundred forty cubic feet of air per pupil and not less than sixteen square feet of floor surface per pupil. The building was to be substantially built of brick with a stone basement not less than eight feet in the clear. It was to have a slate roof, and must also be properly heated and ventilated and on the most approved sanitary system.



SOUTH PARK SCHOOL 1895

Mr. W. Ridgway Wilson, the school's architect, based his design of South Park School on the Queen Anne style, which was commonly used in building many of the schools in England at the time. The school was built with two floors of classrooms evenly distributed around a central hallway. The classrooms, stairwell, and upper hall were designed to be lit naturally. Each classroom contained recessed book cases,

blackboards made of polished slate, and an adjoining "cloak lobby."

The school was built with play areas under the north and south ends of the building. They provided protection from the rain and a cool shelter from the sun. Between the two play areas were the boys and girls washrooms, the fuel room, and four large wood-and-coal-burning furnaces.

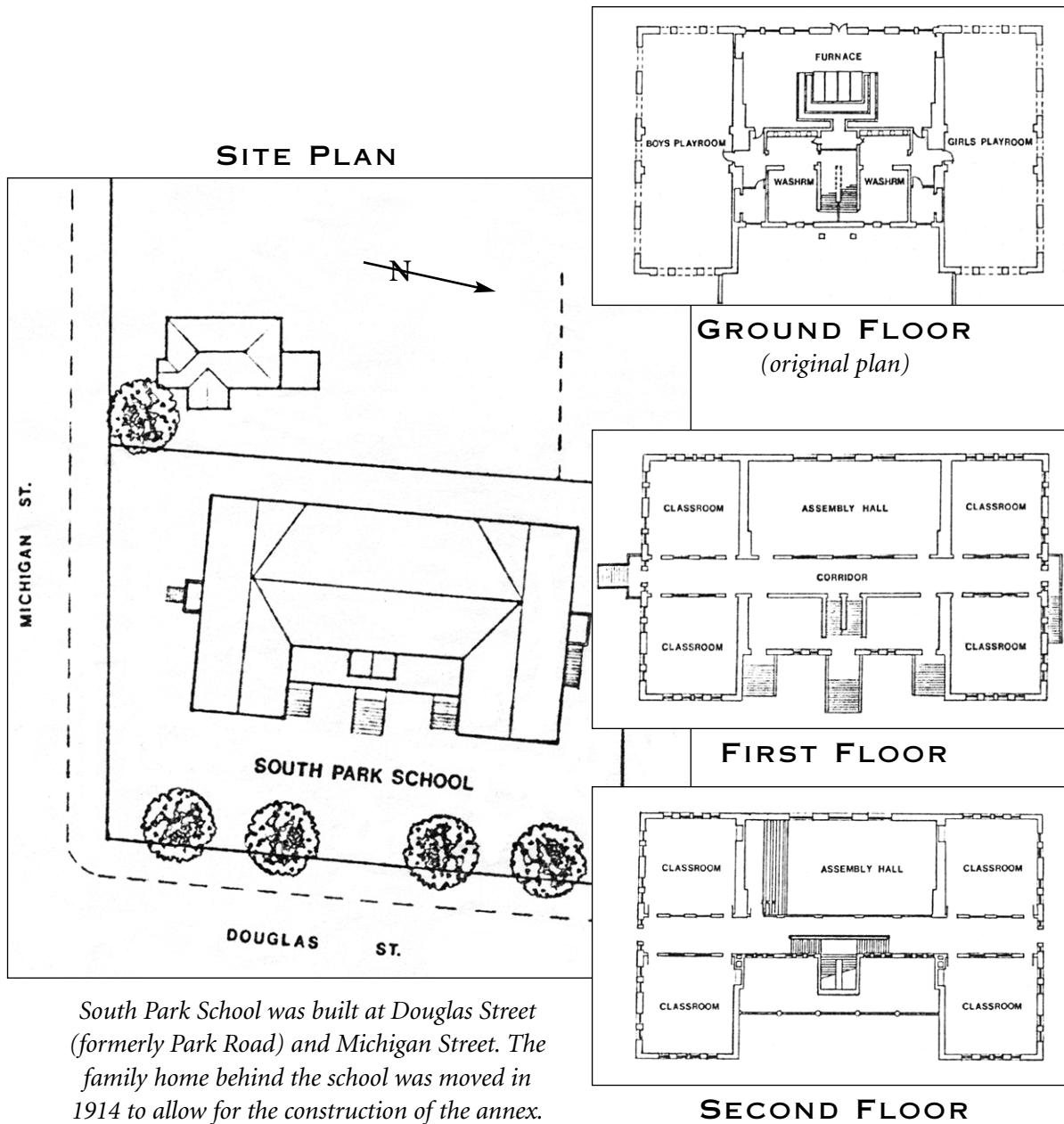
The assembly room was the main feature of the original building. It was not intended to be a gymnasium but rather a place where the student body could assemble for whole group instruction, performances, and examinations. During the summer of 1894, the "Closing Exercises" of Central School were held in the new assembly room.

South Park received its formal inspection from the Superintendent of Education, Dr. S.D. Pope, on June 1, 1894, and was opened on August 13, 1894. There is some confusion as to whether its original name was South Ward or South Park, but most official documents referred to it as South Park School.

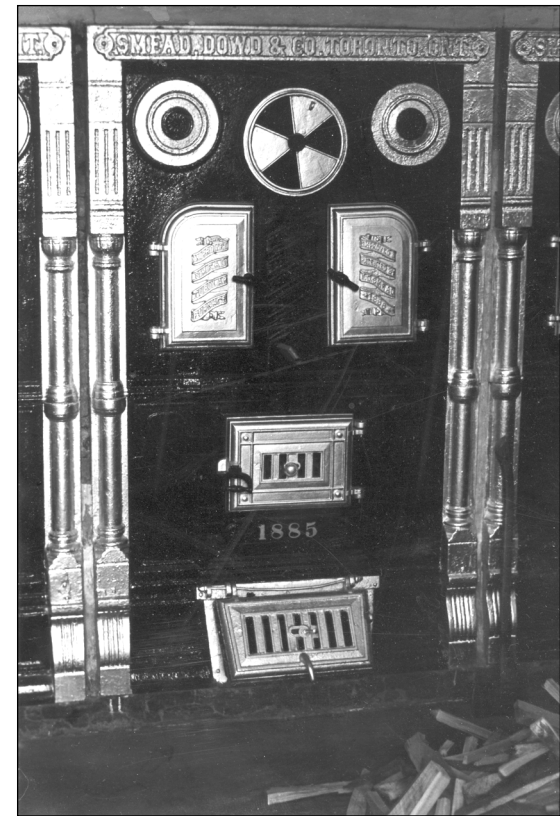


PHOTO: BC ARCHIVES, A-03420

Looking south from Church Hill, St. Ann's Convent is at the left, South Park School is on the right, and Beacon Hill Park is in the distance.



South Park School was built at Douglas Street (formerly Park Road) and Michigan Street. The family home behind the school was moved in 1914 to allow for the construction of the annex.



THE FURNACE

The heating system consisted of four large wood-and-coal-burning furnaces, used from the school's opening in 1894 until 1986.



AN OUTING TO THE PARK
Miss Sehl's class in Beacon Hill Park c.1895



SOUTH PARK STAFF 1895

Top center: Miss Agnes Deans Cameron, principal, with teachers Miss Ellen G. Lawson, Miss Sarah A. Robinson, Miss Lizzie M. Speers, Miss Flora C. Fraser, Miss Christina T. Lorimer, Miss Pauline Frank, Miss Ida M. Carmichael, and Miss Margaret C. Maclean

════ AGNES DEANS ════
CAMERON
The First Principal

Agnes Deans Cameron, the first principal of South Park, was born in Victoria in 1863. She completed her schooling at Victoria High School as a student in the first graduating class of 1876 and by the age of 16 was a qualified teacher. She began her career by teaching at Angela College, an Anglican girls' school on Burdett Street. By 1890, when she was 27 years old, Miss Cameron became the first female high school teacher in British Columbia when she returned to her former high school alma mater, Victoria High.

In 1894, she accepted the position of South Park's first principal at a salary of \$100 per month, and thus became the first female principal in British Columbia. She was often at odds with the School Board because she saw a great deal of unfairness, especially against women. She was known for being a

strict disciplinarian and was not afraid to use a leather strap on the students when they disobeyed her. Of course, discipline in all schools was harsh at that time, but it was uncommon for a woman to carry out the duty of strapping a student. This form of punishment was usually done by one of the male teachers on staff or the principal. On one occasion, the School Board investigated the severe strapping she gave a student, but this incident was resolved when the trustees supported her position and the boy promised to be obedient. Miss Cameron fought for equal pay for women, as men were paid more money to teach at the time. In an essay from the book *In Her Own Right*, Roberta Pazdro states that, *She [Miss Cameron] further believed that sex discrimination in salaries would not only hurt women but could end men's participation in the profession if women could be hired for less.*

In June 1901, Miss Cameron and another female principal, Miss Williams, were suspended when they were both suspected of not following the School Board's decision to replace written promotion exams with oral ones. They were both eventually reinstated. The reason for Agnes Deans Cameron's eventual dismissal in 1906 came when the students at South Park were alleged to have used rulers in their drawing exams for high school entrance. Interestingly, three other principals (all males) were accused of the

same misconduct but not one of these men appeared before the Royal Commission nor lost his job. Miss Cameron gained a great deal of public support after this highly-publicized incident. When she eventually ran for a position on the school board, she obtained more votes than any of the other members elected.

In 1908, Miss Cameron and her niece, Jessie Cameron Brown, became the first women to journey down the Mackenzie River to the Arctic Ocean. The journey took six months, and the two women traveled more than 10,000 miles. They carried a tent with waterproof mattresses and bedding, a typewriter, two cameras, and two steamer trunks. These two women traveled with all these supplies in floor length skirts, ankle-high boots, boned corsets, fitted bodices, and high collars. On the journey, they had to run rapids and portage their boat when paddling became impossible. They also battled swarms of mosquitoes and had to deal with the problem of their boat running aground and breaking into pieces. Their adventures were described in a book authored by Miss Cameron called *The New North*. In 1910, she was sent by the Federal Government to lecture in Great Britain on the subject of the Dominion. She last appeared in public when she gave a lecture about her northern expedition in aid of the sufferers of the RMS Titanic disaster.

“These two women traveled with all these supplies in floor length skirts, ankle-high boots, boned corsets, fitted bodices, and high collars.”

Agnes Deans Cameron died in Victoria in May 1912 at the age of 49 from complications following an appendix operation. Her obituary concludes with the following statement:

This rare personality has passed from our midst and her loss will be felt far and wide as a personal one. She was never on a pedestal, but one of those people who remained near and familiar and “of the people” dear to the people always.



PHOTO: CHRISTINE GODFREY

MISS MARGARET C. MACLEAN'S CLASS 1899
Future South Park teacher Wilhelmina Baxter is second from the right in the front row.

After the first year South Park was in operation, the satisfaction of the teachers and principal of the school was evident in the Report of the Principal by Miss Agnes Deans Cameron.



STAFF: 1894/1895

Principal, Miss Agnes D. Cameron

1st Assistant, Ernest H. Russell, B.A.,
until February, 1895; present 1st
Assistant Miss Ellen G. Lawson

2nd Assistant, Miss Lucretia Horton,
until April 30th, 1895; present 2nd
Assistant Miss Sarah A. Robinson

3rd Assistant Miss Sarah A. Robinson

4th Assistant Miss Lizzie Speers

5th Assistant Miss Flora C. Fraser

6th Assistant Miss Christina T.
Lorimer

7th Assistant Miss Pauline Frank

8th Assistant Miss Margaret C.
Maclean

Pupil Enrolment: 495

REPORT OF THE PRINCIPAL

1894/1895

“Sir, – I here submit the first annual report of the Victoria South Park Public School.

“The school was organized on the 13th of August, 1894, and started work in the new brick building facing Beacon Hill Park. The South Park School from the standpoint of the teacher is a model of convenience. The lighting, heating and sanitary arrangements could scarcely be improved. Tasteful surroundings must exert a refining influence on all, and especially so upon children. If we, as teachers, have failed in our work, the fault must be ours alone, for we have been given by the Trustee Board all needed accessories.

“During the year the parents of this district have strengthened our hands by their kindly sympathy and hearty co-operation.

“We have by subscriptions and from the proceeds of school entertainments acquired as school property an excellent piano (Mason & Risch), and have in contemplation the forming of a school library.

“The Ninth Division of the school held session in the old James Bay Ward School building; the class is under the able direction of Miss M. C. Maclean.

“Upon the promotion of my First Assistant, Mr. Russell, to the High School, Miss Lawson received the vacant position and our staff now is composed wholly of women.

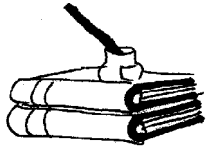
“I desire to put upon record the loss which the school sustained by the resignation of Miss Horton. Miss Horton during her ten years’ service in the city schools won the respect of pupils, parents and her fellow teachers; her place will not be easily filled.

“In conclusion, I may say that my work for the past year has been most pleasant. Throughout the school, on the part of the pupils and Assistant Teachers, I have met with that loyal co-operation which engenders kindness and mutual respect.”

– from the Government Sessional Papers 1895

REPORT OF THE PRINCIPAL

1895/1896



STAFF: 1895/1896

Principal, Miss Agnes D. Cameron

1st Assistant, Miss Ellen G. Lawson

2nd Assistant, Miss Sarah A. Robinson

3rd Assistant, Miss Lizzie M. Speers

4th Assistant, Miss Flora C. Fraser

5th Assistant, Miss Christina T.
Lorimer

6th Assistant, Miss Pauline Frank

7th Assistant Miss Ida M. Carmichael,

8th Assistant Miss Margaret C.
Maclean

Pupil Enrolment: 458

“Although in the year just past, as a school we have not done anything very brilliant, as teachers we have striven to work faithfully, and to induce our pupils to do the same.

“We have now the nucleus of a school library – upwards of one hundred volumes of standard biography, history and fiction; and I hope that in reading these books our children will spend many pleasant hours, while, unconsciously to themselves, their mental visions will expand, and their ideas of the world around them become less narrow.

“In the recent competition examination for entrance to a High School, two of our pupils, Jessie Cameron Brown and Marion Aimee Bernice Pope, took respectively second and third place in the list of 117 competitors from the city schools.

“The brightness of the latter part of our school year was overshadowed by the loss of two of our most promising pupils, Sophie Herminie Smith and Ethel Bowness, who met sudden death in the 26th of May [Point Ellice] bridge disaster. Ethel was a pupil of the 2nd division – an honourable, bright-minded, generous girl; while Sophie was one of my own pupils, a girl of marked individuality and more than ordinary ability, and whose purity, kindness and high sense of truth had endeared her to us all. Pupils and teachers, drawn closer together by a common grief, attended both funerals.”

– from the *Government Sessional Papers 1896*

REPORT OF THE PRINCIPAL

1896/1897

“The general work of the school has been to me on the whole satisfactory, my hands being strengthened by the loyal co-operation of parents, the support of the Trustee Board and Education Department, the earnest efforts of the teaching staff, and the willing obedience of the children themselves.

“A Principal without the moral support of those associated with her, is able to accomplish comparatively little, and realizing this, I wish to place on record my warm appreciation of that feeling of loyalty, which almost without exception has induced all to sacrifice personal preference for the good of the school as a whole. To this prevailing spirit I would attribute whatever of good we have been able to accomplish.

“Our school library continues to grow; we have now upwards of 700 volumes. Lectures in aid of the ‘Library Fund’ were kindly given in the assembly room of the school last year by W.A. McIntyre, Esq., B.A., Principal of Winnipeg Normal School; and Rev. W.D. Barber, M.A., whose subjects respectively were: – ‘The Dignity of the Teaching Profession,’ ‘Musical Odds and Ends,’ ‘The Land of the Pharaohs,’ and ‘Elizabethan Poets.’

“Ethel Eleanor Devlin, a pupil of this school, was the winner of the Governor-General’s medal competed for by pupils of the city graded schools.”

– from the *Government Sessional Papers* 1897



STAFF: 1896/1897

Principal, Miss Agnes D. Cameron

1st Assistant, Miss Lizzie M. Speers

2nd Assistant, Miss Sarah A. Robinson

3rd Assistant, Miss Margaret C.
Maclean

4th Assistant, Miss Pauline Frank

5th Assistant, Miss Christina T.
Lorimer

6th Assistant, Miss Frances A. Brown

7th Assistant, Miss Flora C. Fraser

8th Assistant, Miss Ellen G. Lawson

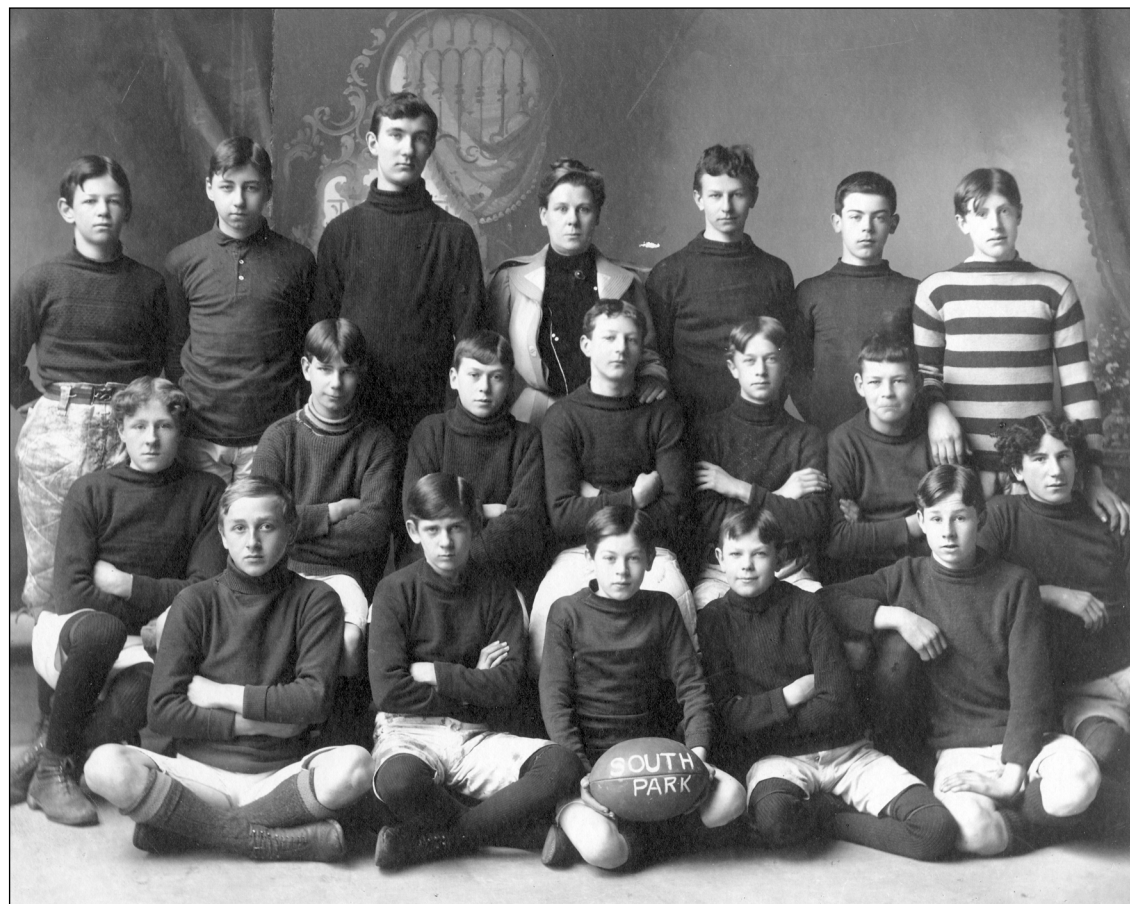
Pupil Enrolment: 509



PHOTO: CHRISTINE GODFREY

**SOUTH PARK
FIELD HOCKEY PLAYERS 1902**

*The "Vincent girls" are on the left and centre
and Ann Michaelis is on the right.*



SOUTH PARK RUGBY TEAM 1903/1904

Matches Played 6, Won 5, Drawn 1

*Back row, left to right: G.L. Sparrow, F. Rome, A. Boyd, Miss A.D. Cameron, T.A. Briggs, R. Bamford,
W. Kennedy Middle row: F. Cameron, S.R. Anderson, B. Cox, T.C. Briggs (Capt.) L. Dassonville, A.L.
Greig, H. Thompson Front row: B. Robson, A. Scott, H.G. Bamford, I. Sparrow, L. Wilson*

DO YOUR WORK AS WELL AS YOU CAN, AND BE KIND.	
HEAD PUPILS OF SOUTH PARK	
MIDSUMMER	CHRISTMAS
1894	(FANNY FORBES WHYTE (ROSS M'DOWELL)
1895 ROBERTA BEATRICE DEVLIN	NO EXAMINATION
1896 JESSIE CAMERON BROWN	" "
1897 ETHEL ELEANOR DEVLIN	" "
1898 FANNY GILL C. POPE	" "
1899 GLADYS MARGARET CAMPBELL	" "
1900 ADA ELIZA SPENCER	" "
1901 MABEL AGNES CAMERON	JAMES HENRY GORDON
1902 WILHELMINA BAXTER	MARION ALBERTA HANNA
1903 ETHEL MARY GREEN	MAUD GERTRUDE SULLIVAN
1904 JUSTINE GILBERT	THORNTON FULLERTON
1905 ADA SCHWENGERS	EDWARD PETRIE
1905 JAMES GRAY	GLADYS E. SPENCER
1907 NORMA W. SPENCER	ALFRED HENRY JOHNSON
1908 FLORENCE MAY PENNEY	

PHOTO: DEBBIE MARCHAND

**HEAD PUPILS
OF SOUTH PARK
1894~1908**

*The South Park School Motto:
"Do Your Work as Well As You Can,
And Be Kind"*



PHOTO: VICTORIA CITY ARCHIVE

SOUTH PARK SCHOOL STAFF 1907

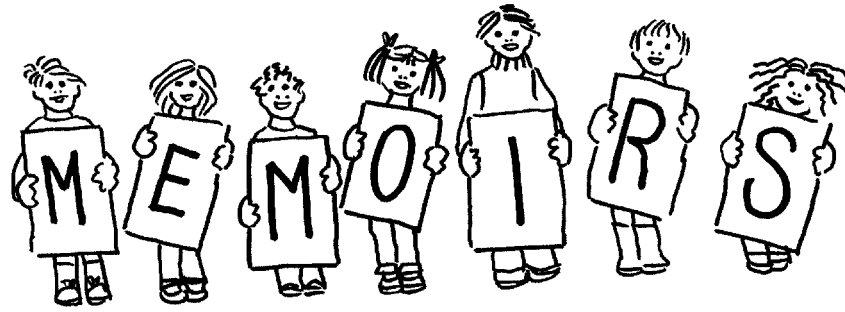
*W.N. Winsby, principal, with teachers H.S. Pringle, Miss M.A. Cameron, Miss Isla Tuck,
Miss M.M. Crowe, R. Van Munster, Miss V.E. Sweet, and Miss W. Baxter*



PHOTO: CHRISTINE GODFREY

MISS BAXTER'S CLASS 1907

Back row, left to right: Gerald Riddle, Tertius Hibben, Ralph Clark, Trudy Kent Fourth row: George Sargison, Charlie Stewart, Hughie Burnett, John Moffat, Ernest Greenwood, Douglas Parker, Bobbie Cameron, Jim Stewart, Wallace Ward, Paul Beanlands, Walton Gilbert Third row: Miss Baxter, Vladamir Bendtrot, Jack Wood, James McPherson, George Russel, Louis Cummings, Ronald Cruikshanks, Percy Plimley, Marjorie Taylor Second row: Jessie Dorman, Cora Prescott, Effie Spalding, Gladys Porter, Lucile Hall, Florence Reason, Kathleen Porter, Lillian Berriman, Molly Langley, Cecily Vincent Front row: Myrtle Irving, Dolly Laing, Margaret Heaney, Georgine Hodge, Hazel Harlow, Margaret Hardie, Thelma Cave, Florence Turner, Lillian Shandly, Alma Clarke



1900: FRED JAMES

(contributed by his nephew Bud James)

The only story I heard of his time there centered on a doomsday prophecy that the end of the world was coming, beginning with Mt. Baker erupting. The beginning of the end was timed to occur during a break, lunch or recess, so all the boys rushed to climb up on a large boulder, I think in Beacon Hill Park, that afforded a view of the mountain. In telling the story, Fred said that at the time they were more disappointed than relieved when Mt. Baker failed to blow.

C. 1900~1905: JESSIE ROBERTS

Student 1900~1905; Teacher 1914~1929
(from an article she wrote and gave to Phyllis C. Eltringham in 1974)

My principal, Agnes Deans Cameron's system of teaching would not be tolerated today. A pupil had to promise to absorb the system of note-books covering all human knowledge before gaining entrance to her famous class. Being in her class simply meant having the knowledge pumped into one by force. But

she was highly respected. She lived in the district. Her house was on Government Street where Michigan goes through. When the front door was opened, you could see that the ivy had crept through the interior and was interwoven among the books and on its walls. She gave a book to the head pupil of each class of the eight-roomed school every month.

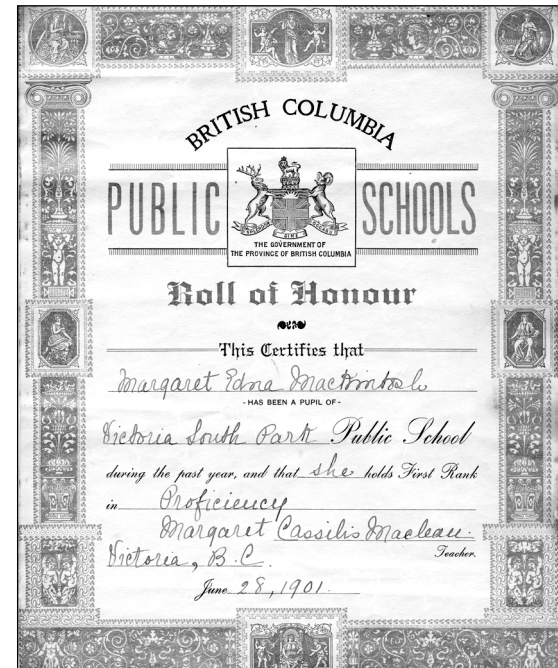
She travelled in the north and went to England. She later returned to Victoria and was elected to the School Board. She became ill with appendicitis and died at about fifty. How untimely! She always wore her hair cut short but was a dignified woman in every way.

1901: DOROTHY ADELAIDE WOODWARD

(contributed by her son-in-law J.B. Young)

Dorothy Adelaide Woodward was born in 1891 into the well-known pioneer Victoria florist family. Her family's large farmhouse and green-houses covered the area now occupied by the Fairfield Shopping Village. It was from there that she and her sister made their way to South Park School. Dorothy (Dolly) was fond of telling how she scrambled across the rocks of Beacon Hill Park to get to the school she loved. She had

happy memories of her childhood, and the lasting effect of South Park School on her was obvious to my generation. In her opinion, the school's principal Agnes Dean Cameron was a woman every child could look up to and emulate.



ROLL OF HONOUR CERTIFICATE

*Presented to Margaret Edna Mackintosh,
June 28, 1901
First Rank in Proficiency*

1902: ADA MCGEER

After several primary years at private schools, where I learned nothing, my parents decided to send me to South Park public school which was near our home. This was in 1902 when I was 12 years old. School then became a delight rather than a drudgery, particularly when I passed into Miss Cameron's classroom.

We lived at the southern end of Beacon Hill Park. Every morning on my way to school I would see Miss Cameron returning from her daily walk through the park. She always wore a tailored suit, which became her slim, mannish figure. She would have enjoyed wearing slacks!

When the bell rang we lined up in the school yard and marched into the assembly room, to say the Lord's Prayer, sing the National Anthem, and listen to any pithy comments concerning the school and ourselves which Miss Cameron saw fit to make. I well remember the day I was the embarrassed subject.

A well-known Shakespearean Company was due to perform "The Merchant of Venice." As a publicity ploy, one of the daily newspapers offered a prize for the best essay on the play written by a pupil. I sent my contribution in without consulting anyone, carelessly failing to check the spelling of the characters' names. As I won the prize, the newspaper printed my essay, incorrect spelling and all. The next morning at Assembly, Miss Cameron read it to the whole school, making scathing remarks on my carelessness and the dishonour I had

brought to the school. After 70-odd years, I still remember my humiliation.

“...making scathing remarks on my carelessness and the dishonour I had brought to the school.”

Miss Cameron taught all the subjects for entrance into high school, except drawing. The teacher for this subject was a poor disciplinarian, whose lessons were periods of "high jinks" for our class. When our drawing books were submitted as part of our final exams, the examiner failed most of the class, contending that we had drawn freehand lines with a ruler. I got a bare pass mark which pulled my average down considerably. A bitter controversy arose between Miss Cameron, the examiner, and eventually the School Board, which ended in the whole class being summoned to appear in court. This disturbed the parents, and Miss Cameron was severely censured. However, the pupils enjoyed appearing with their drawing books before the fatherly judge, who settled the matter satisfactorily for both sides.

There were other contentious matters in Miss Cameron's life at this time, which finally resulted in her dismissal as principal of South Park School. This proved to be a blessing, for she could now devote her life to writing, lecturing, and travel, which brought her world

fame. But there are many of her former pupils who remember her for her criticism of outmoded ideas and her untiring work for school reform. It is the fortunate pupil who in the course of his school days encounters a teacher who kindles a spark for learning. Agnes Deans Cameron did this for many of her pupils. Thankfully, I was one of them.

C. 1905~1910: MARY ROBERTS

*Sister of Jessie Roberts who taught at South Park School from 1914~1929 (from an unpublished account, *The Thompson Roberts Story*, by Phyllis C. Eltringham after an interview with Mary Roberts in 1974)*

In the senior classes when I went to South Park School, I can recall a Mr. Netherby, Miss Mabel Cameron, Miss Tina Long, Mr. Pollock (principal), a Mr. Coates, and Mr. MacLaurin. Mr. H.B. MacLean [1909/1910] later became a specialist in handwriting and had the course put into the schools. He taught us English.

When we first had domestic science there were no facilities in South Park, so each Friday the girls walked over the rocks, wearing aprons and carrying pot holders, to Girls' Central School to receive their lessons on learning to boil water and make tea. If the parents did not wish the children to do this, they could say no. My mother did not want me to go, considering

Jessie had, so I was allowed to stay at school. Mr. MacLean always read to us, for to teach with only part of the class was unprofitable. The book I most remember was none other than Anne of Green Gables.

“...so each Friday the girls walked over the rocks, wearing aprons and carrying pot holders...”

1907: CECIL FRAMPTON

(contributed by his niece, Rosalie Frampton)

The principal in 1907 was Mr. Wimsby and he was followed by Mr. Pollock. My uncle told me that a number of the teachers came from P.E.I., as there was a shortage of teachers in B.C.

His most vivid memory was of the numerous fire drills that were held in the school. He said that they finally managed to evacuate the school in one minute.

1904~1910: TOM BAXTER

(from his memoirs, contributed by his granddaughter, Christine Godfrey)

Eric Gordon and I topped the class in passing into the entrance class at South Park School. The room was overcrowded so Eric and I were put in another room to study. He did, but I am afraid I listened to what was going on about me. The last half of the term we were put in our proper class. Mr. Pollock, the principal, no doubt had heard of my sister doing so well, so naturally looked to me to keep up the record. One day we had a spelling contest and the names and marks were shown on the blackboard. I could not see my name and asked why it had not been shown. Mr. Pollock said, “Two marks were taken off for each mistake and you owe a few marks, so your name was omitted.” The class roared and I grew red in the face, which I often did, especially if a girl happened to pass me a note. I was called several nicknames, which annoyed me terribly and no doubt got red in the face each time, to the delight of my tormenters.

My sister was appointed school teacher in the same school and I felt I had to be somewhat a model pupil – not a very comfortable feeling.

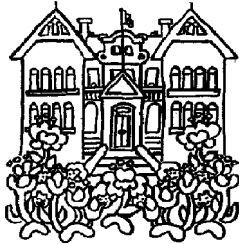
At eleven years of age the world is full of wonders. We played hockey and rounders on Elliott Street which had been surveyed through the Sir James Douglas estate on the north side. The old two-storey log building with its large

verandahs stood vacant. Nearly opposite stood the new house built by my uncle, recently retired from the Prairies. As the shadows darkened, we played hide and seek around the old estate but kept out of the old house. My Cousin Ann [Michealis] a few years my senior, decided to borrow a human skull from Agnes Deans Cameron, principal of South Park School, who no doubt wondered at the request. Ann confided in me that she had secured a sheet and would I venture with her to the attic window of the old house after dark and see what would happen. We made strange noises and soon a crowd of children gathered to gaze at the sight. One boy with true aim threw a stone and cracked the skull, which was quickly withdrawn and we commented on what Miss Cameron might say when the skull was returned.

[Tom Baxter's daughter Maureen attended South Park later, as did his great grandchildren Paul and Amy. His sister Mina Baxter attended and taught at South Park, and Mina's son Ian Kay was also a student at the school.]

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1894 ~ 1909



- South Park School officially opened on August 13, 1894.
- In the original building, a floor area of 50 feet by 30 feet in the auditorium was supplemented by a raised platform, 12 feet deep, at the north end. This platform was, at some later date, c.1908~1910, transformed into a stage, 12 feet by 25 feet, with an arched opening. By that time the use of the assembly room was more that of an auditorium-gymnasium. The stage was removed in the late 1980s.
- May 24, 1900: Empire Day was celebrated for the first time in British Columbia schools.
- By 1904, the open arches in the play areas on the ground floor had been closed in by windows and doors.
- “*Educational philosophy of the 1890s was not quite the same as that of today, especially as it related to elementary schools provided*

by the state. School was regarded essentially as a preparation for adult life, not as an integral society of its own, and therefore the values to be gained at school were adult values. ... Inability or failure to learn what was prescribed brought repetition and, finally at some age level, rejection by the school system – a rejection softened by the abundant opportunities still extant to make a living by unskilled or partially skilled labour. School was not supposed to be fun although learning should bring its own reward.”

– from a paper by Franklin P. Levirs (1974)

- 1907: Vic West School opened.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1894 ~ 1909



- 1890: Craigdarroch Castle was completed. Coal baron Robert Dunsmuir, who was building the castle for his wife, died several months before its completion.
- 1890s: Chinese residents demolished Chinatown's wooden shacks and erected brick buildings.

- At the turn of the century, B.C.'s population was about 60% British, 16% First Nations, 12% continental European, and 11% Asian.
- 1893: Francis Rattenbury began work on the new Parliament Buildings. They were finally completed in 1898.
- 1894: The unemployed were put to work on the streets at a dollar a day.
- 1894: The Sayward Lumber Mill discharged all its Chinese employees and replaced them with Caucasian workers.
- 1894: The railway line from Victoria to Sidney was completed.
- 1894: In the zoo in Beacon Hill Park, new houses were built for the animals.
- 1895: John Herbert Turner was elected as Premier of British Columbia.
- 1896: Gold was discovered in the Klondike, which had tremendous impact on B.C.
- 1896: The copper statue of Captain George Vancouver was placed on top of the dome at the Parliament Buildings
- 1896: A bicycle built for two was seen for the first time on the streets of Victoria.
- 1896: A span of the Point Ellice Bridge collapsed, killing over 50 people who were on a streetcar.
- 1897: The Diamond Jubilee of Queen Victoria was celebrated across the British Empire. British Columbia's new Parliament Buildings were illuminated for the event and were officially opened the following year.
- 1898: Charles Augustus Semlin was elected Premier of British Columbia.
- 1898: More than a dozen opium factories were processing almost 100,000 pounds of raw opium a year. It was used locally, shipped to Asia, and smuggled to the U.S. until the Canadian government declared its sale and possession illegal in 1908.

- 1899: The first Chinese public school in Canada was opened in Victoria.
- 1899: Fort Street was paved with wooden blocks.
- At the end of the 1890s, a smallpox scare quarantined Victoria.
- 1900: Joseph Martin was asked to become interim Premier of British Columbia after Charles Augustus Semlin was dismissed.
- 1900: James Dunsmuir was elected Premier of British Columbia.
- 1900: The city now had streetcars, telephones, and a population of 98,000. Bicycles and horse and buggies were still the main means of transportation.
- 1902: Government House, designed by Samuel Maclure and Francis Rattenbury, was constructed.
- 1902: Edward Gawler Prior became Premier of British Columbia.
- 1902: A gasoline-powered automobile was seen on the streets of Victoria on May 23. It was a 3 1/2 horse-powered Oldsmobile owned by Dr. Hart and cost \$900. The first motorcycle appeared around the same time.
- 1903: Richard McBride was elected Premier of British Columbia.
- 1903: The Victoria School Board became the only one in Canada to segregate Chinese students from their Caucasian classmates.
- 1903: Tally-Ho sightseeing rides for tourists were started.
- 1904: License plates became compulsory and were made of leather. The speed limit was 10 miles per hour in the city and 15 miles per hour in the country.
- 1904: Victoria's first public library was built on the corner of Yates and Blanshard with financial assistance from the Andrew Carnegie Foundation.

- 1904: The "Lord's Day Observance Act" was passed, stopping businesses from opening on Sundays.
- 1904: A 9-foot shark was lassoed in the inner harbour.
- 1904: R.P. Butchart made plans to establish a cement works in Saanich.
- 1904: The first telephone call between Victoria and Vancouver was placed.
- 1905: Birdcage Walk was renamed Government Street.
- 1907: The Empress Hotel was built.
- 1909: A Victoria man was fined \$5 for not sounding his horn before turning a corner in his car.
- 1909: The Women's Canadian Club held its first meeting, and was addressed by Agnes Deans Cameron.

- 1896: Sir Wilfred Laurier was elected Prime Minister of Canada.
- 1898: The Yukon Territory joined Confederation.
- 1899: The South African war broke out and some British Columbians volunteered for service.
- 1900: The Paris Metro opened.
- 1901: Queen Victoria died at age 80 after a reign of 63 years, the longest reign of any British monarch.
- 1901: The first gramophone discs produced by His Master's Voice record company went on sale featuring the voice of Enrico Caruso, the great Italian tenor.
- 1901: The first Nobel Prizes were awarded.
- 1902: *The Tale of Peter Rabbit* by Beatrix Potter was published.
- 1903: The Wright brothers' first flight took place at Kitty Hawk, North Carolina.
- 1904: Ice cream cones were introduced at the World's Fair in St. Louis.
- 1905: The Russian Revolution began.
- 1905: Alberta and Saskatchewan became provinces of Canada.
- 1905: Albert Einstein published his theory of special relativity.
- 1906: A major earthquake hit San Francisco.
- 1907: Robert Baden-Powell formed the Boy Scouts.
- 1908: Henry Ford's Model A car was introduced.

FACTS & EVENTS

CANADA AND THE WORLD 1894 ~ 1909

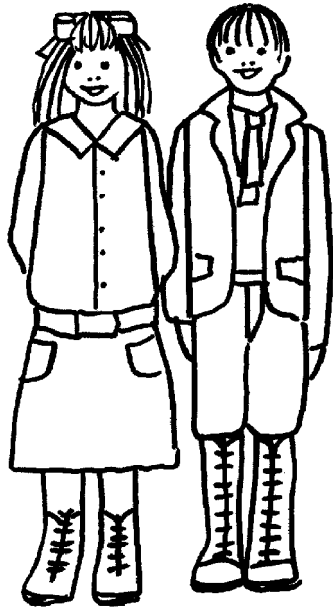


- 1894: Sir Mackenzie Bowell was elected Prime Minister of Canada.
- 1896: Sir Charles Tupper was appointed Prime Minister of Canada when Sir Mackenzie Bowell stepped down.

SOUTH PARK SCHOOL

CHAPTER
2

‡ 1910~1919 ‡



SOUTH PARK
BASKETBALL
CHAMPIONS
1912

BOYS BENEFIT BY MANUAL TRAINING:

EXHIBITION OF WORK AT SOUTH PARK SCHOOL GIVES
STRIKING ILLUSTRATION OF WHAT CAN BE ACCOMPLISHED



Before 1910, boys from South Park School travelled to other schools for manual training classes. Due to an increase in population, the School Board decided to establish manual training at South Park. It was first established in the boys' ground-floor covered play area.



PHOTO: BC ARCHIVES, D-01802

The house next to the school was bought and moved to Avalon Street in James Bay, and the annex was built on that site in 1915 to provide manual training for boys and domestic science training for girls. The building was heated by separate stoves in each classroom which, by all accounts, were noisy, smelly, and inadequate.

That the boys of South Park School are ready for technical education, if they have not already begun it, was demonstrated last week to some 200 parents who visited the room where Mr. Breadner gives the boys of James Bay district manual training lessons during five days of the week.

The original models, made by the lads who had taken the three-year course were shown, as well as the ordinary woodworking and drawing which led up to the independent samples, of which the young teacher was justifiably proud.

Mr. Breadner, who has had charge of this new centre for a little more than a year, is an enthusiast in his department of education, and it was very pleasant to listen to his explanations and to note how warmly the efforts of his class were appreciated.

Two of the pupils were present to give practical demonstration of the way the ordinary schoolwork is done. But the attention of the visitors was given chiefly to the original models. In making these each boy is allowed to depend upon himself. He not only makes his own drawing plans, but selects and pays for his material.

The most ambitious effort was that of Aleck Wilby, a lad of fifteen, who made a whole set of hall furniture. The material was quartered oak, finished with old English wax. The set consisted of a mirror, chest, tree and umbrella stand, all beautifully finished, and none but a very experienced artisan could detect any fault in the workmanship, while the most fastidious housekeeper would be proud to possess the pretty and enduring articles.

A piano bench, with hinged lid and case for music, made of quartered oak, with golden oak finish, showed that Cecil Laundry had conquered the difficulties of mortise and tenon construction.

Gordon Marwick had made a piano stool and Frank Billingsley a tabouret, while Reginald Cooley provided the family with a well-designed medicine chest. Frank Billingsley and Louis Gosse both made footstools, adding upholstery to the woodwork, and Woodford Ackerman made a hammered copper bottom for his fine umbrella stand. John Wood's mantel clock, and Tom Roland's steering wheel for a launch, were both original and well executed.

The work of Robert Murray, a boy of fourteen, called forth commendations and expressions of surprise from the more practical visitors. It was a bench vice, with iron fittings, made of birch, and affording evidence that its young maker could do chiseling, sawing and boarding, of which a journeyman mechanic need not be ashamed. Many little fellows had framed their certificates, and Frank and James Hunter made a chess board of inlaid pine and cedar in a mitred cedar frame.

These are only examples of uniformly good work...Enough was seen to show that these boys are being taught to read and think, as well as to invent and execute.

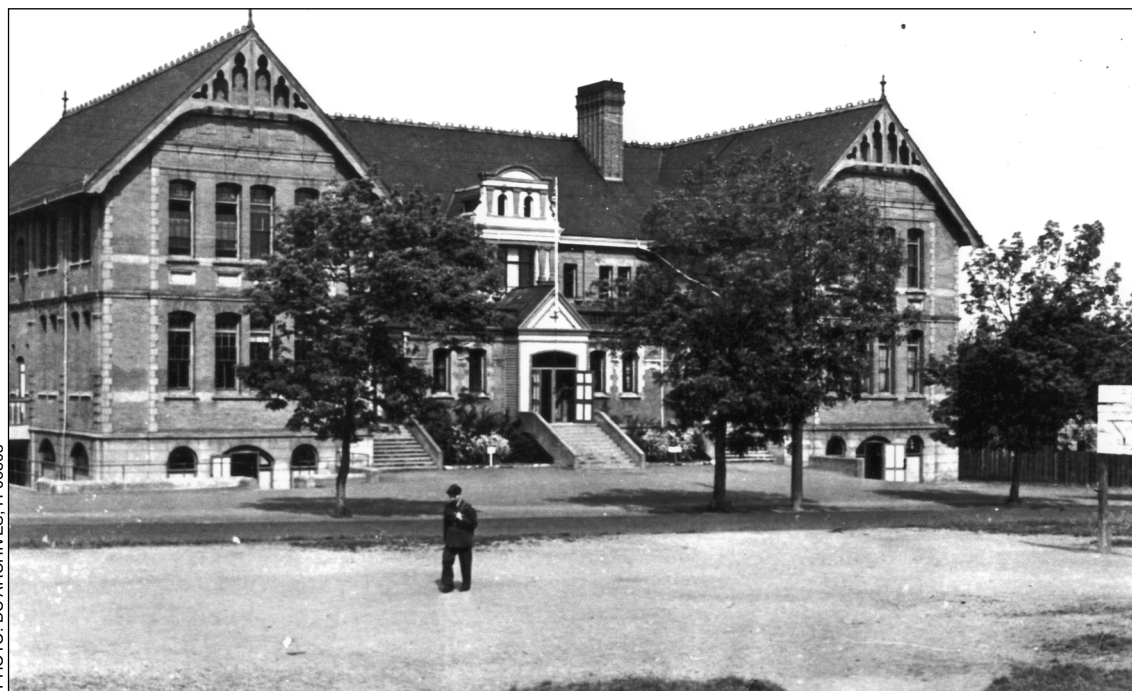


PHOTO: BC ARCHIVES, H-06805

SOUTH PARK SCHOOL C.1918

The arches of the interior play areas on the ground floor had been enclosed with doors and windows in the early part of the century, providing protection from the wind and rain and allowing the creation of a woodworking shop in 1910. The wooden storm porch at the entrance, added c.1914, is evident in this photo. In the foreground is the basketball court across Douglas Street in Beacon Hill Park.



SOUTH PARK TEACHERS 1918

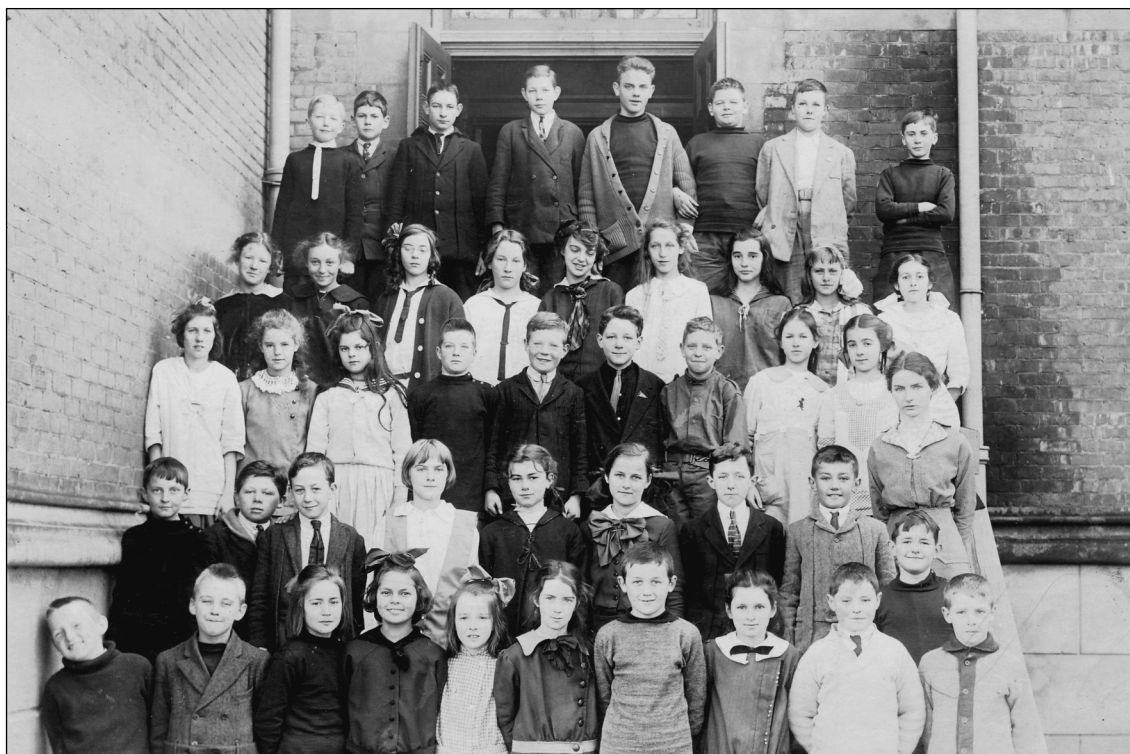
D.A. Fraser, Miss I.C. Aird, Miss C.M. Long, Miss Walls, Miss Jessie Roberts, Miss C. Stoddard, A.A. Campbell (principal), Miss Jean Roberts, Miss L.M. Archibald, R.W. MacKenzie, Miss J.M. Gordon

THE DAILY COLONIST

FEBRUARY 15, 1917

FAVOURS RIFLE SHOOTING

The School Board decided last evening to allow the Pemberton gymnasium to be re-modeled for a rifle range, which will make the range several yards longer than it is now. An armory will be built in the attic of the Boys' Central School. The George Jay and South Park Schools will build ranges in their basements. The Oakland School has no place for a range, but will have an armory in its basement. The North Ward School has temporary permission to use the armory in the new drill hall. Burnside School will drill with the North Ward School. Moss Street and Victoria West Schools have no provision made as yet.



MISS JESSIE ROBERTS' CLASS 1917

Back row, left to right: Douglas Kelly, ..., ..., ..., Riley, ..., ... Fourth row: ..., ...,

Doris Weatherston, Genevieve Sangster, Truth Baller, ..., Dorothy Keys

*Third row: Florence Paterson, ..., Margaret Byrne, ..., ..., Eileen Grossman,
Doris Morley, Miss Jessie Roberts*

Front row: ..., Wilfred Slater, ..., Muriel Spring, ..., Isabel Kirkpatrick

(Eileen Grossman, third row, second from the right, was Captain St. Clair's guide at South Park)

⚡ CAPTAIN IAN ⚡
ST. CLAIR

Physical Director of Victoria Public Schools

“Good morning, class.”

“Good morning, sir.”

“Class rise.”

Thus began Captain St. Clair's lesson in physical fitness, coupled with short lectures about basic hygiene, honesty, and loyalty.

Ian St. Clair was a remarkable man whose name was well known in the history of Victoria from 1893~1953 and in the Victoria School District from 1895~1930. Captain St. Clair was the Physical Director of Victoria public schools and the YMCA, and a cadet instructor for over 35 years. He visited elementary schools in Victoria to give lessons and to lead simple physical exercises, sometimes taking classes outside if the weather permitted.

Captain St. Clair was also a drill instructor of local troops in the First World War. He was responsible for establishing swimming

instruction and competitions at the Gorge and later at the salt-water Crystal Gardens Pool.

What made his accomplishments even more remarkable was that Captain St. Clair was completely deaf, a result of a bout of typhoid he contracted when he was a student in medical school in Edinburgh. Moreover, he was almost totally blind. In the early days, his wife would drive him to the schools in a horse and buggy. He communicated by reading the Morse Code that was tapped onto his hand, and in the later years he used finger spelling, called “Deaf and Dumb Language” in those days. He taught that language to at least some of his classes. When he began to take the streetcar, a girl in each of his schools would meet him at the stop and lead him to the different classes, communicating with him by placing her hand in his and forming letters using his fingers. At South Park School, Eileen Grossman was his young assistant. He could speak, and students remember his clear, powerful voice.

St. Clair was a tall, imposing man who always dressed in his army uniform. He concluded his lessons with the commands, “Girls curtsey, boys salute.”

Captain (later Major) St. Clair was respected by all, students and adults alike. The city presented him with the first Citizen of the Year award in 1928, two years before his retirement in 1930. He died in 1953 at the age of 85.

I used to meet Capt. St. Clair at the No.5 streetcar in the morning and then take him around to the various classrooms so he could give his lessons. I communicated with him using finger spelling that he must have taught in the classroom. I would manipulate the fingers of his hand to form letters. Often he'd understand what I was saying after just a few letters or words, and he'd finish the sentence orally. He was very bright and focused. The lessons he taught were things like, 'to clean

your teeth, eat an apple. Keep active. Clean your teeth every night.'

I used to stand next to him when the cadets marched by in front of the assembled students. He asked me to let him know when they were in front of us so he could salute at the proper time.

At the end of the day, I'd take him back to his streetcar stop. I think he had to walk a long way to his house from the other end of the line.

– from a personal communication with
Bea Smith, Vic West student in the 1920s

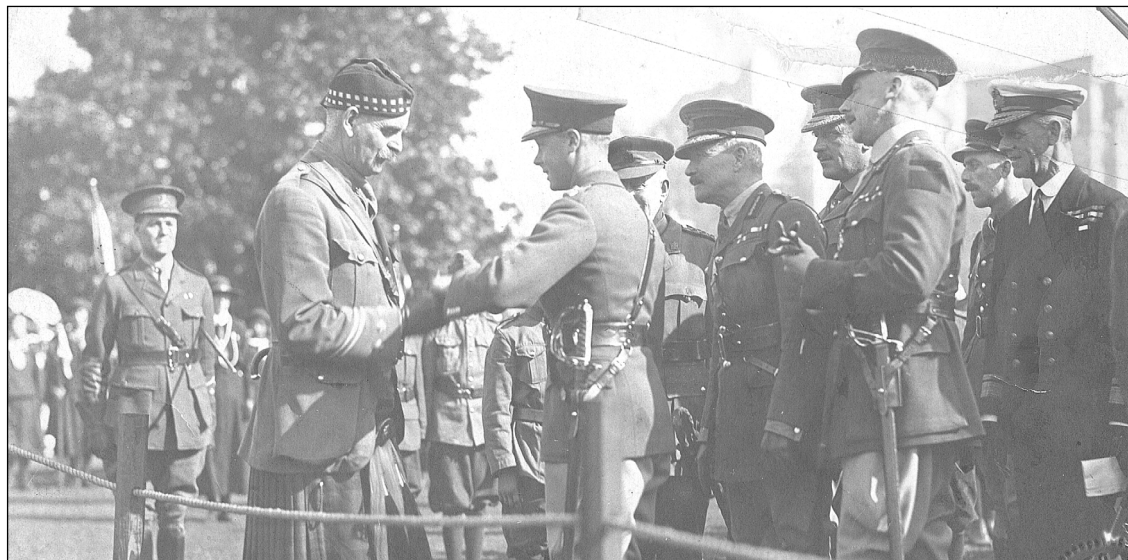


PHOTO: ED SILVA-WHITE

CAPTAIN IAN ST. CLAIR

SPEAKING WITH THE PRINCE OF WALES (LATER TO BECOME KING EDWARD VIII) 1919

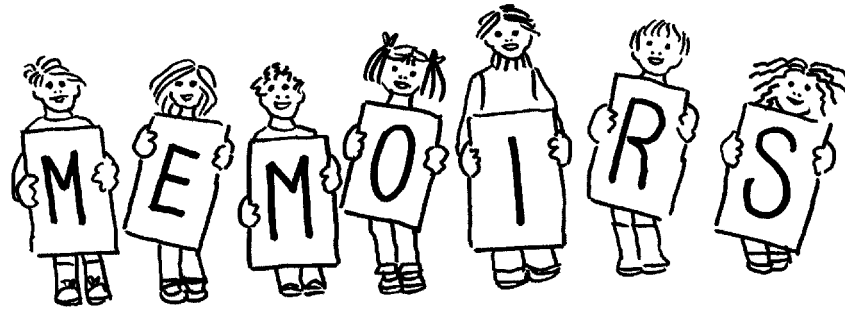
As Captain St. Clair was deaf, the Prince was coding on St. Clair's hand.

The children were present at the reception on the grounds of the Parliament Buildings "and doubtless carried away with them pleasing recollections of their future sovereign."

Left to right: Lieutenant Munsey, Captain St. Clair, the Prince of Wales, Major General Leckie, Lord Waddington, Admiral Walsey (Commander of the battleship New Zealand)



MISS JEAN ROBERTS' CLASS 1919
on the centre front steps of the school



**1911~1915:
JOSEPH HAEGART**

Student at Moss Street School, which was later renamed Sir James Douglas School

We had no manual training at Moss Street School and came once a week to South Park. Mr. Marion was the teacher. It was the happiest day each week for us boys. Your school had a basketball place while we had none at Moss Street, and we had so much fun. When acorns were plentiful, we Moss Street boys had acorn battles with South Park boys. I believe we liked South Park very much better than our school. The manual training teacher really cared and encouraged us. I would rate him as one of the two best teachers I ever had in Victoria.

“...we Moss Street boys had acorn battles with South Park boys.”

**1911~1915:
IRENE HARDING,
NÉE HOWES**

Miss Long was one of the best teachers. While in her class we learned about Portia's appeal to Shylock, "The Arab Steed," and many interesting pieces out of a reader. While in her room a gentleman came to the door with a small boy. We saw George Mowat for the first time as he was brought into the classroom. He was a small lad with a very mischievous grin and laughing eyes. From then on there was never a day without some occurrence in the classroom in which George was involved. Miss Long had a lot of patience and understanding, but how she managed to keep going, to keep order in that classroom, is remarkable. George was always on the mat, so to speak, yet he was not a mean boy – just packed full of mischief.

We had a Scottish drill master who was partially blind...Ian St. Clair. He taught us girls how to do the Hyland Fling steps, and taught us sign language. When World War I was on, the boys of South Park School were formed into cadet units. They developed into a smart lot, and we girls were so proud of them.

South Park School competed against other schools in singing for a musical shield and year after year we practiced in the assembly hall. We really put our hearts into that competition and invariably won it.

Plays were put on to aid Red Cross funds. One effort was from a "Midsummer Night's Dream." The Fairy Princess was a lovely looking girl, with gorgeous long deep red-bronze hair. Novart Saunders was her name. I was one of the fairies. Wow! Mother had a dressmaker sew my costume, and did I fancy myself. Our presentation was chosen to appear at a benefit concert at the old Royal Victoria Theatre.

A large house was moved from behind our school. Horses pulled it down Michigan Street on rollers. A two-storey building replaced that house. On the second floor Miss Juniper taught domestic science. I learned to make bread, and how useful it was when, after the war, our family moved to the north of Vancouver Island, where mother had to make everything. I could show Mother how to make bread. Later, I took over the job myself.

**1913~1917:
DOROTHEA HOUSE,
NÉE HARDISTY**

The girls at South Park took cooking lessons and the boys manual training. I can still remember making that horrible macaroni. It was never heard of in England. I tried a drink of water to wash it down; it was like having a mouthful of worms.

**1913~1917:
PHYLLIS IRENE CANN,
NÉE GATES**

I came to Victoria in April 1912, having sailed on the Empress of Britain from England four days after the Titanic had gone down on its maiden voyage. I well remember a memorial service being held on the upper deck when the ship's crew played funeral hymns and flowers were cast overboard. The whole area had enormous icebergs floating everywhere.

I started at South Park School in September 1913, and at that time there were eight classrooms, a school office, and an auditorium. The subjects taught were reading, writing, spelling, arithmetic, English, Canadian history, singing, drawing, and painting. Each morning pupils lined up in pairs in front of the school. The bell was rung at five minutes to nine and the march inside began. Promptly at nine the teachers requested silence, hands were placed behind our backs, and we certainly didn't dare to move

around. Discipline was very rigid and there was no jostling in the halls or elsewhere through the teaching areas.

**1914~1918:
LOUISE M. IVERSON,
NÉE NOBLE**

I remember vividly the soldiers leaving for overseas from the C.P.R. docks in the afternoon. Our school, being the nearest to their point of departure, would often go to sing to them. We sang our national anthems and "Land of Hope and Glory."

During the years I was there, the building next door was erected for home economics for the girls and manual training for the boys. We had a uniform to wear for cooking: a bibbed apron, a towel, and a potholder. Our teacher was Miss Juniper.

We did not have grades as we do today. The years were designated as Junior Third and Senior Third, referring to the readers. The next years were Junior Fourth and Senior Fourth or Entrance. Those years we were taught on what was known as the platoon system, with the teachers giving us special subjects. Mr. Campbell, the principal, taught arithmetic and British history. Miss Long taught Canadian history, geography, hygiene, and nature study. Miss Jessie Roberts gave us language, literature, and writing (the MacLean's Method) for which there were certificates.

One near tragedy was avoided when

someone sprinkled red pepper around and it got into one of the boy's eyes. Jean Roberts' quick thinking sent a pupil to Mrs. Dumbleton's next door asking for a bowl and an egg with a beater. The white beaten stiff was applied to the eye preventing the damage that could have been disastrous.

Of all the pupils of that era, none was more notorious than Rebel Mowat. I don't remember how he got the name but he surely lived up to it. There was hardly a day that he wasn't strapped for some misdemeanor. He never held a grudge, though. There wasn't a mean bone in his body. He was in my mother's Sunday school class and when it was suggested that he be sent home, she would not hear of it. She predicted that one day he would make his mark in the world. He did, by receiving Victoria's Good Citizen Award. This was after he became the most popular tour bus driver. His favourite run was taking senior citizens to Butchart Gardens.

“There was hardly a day that he wasn't strapped for some misdemeanor.”

At Christmas time of our entrance year, Miss Jessie Roberts entertained the senior girls with afternoon tea in her home on Michigan Street.

1917~1919: EVELYN SLATER

On warm days we would sit up on the rocks across from the school. We would watch at noon hours for the ball on top of the Belmont building to be raised five minutes before one o'clock, which was our signal to put hockey sticks away and head to the washrooms.

[Precisely at 1:00, engineers sent an electrical impulse through the land-telegraph line from Gonzales to a tripping device that released the ball on top of the Belmont building at Government and Humboldt, allowing it to descend. Since knowledge of the time was essential for navigation, ships' officers relied on the Time Ball for this information, and Victoria citizens often set their watches by it.]

1919~1921: DOROTHEA M. STAFFORD, NÉE SMITH

(contributed by her sister Alison "Babe" Warren)

Mr. Allison Campbell was the principal of South Park School. Four teachers who taught Grades 7 and 8 rotated instruction of the four classes. Miss Jean Roberts was one of them. She must have been a very young teacher then. Just a few years ago I met her again. She was in her nineties and still bright and alert and still single.

I was at South Park School for fewer than two years, but they were happy ones. I remember that our classroom was very large. There were over thirty pupils in the class, and the teacher's desk was on a raised platform at the front of the room. It gave the teacher an advantage of being able to see what went on at the back of the room.

One memory I have is the story of the children whispering about the odd lady living in a house they passed on their way to school. They always hurried past her place. Years later I learned that the lady was probably Emily Carr.

My friend Belinda and I "played hookey" one afternoon. We explored the Parliament Buildings. We even climbed up between the layers of the main dome and stood below the statue of Captain Vancouver!

In all of my school years I never was strapped, but Mr. Allison Campbell sent me out of the room once for talking to a classmate while he was teaching. I stood in the hallway all alone, vowing not to get caught again!

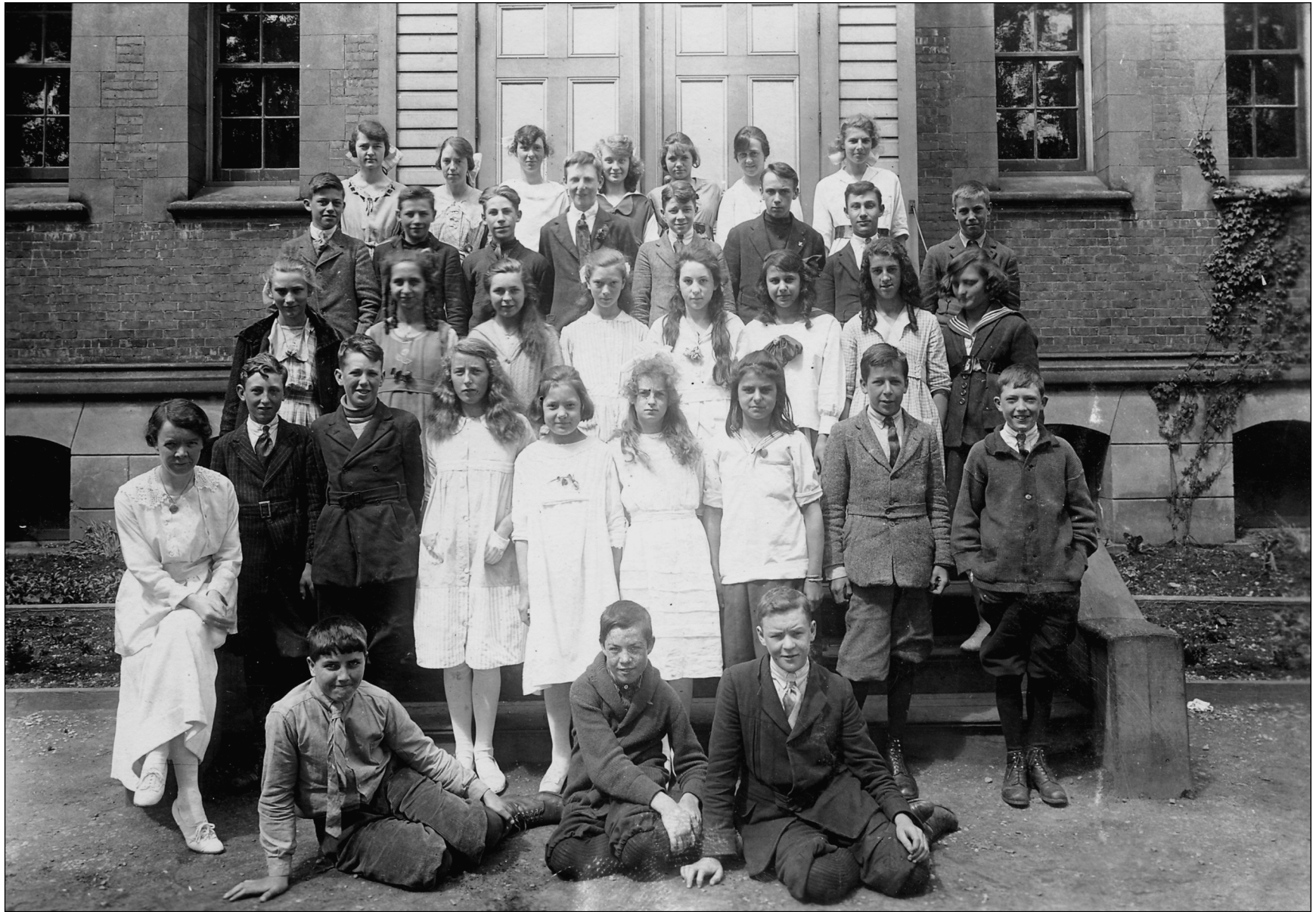
I remember that lady teachers were unmarried, but I never could tell whether they were young or old. Some were prettier than others, and they all had long hair worn the way my mother wore hers. They were dressed in long dark skirts. They wore white shirtwaists (blouses) with high necks and long sleeves. A few wore pretty brooches or a watch on a fob pinned to their blouses. If a teacher married, she stopped teaching.

“I remember that lady teachers were unmarried, but I never could tell whether they were young or old. ”

Men teachers wore dark coloured business suits, white shirts with stiff collars and cuffs and dark ties. It wasn't until I was in high school that I noticed both men and women teachers had become more casually dressed.

In public school, little girls wore dresses or middie blouses or sweaters with dark skirts. We did not have the quantity or variety of clothing that the children of today enjoy. I can remember that I never had more than two or three dresses at any one time and one of these was kept for Sunday wear. These dresses were all made by my mother. With these, we wore petticoats. Our stockings were cotton rib knit, black for school and white for Sunday. Our shoes were black leather, low laced boots and black patent strap slippers (Mary Janes) for Sunday wear. Many of us wore hair ribbons. I wore them until I was sixteen.

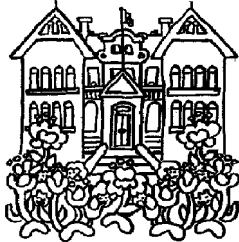
Boys wore short pants or knickerbockers, which fastened below the knee. Some boys wore pullover sweaters. Others wore jackets and white shirts with ties. They wore sturdy black leather boots, sometimes with metal toecaps to lengthen the life of the shoes.



MISS C.M. LONG'S CLASS C. 1919

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1910 ~ 1919



- 1909/1910: The School Board decided to establish a manual training centre at South Park due to an increase in student population. Those centres presently at Central and North Ward had become inadequate.
- 1910: Moss Street School was built. It was later renamed Sir James Douglas School.
- 1910: George Jay School opened. H.B. MacLean, who developed the MacLean's Method of Writing, was the first principal. He taught at South Park for one year, 1909/1910.
- 1911: Craigflower School, built in 1855, was closed.
- 1911: With the great population increase, many new schools such as Quadra, Burnside and Oaklands were built.
- 1911~1914: Two steep concrete interior staircases were added to the south and

north ends of the building to serve as fire exits from the second floor, and the balconies located at these ends were removed. An emergency exit was added to the assembly hall. A wooden storm porch was added to the main entrance. In the washrooms, individual waterclosets were installed to replace the original continuous trough system.

- 1912: Agnes Deans Cameron, the first principal of South Park School, died at the age of 49.
- 1914: Beacon Hill School (120 Douglas Street) opened.
- 1914: The present-day Victoria High School was completed.
- 1914/1915: The house to the west of the school was moved, and the annex was constructed on the site for the teaching of manual training and domestic science.
- 1918: There was a city-wide influenza outbreak. Schools were closed from Oct. 8 until Dec. 2. The school nurse and Capt. St. Clair (physical director of Victoria public schools) suggested that open-air schools would benefit the physically debilitated children.
- 1919: A dental clinic was formed to serve all of the students in the district. Dr. Mason was the school dentist.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1910 ~ 1919



- 1910: A financial agreement was made with the residents of the local Songhees Indian reserve concerning 115 acres just across the harbour to the west of the city. In return for a payment of \$10,000 to the head of each of the 43 families on the reserve, they agreed to move to a new location in 1911.
- 1910: The final section of St. Ann's Academy was completed.
- 1910: In October, the Great Victoria Fire began at Spencer's drygoods store on Government Street and destroyed the entire area bounded by Government, Fort, Broad, and Trounce Alley. Many telephone poles were destroyed, as well. When the electrical service was restored, many of the wires were put underground.
- 1911: Approval was reached for acquiring Sooke Lake for a watershed.
- 1911: There were complaints of sheep being driven up Superior Street.
- 1911: The James Bay Inn was built at the southwest corner of Toronto and Government.
- 1911: The first artificial ice rink in Canada was built in Victoria

- 1912: The first hockey game ever played on artificial ice took place in Victoria at the Patrick Arena on the corner of Cadboro Bay Road and Epworth Street. New Westminster beat Victoria 8-3 in front of 2500 spectators.
- 1912: The new Union Club building was opened at the corner of Gordon and Humboldt streets.
- 1912: Building sites in the Uplands sold for between 24 and 37 cents a square foot.
- 1912: The statue of Queen Victoria was erected at the legislature.
- 1912: The Chinese Benevolent Association bought 3.5 acres for a cemetery at Harling Point in Oak Bay.
- 1913: The Royal Victoria Theatre was built at 805 Broughton Street. On December 29, it opened with the play, *Kismet*.
- 1913: Tennis and polo were popular sports in Victoria. The latest dance craze was called “the fish walk.”
- 1914: Anna Pavlova danced at the Royal Victoria Theatre.
- 1914: Hundreds of people joined the military as a result of the declaration of war with Germany. The first wave of soldiers left on the steamer Princess Mary while school children sang “The Maple Leaf Forever,” “Rule Britannia,” and “God Save the Queen” on the lawns of the Empress Hotel.
- 1915: William John Bowser became Premier of British Columbia.
- 1916: Rogers’ Chocolates opened on Government Street.
- 1916: Harlan Carey Brewster was elected Premier of British Columbia.

- 1917: The provincial government granted women the right to vote but denied it to all Asian and First Nations citizens.
- 1917: The Canadian Northern Pacific Railway began operating. The Lochside Trail now follows that route.
- 1918: John Oliver became Premier of British Columbia.
- 1918: Prohibition began. Doctors could still prescribe liquor as a medicine, so incidences of the common cold rose to epidemic proportions.
- 1918: The Dominion Astrophysical Observatory opened on West Saanich Road with the world’s largest telescope.
- 1918: Police horses were replaced by bicycles.
- 1919: HRH the Prince of Wales visited Victoria.

- 1912: On April 15, the RMS Titanic hit an iceberg and sank off the coast of eastern Canada.
- 1913: Admiral Robert Scott died during his expedition to Antarctica.
- 1914: World War I began. The first Canadian contingent went to England.

FACTS & EVENTS

CANADA AND THE WORLD 1910 ~ 1919

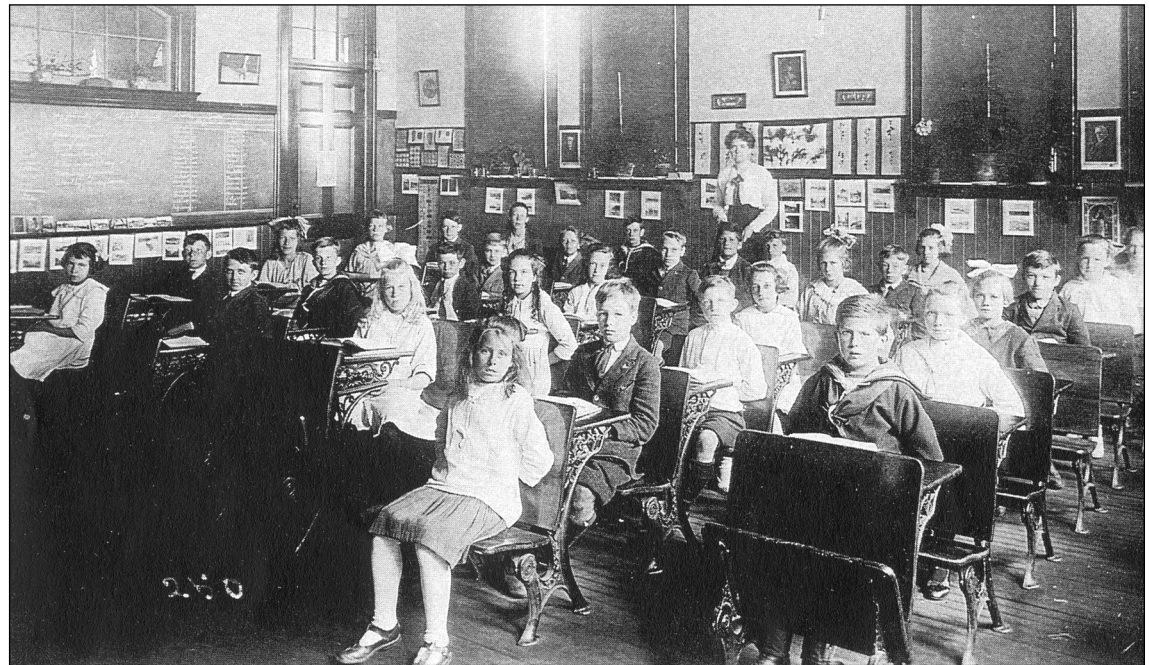
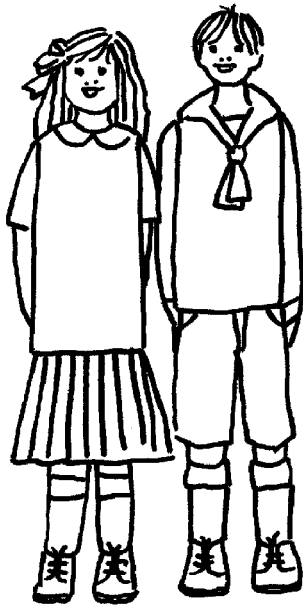


- 1910: Sir Wilfred Laurier founded the Canadian Navy.
- 1910: Edward VII died. George V became the new King of the British Empire.
- 1911: Sir Robert Borden became Prime Minister of Canada.

SOUTH PARK SCHOOL



‡ 1920~1929 ‡



MISS JEAN ROBERTS' CLASSROOM 1920



G. H. BEVAN-PRITCHARD'S CLASS C. 1923

Back row, left to right: Mr. G.H. Bevan-Pritchard, Jack Ferguson, Gordon Brown, Maurice Davis, Harry Cooley, Donald Marchant, Sydney Grimmond, Norman Dixon, Ted Barton, Griffith Bamford, Horace Phillips, Vernon Pollard Third row: Lionel Wood, Chester Eastwood, Charles Cunningham, Stanley Jackson, George Dyke, Harold Killick, Bob White, Fred Johnstone, Archie McCorkindale, Jonathon Slater, Richard Hargreave Second row: Viola Stewart, Elsie Whitehouse, Jenny Wilson, Dorothy Phillips, Eva Dilworth, Dolly Jewkes, Rhoda Harrison, Mary Malcolm, Doris Cavi, Beth MacDonald, Phyllis Burnett, Marguerite MacDonald Front row: Kathleen Freestone, Faith Monk, Nellie Bradshaw, Evelyn Cullingford, Daisy Carter, Maud Worthington, Ruth Heatherbell

**A CLASSROOM TALK
BY MARGUERITE WEST
(THE FORMER MARGUERITE DAYTON)
WHO ATTENDED SOUTH PARK
1923~1927**

I started coming to this school when I was about ten years old in 1923. Across the road from the school, there is now a lovely lawn and a pretty flower garden. When I attended, there was just a big rock bluff, and the rest of the ground was gravel and dirt. This was where we used to play baseball. When one of us slid into base, a cloud of dust would arise, and quite often we would get a nasty scrape or scratch on our legs. After the game was over, we went into the basement to wash up and have a bandage put on anything that was bleeding. Other games we played at recess and lunch hour were skipping, jacks, tag, and hopscotch. The boys played marbles, tag, and a game called "release." This all took place in front of the school. On wet days, we played in the basement, which was dark and dreary and always felt chilly.

I mentioned dust a few seconds ago, and this meant getting our clothes and hair dirty. This was quite a problem, because at that time there were no washing machines or dryers. Our laundry had to be done by hand. Most of our school clothes were in the darker shades so they wouldn't show the dirt as much.

As radio and television had still not been invented, our entertainment was a Saturday afternoon movie. It was in black and white, of course, and was usually in a serial form. The story would end with some drastic event,

like a train cascading off a bridge. To find out what happened next, we went again the following Saturday. These situations are called "cliff hangers" today. All this cost five cents, while adults paid ten cents.

Especially at Christmas time, we had school plays in the gymnasium, which we used to call the assembly room. We had choirs from different classes entertain us, as well as guest speakers, magic lantern slides, and any talented music students who were willing to perform for us. We also had exercise classes in this same room on wet days.

Queen Victoria's birthday was always celebrated on the 24th of May, not the nearest Monday to it, as it is today. South Park School participated in the annual parade. The teachers, the children, and their parents all helped to make the various costumes we wore. Coloured crepe paper and lots of glue as well as lots of patience went into the finished product. It was a big day for all of us, and was considered the first time in the year that it was warm enough to go swimming.

Our days started out with all the students gathered in the assembly room, where The Lord's Prayer was recited in unison. After, we went to our respective classes to start our lessons.

We had "changing periods" where students went to other classes to study another subject.

When it came to geography we always went to Miss Long's class. She could draw a map of any continent in about 1½ minutes!

Two of the things I heartily disliked were fire drills and health check-up days. The fire drill was very cumbersome. We simply gathered up any books we were using, formed a double line and, without any pushing or shoving, trudged downstairs and on outside, without our coats. It was mighty cold some days.

Health day was when the nurse came, sometimes with a dentist. We were examined for this and that and some of us had to go to the dentist, some had to have a vaccination, and some were found to have lice in their hair.

The boys had manual training in the annex and the girls had domestic science. I can still smell some of the goodies that were made there, and some of the burnt disasters.

Like all children, we got into mischief occasionally. We were in our cooking class making pastry, apple pie to be precise. One of the girls (we'll call her Mary) had made her pastry far too moist and she had used up her allotment of flour. When the teacher's back was turned, Mary started throwing her ball of pastry up in the air. She was successful in catching it a couple of times. However, the third time she threw it extremely high, and it stuck on the ceiling. When inspection time came to evaluate our efforts, the teacher asked

Mary where her pie was. Hanging her head, Mary pointed upward, as she whimpered, "It's up there." The rest of us had managed to produce a small pie, which we were allowed to eat or take home to show our parents. Poor Mary was let off with a severe reprimand. The janitor was summoned, along with a long ladder, to remove the gooey mess from the ceiling.

For discipline, teachers used the strap quite frequently, usually giving one stinging whack on each hand. Hardly anyone ever cried because most of us knew we deserved it. Another punishment for misbehaving was to stay after school and write 100 times, "I must not (whatever the offense was, say it was cheating) cheat again."

In those days there were no ballpoint pens. We used real ink. It was really hard to get it off one's hands or clothes. Some of the boys who were sitting behind a girl with long braids would occasionally dip the end of the braid in the ink, unknown to the girl. This was discovered when recess or lunch time came. The teacher snipped off the inky hair and the culprit got the strap. If it happened again, the culprit got two whacks of the strap on each hand.

Another thing we used to have were called "Rolls of Honour." They were presented at the end of the school year to those students who excelled in attendance, neatness, and proficiency.

We had lots of fun times here, but we had sad times too. There were far more illnesses and deaths of children in my school days than there are now. This was because medical science had not yet discovered all the wonder

drugs we have today. When a classmate died, often quite suddenly, the whole class was allowed to attend the funeral en masse with their teacher. This was a devastating experience. But we learned that death is part of life.

At the beginning of each school year right after Labour Day in September, we went to school in the morning only. We were given a list of the books, scribblers, rulers, compasses, paints and paint brushes, pens and pen nibs,

and pencils that we would require for our school term. It was bedlam in the stores. Spencers and the Hudson Bay were our only two department stores then. It was a nightmare getting our books and supplies, with all school children in Victoria and their mothers in the stores. Somehow we always managed to buy what we needed, and the next day school began in earnest.



MISS JESSIE ROBERTS' CLASS 1924

Back row, left to right: George Kirkendale, Buzz Brown, Bruce Irving, Gordon Baxter, Roy Daniels, Jack Wilson, Jack Murray, Peter..., Bob Owen, David... Third Row: Marjorie Tubman, Marillia Carr, Bonnie Monk, Daryl Bisset, Steve Jones, George Zala, Eleanor Schroeder, Audrey S. Second Row: Marjorie Carter, Sarah Atkins, Rosie Brown, Nora McCullough, Victoria Sangster, Doris Bouwoll, Mona McDonald, Winifred Green, Miss Jessie Roberts Front Row: Edith McDonald, Yule George, Grace Copas, Dorothy M., Margaret Harris, Helen Saunders, Grace MacDonald.



PHOTO: PHYLIS ELTRINGHAM

**CAST OF GILBERT & SULLIVAN'S H.M.S. PINAFORE
DIRECTED BY G.H. BEVAN-PRITCHARD C. 1925**

*Jimmie Petch, in a sailor suit, is standing next to Mr. Pritchard.
He was a chorister in the Cathedral Choir and he sang a number of solos in this production.*



PHOTO: PHYLLIS ELTRINGHAM

MR. BEVAN-PRITCHARD'S SOUTH PARK CHOIR 1926

Back row: Barbara Woolley (fifth from left) Fourth row: ..., ..., ..., ...Carr, Caroline Woolley, Cora Kirkin, Ava Bourgett Third row: Nora Wilkinson, Margaret Carr, Betty Carr, ..., ..., Beatrice Shotten, Verna Bundy, ... Second row: Ethel Wilson, ..., Annie Brewis, Phyllis Kirkin, Margaret Laurey, ..., ..., Jean Brenchley, ... Front row: Patty Preston, ..., ..., Betty Dawson, Jessie Knowles, Beverley Prescott, Nellie Tickle, Edith Davies, Carol Carter, Betty Dauphid, ..., ...



MISS C.M. LONG'S CLASS 1925/1926

Back row, left to right: Billie Harris, Walter Harris, Dick Wade, Billy Hobbis, Sydney Nex, Willy Shotten, Leslie Gilling, Charlie Preston, Victor Cooley

Middle row: Muriel Davenport, Harriet McNaulty, Kathleen Wright, May McLeod, Kathleen Appleyard, Leone Langloy, Pauline Moutain,

Louis Langloy, James Petch Front row: Miss Long, Deanie Cameron, Majorie Andrews, Rita Stringer, Ethel Saunders, Elaine Walker, Antoinette Hobbs, Kitty Smith, Kitty Smithers, Vera Killick

A CLASSROOM TALK
BY MISS CATHERINE YOUDALL
WHO ATTENDED SOUTH PARK
1925~1927

My mother and I both went to South Park School. My mother attended when it was first built. We would have around 35 or 40 people in the class. The classes were full, and in those days the desks were screwed down to the floor. We never sat down on the floor because they were covered with oil. We had to spend a lot of time sitting at attention. "Hands behind your back! At ease."

When the first bell rang, which was a hand bell in those days, we had to line up with our own class in front of the door. If the principal wanted to say anything to us, he did, and then if the weather was nice we'd have to sing "O Canada." If it wasn't nice we quickly went indoors. It was quite serious if we were late for lineup. At the second bell, all the classes used to march in turn, the Grade 4s first, then the Grade 5s, and so on, up to Grade 8. We marched up to our classroom and straight into our desks. I was one of those people who found it very hard to get to school on time. I learned that I could run and get in the side door, and when the class marched in, I would just slip along the cloakroom and join the line. No one would know that I was late. I thought that this was very smart. One day I came in the side door and

ran straight into the principal. He said, "What are you doing, young lady?"

And I said, "I'm late...I was going to get into the line."

"Go into my office!" he said.

So I went down to the office and I waited and I was very unhappy, as you can imagine. He came in. He had caught another student, a boy, so the two of us were there, and he said, "Now, you know the rules. You must join the line in front and you have broken the rules, and so I am going to strap you." And he did strap us. It hurt very much indeed.

Teachers used the strap quite a lot. We had one teacher who taught us geography and she was very fond of using the strap. Every morning, we would have questions on the board from our homework. If you had more than five mistakes, you marched out to the cloakroom and were strapped. I never had more than five mistakes. I saw to it that I didn't. There were always a few boys who had more than five. All the girls were scared, so they learned their geography. But there would be six, seven, or eight boys who were strapped every morning. I don't think those were very hard strappings, really.

On Empire Day in May, we used to dress

up to go into the parades. One year, we were Dutch boys and girls. Boys had the full pants and caps and we all had wooden shoes. It was a long two- or three-mile walk, and these shoes made our feet blister. Gradually, as the parade went on, the Dutch boys and girls fell out because they had blistered feet. By the end of the parade, there weren't any more Dutch boys and girls. They were all walking along with their wooden clogs in their hands.

Inspectors used to come to the school. We used to think that they had come to inspect us, and the teachers thought it was they who were being inspected. We never quite knew. I think it was really to see that the work was being taught. At least once a year our inspector, Mr. Dean, came. We were all very frightened of him. He was a very tall, rather heavy man, with a sort of hooked nose, and he looked very sternly at us, and then he would keep asking questions. If you couldn't answer, he was not very pleased with you.



BOYS' BASKETBALL TEAM

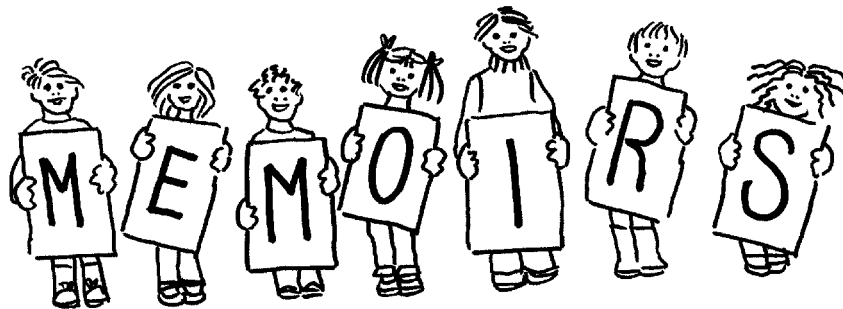
JUNIOR CHAMPS 1926/1927

*Back row, left to right: James Petch,
Harold Sheperd,, Mr. Robert N. Grubb*



GIRLS' BASKETBALL TEAM SENIOR CHAMPS 1928/1929

*Back row, left to right: Marjorie Margison, Barbara Ingledew, Dot Perry, Helen Ockenden
Front row: Gwennie Fuggle, Betty Robertson, Miss Hamilton, Mary Wilson, Clara Rowebottom*



1921~1924: BERT ACRES

I remember a student called Rebel Mowat who was always getting into trouble. He rode the Chinese vegetable man's horse to school one day and tied it up outside. This was the last time he was expelled!

1919~1925: PHYLLIS ELTRINGHAM, NÉE BURNETT

We lined up at 9 am and 1 pm to enter the school. We also lined up before we were dismissed in the classroom, then marched outside, and there we waited for dismissal by the teacher.

Playground activities included jacks, skipping, basketball, and rounders. We played opposite the school across Douglas Street. The boys' and girls' basements were used in rainy weather.

Some teachers used the strap in front of the class, others in the cloakroom, and still others in the principal's office. I had to report to the office for giggling. Mr. Pritchard lectured me instead and received from me a very relieved, "I'm sorry, Sir."

One afternoon in Upper Form (Grade 8), a group of us decided that after school on Fridays we would go by streetcar to ice skate at the rink at Willows. A group of us, about 10 or 12, raced down Superior Street to board the Number 3 streetcar, "Beacon Hill," to transfer onto streetcar No. 11, "Willows." The skating rink stood on what is now Cadboro Bay Road just about opposite Oak Bay Senior High.

What fun we had practicing skating to improve our corners (one foot over the other) and skating together. Often there was a band playing and we had a terrific time playing "Snap the Whip." Most of us had learned to skate on Beacon Hill pond or smaller lakes in Saanich if we were lucky enough to have access to them.

“Most of us had learned to skate on Beacon Hill pond...”

Miss Gordon taught the Junior Third Form. She lined us up according to height. I was tall, so my place was at the end of the line. In her class we sat in double desks, two girls behind two boys, a difficult situation for a teacher. While in that class, I entered a written composition

sponsored by the Hudson Bay Company. For my efforts I received a recording in a colourful folder with pictures of Hudson Bay forts. This record began with the war cry of Indian tribes as they galloped on horseback. The record ended with the hooting of the first Trans-Canada train in 1887, in Vancouver, B.C.

In this same classroom I remember well that after school the side blackboard had to be filled with many long division questions which we had failed to solve correctly. Miss Gordon would leave and the principal A.A. Campbell would take us in turn to solve them.

My next teacher was Miss Irene Aird. I enjoyed her teaching, and my work skyrocketed. I actually ranked number one twice that year. Our classroom library was small, so Miss Aird encouraged us to join the public library at the corner of Yates and Blanshard Streets.

In June 1921, Miss Aird's class passed into the Junior Fourth class with Miss Jessie Roberts as homeroom teacher. She taught English literature and grammar. Miss Christina Long was our geography and drawing teacher. Mr. Bevan-Pritchard took us in nature study and health. Principal A.A. Campbell taught

arithmetic and Canadian history. We enjoyed changing rooms.

In Senior First, Mr. Campbell heard that I would like to become a teacher. I was given charge of a group of Junior Third pupils who were required to have a half-pint bottle of milk at recess. I was quite used to younger children and managed well.

Miss Roberts insisted that I become familiar with and memorize the rules of English grammar. She also pointed out certain poor spelling habits. She was keen on the MacLean's method of muscular movement writing. I found this very easy.

“She was keen on the MacLean's method of muscular movement writing.”

Geography and art were my best subjects. I often drew the map of Canada on the board. This I carried out throughout my teaching career. Miss Long's method was easy. You used the length of the blackboard eraser to measure the length of each province at the 49th parallel. The art supervisor, Miss Mills, gave me top marks changing cubes and cylinders into different objects. Mr. Pritchard took us on nature walks in Beacon Hill and along the shore.

Many times I've said a quiet thank you to those four teachers in the Senior Fourth at South Park School.

1923~1925: MR. R.W. OWEN

In my school days, the little store at the corner of Government and Michigan always had a window area full of penny candies. Any day that I was fortunate to have 4 cents to spend I always had lots of friends with me who pressed their faces to the window and pointed to the candies that they wanted me to buy, particularly the type that was two or three for a cent, which made it easier to share up with them.

For punishment one day, I had to return the tug-of-war rope to the old North Ward School on Douglas Street. I thought it was great to get out of school for the afternoon, but Mr. Bevan-Pritchard knew what he was doing. After dragging that 50-foot rope to its final destination, I didn't think it was so great any more to miss the afternoon in class and was careful not to get in trouble again.

“After dragging that 50-foot rope to its final destination, I didn't think it was so great any more to miss the afternoon in class and was careful not to get in trouble again.”

As you can probably see by the school pictures, the common dress for boys was short pants or knickerbockers with long black stockings that got their share of holes in the

knees from playing marbles and roughhouse games.

1923~1927: ETHEL SUDHUES, NÉE SAUNDERS

I played softball, grass hockey and basketball, wearing navy blue gym bloomers.

We had domestic science in a separate building. It took us all year to make a potholder and apron the first year and a simple cotton dress the second year.

Mr. Campbell had a fantastic memory for all his pupils, remembering their names and family connections.

1924~1928: CHARLOTTE SCOTT, NÉE BURROWES

I remember the school colours were blue and white. I remember butterfly skirts and lumberjack sweaters. Butterfly skirts had narrow pleating at the top, widening in many mini-pleats to knee length. They were very attractive when you spun around, creating a fan effect. Lumberjack sweaters were just a girls' cardigan. Everyone wanted one. They were patterned but not necessarily like the lumberjack shirts of today.

I played on our girls' baseball and basketball teams. Usually a couple of parents or teachers (whoever had a car) took us to other schools to compete.

My father, Allen Burrowes, was the first proprietor of the corner store at Government and Michigan.

**1925~1930:
DOROTHY SHELDAN,
NÉE BLAIR**

Captain Bevan-Pritchard often wore his army uniform to school. He would line the children up like a brigade to examine us for clean hands and polished shoes.

“He would line the children up like a brigade to examine us for clean hands and polished shoes.”

Miss Adams was the school nurse. She would check our heads for cleanliness.

We played grass hockey on the grounds of Beacon Hill Park, opposite South Park School.

In one of my classes, we students were horrified when the teacher hung a student out of the top floor window, holding him by his ankles. The teacher was so angry with him for always clowning around. The teacher was let go because of this incident.

**1926~1932:
ISABEL THIESSEN,
NÉE CLENDENAN**

I went from Grade 3 at the Kingston Road Primary School to Grade 4 at South Park. Grade 4 classes were held in the annex at the back of the school, as were the home economics classes for the higher grades.

One year, Waldo Skillings, fresh from teacher’s college, was our teacher. I had a real crush on him. He was so good looking, and besides he held a lot of spelling bees. I was good at spelling and usually was the last one standing.

“He was so good looking, and besides he held a lot of spelling bees.”

Mr. Bevan-Pritchard was the music teacher. The South Park Choir sang on the steps of the Parliament Buildings on one occasion. He used to get so annoyed when we substituted our own words in “Land of Hope and Glory” – ‘Land of soapy water, Mother wash my feet, Father cut my toenails, because they’re good to eat!’

The playground at the front of the school was covered with cinders, which were put in fresh twice a year. If a pupil fell down while playing, there would be a nasty wound on the knee. Often we played in the open ground across Douglas Street, where there were

slippery rocks to slide down and great places for hide-and-seek. The basketball courts were there, also. One of the basketball stars at South Park was Bill Naismith, whose uncle or grandfather had invented the game.

We were all sent home when the temperature fell to near freezing or if it snowed. We had a great time throwing snowballs on the way and playing in the snow, but were glad to get home and sit in the closed-off kitchen with our feet on the oven door of the wood-burning stove.

**1926~1929:
CLARE YOUNG,
NÉE GREEN**

My brother Jack and I lived at 634 Michigan Street, a big three-storey red house right next door to the school. Our mother had come there to live after my father died. Mrs. Dumbleton, our great-aunt, ran the house as a boarding house. There was a big garden, a tennis court, a barn for the cow, and a chicken-yard, plus fruit trees, all where the big parking lot is now.

My memories of South Park School are certainly very happy ones. Our teachers cared about us and our progress.

Captain St. Clair used to come to give us physical education, that is, direct sessions of exercises. He used a cane for walking and wore dark glasses. We all admired him.

I also remember Mr. Bevan-Pritchard, who combined with his teaching of English some

sage comments on life in general. He always exhorted us to strive for more knowledge and better ways of doing things. We must never say, "What was good enough for grand-père is good enough for me!"

My mother, who was then Gladys Dumbleton, also attended South Park School. She was born in 1891. My granddaughters Lara Riecken, Sarah Riecken, Jennifer Riecken, and Clea Young attended South Park too.

1926~1930: MARGE DIXON

I remember my teachers at South Park well. I loved Joe Ross who taught us sports and music, Miss Long who taught art, and wonderful, kind Mr. Campbell. I remember Mr. Bevan-Pritchard who would hurl bits of chalk at students who fell asleep in class, and I remember Miss Dowler. She had taught my mother at South Park. I was not like my mother, to Miss Dowler's displeasure. I couldn't count the number of times she compared me unfavorably to her. One day she shut me in the cloak closet and forgot about me at the end of the school day. My mother didn't worry when I didn't return home at the usual time, for I often went to my friend's house after school. A janitor found me and let me out. At the end of the school year Miss Dowler presented me with a book of poems. It was inscribed "From your mother's teacher." I could have thrown it at her.

1927~1929: PATRICIA CUMMINGS, NÉE MCALLISTER

Miss Jessie Roberts, who taught grammar and literature, said one day, "Tommy, please parse the sentence, 'The boy's breath came in short pants.'" Tommy, the last boy in the class to be wearing short "stove-pipe" pants, as they were referred to in those days, stood, his face scarlet, as the class collapsed in laughter. Even Miss Roberts, the last soul for unseemly levity, broke down and joined in the general mirth. Mercifully she managed, "Never mind, Tommy. Sit down." Within the month Tom had "plus fours" and his first long pants!

“Within the month Tom had “plus fours” and his first long pants!”

When the school assembled in the auditorium Mr. Bevan-Pritchard conducted the musical exercises. We were issued songbooks with the "do-re-me-fa's" to guide us. I'm sure many of Bevan-Pritchard's precepts lasted long over the years. He gave us "health" tips and World War I anecdotes and he imparted a love of music, which was more important to us than those dates we learned by rote on who reigned when. Friday afternoons, particularly in the spring when the windows could be opened and bird-song filtered in, Mr. Bevan-Pritchard set

up his little gramophone and we listened quietly to "In a Monastery Garden" and "In a Chinese Temple Garden." Mr. Bevan-Pritchard held early morning rehearsals when there were school concerts and before the spring musical festival. "Heigh Ho, Come to the Fair," and "Who is Sylvia?" were sung one year at the Metropolitan Church. We acquitted ourselves quite well with the Toronto adjudicator.

From Mr. Campbell, we had arithmetic and Canadian history. He was a superb teacher. I've always been grateful for the emotion and lucidity he put into teaching us about Canada and being Canadian.

During one part of the year we were gathered into the auditorium for square dancing conducted by Jessie Gordon who taught one of the lower grades. Miss Gordon was tiny and peppery and deplored my lack of square dance enthusiasm. Usually, I wound the Victrola to keep the music going.

“Usually, I wound the Victrola to keep the music going.”

Miss May Croft taught Grade 6, I think. Mr. Campbell was a widower, and later on married Miss Croft, a lady of beauty and charm with lovely silver hair and flawless complexion.

1927~1931:
MARY JONES,
NÉE BEVAN-PRITCHARD

Daughter of Gilbert Bevan-Pritchard,
a former South Park Teacher
(submitted by her daughter, Lee Blow)

*My father taught music, English, history,
coached sports, and conducted the choir. The
choir was huge: 120 students. I was in the choir,
as were my brothers. The choir sang in the
community, at nursing homes in James Bay,
and elsewhere. They were also on the radio.*

*After school sports began at 4 p.m. My father
coached all sports except basketball. Field
hockey was played in Beacon Hill Park across
from where the Beacon Drive-In is now. The
other sports that he coached included soccer,
rugby, track and field, and “tug-of-war,” which
was a big deal back then. A teacher named Joe
Ross coached basketball. My father’s British
roots would have meant he knew little about
basketball, which was a North American game.*

1928~1932:
JACK GREEN

*I lived at the big boarding house at 634 Michigan
Street, next door to the school. It was close enough
that I could leave when the school bell started to
toll and still get to school on time. We always
formed lines outside the entrance on Douglas
Street and marched into the building. The bell
was a brass hand bell held by a teacher.*

*I remember the punishments at the time
consisted of writing out a large number of
“lines,” being kept in to study after school, doing
minor chores such as slapping the chalk dust out
of black board brushes, and getting the strap.
Miss Gordon had to stand on a desk to give the
strap to punish the larger boys, for she was very
short. Girls were not excluded from this.*

**“Miss Gordon had to stand on a
desk to give the strap to punish the
larger boys, for she was very short.”**

*In later years I met Mr. Campbell, who
had retired from teaching. He was shorter in
stature than I am, mild and friendly; he
seemed so different to the stern disciplinarian
of my youth.*

*As there was very little money for equipment
in those depression days, sports had to be
simple. We played marbles in such games as
“Big Ring” and “Stink-Pot.”*

We also played soccer at Beacon Hill Park.

*Some big rocks protruded from the grounds
across Douglas Street. We played one game where
one boy would stand on top of the rock while
others hurled themselves at him, trying to knock
him off and take his place. A number of sprains,
cuts, and bruises resulted. It was a bit rough, and
at least a couple of boys went to hospital.*

*Once when fighting in the schoolyard, a
common occurrence at the time, I was knocked*

*over and found myself caught before hitting
the ground by Mr. Bevan-Pritchard. His only
comment was that it was about time that I
learnt to use my fists properly.*

*The back of the annex, a brick wall with no
windows, made a wonderful practice-board for
tennis strokes, and many of us put in a lot of
time there.*



*Student John (Jack) Green on the tennis court
of the Dumbleton house on Michigan Street
west of the South Park annex c.1931*

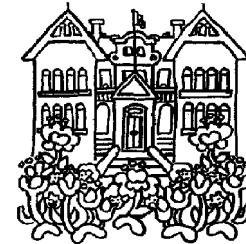
An elderly gentleman, Captain St. Clair, used to visit from time to time to tell us little moral stories. At the close of each session he would have us stand up and say, “Boys, salute,” which we would do, and “Girls, curtsey,” which they did. I could never figure out what his official position was – probably he was an institution. We appreciated him as he broke up the day nicely. He was blind so his wife always accompanied him.

“We appreciated him as he broke up the day nicely.”

We were instructed in carpentry in the annex by Mr. Marion. We used nothing but hand tools, things like planes, chisels, gouges, and saws. There was no plywood or plastic wood, and you had to be skilled to fit and glue several boards together to form a decent-looking table top. Some students turned out really nice products. Mr. Marion also organized a student band playing flageolets, otherwise known as “tin whistles.”

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1920 ~ 1929



- *1927~1928: Each succeeding year seems to bring an increasing demand for the participation of the schools in public functions. Some of these, including musical festivals and exercises commemorating historical events, have an educational value, but when school work is virtually suspended for a week or more in order to prepare an attractive display for the entertainment of spectators, it is not only a serious interruption to school progress, but, considering the cost of maintaining the schools, a large economic waste. Again, as regards parades covering comparatively long route marches, there is always a menace surrounding health and accidents, particularly where the smaller children are concerned.*

– from the Government Sessional Papers

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1920 ~ 1929



- 1921: Hudson's Bay Company store was completed.
- 1921: Prohibition ended and government-run liquor stores were established.
- 1923: The present Johnson Street Bridge was built.
- 1924: The Canadian Pacific Terminal building designed by Rattenbury was built on Bellevue Street, near the Legislative Buildings.
- 1925: The Victoria Cougars hockey team beat the Montreal Canadiens to win the Stanley Cup.
- 1925: The Crystal Gardens, designed by Francis Rattenbury, was opened with its seawater swimming pool, ballrooms, gymnasium, and concert hall. Johnny Weissmuller, later the Hollywood star of *Tarzan of the Apes*, opened the pool and set a 200-yard freestyle world record. Until the late 1960s, almost every child in the city who learned to swim did so in the Crystal Gardens pool. During the Second World War, naval cadets were taught to swim there as well, but swimmers were cautioned to stay clear of the deep end, where the diving board was used for parachute training.

- 1925: A six month old female white *Ursus Kermodei* cub was given to Beacon Hill Park.
- 1926: A wading pool was built in Beacon Hill Park by Kiwanis Club members. In 2002, it was converted to a constantly draining water spray facility to comply with health regulations.
- 1927: The Mayor's Grove was established in Beacon Hill Park.
- 1927: John Duncan MacLean became Premier of British Columbia.
- 1928: Simon Fraser Tolmie became Premier of British Columbia.
- 1928: The King's Printer building was constructed on the corner of Government and Superior streets. It is now called the Queen's Printer.
- 1929: Sir Winston Churchill planted a hawthorn tree in Beacon Hill Park's Mayors' Grove.

FACTS & EVENTS

CANADA AND THE WORLD 1920 ~ 1929



- 1920: Arthur Meighen became Prime Minister of Canada when Sir Robert Borden retired.
- 1921: William Lyon Mackenzie King was elected Prime Minister of Canada.

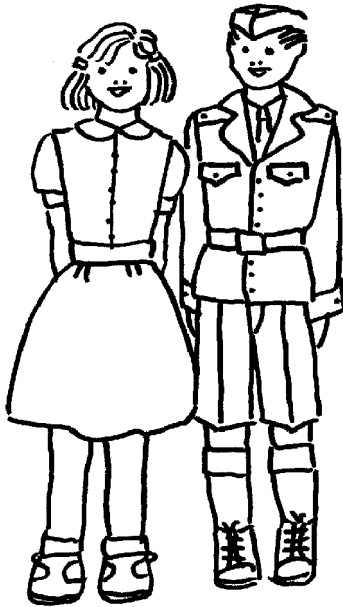
- 1926: Arthur Meighen again became Prime Minister of Canada when Mackenzie King's government resigned.
- 1926: A.A. Milne's *Winnie-the-Pooh* was published.
- 1926: William Lyon Mackenzie King was once again elected Prime Minister of Canada.
- 1927: Charles Lindbergh flew the Spirit of St. Louis from New York to France. He was the first person to fly solo nonstop across the Atlantic.
- 1928: Penicillin was discovered by Alexander Fleming in London.
- 1928: Walt Disney produced the first Mickey Mouse cartoon.
- 1929: Tintin first appeared in a Belgian newspaper.
- 1929: The Stock Market crash led to unemployment and financial ruin throughout the world.

CHAPTER
4

‡ 1930~1939 ‡

A DAY IN THE LIFE
OF A GRADE 7 STUDENT IN 1930

by Hubert B. Smith



I left home in time to arrive at school by 8:50.

“Bell” was at 8:55, and by 9 a.m. we had formed up. We formed up in two ranks, girls in both the front and rear ranks at one end and boys at the other. Those classes to the north of the main entrance faced south and those classes to the south of that entrance faced north. Announcements, if any, were made at that time. The principal blew his whistle and shouted “school inwards and outwards turn.” Students turned (inwards if they were headed for the annex, outwards if towards the main building) and marched in – left, right.

Arrival in our homeroom was followed by prayers and roll call. By noon, moving from room to room, we had received instruction in four different subjects. We had a 15-minute recess in the middle of the morning. In our homeroom again by 1 p.m., we had four more periods of instruction, with a 5-minute recess in the middle of the afternoon, and were dismissed at 3:30.

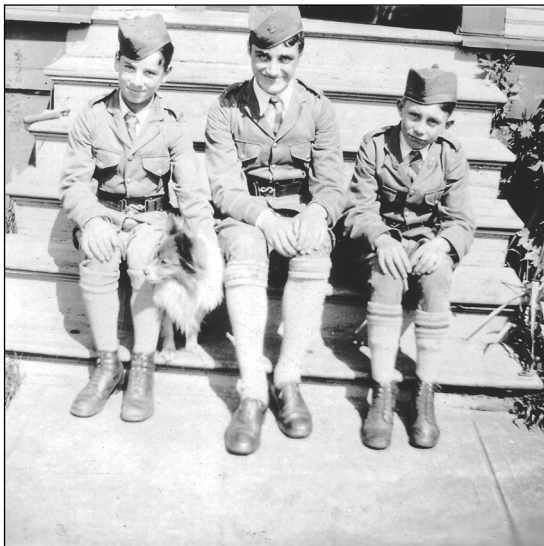
By 4 p.m., all sports equipment had to be returned and the school grounds cleared. The “4 o’clock bell” was the signal for this.

On arriving home we changed into work clothes and started such chores as emptying the ash bin under the firebox in the kitchen stove,

splitting enough wood to last until the following afternoon, splitting enough kindling to fill the kindling oven, filling at least one coal scuttle, feeding the chickens and collecting the eggs.

In addition to these regular chores, there were seasonal chores such as digging the garden; raking leaves off our lawn; cutting and trimming the lawn; watering the garden; picking fruit such as strawberries, raspberries, apples, pears, and cherries; picking peas; digging potatoes; and cleaning ashes out of the fireplace.

Supper was at 6 p.m., homework from 7 to 9:30 p.m., and bed at 10.



SOUTH PARK CADETS 1930
Walter Harris, Hubert Smith, Norman Clarke



*South Park School students stood on the steps of the Parliament Buildings and led the singing.
South Park cadets were on both sides of the walk on the right.*



EMPIRE DAY, PARLIAMENT BUILDINGS 1930

Girls from Beacon Hill School, flanked by South Park cadets, carried flowers to the statue of Queen Victoria.

Front left: Ivor Fuller Back, left to right: Pete Tout, Hubert Smith, Jack Barnes, Austin Fain, Albert Blair, Claude Higgins



PHOTO: H.B. SMITH

**MR. A. A. CAMPBELL'S
GRADE 8 CLASS 1931**

Back row, left to right: Ian Kay, Leo Sedgely, Dave Creasy, Hubert Smith, Bert Simpson, John Figuerido, Herbert Rowland, Rowland Watson *Third row: Joyce Fennings, ..., Elizabeth Jamieson, Lalia MacLeod, Violet Brown, Zacharoula Metro, Nelda Whitfield, Annette Seabrook, Elma Barr, Phyllis Dilworth, Barbara Woolley, Lucille McKay* *Second row: Mr. Campbell, Isabel Clendenan, Ruth Sands, Doris MacDonald, Marjorie Dixon, Elizabeth MacKay, Dorothy..., May Miller, Fay Ockenden, Jean Burnett, Beatrice Mitchie, ...* *Front row: Parker Beck, Dave Tuck, Charlie Callow, James Drysdale, Walter Harris, Sydney Barron, Bill Lewis, Jeffrey Raven*

**MR. BEVAN-PRITCHARD'S
GRADE 8 CLASS 1932**

*Back row, third from left: Sonny Fleming
at right: Robert Benson*
*Middle row, third from left: Betty Robertson
fourth: Carol Carter eighth: Jean Brenchley
tenth: Virginia Calley,
Mr. Bevan-Pritchard (teacher)*
*Front row, eighth from left: Annie Brewis
ninth: Beverly Prescott
at right: Margaret Armstrong*



PHOTO: MRS. JEAN C. BRENCHLEY SHIPPOBOTHAM

PHOTO: NEIL SPRINKLING



SOUTH PARK BASKETBALL CHAMPIONS 1937

Left to right: Vic Sage, Tom Mecredy, Buzz Long, Bib Brown, Neil Sprinkling

Seated: Joe Ross (coach)

“Lots of people came to watch the match, which was very exciting, as it was a very close game.” – Vic Sage, student 1937/1938

from *The Sentinel* South Park student newspaper c.1938

BACK TO SCHOOL

by Maud Wallace

We all returned to school on September 2nd, after two months of summer holidays. There were three hundred fourteen pupils present on the first day. Young children from Beacon Hill School were greeted by the older girls and boys. There also came some children from Kingston Street School for Grade 3 at our school.

Miss Walls took Mr. Campbell's place for the first few days, as he had to arrange the different classes. Many new pupils entered the school this year, but several left our school to go to Junior High School.

On the first day, Miss Murray had fifty-six pupils in her class but later some were moved to other rooms. Miss Fraser was present for singing and played the piano. Mr. Reid, a teacher from George Jay, took Mr. K. Ross' class for a few days while Mr. Ross took his military training. We all hope that he liked our school.

The children were let out early on the first school day to buy their books in town. In some stores there were hundreds of children buying exercise and textbooks.

The basketball was soon in use, with many pupils playing. These included Babs Weatherill, Jean Cunningham, Betty Cantell and others.

The boys look forward this year to having Manual Training with Mr. Campbell and the girls are very enthusiastic to have Home Economics work with Miss Martin, as the courses are very interesting indeed.

RED CROSS WORK

by Betty Cantell

Having hemmed forty-eight hospital handkerchiefs, the girls of the South Park Senior Red Cross Club are now hemming khaki handkerchiefs for the soldiers and making an afghan.

Under the supervision of Miss Croft, the club meets in school every Friday morning to sew and make articles for the Red Cross.

The club was organized in October and the following officers were elected:

President...Maud Wallace
Vice-President...Joan Gonnason
Secretary...Babs Weatherill
Treasurer...Betty Cantell
Conveners...June Clarke and
Marion Court

Red Cross badges and Health Cards have been distributed to members of the club. During the next term the girls hope to arrange an entertainment in aid of the Red Cross.

JOKE

Teacher: Why are you always late for school?
Frankie: Because of a notice on the side of the road.
Teacher: What does the notice say?
Frankie: School ahead; go slow.



MISS CROFT'S ALL-GIRL CLASS 1937

Back row, left to right: Nellie Dawe, Alice Sadler, Eileen Crowther, Betty Carr, Jean ...,
Nancy Robe, Bette Davis, Florence Sherrif, Jean Fuggle, Barbara Johns
Middle row: Miss Croft, Joan Stewart, Irene ..., Gloria Kendall, Patsy Jordon, Jean Maynard,
Lavonne ..., Muriel Chapman, Joyce McLaren, Betty Wilkinson, Marie Cain
Front row: Nancy Gibson, Lucy Sparks, Edith Ferguson, Elva Wheeler, Muriel ..., Mary Chambers,
Doreen Patterson, Ruth ..., Grace Carr, Joy Sprinkling, Kay Burns

PHOTO: DOREEN COPP

from *The Sentinel* South Park student newspaper c.1938

THE MUSIC ASSEMBLY

by Ruth Hanington

The Senior pupils of South Park School went to Sir James Douglas School on Thursday, October 24th, for an afternoon of singing. There were pupils from Margaret Jenkins and Sir James Douglas Schools there too. The Seventh and Eighth grades from each school and Sixth grade from South Park sang.

Mr. Bulley conducted the mass singing, while Miss Fraser played the piano. Mr. W. Wilson, principal of Sir James Douglas School, and Mr. Bevan-Pritchard of South Park took turns conducting their classes. The girls of Margaret Jenkins sang "Where the Bee Sucks" and the boys sang "Rule Britannia." Sir James Douglas girls sang "Dream Seller" and the boys "The End of the Road." South Park girls sang "All Through the Night" and the boys "Heart of Oak."

The boys from all three schools sang "Song of the Jolly Roger" and the girls sang "The China Mandarin." All the choirs combined to sing "On the Wings of Song" and "There'll Always Be an England," and we closed with "God Save the King."

Everyone enjoyed the afternoon.

JOKE

Mother (angrily): Fighting again, eh, and lost two teeth?

Albert: No, Ma, I haven't lost them; they're in my pocket.

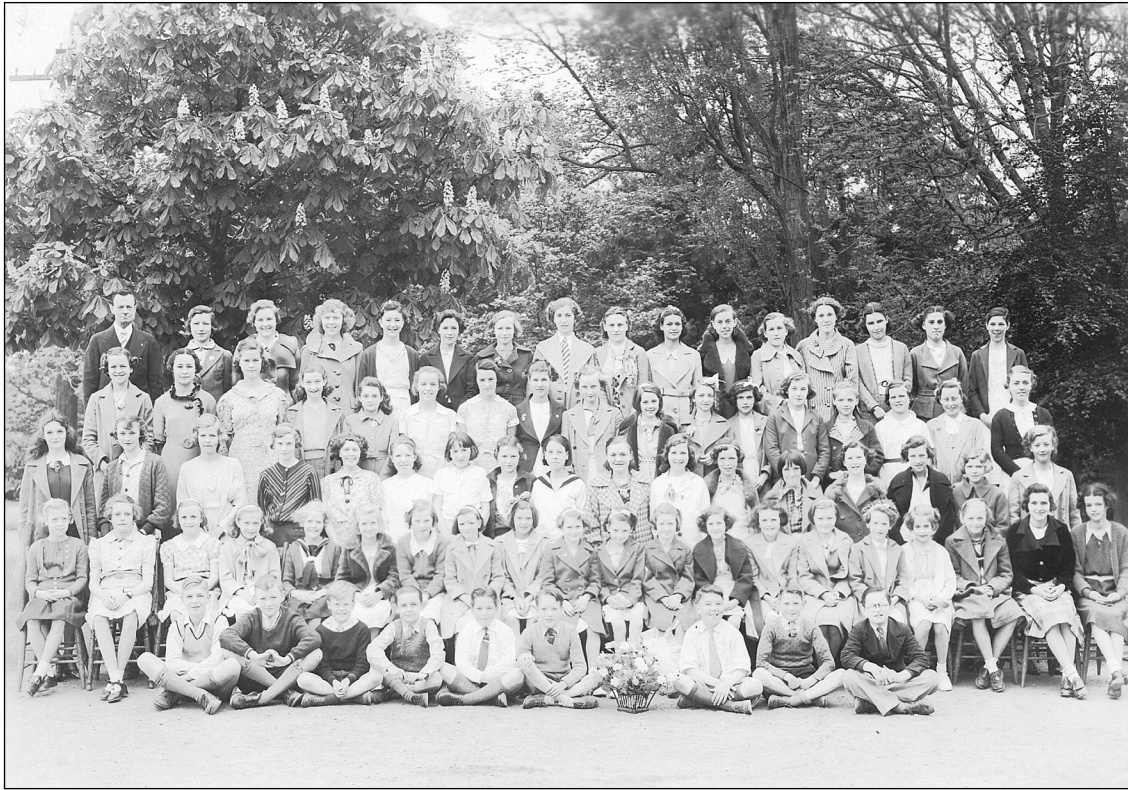


PHOTO: MARY NICHOLLS

SOUTH PARK SCHOOL CHOIR 1937

Choir Director: Mr. Bevan-Pritchard

Back row, left to right: Mr. Bevan Pritchard, Joyce Wallace, ..., ..., Enid Mesher, Marnie Johnson, ..., Edith Scott, ..., Molly Appleyard, ..., Ella Houston, ..., ..., ..., ..., ... *Fourth row:* ..., ..., ..., Evelyn Taylor, Audrey Draper, Mary Wilson, Florence Sherriff, Jean Fuggle, Nancy Robe, Nancy Gibson, ..., ..., Gloria Kendall, Robin Davis, Joy Sprinkling, Kay Burns, ... *Third row:* ..., ..., Jean Grey, Pat Summers, ..., ..., Norma Holt, Betty Carr, ..., Betty Eagles, ..., Bunty McKay, Pat Clark, Joy Whitfield, Faith McDonald, Bequita Harris, ..., ... *Second row:* ..., Evelyn McGonagle, Lucy Sparks, Doreen Patterson, Ada Newell, ..., Muriel Eastwood, Jeannie Cunningham, Roxanna Fell, ..., Inna Marie Salmon, ..., Jean Ferris, Joan Fenwick, Lillian Bishop, Mary Dryburgh, Betty Grey, Joan Gibbons ..., ... *Front row:* Bob Montgomery, Bob Flett, ..., ..., Derrick Cosby, ..., Fred Knowles, Ted Sommers, Milton Essihos

REUNION OF SCHOOL HELD AT JAMES BAY

The reunion of South Park School, sponsored by the James Bay Parent-Teacher Association last night in the school, was a huge success. Over 250 students and former students of the school attended and enjoyed dancing and many of the parents took part in the court whist party, at which approximately twenty tables were in progress.

Mrs. E.G. Day, president of the association and general convener, received the guests with the principal, Mr. A.A. Campbell, and members of the school staff, assisted by Mrs. F.G. Mulliner. Mrs. Day wore a lovely corsage bouquet of freesias, pink carnations and violets, the gift of the association. All the school trustees were specially invited guests. Mr. Joe Ross, secretary of the association, was in charge of the tickets at the door.

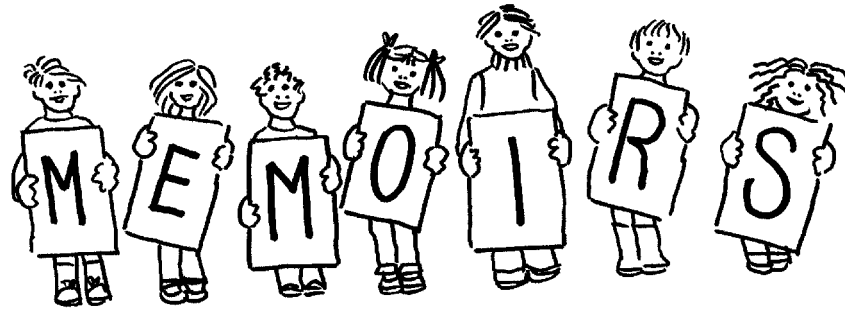
The main auditorium was gaily decorated with flags and masses of daffodils and a four-piece orchestra played the music for dancing which was enjoyed until midnight. Medleys added to the evening's fun, as did the spotlight dance and novelty dance, for which prizes were awarded the winners.



PHOTO: MRS. J. MAXWELL

MR. A.A. CAMPBELL'S DIVISION 1 CLASS 1938

Back row, seventh from left: Buzz Long Third row, second from left: Norm Allan sixth: Eric Whidby Second row, second from left: Art Barnes third: Pud Pridham, ... fifth: Joyce Wallace sixth: Maxine ... Front row, first on left: Mary Wilson fifth: Lois ... sixth: Amy ... seventh: Evelyn Taylor eighth: Dorothy Kamode end of row: Mr. Campbell



1928~1931: HUBERT B. SMITH

When I was a student in South Park School, our King was George V, our Queen's grandfather. Our national anthem was "God Save the King." "O Canada" and "The Maple Leaf Forever" were just songs. School colours were royal blue and white.

The principal rang the bell at five minutes to nine and again at five minutes to one. We formed up in classes, girls first. Then the principal blew his whistle and there was silence and nobody moved. This forming up took place in front of the school except on wet days when we formed up in the boys' basement and the girls in their basement. On the command "quick march," we marched into the school and on arriving in our classrooms we stood alongside our desks, again in silence. The teacher would lead us in the Lord's Prayer and on conclusion of this called the roll, and then we sat down and began our lessons. If we finished an assignment ahead of the rest of the class we had to sit at attention: bolt upright, arms behind our back, in silence and absolutely still. When the bell was rung for assembly, we formed up and marched into the auditorium,

each class being led by the girls. The girls sat on the left, the boys on the right. We marched in and out to music that was always one of two tunes. I think we had only two records. We were expected to keep step. At the conclusion of our morning and afternoon classes we marched out of school.

We had a very old piano and an equally old record player, one which was operated by winding a spring. The spring was so old and so weak that in order to keep the record turning a student had to wind it while it was playing.

The boys had to be clean-shaven, their hair had to be short, and their boots polished. The girls wore skirts or dresses, their hair had to be neat, they were not allowed to wear jewellery, and they could not use make-up.

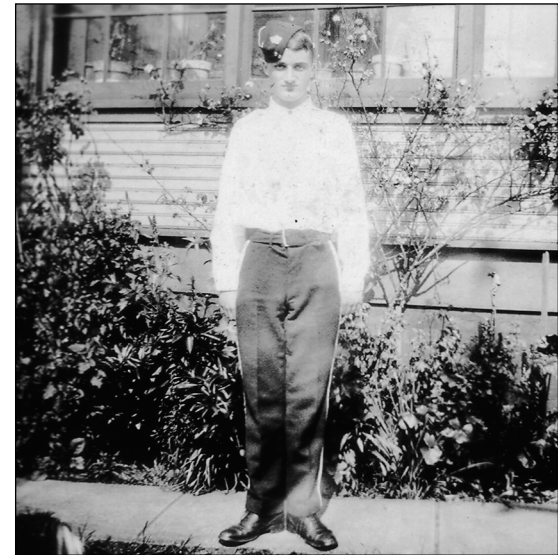
Most of the teachers were single women. If they married, they had to resign.

In Grade 7, French was taught, and in Grade 8, French and Latin. A district teacher gave instruction in these subjects.

Left-handers were not accepted in public schools unless their parents gave permission for the teachers to convert them. My parents wouldn't do this, and so I was sent to private school until I was so left-handed that they

couldn't change me, although they tried. I can remember sitting in the principal's office and hearing him tell Mother that he would be the only principal in all of Victoria to have "one of those" in his school!

With the exception of Girls Central, each school had a least one platoon of cadets, a platoon being about sixty strong. We wore military-style khaki uniforms and a khaki



"The training remained the same but we looked less like soldiers, which pleased our mothers. We preferred the old style."

Glengarry. We had to keep our buttons, badges, and boots polished. We did regular physical training for the most part, but military drill was taught, too. Membership was voluntary until 1930, but at that time every boy, twelve and older, had to join. In 1931, the uniform was changed to blue wedge cap, white shirt and blue trousers with a double white stripe down the leg.

When I was a boy the 24th of May was a holiday, not the nearest Monday to it. Empire Day was celebrated by the Imperial Order of the Daughters of the Empire, their ceremony taking place at Queen Victoria's statue, in front of the Legislative Assembly buildings. School cadets, all 700 of us, lined the drive and walks and, in rotation, the students from one of the eight elementary schools led the singing. Following South Park's performance, the Lieutenant Governor walked over and thanked them. One small boy asked him if we could have a holiday, the rest of that day off, and he told his aide-de-camp to arrange this with our principal. When we marched back to the school, expecting to find our classmates in their classrooms, we were surprised to see them, lined up, waiting for us. Then the principal said, "for the benefit of the cadets, one of our students asked the Lieutenant Governor for this afternoon off and his request was granted. I have just four things to say regarding this: you should not have asked, don't ever do it again, you don't deserve it and you are NOT getting it." Then he explained that the teachers were

reviewing the work in preparation for exams and just couldn't miss another afternoon.

Discipline was rigid. It had to be, due to the fact that most classes had 42 students or more and we had a rather rough element in our school who were just waiting until they turned 16, the age they could leave school. In the meantime, they made as much trouble as they could and, as a result, the strap was used daily. The teachers were very patient, but their word was law and, in this, they were supported by the parents. I recall that on one occasion the principal saw two pieces of paper on the school grounds and kept the whole school in for half an hour, sitting at "attention" – upright, arms behind us, in silence – while two boys were sent out to pick up ALL the paper within one block of the school. From then on, we picked up any paper that was on our grounds.

There was an invisible line from the middle of the front porch and into Beacon Hill Park, the girls' playground being from that line to Superior Street, while the boys' playground ran from that line to Michigan Street. Douglas Street was narrower at the time, and there were no sidewalks. There were three or four large trees along the street with trunks broad enough to hide two students playing hide-and-seek.

No teachers supervised the playground unless there was a game between classes that required a referee, but Mr. Campbell kept a watchful eye on the grounds from his room, and misbehaving students were sure to face the consequences.

The boys' sports were rugby, softball, football (now called soccer), basketball, and lacrosse. Girls' sports were softball, grass hockey, and basketball.

A man bought an old truck, fitted it with stoves of some sort, probably coal oil, and sold hot dogs from a parking place on the corner of Douglas and Yates Streets. Then he started visiting the schools during the lunch hour. Our principal checked the vendor and his truck, proclaimed them to be "filthy" and told us that we were not allowed to go over to the truck to buy hot dogs. On his next visit, Hot Dog Charlie asked why the boys were not buying his hot dogs. On hearing the exact words used by our principal, "You are not allowed to go over to the truck," he said that there was nothing to stop him from taking orders and bringing the hot dogs to the boys, which he did. That happened just once. It was all it took to cause the principal to amend his orders to say that the boys were not allowed to buy hot dogs from Hot Dog Charlie, no matter where the truck was parked.

“Hot Dog Charlie asked why the boys were not buying his hot dogs.”

In 1930, the school introduced the "house" system, splitting the classes into three houses. The house led by Grade 8A chose the name Comets, the house led by Grade 8B chose Stars, and the house led by Grade 7A chose Planets. At first the only points given were for sports,

but as the Planets were no match for the bigger students in the other two houses, the teachers awarded points for non-sporting activities. This gave the Planets a chance. They worked so diligently that, on the final day of school, the white pennant with royal blue letters was unfurled to reveal the name Planets. As I remember it, we all applauded their victory.

On Superior Street, the land beside the Glenshiel Hotel and extending right down to Government Street was vacant, treed and unfenced, and a farmer used to tether his cows there. One morning, a large black cow pulled its stake out of the ground, crossed Government Street and cavorted about on the lawn behind the Parliament Buildings. Two small boys on their way to South Park rounded the corner at the rear of the Parliament Buildings and came face to face with this cow which was charging towards them. They dropped their books and fled in terror.

“...and came face to face with this cow which was charging towards them.”

Christmas was an exciting time. Each class, up to and including Grade 6, had a Christmas tree. Prior to the arrival of the tree, we drew names out of a box. Each student then bought a gift for the student whose name he had drawn. The first event on the last day of school was the distribution

of those presents, the biggest boy in the class acting as Santa. Following that, we marched down to the auditorium for the Christmas concert. The main feature would be selections by the choir but, in addition, each class was expected to be represented, usually by a student playing the piano or a violin or performing a dance. We were usually out of school well before noon.

1930~1934: VIOLA HEASLIP, NÉE PHELPS

My fondest memory is the period when we had a substitute teacher for several months. His art lessons were very impressive. That young teacher was Jack Shadbolt, later to become one of Canada's most famous artists.

Miss Ramsay patiently taught home economics. We worked at counters of marble slabs fitted with gas jets, two girls to each jet. It was a big day when we served luncheon to the teaching staff. The menu was macaroni and cheese with Waldorf salad, apple crisp, and cocoa.

There were many extra curricular activities and I took part in the folk dancing and choir. Our school often won awards at the music festival for our efforts with Miss Croft directing the dancing and Mr. Bevan-Pritchard leading the choir.

The P.T.A. was very active, sponsoring the annual reunion dance and card parties. I remember spending happy hours helping my mother decorate candy baskets with crepe

paper rose petals, to be filled with home-made fudge and sold at the annual Easter Bazaar.

1932~1936: FRANCES ODYNSKY, NÉE WALLACE

In those days, South Park was Grades 5-8. I started school at the preschool run by Alice Carr. She carried a black ebony stick with which she tapped children who couldn't keep their hands to themselves.

A.A. Campbell was the principal of the school. He was a comfortable sort of man: kind, never cranky or stiff. He was short and stocky.

“He was a comfortable sort of man: kind, never cranky or stiff. He was short and stocky.”

Mr. Bevan-Pritchard was rather stiff but an excellent teacher and choir director.

In domestic science we sewed an apron and hat to wear in our classes the following year. It had to be done “just so” or it had to be torn out and done again.

The girls played “rounders,” using a tennis racket for a bat. We also played lacrosse. Boys and girls were separated on the playground but not in their classes, as they were in high school.

Everyone went home for lunch. I don't know how we ever made it back in time. Mother was always waiting with the lunch ready.

One day a girl in Grade 5 or 6 hid the teacher's clock in his wastebasket under some papers. The teacher became enraged and really went after her with the strap. The girl did not cry out. I can still remember the look on her face. She left the school immediately after.

That afternoon, or perhaps the next day, the girl's father, a longshoreman, walked into the classroom, grabbed the teacher by the lapels, and socked him in the jaw.

1934~1938: JOYCE PUCCIO, NÉE MCLAREN

While attending South Park School one of my favorite teachers was Mr. Bevan-Pritchard. It was Mr. Bevan-Pritchard's dream to have the playing field across the street to the south of the school designated as a playground.

Many years later while visiting my daughter in Victoria we went on a remembrance drive. While driving past the school I was very delighted to see that Mr. Pritchard's dream had come true.

1935~1939: DARREL E. NUTE

While I was there a real "newcomer" came to the school, a Mr. Joe Ross, who was to teach Grade 6. He was also a well-known basketball player with the Victoria Dominoes, previously known as the Blue Ribbons. He became our P.E. teacher. Mr. Bevan-Pritchard had been

our P.E. teacher and, being English, did his thing with soccer. Unfortunately for Mr. Ross, we had no background in basketball, so he had to start right from scratch.

In the school during the depression time, we had a lot of kids from "hard luck" families. They had a very poor attitude and had repeated many grades. The "kids" were big in size physically and big in obstreperous behaviour.

However, Mr. Ross decided to try to funnel some of their anti-social energies into sports. One day as Mr. Ross was holding court (no pun intended) on the basketball area, one of these big louts took the ball out of his hands and proceeded to walk off with it. At Mr. Ross's urging to bring it back, the challenge was issued by the culprit, "Come and get it!" Mr. Ross proceeded to do so and was greeted with a "round house right" to the jaw! Mr. Ross returned the favour and retrieved the ball, dismissed his hopeful basketball players, and proceeded to deal with the lumbering lout! Needless to say the lout was expelled. Mr. Ross was probably censured, but we kids were never made cognizant of his fate. He finished the school year and left.

Before our basketball adventures we had a ball diamond across Douglas Street where we used to play "1 acat or 2-3 acat" at lunchtime or during our P.E. period. As we had no school grounds as such, our soccer endeavours took place over at Heywood Park. We had a rule on the ball diamond that if you could knock the ball

through a window in the school across the street, you could stay "at bat" 10 more times to see if you could do it again! Our ball diamond became two basketball courts when Mr. Joe Ross arrived.

One of our homemade-fun endeavours was to go across Douglas Street, across the ball diamond, and to the top of the big rock. On the other side of the big rock was a pit where the parks department would compost all the leaves. The pit has subsequently been filled in, but it used to be great fun to jump into from the top of the big rock. It would be six to eight feet deep in warm – sometimes wet – leaves. It was always a challenge in a 10-minute recess to see how many times you could run up to the top of the rock, jump off into the pit, worm your way out and run up to jump off again.

1936~1938: AUDREY ZELLINSKY, NÉE DRAPER

I remember taking part in the music festivals. One year we were to perform the Irish Jig. I took the measles so Miss Croft, our dance teacher, came to our home and danced on the lawn while I watched. I learned the steps through the window so I would be able to dance in the festival.

“Miss Croft, our dance teacher, came to our home and danced on the lawn while I watched.”

1936~1940: PETER FANE

Manual training included woodworking and making up electrical circuits on wooden boards that would make buzzers and bells work. We also learned how to make an electro-magnet.

As members of the cadet corps, we had to make a deposit of two dollars, a considerable sum in those days, to ensure that we would look after the uniform properly. At the end of the school year when we turned in our uniform we got our money back, providing we hadn't lost any of it. On Wednesday afternoons we used to march over to the soccer field on Heywood Avenue and practise our marching and drill formations. We used to participate along with the other schools at the Empire Day festivities at the Legislature grounds. Some of the boys and girls had to take part in maypole dancing, but we in the cadet corps were considered to be above this. All schools used to place flowers on the statue of Queen Victoria. These flowers mainly came from our parents' gardens, but in the case of South Park, I know a lot of them were "liberated" from Beacon Hill Park.

On the afternoon of May 24th, we all went to the racetrack, which was then located out in the Willows district. It was here that all the Victoria schools held their athletic competitions.

Discipline was strict but fair. You didn't speak out of turn. It was nothing for a teacher to give you a rap over the knuckles with a ruler if you weren't holding your pen or pencil

correctly, as penmanship was another of the subjects taught.

The rocks across Douglas Street facing the school were referred to as The Heights. One day during the lunch hour, I was playing on The Heights when I fell and pierced my forehead directly above my nose. I was bleeding quite badly, so a couple of my classmates took me to the teachers' room in the school. The students knocked on the door and took off, leaving me standing there with a bloody face. One of the teachers, Miss Croft, opened the door. When she saw me, she let out a scream and dropped a cup of tea she was holding. My mother was called to the school and then I was taken to the nearby St. Joseph's Hospital. The doctor in the emergency room told my mother that they could clamp my wound rather than sew it up. This, he said, would leave no scar like stitches would. Here 70 years later I still have the scar.

Whispering in class and being caught usually meant having to stay in after school and write out on the chalkboard, "I shall not speak out of turn in class." This was usually given in doses of 50 or 100 times, but if you persisted in whispering, it meant a trip out to the cloakroom where the teacher administered the strap to your hand. This was normally a half dozen strokes. Boys being boys, it was considered a badge of honour to get the strap, and none of us suffered from it. It was all part of discipline and stood us well when we joined the forces in the forties.

“Boys being boys, it was considered a badge of honour to get the strap...”

Back then we used to buy all our own school supplies, including textbooks. At the end of the year, we used to sell our textbooks to the kids coming along behind us. As we had to pay for these books, our parents used to make sure we looked after them. We wanted to get a good price for them and have money to buy what we needed from the kids ahead of us. On the first day of the school year, we used to go in the morning to be assigned our classroom. Then our teacher would give us a list of what we needed and dismiss us for the rest of the day to go and get our supplies. Most school texts and supplies were only obtainable at the city's stationery stores. Places like the Victoria Book and Stationery, which was then located on the northwest corner of Broughton and Government, were very busy places on that day. One of the banks used to give us paper book covers for our texts. We would all go there and get enough covers to give us an original one and a spare to recover the books halfway through the school year.

Mr. Bevan-Pritchard used to conduct the school choir. He had served in the First World War and he proudly wore a small red badge on the lapel of his suit. This signified that he had served in the 1st Canadian Division overseas. I always remember that in his classroom there was a framed picture

of a Union Jack and underneath it were the words "One God, One King, One Nation." He instilled good citizenship into all his students.

In the '30s they used to hold a school bazaar and sell things that the boys and girls made in the manual training and sewing classes. The mothers used to supply baked goods. All monies raised were used to purchase sports equipment, as the school board just did not have the money for such luxuries.

We also had a school concert at Christmas time. One of the teachers was a Mr. Shadbolt who was great at organizing the kids to perform various things. He was quite artistic and went on to become quite a name with the CBC in Vancouver.

I remember the first day being in the auditorium awaiting assignment to a room. I had two brothers who had preceded me through South Park and they were, to put it mildly, "little devils." As the principal, Mr. Campbell, was calling out the names, he came to mine, and I remember him saying, "Oh Lord, not another one." I went home and told my mother and the next day she was at the school to tell "Daddy" Campbell off.

1937/1938: VIC SAGE

I was on the South Park championship basketball team. I remember that we played the final game against Oaklands School at George Jay Elementary because you weren't

allowed to play a championship game at your own school. The game was for the Lower Island Championship and Oaklands was favoured to win as they had won many times before. Lots of people came to watch the match, which was very exciting, as it was a very close game. The Oaklands coach "Muck McGinnis" was furious when our team won!

I'll also never forget the teacher Mae Murray. She was Mr. Bevan-Pritchard and Mr. Campbell's substitute when they had other duties. We used to call her "Lipstick Annie" because she was one of the few women that wore lipstick at that time. I can remember going to Terry's Ice Cream Store, on the corner of Fort and Douglas. If Miss Murray was there, she would often buy me an ice cream cone.

“If Miss Murray was there, she would often buy me an ice cream cone.”

1937~1941: MARY NICHOLLS, NÉE DRYBURGH

On my first day at South Park, we assembled at Beacon Hill School and had to march over to South Park to enter Grade 5. That was the year King Edward VIII abdicated the throne. We were all assembled in the auditorium and listened to the announcement on the radio. I remember our teacher crying.

Grade 7 was a great year. Miss Croft was our homeroom teacher and we went to different rooms for various subjects. In our art class with Miss Croft, we worked on large sheets of paper and, using poster paints, let our imagination take over. I remember one picture a boy painted of strange-looking fish of many colours. It was unusual but beautiful. He was a little ahead of his time. Nowadays the painting wouldn't seem so strange.

One year, we had one term of home economics and one term of manual training. In home economics, we learned to cook (first project: making junket) and then to sew. We made an apron, a cap, and a hand towel. The second half of the term was spent in the workshop. The first item we made was a plant stand, then a plant climber, and a pencil box. Best of all, we learned how to fix an electric ironing cord. That came in so handy.

There were also the choir recitals and dancing the maypole dance at Vic High. Miss Croft applied the girls' makeup. When it came my turn, I was told I already had enough on (my own natural color). I was so disappointed.

At the end of the term, someone came to the school looking for students to go to summer school at Vic High for the month of July. Future home economics teachers needed classroom experience, so we volunteered to be members of their classes. After two weeks of making a dress then two weeks of cooking, we wore our dresses and prepared and served a lunch for the teachers and School Board officials.

I remember when Miss Croft directed the play, "David Copperfield." I started the play being the "voice from without." I had to say my line standing in the corner behind the curtain.

1937~1942: JOAN WATERMAN, NÉE CROWTHER

I was a Grade 8 student during the war and can remember that when the air raid siren would sound for practice, all students would form lines and head across Douglas Street, over the rocks, and assemble in a playing field in Beacon Hill Park. I was the one who went to the principal's office and waited either five or ten minutes to see if any instructions came from the School Board office before joining my class. Fortunately, we never had a raid and my skills were never tested too greatly, but it was a little unnerving to see everyone leave the school and for me to wait by the phone for what seemed a very long time.

1938~1940: L. JOSEPHINE LOCK, NÉE CLARKE

I can remember that at recess we all used to run across Douglas Street. There were not so many cars in 1938. We played in the part of the park we called The Heights. There was no road on that side of the park then, and we used to stand up on the rocks or climb up on the old oak trees to watch the Sisters of St. Ann

play games with the Kindergarten children from St. Ann's Academy.

1939~1945: CATHERINE M. O'NEIL, NÉE COURT

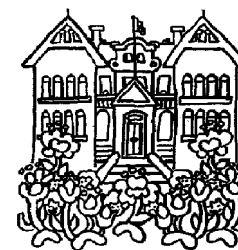
Our principal, Mr. Campbell, was affectionately known as "Pop," although I don't know if he was aware of this. He was well liked by all. Mr. Bevan-Pritchard, our vice-principal, was stern but also well liked. He could be busy writing at the board and quickly turn and throw a piece of chalk at a misbehaving student, seldom missing. He died in 1944 or 1945, and it was quite an experience for the Grade 7 and 8 students to go to his funeral.

Miss Skillings was a delightful lady and one of my favourite teachers. When I recently saw the staircase and banisters again, it was a shock to remember that a friend and I had actually walked down those banisters in Grade 6. We were caught by Miss Skillings and as punishment we had to wait until the very last to have our choice of fancy paper for the special waste paper baskets we were making.

One day, several of us had been picking strawberries all day. On our way home, hot and dirty, we met Miss Skillings and Miss Beane. They had seen us from a distance and were discussing how dreadful it was to see girls wearing blue jeans and plaid shirts. They actually thought it was quite funny when they realized we were some of "their" girls.

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1930 ~ 1939



- 1930: A new wire fence was built around the school
- 1934: Native artist Bill Reid enrolled at South Park for Grade 8. Jack Shadbolt was his art teacher.
- 1934: South Park had nine classes, one Grade 4 class and two classes of Grades 5,6,7, and 8. The other two public schools in James Bay were Kingston Street School, an old wooden building, and Beacon Hill School, a brick building on Douglas Street.
- 1934: Teacher Joe Ross (physical education and cadets) played guard on Victoria's famous Blue Ribbons basketball team in the national finals.
- 1935: The concrete wall on Michigan Street was built.
- 1937: The South Park basketball team won the public school junior championship, defeating Oaklands School in the finals. Joe Ross coached the team.

- 1939: Before this time, the present playground on the south side of Michigan Street was privately owned. There was a house on that lot, built in the 1860s. In 1939 the lot reverted to the city, the house was razed, and the students of South Park had a new playground.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1930 ~ 1939



- 1930s: Most people bought bread and pastries from horse-drawn bakery wagons in Victoria. These wagons came down the streets several times a week. Milk was delivered daily in this way, too.
- 1930: Dial telephones were introduced in Victoria. Company representatives came into the schools to teach children to use the new phones and to ask them to teach their parents.
- 1932: Hobo jungles appeared beside railway tracks.
- 1933: Thomas Dufferin Pattullo was elected Premier of British Columbia.

- 1936: An observation pavilion was built on Beacon Hill.
- 1937: Hanging flower baskets were prepared for the first time in Beacon Hill Park nursery.
- 1938: A flagpole was erected on top of Beacon Hill.
- 1938: Parks Superintendent Herb Warren started Victoria's program of planting a variety of flowering trees, mostly cherry and plum, on the streets of Victoria.

FACTS & EVENTS

CANADA AND THE WORLD 1920 ~ 1929



- 1930: R.B. Bennett was elected Prime Minister of Canada.
- 1931: The Empire State Building was built.
- 1932: Charles A. Lindbergh, Jr., was kidnapped.
- 1933: Adolf Hitler was named Chancellor of Germany.
- 1934: The Dionne Quintuplets were born in Ontario, Canada.
- 1934: Walt Disney introduced Donald Duck.
- 1934: The board game Monopoly was first introduced.

- 1935: William Lyon Mackenzie King was once again elected Prime Minister of Canada.
- 1936: King Edward VIII abdicated to marry Mrs. Wallis Simpson.
- 1937: The German airship Hindenburg crashed and burned in New Jersey.
- 1937: The Golden Gate Bridge opened.
- 1937: Prince Albert, Duke of York, younger son of the late King George V, was crowned King of England.
- 1938: World War II began.
- 1938: The first *Superman* comic strip appeared.
- 1938: The Orson Welles "Attack from Mars" radio show caused widespread panic.
- 1939: Adolf Hitler's army invaded Poland. Canada joined France and Great Britain in declaring war against Germany.

SOUTH PARK SCHOOL



‡ 1940~1949 ‡

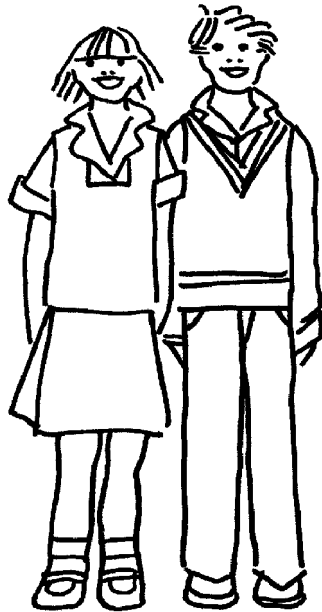


PHOTO: HELEN JOSLIN

MISS MAE MURRAY'S GRADE 3 CLASS 1940

Back row, left to right: Bob Fleming, Bill Grundison, Orville Ackerman, ...Clarke, Don Taylor, Tom Davis, Walter Norton, Ted Dawes, Neil Lang, Alan McMillan, Miss Mae Murray Middle row: Ron Norlin, Ralph Shandley, Ernest Norton, Terry Scaife, Michael George, Norman George, Malcolm Preston, Leslie Karaganius, John Chapman, Ted Richardson Front row: Helen Warwick, ..., ..., Marilyn King, Catherine Court, Joyce Fenwick, Dorothy Lehman, Rosele Russel, Marguerite Zaferis, Vera Stanley, Roberta Hallberg, Patricia Webber, Pat Balma



PHOTO: CONSTANCE STEWARD

GIRLS' FIELD HOCKEY TEAM 1942

waiting for a streetcar transfer at Douglas and Yates en route to play Burnside School

Back row, left to right: Miss Mae Murray (coach), Doreen Vout, Marg Auchterlonie, Babs Weatherill, Evy Leckie
Middle row: Pat Robertson, Mildred Cox, Edna Kerr, Connie Hobday, Dorothy Jackson, Joan Gonnason **Front:** Dorothy Vincent

“Music was always a part of school life at South Park. We took great pride in our school choir led by Mr. Bevan-Pritchard and accompanied by Mrs. Winnifred Warren, a prominent Victoria pianist who lived close to the school on Government Street.” – George Lynn, student 1940~1946



PHOTO: HELEN JOSLIN

THE SOUTH PARK SCHOOL CHOIR 1944

Back row, left to right: Helen Warwick, Pat Balma, Shirley Anderson, Elaine Massick, Sheila Kelly, Patsy Palmer, Helen Weeks, Vivian Bloomquist, Michaela Ciceri, Pat Rosebloom, Phyllis Hudson, Evelyn Rogers, Henrietta Webster, Stella Rumsby **Fifth row:** Robert Lally, Doug Russel, Terry Scaife, Rosemary ..., Pat Lally, June Allison, Florence French, Mary Karpick, Rosemary DeBlois, Dorothy Halliwell, Thelma Nelson, Pat Webber, Marge Webster, Doreen Auchterlonie, Charmian Steeves **Fourth row:** Bob Hallett, ..., Bob Everett, Duncan Stewart, George Adlington, Bill Peterson, Eileen Ellis, Peggy Gonnason, Florence Tickle, Catherine Court, Pat Clarke, Paulen Cooperfield, Pearl Glenn, Barb McLeod, Ray Parker, Godfrey White **Third row:** Jimmy Little, Lois Massick, Joyce Forsythe, Elaine Farmer, Jean Anderson, Peggy Browning, Doris Duffell, Ann Welsh, Joyce Fenwick, Betty Hallett, ..., Fern Parker, Helen Lisson, Flora Fennel, June Hughes **Second row:** Shirley Voglar, Marilyn King, Deidre McKenzie, Joyce Clarke, Barb Westfield, Joyce Adlington, Mr. Bevan-Pritchard, Mrs. Winnifred Warren, Pat Pottinger, Thelma Cherry, Jerry Eastwood, Yvonne McKinnon, Ivy Raven **Front row:** Ronald Norlin, Ralph Shandley, Ray Pottinger, Jim Cannon, Melvin Dawes, Lionel Smith, Art Harris, Allan McMillan, George Lynn, George McNutt

WE WERE ONLY CHILDREN

by Helen Warwick Joslin, student 1940~1945

When I read the stories in the newspapers on the 6th of June 2004 about the invasion of Normandy by the allied soldiers 60 years ago in World War II, I wondered what I remembered about that day.

The 6th of June, 1944 was a Tuesday, so I would have been in South Park School that day. We may have heard our teachers and parents talking about the war, but it was so far away from us and we didn't understand. We were only children.

We didn't know about the hundreds and hundreds of Canadian soldiers being killed and wounded as they landed on Juno Beach in France. These young men were just a few years older than we were and we might be next called to serve our country. We did know that the boys were being trained to handle guns in the converted rifle range set up in the basement of our school. The girls joined first aid classes, and we all belonged to the Red Cross Club. We knitted squares for quilts, collected scrap metal and rendered fat. I never knew what that was used for. Everything was recycled. Nothing was wasted. My brothers used their red wagon to go around the neighbourhood to collect these things. It seemed like a fun project to us. We were only children.

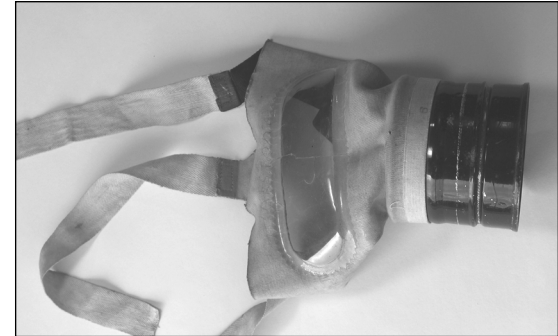
Food was rationed in Canada, just like it was in Britain, although not as severely. Mother

used the stamps in our ration book to get our weekly allowances of such things as sugar, butter, and meat. My dad always had a good vegetable garden and lots of fruit and berries, so we were never hungry. We didn't seem to miss anything, of course. We were only children.

I found my old ration book, and the dog tag we were all required to wear in case something happened to us. We were also each issued a gas mask that we had to take everywhere with us. My old one has surfaced, complete in its cardboard box but minus the string for carrying it by. We did hate putting the mask on. It smelled of rubber, and it was hard to breathe when wearing it. We had air raid drills at school, just like fire drills. At South Park School we had to go across the road to a field, lie down, cover our heads, and put an eraser between our teeth. It all seemed a waste of time to us, but we did get out of some schoolwork. We were only children.

There were air raid sirens in Victoria, but as far as I know they only wailed in practice, not for the real thing. People were required to put up blackout curtains on their windows to prevent any light showing outside. Some of the older men worked as air raid wardens and patrolled the streets at night to ensure that all the windows were blacked out.

We learned years later there had been some real danger on the west coast of



“We did hate putting the mask on. It smelled of rubber, and it was hard to breathe when wearing it.”

Vancouver Island. A Japanese submarine had shelled a lighthouse up island, and some of our ships had been involved in a conflict in the waters near Victoria. One of the strangest tales was of the balloons (made out of rice paper by Japanese school girls), that were used to carry incendiary bombs all the way across the Pacific Ocean supposedly to land in the forests and start fires on the west coast. The men involved in finding these were not allowed to tell anyone, so the enemy would not know that some of their balloons had got here. There was one tragic incident when one was found by some children in the woods. Of course, we didn't know anything about this. We were only children.

Although most of the events of the war are very vague in my memory now, there are two days I'll never forget. The first was Sunday the 3rd of September 1939 when war was declared. It was a warm day and I came running up the back steps into the kitchen at our house on Clarence Street to find Mom and Dad sitting beside our little Silver Tone Radio listening to the news. I said, "What is wrong?" They said, "We are at war." Although I didn't understand, I could feel the great sadness in the room. The memory of World War I was still fresh in their minds. Dad had been in the army and Mom was a Red Cross nurse.

The other day I remember was Wednesday the 15th of August 1945, V. J. day. Mom, George and I were in Seattle to visit Marguerite. We had gone to the zoo, and we were in the theatre watching a nature movie. Suddenly the lights came on and an announcement was made over the loud speaker. "The war is over. Japan has surrendered." We made our way outside to the street to catch our bus. Already the streets were littered with ticker tape from the offices above. Women and service men were dancing in the street, so happy that there would be no more fighting and the people in the armed forces would soon be coming home. We really didn't understand what all the excitement was about. We were just disappointed that we didn't get to see the end of that movie. We were only children.



MISS MCCARDELL'S GRADE 8 CLASS 1945

Back row, left to right: Dennis Sparks, Harold Boyce, Terry Scaife, Don Carr, Robert Lally, Bob Hallet, George Thomas, Roy Logie, Don Taylor, Ron Norlin

Third row: Jean Andersen, June Reinhard, Marilyn King, Peggy Browning, Shirley Voglar, Peggy Gonnason, Vera Stanley, Deidre McKenzie, Joyce Fenwick, Mr. Allison A. Campbell (principal)

Second row: Miss McCardell, Lynn Anne Pick, Florence Tickle, Shirley Anderson, Maureen Baxter, Pat Balma, Helen Warwick, Pat Clarke, Catherine Court, Betty Hallet, Dorothy Halliwell

Front row: Alan McMillan, Ralph Shandley, Ray Garside, Bill Grundison, Ted Dawes, Bruce Finlayson, Jim Cannon

THE CLASSROOM JOURNAL

by Division 4 students 1944

JANUARY 1944

Editor-in-Chief: Shirley Smith

Assistant Editor: Jimmy Moore

Reporters:

Duncan Steward

Malcolm Gardiner

Billy Peterson, Riddles

Patricia Dally, Personalities

Illustrator: Elaine Farmer

Business Manager: Joyce Adlington

NEWS NEWS NEWS

Yvonne Peirce has been sick for a very long time. She is one of the best liked girls in the room. We hope she will be back soon.

Miss Beane was ill for two weeks. We missed her cheery laugh and are glad she has recovered.

Dr. H. Clarke, our dentist, and his nurse are now at school. Children, be prepared.

The Cadet Corp of S.P.S. is now learning to signal. Number I platoon is a little better than Number II platoon although they both show progress. The teaching is being done by a sergeant of the Canadian Army.

While the boys are having cadets, the girls are busy with their Red Cross Work. At present, they are hemming handkerchiefs and plan to have another bazaar.

Dr. Saunders and Miss Adams have been examining the pupils of grades 6 and 8 but

have discontinued until the dentist has completed his work here.

Mr. Pritchard has started a school choir which is going to compete with other Victoria schools. Come on South Parkers. Let's show them what we can do.

Our winter, so far, has been exceptionally mild. Some of us could do with a sleigh ride but our parents are quite satisfied with this spring-like weather.

APRIL 1944

Editor-in-Chief: Barbara Westfield

Assistant Editor: George Lynn

Reporters:

Donna Fumano, News

Fiona Fennell, Riddles

Doris Duffill, Personalities

Kathleen Standbridge, Radio, etc.

Artist: Elaine Farmer

NEWS NEWS NEWS

Princess Juliana, the daughter of Queen Wilhelmina of Holland, visited Victoria recently. The Victorians greeted her warmly and were charmed by her pleasing personality.

The Germans have flooded the polders of Holland. It is said that the salt from the ocean water will ruin the fertile land for at least fifteen years.

We had Yvonne Peirce back with us for several weeks. She now has Rubella.

The Senior Choir of South Park School is giving a concert in the auditorium on Wednesday, April 5, at 8 P.M. Here's hoping that it will be a huge success and that we will realize a large sum of money for the Junior Red Cross.

The sale of War Saving Stamps continues. We have dressed a sailor and are busy with a soldier.

There are several cases of Scarlet Fever and Diphtheria in Victoria so we must make an extra effort to keep healthy.

South Park School has movies almost every Thursday and the pupils certainly enjoy them.

We are again having Penny Sacrifice in aid of the Red Cross. This is an easy way to raise funds. Don't forget your pennies, boys and girls.

MAY 1944

Editor-in-Chief: Barbara Westfield

Assistant Editor: Gerry Eastwood

Reporters:

Yvonne Peirce, News

Vernon Duffill, Riddles

Phyllis Cherry, Radio, Books, Movies

Pat Pottinger, Personalities

Business Manager: Ann Welch

NEWS NEWS NEWS

The cadets turned out a fine performance on Inspection Day, May 5, so here's hats off to the boys. The cadets had cookies and pop served to them afterwards by the J.B.P.T.A. To them, this was the best part of the morning.

Beacon Hill Park is at its best. Flowers bloom, birds sing and many young ducklings are to be seen.

A fire completely destroyed the Ice Arena, a popular sports centre, but arrangements are being made for the construction of a new one that will be fire-proof. We all hope that it will be finished for next winter.

The Senior classes of our school are to present three plays on May 31, at 8 p.m. These are "The Ghost That Giggled," "The Unhappy King," and "We Want Mother." A silver collection will be taken at the door and the proceeds will go to the school sports fund.

Mr. Gibson took our class picture recently. We were unable to persuade our teacher, Miss Skillings, to come into it with us.

Our Cadet Corp is thrilled. We are having field craft. No. 1 Platoon defends the plateau on the football field while we of No. 2 Platoon attempt to take them by surprise and capture the site. So far, we have been unsuccessful.

In the afternoon of May 23, the Victoria Public School Sports took place at the Royal Athletic Park. Some eighty-five contestants represented our school and we secured two firsts, two seconds and several third prizes.

JOKES

Q: Why is a battleship usually spoken of as "she"?

A: Because it costs so much to keep her in paint and powder.

Q: Why do you go to bed?

A: Because it won't come to you.

BOOKS TO READ

Hilla of Finland by de Malory

An Old-Fashioned Girl by L. Alcott

Tom Sawyer by Mark Twain

Little Miss Vanity by H. Clarke

Junior Miss by S. Benson

RADIO PROGRAMMES

SUNDAY

7:15-7:45 p.m. Songs of Empire CBC

8:30-9:00 p.m. Quiz Kids KJR

MONDAY

6:00-7:00 p.m. Lux Theatre CBC

6:30-7:00 p.m. Information Please KIRO

TUESDAY

8:00-9:00 p.m. What's Your Answer? CJVI

THURSDAY

8:00-8:30 p.m. Death Valley Days KIRO

SATURDAY

11:00-2:00 p.m. Metropolitan Opera CBC

FINANCIAL STATEMENT

Brought forward\$1.74

100 copies @ 5¢.....\$3.00

Total.....\$4.74

It has been decided to donate the total earnings of the *Classroom Journal* to the Junior Red Cross.



PHOTO: VAL SPEED COULTER

SOUTH PARK GIRLS' SWIM TEAM 1946

Standing, left to right: Val Speed, Margaret Ward, Carol Graham

Seated: Viola Yetman



PHOTO: VAL SPEED COULTER

SOUTH PARK GIRLS' BASKETBALL TEAM 1949
NEWLY-CROWNED GIRLS' BASKETBALL CHAMPIONS OF THE CITY ELEMENTARY SCHOOLS
ARE A GROUP OF YOUNGSTERS FROM THE SOUTH PARK SCHOOL. - *The Daily Colonist*

*Left to right: Miss Marion McCulloch (coach), Gayle Calder, Vera Hutton, Ada Hall,
Marilyn Wilson, Noreen Talbot, Val Speed, Joan Gladson, Noreen Wheeler*



PHOTO: VAL SPEED COULTER

SOUTH PARK SENIOR GIRLS' SOFTBALL TEAM 1949

DEFEATING TOLMIE 19 TO 8 IN THE FINALS, SOUTH PARK SCHOOL REPRESENTATIVES WON THE SENIOR GIRLS' SOFTBALL CHAMPIONSHIP OF THE GREATER VICTORIA ELEMENTARY SCHOOLS. - *The Daily Colonist*

Back row, left to right: Sylvia Crocker, Marjorie Mottishaw, Vera Hutton, Joan Gladson, Val Speed, Gayle Calder, Nettie Mitchuk and Grace Dobish Front row: Jack McKenzie (principal), Josie Tahouney, Noreen Wheeler, Gail Marshall, Karen Neilsen and Miss Marion McCulloch (coach)

“The costumes – creatively assembled from things at home or rented – were wonderful!”

– Heather Baker, student 1945~1949



PHOTO: HEATHER A. BAKER

KUBLAI KAHN AND CONSORT C. 1949

Gayle Calder and Suzanne O'Brien



PHOTO: HEATHER A. BAKER

CAST MEMBERS FROM THE SCHOOL PRODUCTION OF MARCO POLO C. 1949

Left to right: Kenny Allen, Ken Burgoyne (Marco Polo), Bill Woodbury

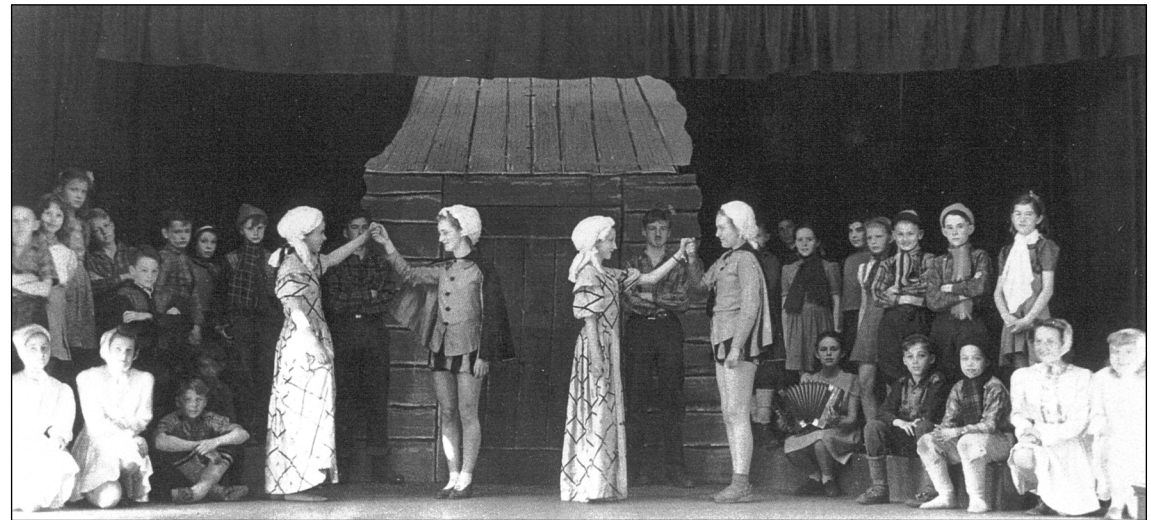
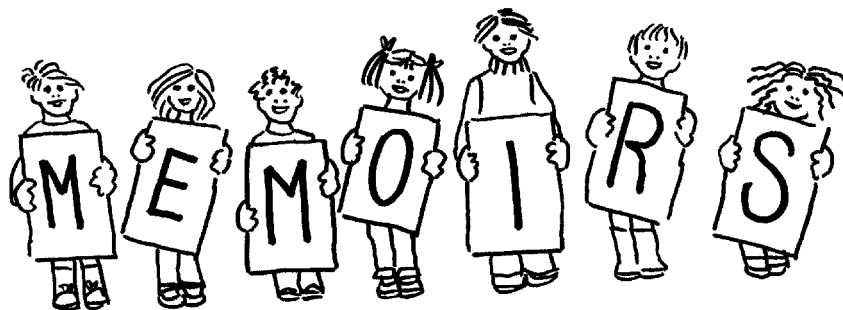


PHOTO: LORRAINE PARKINSON HOLT
PHOTO TAKEN BY JOAN FARMER CROSSFIELD

DRAMA FESTIVAL C. 1946

Left to right: Mary Doskeil, Frances Cannon, Beatrice Wicken, Jackie McIntyre, Lois Massick, Lily Fairbairn, Virginia Moffat, Caroline Cowper-Smith, Joan Hutchinson, Lorraine Parkinson, Betty Heinesen

“I can’t remember who came in first in the drama festival but we put on a pretty good show.” – Lorriane Holt, student 1943~1949



**1940~1942:
CONSTANCE STEWART,
NÉE HOBDAY**

It was wartime and we were issued gas masks in brown cardboard boxes and held drills across Douglas Street behind the basketball court. We were taught to knit squares for afghans. Even the boys knit!

“*Even the boys knit!*”

Across the street from the school were basketball hoops on a gravel stretch. I joined the grass hockey team and we practiced in Beacon Hill Park near Niagara Street. We played against other school teams in the area, traveling as a team by streetcar with our coach.

**1940~1943:
VIOLA STEVENSON,
NÉE EASTWOOD**

The annex behind the school had our library, home ec room and manual training on the main floor. In Grade 7, they started something new for the girls – half a year of manual training. The teacher believed we should know how to use tools

and be able to fix electrical plugs. We had great fun. Our home economics class experimented on dinner for all the teachers about once a month.

Mr. Bevan-Pritchard, our mentor and choir-master, retired about 1943 because of illness. Many of us were devastated. He was loved by all.

It was considered a real treat to take a lunch to school. Moms didn't work outside the home then. We took our lunch on good days. Across the road above the “girls' field,” we climbed the rocks and watched the children of St. Ann's Academy in their schoolyard.

**1940~1945:
PATRICIA MCRAE,
NÉE BALMA**

I remember having to do calisthenics out in the schoolyard, which at that time was across Douglas Street in the Beacon Hill Park property.

The girls all played with hard balls, using the side front stairs of the school, bouncing the balls up and down the steps to rhyming games. We also used to play up on the rocks in the park beyond the playing field. It was a lovely area in the spring especially, full of wild flowers, and no one in those days seemed to consider it a dangerous place to play!

Off the main hall was a dark little hole of a room which served as the teachers' room. It had a big stove and a table on which I used to make copies of work for the teachers using some sort of purple jelly duplication process. It always used to make me feel very important to be allowed to work alone in the room while the rest of the kids had to be in class.

**1940~1944:
GEORGE NORMAN**

Discipline was a big leather strap that you got across your bare hands. I remember making the most beautiful slingshot you have ever seen. One day at recess I went outside and nailed some kid with a rock while Mr. Campbell was watching out of his office window. Needless to say, I got the worst strapping of my life. But the strap I could bear. When he took the sling shot off of me it really broke my heart.

Fall was our main time. The rocks across the street from the school in Beacon Hill Park we used to call The Heights. The park workers used to pile all the leaves on the other side of the rocks and we used to dive from the top into the leaves. I often wonder how none of us ever got hurt. But it was great sport.

1940~1945: HELEN JOSLIN, NÉE WARWICK

There is one concert at South Park School that I still remember. We were in Grade 3 at Beacon Hill School and we were invited to perform at the BIG school, South Park. We were all excited. We learned our song-and-dance number, "The Snowflake Fairies." We had our white crepe paper costume trimmed with tinsel, made by our mothers. At the right moment in the dance, we threw handfuls of artificial snow over our heads. After our number, we were allowed to sit up in the balcony overlooking the stage to watch the rest of the concert. Outside was a dark and stormy night. The senior class was performing "A Christmas Carol," and just when Bob Cratchit and his family were sitting down to a candlelight Christmas dinner, the lights went out. The actors in true South Park spirit finished the play by candlelight.

To watch a 16mm black and white film was a special treat in the days before TV. The old museum that used to be in a wing of the Parliament Buildings would sometimes show nature movies on Saturday mornings. South Park School would be issued a few passes, and if we were lucky, we would get one. On the main floor, the old moth-eaten stuffed bears and deer would be moved aside to make way for the chairs and the projector. I remember they always played classical music at the beginning.

Then for an hour, we would be transported to some far off place by the magic of movies. When the lights came on again, we would sometimes linger to look at the cases of insects stuck with pins, or go down to the basement which was crowded with display cases of Indian artifacts.

“...the lights went out. The actors in true South Park spirit finished the play by candlelight.”

Mr. Campbell said our class was the 50th class to graduate from South Park School. When we looked at the well-worn wooden stairs, we believed him. To mark the occasion, there was a fashion show where we modeled the dresses we made in sewing class. Maureen Baxter still has the Simplicity pattern used for her dress. I still have the big pink button off my dress. Marguerite Zaferis remembers that my mother made corsages for us all. We didn't appreciate at the time the impact our wonderful teachers made on our lives. Some of their names were: Miss Beane, Miss Skillings, Mr. Bevan-Pritchard, who conducted the choir in a rousing "Rule Britannia," and Miss Croft who later married Mr. Campbell, the principal.

1940~1946: GEORGE LYNN

The discipline endured at Beacon Hill School had prepared us for what lay ahead at South Park. We now discovered the seemingly ever-present,

all-seeing Principal Campbell and Vice-Principal Bevan-Pritchard, whose crooked, beckoning index finger struck fear in any boy (or girl for that matter) singled out for his attention. This could well mean a visit to the principal's office and, as a result in some cases, a very sore hand. We had learned how to line up in columns of two on the playing field across from Beacon Hill School each morning and march in military formation across Douglas Street and into school to the strains of Sousa's "El Capitan" or "Washington Post" marches, played on Mrs. Ford's wind-up gramophone located on the first floor landing. Now we lined up by class in columns each morning in front of South Park under the watchful eyes of Misterys Campbell and/or Bevan-Pritchard standing at the top of the centre stairs, both dressed, as always, in their three piece suits complete with gold pocket watch and chain. Woe betide he or she who failed to stand at attention or dared to speak to the person next to him. Still, this didn't seem strange to us, as the military influence was never far from our consciousness. We were a country at war and many of us had fathers, older brothers, sisters, or other relatives serving in the armed forces. We marched into our classrooms, stood by our desks and sang, "God Save the King," then "O Canada," and concluded by reciting the Lord's Prayer – all of this under the watchful eye of King George VI, whose framed portrait hung above the blackboard at the front of the room. A nearby map of the world would show countries

in various colours, and nearly all would be red, indicating they belonged to the British Empire.

An interesting visitor to the school was a Dr. Ffrench, a prominent Victoria veterinarian who, as well as treating animals at his practice on Courtney Street, also had a business compounding veterinary medicines. He had recently returned from a trip to China and now had brought to the school dozens of live silk worms. Each child was given a silk worm and entrusted with its safekeeping and nurturing over the coming summer vacation. Dr. Ffrench instructed us in how to look after our new pets, explaining that they required supplies of fresh mulberry leaves every day or two. Where were we to find mulberry leaves? Fortunately there was such a tree in the neighbouring property of the Dumbleton family, where the school parking lot is now, west of the annex.

“Each child was given a silk worm and entrusted with its safekeeping and nurturing over the coming summer vacation.”

Every two or three days throughout the summer, my mother and I would walk to the Dumbletons’, where we had school-obtained permission to gather leaves. With the aid of numerous other families, we helped denude the tree of its leaves.

Over the summer, I watched as the worm ate

leaves and eventually changed from the larva to the pupa stage, spinning its strand of silk which finally covered the chrysalis. Now the trick was to harvest the silk before the adult butterfly emerged from the chrysalis, destroying the silk string in the process and thus ruining the end product of the whole exercise. Fortunately we were successful, and finding the end of the strand, wound it around a small paper tube. Our own pure silk which we had helped produce! It was truly a wonderful way to acquire practical knowledge of natural science.

Then there was the day those big boxes arrived. They appeared in the hallways upstairs and down – big cardboard boxes. At first we had no idea what was in them, but soon the word was out – gas masks! We must have waited two or three weeks before the boxes were opened and their contents distributed – one small cardboard box containing a gas mask to each child. We were also given a little round identification tag on which we were to have our parents print our name and address. The tag was to be worn on a cord around our necks at all times.

The war in Europe and the Pacific wore on and now the boys in Grades 7 and 8 were required to be trained in military drill, first aid, and target practice. Hours were spent on drill square marching and drill routines. Great pride was taken in efforts to be as smart and precise as we could possibly be. Close to the end of the school year, we would dress in white

shirts and darkest trousers and perform our parade ground drill before an army officer on one of the playing fields in Beacon Hill Park. We were instructed in tying knots and the first aid skills of bandaging and making slings. Occasionally, an army sergeant would arrive to assess our progress. I can remember him standing on the steps on the south side of the school, looking down at us lined up in columns below him. It was very disconcerting, as he had a strabismus – one eye turned outward. You couldn’t tell if he was eyeing you or the fellow beside you! On one visit he brought boxes of real army rifles for us to drill with. However, Mr. Orchard thought better of it and they were never used. We still had the .22 rifles for target practice, though.

The best part of this cadet business was the rifle range that was built in the girls’ basement. Only the boys in Grade 8 were instructed in target practice once a week after school with Mr. Orchard, our instructor. We were taught how to load a .22 round into the breach of our rifle while lying on our stomachs, aim, and try to hit the target. I suppose this was preliminary training for the day when we would have entered the armed forces if the wretched war had continued.

“The best part of this cadet business was the rifle range that was built in the girls’ basement.”

Once a year, the schools' medical doctor visited the school and we were sent off to the nurse's room to have our chests listened to, our throats checked, and so forth. Also we had the annual visit of the schools' dentist, Dr. Clarke as I remember, who checked for cavities and rewarded each of us with a Disney figurine cast in plaster of Paris.

1941 ~ 1945: DEIDRE ZACHARIAS, NÉE MACKENZIE

The Grade 5 classroom was on the second floor of the school at the north end. The teacher, Miss Sargent, lived up to her name and ruled the class with a stern demeanour. I remember that one day the boys played a trick on her by hiding her alarm clock in a cupboard at the front of the room. Part way through the afternoon, the alarm went off. To her credit, Miss Sargent didn't say a thing but just found it, turned it off, and replaced it on her desk.

In Grade 6, Miss May Croft was our teacher. She was an excellent teacher and saw that we had a good grounding in English literature. She also instilled in me dreams of adventure and travel. She had gone to the Orient as a young woman on one of the Empress ocean liners and would tell us of her travels.

I'll always remember the smell of the oiled wooden floors in the hallways, the wide central staircase, and the narrow stairs at either end of the building. Across the road at the edge of the

park, there was a wide area with a basketball court set up for the girls to use, while the boys had a big field across Michigan Street to kick around a football or to run off their excess energy. For me, the gym was where we had singing classes, first of all with Mr. Bully, and then with Mrs. Gertrude Warren, who formed a wonderful school choir along with Mr. Bevan-Pritchard. It also was where we had lessons in dancing – the waltz, the foxtrot, and the minuet. We must be ready for our Grade 8 graduation dance!

Then there were the home economics and industrial arts classes in the annex. We went upstairs for the home ec classes while the boys took their training downstairs. How I hated sewing and cooking! In Grade 7, we all made a white apron and cap which we had to wear for cooking, and later we made a dirndl skirt. In cooking, one of the first things we made was baked custard. I remember that because I forgot to set the bowl in a pan of water before putting it in the oven and it turned out like leather! In Grade 8, we made a dress. I was amazed that mine actually turned out all right! I still remember the dress with its sweetheart neckline had narrow blue and green stripes on a white background. I also know that my older sister took pity on me and hemmed it at the last minute so that I could model it in the year-end dress parade. Did I pass home ec? I must have just!

I still have many vivid memories of my years at South Park – my playmates, games of

hopscotch and skipping, jacks and marbles, wearing Brownie, Girl Guide, and Boy Scout uniforms on Baden-Powell Day, running home for lunch, the dentist coming to check our teeth once a year, and of the annual doctor's visit to check our eyesight and hearing. When I "graduated" from Grade 8 in 1945, it was with great expectations and excitement at what I would find in high school. There was no sadness in leaving because all my friends were moving on with me, friends I still cherish today.

1942 ~ 1945: DOROTHY M. ATKINSON, NÉE HALLIWELL

I recall the field across Michigan Street had rather tall grasses and wildflowers. All students were issued gas masks. When the siren sounded for practice air raid, we all donned our gas masks, walked quickly in line to the field, and lay down in the grass and weeds, trying to be inconspicuous.

We saved used cooking fat at home, usually in small tins, and then brought the tins to school where it was collected and sent off – to where I don't know – to be used in the "war effort."

Children saved their pennies to buy 25 cent War Savings Stamps.

“Children saved their pennies to buy 25 cent War Savings Stamps.”

**1943~1949:
LORRAINE
PARKINSON HOLT**

**1941~1944:
HAROLD HOLT**

When the apples were ripe in the Okanagan, several boxes were delivered to the school and the students were all given a nice individually-wrapped apple. My husband can also remember being given a small bottle of milk each day.

When it rained, the kids went into the basement where the bathrooms were, the boys on their side and the girls on theirs. The girls spent their free time playing various games such as skipping, hopscotch, tag, jacks, “Go In and Out the Windows,” “London Bridge,” “Go, Go, Stop,” “Mother, Mother, May I,” and “Hide and Go Seek.” The boys would be hunched over in little groups playing marbles.

The annex had manual training downstairs and home economics upstairs. The annex was also used by the dentist who came to examine our teeth once a year. His name was Dr. Clarke. He would mark a card showing where work was to be done, and then he would come back and fix our teeth. In later years, the free dental work stopped and Dr. Clarke would come to examine our teeth and then give us a card to take home to our parents. We had annual physical checkups by a visiting doctor and nurse as well.

Mr. Hurn, our Grade 8 teacher, entered us in the drama festival. We performed the play at South Park on the stage in the auditorium, and then we performed at Sir James Douglas in Fairfield. I can’t remember who came in first at the drama festival, but we put on a pretty good show. I was lucky enough to be in the show as one of the skaters. Three other girls were also skaters and we paired up to skate with each other to the tune of “The Skaters’ Waltz.”

I remember one boy in South Park School who was caught chewing gum in school. The teacher told him to put the gum on his nose and stand in front of the classroom until she said otherwise. The gum on the nose incident turned out to be a laugh for the kids, as the gum kept falling off. It just wouldn’t stick. I can’t remember what the teacher did then. Maybe she just gave up.

“The teacher told him to put the gum on his nose and stand in front of the classroom until she said otherwise.”

My husband remembers a time when the desks in his classroom were being put on rails, about three desks per rail. During that period they had to use the auditorium for their class. He must have been talking a bit too much, so his teacher hit him over the head with two history books. He can remember a ringing in his ears.

He also remembers a time in manual training when the kids were cutting up and the teacher, having had enough, turned around and threw a piece of chalk over the heads of the class. He could almost hear the chalk whistle over his head. All the boys ducked to avoid being hit by the little white missile.

**1943-1948:
DOREEN HOLLAND,
NÉE SHIRREFF**

My friends and I would stop at the confectionery store at the corner of Michigan and Government Streets to get some penny candy at least once or twice a week.

When the girls started home economics in Grade 6, we were taught sewing during the first half of the year and cooking the second half of the year. At that time, we used treadle sewing machines. The first article of clothing we had to make was our apron for cooking. When we started cooking, we worked in pairs. There were usually four girls at each table, and the tables had gas burners on each side. We made such things as junket, muffins, cookies, macaroni and cheese, and cocoa. The cooking teacher would taste what we had made and tell us what marks we had received.

Discipline during that time was very strict. There was no talking allowed in class except when the teacher spoke to us, and no chewing gum or candy was allowed. If a teacher heard someone talking and the student didn’t admit

they were the one talking, the whole class would have to stay in after school.

The school desks at that time had inkwells in the top right hand corner. We used straight pens with nibs at the tip of them. If the ink spilled, we used blotters to clean it up.

**1943~1948:
LELA VIOLA MUIR,
NÉE YETMAN**

The teachers inspected our hands, nails, and hair for general cleanliness each morning. If need be, the teacher would take students to the washroom to clean them up.

“The teachers inspected our hands, nails, and hair for general cleanliness each morning.”

Boys and girls played in separate areas of the yard. Across the road, Beacon Hill Park was in a wild state with the roadside area cleared for a girls baseball diamond and a dirt basketball court. The boys’ sports area was across the road on Michigan Street.

The janitor, Mr. Cornelius I believe, stoked the furnace, arriving at 5 a.m. and never leaving before 6 p.m. in the evening. He was a great friend and “counselor” to all the students. Many a youngster confided in him their troubles and tribulations. His constant companion during the school hours was his Boston bulldog.

**1944-1948:
LILLIAN McDONALD,
NÉE FAIRBAIRN**

We had assembly at least once a week, and sometimes we put on plays. Viola Yetman and I put on a short play about safety at home. The play ended with me being dragged off the stage. I was chosen to play the part of the mother because I weighed the least and could be dragged off the stage easily.

“...I weighed the least and could be dragged off the stage easily.”

In our home economics class we made white aprons and hats. They were exact copies of what nurses wore in those days. We sewed a button at the waistband of our aprons.

We used gas burners for cooking. They were not stoves, just 2-ring burners made out of wrought iron. One day we were cooking carrots and our teacher was walking down the aisle checking each of our pots. When she got to mine, she lifted the lid and a big cloud of smoke rose into the air. I was the one who was burning my carrots.

We put on a play that encompassed the early history of Canada. It started with the voyageurs, then there was a minuet with students wearing gray wigs and period costumes. We also had a piece about the native Indians of Canada. For the voyageurs piece, Mr. Hurn chose a boy with a French Canadian accent. He recited “Little

Baptiste.” We dressed up as native Indians and sang “Out of our Lodge at Eventide.” My costume was made out of burlap sacks and beads. My hair was very long and dark so I had perfect braids for the part. It was a very emotional time, and I enjoyed myself tremendously.

By the fence between our school and the house to the right, where there is now a motel, we played “The Good Ship Sailed on the Alley-Alley-O.” One girl would stand with her hand on the fence, and then we all held hands and went under her arm. We all ended up with our arms crossed. We also played marbles and jacks. We played a game with a lacrosse ball. We bounced the ball and raised one knee so the ball went under the left side of our right knee and we caught the ball on the right side of our right knee. We sang “123 O’Leary, 4 O’Leary, B.C.”

My Grade 8 teacher was Mr. Orchard. I sat in a front row seat, three rows from the door. Quite often he would stand in front of my desk when he was talking. He would end up stepping on my feet. I got very good at anticipating him and pulling my feet back. In our English class, we had to read “Ivanhoe.” My goodness – the boredom.

One time Mr. Orchard had to leave the room and left us on our honour to behave. As soon as he closed the door we started throwing stuff around the room. I jumped up and was in the middle of throwing a paper ball and got caught red-handed.

“As soon as he closed the door we started throwing stuff around the room.”

Punishment in those days entailed being hit on the hand with a thick strap or a wooden ruler. One teacher used to use a long wooden pointer as a weapon. The teacher would make a sudden turn and swish the pointer very close to the victim. It would wake us all up and smarten us up, too. Sometimes the teacher would break the pointer in the process. I don't ever remember a girl getting the strap or being sent to the principal's office. It was the code of honour that a boy never cried when he got the strap. He also couldn't show that it hurt. Some boys even went so far as to pretend that the whole thing was a joke. Because some of the boys in my Grade 8 class had no intentions of going on to high school, they disrupted the class a lot and made life difficult for the teacher.

1945~1949: HEATHER BAKER

One year there was a severe earthquake. We were in the southwest classroom on the main floor that had windows onto Michigan Street. There was a tremendous roar. The windows rattled and the pencils and pens rolled down the desks. I think we got down into the aisles.

One year, there was a young nun at the school who was a student teacher. She taught

us how to play ping-pong on the tables in the girls' basement. She tucked up her skirts into her belt, and we thought she was wonderful!

After school, sometimes we would go down to Thunderbird Park to watch Mungo Martin carving totem poles. He would tell stories, too.

One year, the price of candy bars went up and one of the teachers had us make signs and placards protesting this. We walked up and down in front of the school and The Daily Colonist newspaper came to record the event.

1945~1950: M. GARTH MYERS, PREVIOUS NAME MACKAY

In our manual arts classes, there were no power tools of any kind. Lumber was hand ripped by saw on a special ripping bench. I recall a student building a wooden soldier that fulfilled the function of an ashtray stand. Since this job employed curves, those would have had to be cut out with a coping saw or a bow saw – no mean task. The classroom, located in the building beside the main school, was always cold, at least early in the morning. As a result, it was necessary to heat up the horse-hoof glue to make it useable.

“...it was necessary to heat up the horse-hoof glue to make it useable.”

A “prefect” system was used in the school. The prefects were used to control activities in the school. Students had to use the correct side of the stairways, not run, and behave in the lunchroom. I suspect we were an obnoxious little lot. However, it was played up as an honour to be a prefect at that time.

We had visits from representatives of the yo-yo manufacturers who would display their skills in the hope that we would buy their products and become yo-yo champs. We did and we didn't.

1945~1950: VAL T. COULTER, NÉE SPEED

An incident I remember most clearly happened in Mr. Orchard's room. We as a class decided to play a trick on him. He had left the room and we decided to pull down all the blinds and turn out the lights so that when he came back, the room would be in total darkness. I got up to pull down one of the blinds when, to my horror, the blind came off the roller and landed in a heap on the floor. Eddie Peterson thought it was funny so he deliberately pulled another blind off the roller and it also lay on the floor. When Mr. Orchard came back into the room, we had some explaining to do.

The school grounds were kept clean with “paper pick-up” contests between the four houses that made up the school body. We would get house points for picking up the most garbage. House competition was very keen.

**1947~1951:
MYRNA RICKETTS,
NÉE AMOS**

The home ec room was on the top floor of the annex. We had a left-handed teacher, Miss Milne, and to this day I dry dishes and knot threads with my left hand. I remember the sign she kept up on the wall. If we were caught visiting with a friend she had us read it. It went like this: "There is a place for everything. Keep everything in its place, including me."

“There is a place for everything. Keep everything in its place, including me.”

There was a really nice janitor, a Mr. Garrett or Garnett. All the children loved him. He would dry our mittens and boots next to the big furnaces. He always had time for a child.

When assemblies were held once a week in the auditorium, one student would be chosen to read the Bible. When the principal stood on stage, no one talked: There was complete silence.

The Grade 5 class got to go to the Crystal Gardens for swimming lessons. Their teacher and one Grade 8 student would take them once a week, I think for eight weeks. I remember I was the student helper for Mr. Wright one year.

Our lunchroom was on the top floor of the annex, just the other side of the walkway. There were tables and benches there. You didn't leave

the room until you had finished your lunch.

Students were chosen to be prefects. They would take turns standing at the foot of the stairs and on the platform to be sure there was no running or pushing on the stairs. They also helped patrol the grounds, although there was always a teacher on duty on the grounds at lunchtime.

**1947-1951:
SYLVIA KERR,
NÉE TATE**

My Grade 5 teacher was short and very strict. I was always the shortest kid in all my school classes and I think I was the shyest, too. I hated it when teachers would ask questions and we were expected to put up our hands with the correct answer. I dreaded that they would pick me and that I might have the wrong answer and everyone would laugh. Somehow, teachers seemed to sense this and would pick on those of us who tended to keep our hands down. My Grade 5 teacher was good at this. On the particular day that I will never forget, she asked a question and, as usual, I kept my hand down. This must have infuriated her. I must have pushed her to the end of her rope, unintentionally. She stormed down the aisle, grabbed me by the shoulder, and yanked me out of my seat. Then, as if that were not enough humiliation, she made me sit on a tall stool in the corner at the front of the class wearing a "Dunce Cap." I don't remember how

long I had to sit there in front of everyone, feeling very embarrassed, but it seemed like a long time. Eventually, she sent me out of the classroom into the cloakroom. I was in tears and just put on my coat and went home. I don't know what happened after that, but the next day, when I returned to class, nothing more was said. She never laid a hand on me again. I probably tried a little harder to put up my hand with my answers, but I didn't get over my shyness.

“I dreaded that they would pick me and that I might have the wrong answer and everyone would laugh.”

In Mr. Hayes's Grade 5 class, the top clown was Bobby Adams, followed closely by Gerry Gladstone. At this time, Bobby occupied a front seat so the teacher could keep a better eye on him. I had the seat behind, and Gerry sat behind me. When the teacher left the room for a few minutes, Bobby saw his chance to act up. With Gerry, he decided to pretend that our school desk section was a truck. The two of them picked up the section, which then lifted me in the middle off the floor, and they "drove" their make-believe truck out across the front of the classroom. This included all the sound effects of a diesel engine. Then they backed it up and parked it just seconds before the teacher walked into the room. Of course, the rest of the

class was in hysterics, but when the door opened, the laughter immediately stopped and we all had our heads down and hoped we looked like we were busy studying. I don't think Mr. Hayes ever knew about this caper.

“...he decided to pretend that our school desk section was a truck.”

On another occasion, in this same wonderful classroom but at another seat location, Ross Rosskamp occupied the seat behind me. I used to have long hair and sometimes wore braids. He was one of our class clowns and liked to tease me as well. In those days we used pen and ink, so we each had an inkwell built into our desks. Well, Ross stuck the end of my pigtail into his inkwell. He thought it was funny. I didn't. When Mr. Hayes noticed the commotion, he asked what was going on. When I told him he said, “Well, I think you should do the same thing to Ross.” Only trouble was, Ross's blonde hair was cut in a close crew cut.

“...we each had an inkwell built into our desks.”

1948-1950: BOB KIEGHLEY, NOW BOB DAYKIN

An activity I remember was playing marbles. Sometimes in the rainy weather, we would walk in some mud and then walk through a marble game and get marbles stuck to our shoes. We did this to each other. It was mean, but boys were that way.

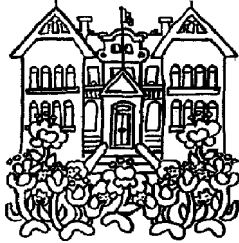
The concrete wall along the sidewalk on Michigan Street was ideal for playing on. I would often run and jump over this wall. One day while I was attempting to jump over this structure, I tripped and fell. I will always remember getting bruised and scraped from this venture.

In the winter when we had snow, we used to have snowball fights. The principal designated the play area across Michigan Street for this. The one teacher I remember well during this activity was Mr. Orchard. He used to join in and throw snowballs, too.

“In the winter when we had snow, we used to have snowball fights. ...Mr. Orchard...used to join in and throw snowballs, too.”

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1940 ~ 1949



- 1942: All students were issued gas masks and identification tags that were to be kept with them at all times.
- 1942/1943: *“The modern tendency is to regard the first three years in school as a Primary Division, one integral unit, rather than three separate grades. Through this Primary Division the child progresses at his own speed without ‘failure’ or ‘repetition,’ passing to the work prescribed for the next grade as his capabilities develop.*

“Many of Victoria’s school buildings date back to the last century; and, as they are of frame construction, they have outlived their practical usefulness. As a result, a large part of the school budget is required for repairs and partial replacements.

“Among suggested new school projects: James Bay School (to replace the present South Park and Kingston Street Schools) \$70,000.00.”

– from the *Government Sessional Papers* 1943

- 1942~1945: Air raid drills were conducted at the school regularly.
- 1943: Boys in Grades 8 and 9 were trained in military drill and first aid. They had regular target practice with .22 rifles in the rifle range established in the girls’ covered play area on the ground floor.
- 1948: Bicycle sheds were built behind the school.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1940 ~ 1949



- 1940: Thunderbird Park, near the entrance to the Royal British Columbia Museum, was set up as an outdoor display of northern village totem poles, which were later moved indoors to be preserved and protected behind plate glass. The museum’s “totem pole restoration programme” commissioned substitute poles from Kwakiutl Chief Mungo Martin, who was employed to revive the art of totem pole carving in the 1950s for the park.
- 1941: John Hart became Premier of British Columbia.

- 1942: The Estevan lighthouse was shelled by a Japanese submarine on June 20th.
- 1942: Japanese-Canadian families were sent to internment camps in the interior.
- 1944: The RCMP motor vessel *St. Roche* returned to Vancouver after being the first ship to navigate the Northwest Passage from west to east.
- 1945: Emily Carr died in Victoria.
- 1946: The Courtenay earthquake caused considerable damage on Vancouver Island.
- 1947: Byron Johnson became Premier of British Columbia.
- 1947: Voting rights were extended to Chinese and East Indian citizens.
- 1949: Voting rights were extended to Japanese and First Nations citizens.
- 1949: The Hope-Princeton Highway opened, connecting the southern interior to the coast.
- 1949: Frank Calder of the Nisga’a First Nation was the first aboriginal person elected to the Legislature.

FACTS & EVENTS

CANADA AND THE WORLD 1940 ~ 1949



- 1941: Germany invaded Russia. America entered the war after the bombing of Pearl Harbour.

- 1942: Canada entered the war.
- 1943: The world's first programmable computer, a machine called Colossus, went into operation at Bletchle Park in Britain.
- 1944: D-Day landings took place in Normandy. The Canadian Army played an important part.
- 1945: Atomic bombs were dropped on Hiroshima and Nagasaki. Germany surrendered May 7, 1945.
- 1948: Louis St. Laurent was elected Prime Minister of Canada.
- 1948: The United Nations was established.
- 1948: The first McDonald's hamburger store opened in San Bernardino, California.
- 1948: The state of Israel was created.
- 1948: Mahatma Gandhi was assassinated.
- 1949: Mao Zedong proclaimed China a Communist republic.
- 1949: George Orwell published *1984*.
- 1949: Newfoundland joined Confederation as the tenth province.
- 1949: Canada became a member of the North Atlantic Treaty Organization.

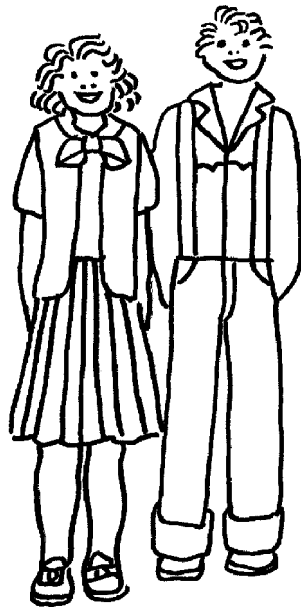


PHOTO: BC ARCHIVES, I-20781

SOUTH PARK IN THE 1940S

Popcorn vendor in front of the school on Douglas Street

SOUTH PARK SCHOOL



‡ 1950~1959 ‡



MR. KEN WRIGHT'S DIVISION 5 CLASS
1951

Back row, left to right:
Mr. Ken Wright,
Arnold... *far right:*
Dickie Austin,
Ricky Kelsal
Third row:
Faith..., Maude..., ...,
Pat Grayson,
Joan Campbell,
Carol Potts,
Audrey Johnson, ...
Second row:
Keith Burgoyne, ..., ...,
..., ..., ..., ...,
Joan Thame,
Deanna Pagent,
Sylvia Za,
Robert Sidney Parker



**SOUTH PARK GIRLS' BASKETBALL TEAM
ELEMENTARY SCHOOL BASKETBALL CHAMPIONS 1952/1953**

Left to right: Lynne McNab, Eleanor Smith, JoAnn Brown, C.A. Michell (principal), Marion Small (coach), Maureen Perry, Noreen Gordon, Vonda Hutton Front: Sandra Mezger



PHOTO: THE LORIMER FAMILY

MISS JEAN LORIMER'S DIVISION 4 CLASS 1956

Back row, left to right: Robert Mosey, Kenny James, Alois Maas, David Neale, Clifford Simpson, David Fairbairn, Chris Dawson Third row: Mr. Wilf Orchard (principal), Gerry McKinney, Richard Colley, Gail Pizag, Jean Brown, Tim Geib, David Singh, Miss Jean Lorimer Second row: Paddy Parsons, Trudy Takvor, Janet Blunt, Frances Hunt, Jeanne Norris, Rita Hodges, Deanne Carlsen, Dorothy Olding, Anne Bertie Front row: Dennis Morneau, David Wright, Tommy Simpson, Richard Thompson

“Miss Lorimer was a great teacher who kept most students’ attention.”

– Madeline Kilgore, née Davis, 1957~1959



PHOTO: STUDENT MADELINE KILGORE

MISS JEAN LORIMER IN FRONT OF THE SCHOOL



MR. GARY CHATER'S GRADE 5 CLASS 1958

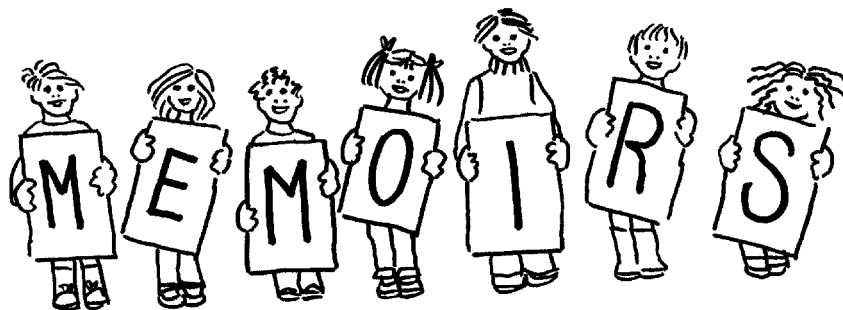
Back row, left to right: Mr. Wilf Orchard (principal), Carl Walker, Larry Davidson, Joey Jubb, Jim Moir, Pat Norton, David Linley, Jerald Dent, Michael Joslin, Eddy Bolin, Ron Hollister, Charles Macgregor, Mr. Gary Chater Third row: Robin Pearson, Bonnie Bishop, Jeanette Dworski, Shirley Devine, Diane Cooper, ..., Dora Docking, Sharon Stables, Martin Martin Second row: Maria Almadi, ..., Nancy Rigby, Helen Carlsen, Lynda Puritch, Risha Golby, ..., Jean Tulk, Cathy Dawley, Jeanine Pilon, Kathleen Bain, Patti Holland, ... Front row: Clarence Begley, Rick Stewart, John Adams, Barry Dalman, Tom McNie, Bill James, Gerald Davies



SOUTH PARK STAFF 1958

Back row, left to right: Catherine McDonald, John Merritt, Gary Chater, ..., Jean Lorimer, Dave Jones, Wilf Orchard (principal)

Front row: ..., Kay Best, Lois Kinley, Margaret Mace



**1949~1951:
BOB FLYNN**

I remember a student at South Park who was a rough kid. He ended up on heroin and died a member of the “Apple Tree Gang” [a group of people who congregated near the Johnson Street bridge]. At school he borrowed a rifle from me, sawed off the barrel, and used it to hold up a store. He was caught and went to reform school. When he had to go to court, Miss Tarr, our teacher, talked to the class about it. No one could concentrate on their studies.

**1949~1954:
MARION REECE**

In 1950 we had a very bad winter. Many days when we went to school, the attendance was taken and we were sent home. The girls were allowed to wear pants (but no jeans) that we had to take off as soon as we got to school.

**1951~1954:
BARBARA PHIPPS,
NÉE HODGSON**

I can remember that in 1952/1953 we followed a series of procedures for different air raid

sirens. One short siren meant you had to crouch under your desk in the ear-protected position. A mid-length siren meant you had to go out to the field across the road and lie on the ground. A long siren meant we got to go home.

**1951~1954:
JEANNETTE REIMER,
NÉE TATE**

I remember that all the playground balls were kept in a huge bin. If you arrived at school earlier than 9:00 (but not before 8:45), you were allowed to take the balls outside to play. I took the dodge balls out 25 minutes before school started. The janitor caught me and reported me to the principal. I got the strap!

**1951~1954:
JOHN EDWARD TAIT**
Vice-Principal
(written by his wife, Heather Jay Pottinger Tait)

My husband John Edward Tait was appointed vice-principal of South Park in 1951, under Mr. Michell. That administration was also responsible for Beacon Hill School.

It was my pleasure to be able to attend some school events. Sports days and concerts at festive seasons were noteworthy for evidence of parent participation. Without complaint, they supported and assisted whenever asked to do so. One event I remember was a Christmas concert, which was an outstanding presentation. As I remember, the two schools joined forces to present it. The usual choir performances of carols opened the evening nicely, followed by a seasonal play performed by students from Beacon Hill School, which was well-costumed by co-operative, diligent, and very creative mothers (mostly from family cast-offs that were now disguised to defy their origin). Last on the program that evening was the senior presentation.

“Sports days and concerts at festive seasons were noteworthy for evidence of parent participation.”

It began when one lone student came out. He was carrying a book as he walked to the edge of the stage, centre-front. The book opened at its marked place and the fellow began to

read a sort of essay. The book was held fairly close to the reader's glasses. On stage, in silence, actors mimed the words of the text. The reader was absorbed in his reading and was convincingly unaware of their presence.

The reader began: "Be grateful for what you have. Take time to enjoy what life was given you. So the animals that live in the forest..."

Behind the reader, "Deer" appeared in old army-blankets with sets of antlers wobbling on their heads, and "squirrels" scurried on stage, feigning fear so effectively they had the audience laughing out loud.

The reader continued: "A gift is a gesture of kindness. Cherish it and give sincere thanks to the person who gave it to you."

Then the biggest boy in the school came on stage, frowning and carrying a very fancy box, which took some time to undo. This was accomplished only by grunts, snarls and ugly facial gestures, but finally he opened the box and the gift was brought forth for display. It was a very tatty Teddy Bear! "Boy" showed no gratitude at all. There was more laughter in the audience in appreciation of the boy's acting.

Once more the reader spoke: "Be always thankful for the wondrous beauties of the forest."

Then a bevy of lovely girls stole onto the stage, heavily made up, batting their eyes, and showing off some wonderfully-made dresses, flashy but sparkling jewellery, and high-heeled shoes. All were swinging glorious handbags as well as their lovely hips!

“Then a bevy of lovely girls stole onto the stage, heavily made up, batting their eyes, and showing off some wonderfully-made dresses...””

By the time this parade was over, the audience was exhausted from laughing. As the saying goes, it brought the house down, for it was truly well done and very, very funny. The reader was wonderful, as were each of the mime acts. It was a most successful evening for us all. Needless to say, we all went home happy.

1953~1955: CAROL JENKINS, NÉE RIVERS

At the time I was in school, a bell mounted on a wooden board was rung by a student at appropriate times to announce recess and lunch breaks. It was quite a coveted job and one of the more well-behaved students was chosen after the teacher had observed them for a week or two at the beginning of the school year and had decided who should have the job. Well, I got the job one year, but I almost lost it for being unruly in class. I was severely admonished by the teacher and warned that any more "foolishness" would result in my "losing my job." I buckled down after that because the shame of losing that job would have been more than I could bear!

“...a bell mounted on a wooden board was rung by a student at appropriate times to announce recess and lunch breaks.””

1955~1957: KAY STEER, NÉE PORTER

Nickname at school: Kippy

I was absent from school several days in Grade 6 because I was afraid of my teacher and nervous about getting into trouble. When students got into trouble, he would make them go to the front of the class, bend over and touch their toes, and then smack them on their bottom with the yardstick. I would have been mortified if that had happened to me, but it never did.

One year I tried out for the track team. I was running down the field across from the school, when I stepped in a hole and fell down, knocking the wind out of myself. I remember sitting on the ground gasping for air. It upset me so much I didn't want to run again. Mr. Orchard, who was the principal at the time, called me into his office to persuade me to run. I was the fastest runner in the school, other than one boy in my grade. I finally agreed to participate in the inter-city track meet and won all of my races.

“I remember sitting on the ground gasping for air.””

**1956~1959:
JOE JUBB**

I was at South Park for Grades 4, 5, and 6. Mr. Orchard was our principal. I got the strap once for being in the wrong place at the wrong time. Six to ten of us were sent to the office for the same offence. At that time, the office was to the right of the main entrance of the school. We had to line up on the inside stairs, and then go into his office one at a time. It wasn't really all that bad – one strap on each hand. The infraction probably wasn't all that serious.

The annex was called the "Special School," where all the kids that were "slow" went. My best friend at the time went there. He wasn't slow.

Classes tended to stay together. I was in the same class as some of my friends from Grade 1 to high school.

“...one strap on each hand. The infraction probably wasn't all that serious.”

In Grade 6, I recall being vetted in the gym for entry into the music programme at Central. I stood in a long line with other hopefuls, moving forward one at a time. The teacher played an octave on the piano, and we had to identify the notes. At the time I was taking piano lessons, so I passed. Many didn't. All I really wanted to do was to play percussion. I

ended up playing the snare drum at Central for a couple of years.

**1957/1958:
JEAN ROBERTS**

One of my best memories is when our principal Mr. Orchard read "Cheaper by the Dozen" to us at lunchtime. I have always thought about how nice Mr. Orchard was and how much I liked the book, as it was very funny. I bought the book just recently and I enjoyed reading it so much. I wish I had told him how much meeting him meant to me as a young child growing up.

“One of my best memories is when our principal Mr. Orchard read "Cheaper by the Dozen" to us at lunchtime.”

**1957~1959:
MADELINE KILGORE,
NÉE DAVIS**

Miss Lorimer was a great teacher who kept most students' attention. I remember the school was being painted in the spring so we walked over to Beacon Hill Park with our books to have our classes. I am sure we didn't do too much work, but it was fun.

When the weather was bad, we had recess in the basement, which I remember as being very dark and dismal.

“When the weather was bad, we had recess in the basement...”

**1957~1960:
MARY HOLLAND,
NÉE VANDERJAGT**

There were only three grades at South Park during the time I was there: 4, 5, and 6. Kindergarten and Grades 1, 2, and 3 were in Beacon Hill School just up Douglas Street across from the soccer field. I left South Park after Grade 6 to go to Central High, as Grade 7 was there at that time. It was considered high school, as were Grades 8 and 9. Grades 10, 11, and 12 were at Victoria High.

In Grade 6 my teacher carried a stick in his hand that he used for opening and closing the high windows. It was a long stick with a metal hook on the end. He would walk around the classroom. My friend Patti and I would slouch in our seats at times. We would not know where he was, as we were busy reading or writing. He would come up behind us and jab us in the back with that stick if he found us slouching. Believe me, when one was as bony as I was at that time, it hurt. He would also hit the girls on the knees with a ruler if they had their legs crossed.

“...when one was as bony as I was at that time, it hurt.”

Across from South Park School is a group of rocks. Sometimes in May or June when the weather cleared up and the sun was shining, our class would go across to those rocks to draw the school. We would sit on the grass near the metal from a wrecked ship to have our lessons.

“...in May or June when the weather cleared up and the sun was shining, our class would go across to those rocks to draw the school.”

One playground was in front of the school. We played all types of games there, the most popular being hula-hoop, hopscotch, tetherball, chase, and dodgeball. Our ball diamond was across Michigan Street. We used to play basketball there as well, have relay races, and practice high jump and broad jump.

The bikes were left along the Michigan Street side of the school. Most of the bikes belonged to the boys, as the girls wore skirts and dresses at that time, and it would have been improper for us to be riding bikes. The girls wore no slacks or jeans, and denim at school was unheard of.

“The girls wore no slacks or jeans, and denim at school was unheard of.”

We were not permitted to go across the street to Beacon Hill Park. It was strictly taboo. The only places that we could eat our lunch or play at recess and lunchtime was on the school grounds directly in front of the school or on the ball diamond at Michigan and Douglas. We were not allowed off the school grounds unless we had written permission from our teacher. If we disobeyed the rules, we got a detention after school and had to explain to our parents later why we had disobeyed.

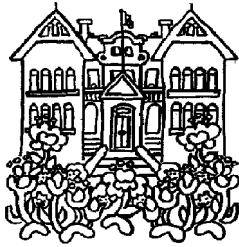


MR. JOHN MERRITT'S CLASS 1958

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS

1950 ~ 1959



- 1953: Grade 7 students attended South Park after Central had burned down. They returned to Central in 1954.
- 1953/1954: James Bay School was built to replace Kingston Elementary School, which opened in 1883.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA

1950 ~ 1959



- 1952: The Social Credit party was elected, beginning a political dynasty that lasted almost

40 years. W.A.C. Bennett became the new Premier of British Columbia.

- 1953: Queenie, the best known Beacon Hill Park horse, worked there for 10 years from 1953 until her retirement in 1963.
- 1953: The first potlatch since the lifting of the 1884 ban was held at Thunderbird Park.
- 1954: England's Roger Bannister and Australia's John Landy both ran the mile in under four minutes at the British Empire and Commonwealth Games in Vancouver.
- 1954: The Crystal Gardens' pool was filled with fresh water. The salt water had caused the iron on the glass roof to rust.
- 1955: The Harrison Yacht Pond was completed at Holland Point.
- 1956: Marilyn Bell made her historic swim across the Juan de Fuca Strait.
- 1956: Mungo Martin completed what was then considered to be the world's tallest totem pole. It is still standing in Beacon Hill Park.
- 1957: Southgate Street was built on Beacon Hill Park land.
- 1957: Government House on Rockland Avenue burned down.
- 1958: The Mile Zero sign was erected at Douglas Street and Dallas Road.
- 1959: Craigdarroch Castle was saved from demolition and preserved as an historic landmark.

FACTS & EVENTS

CANADA AND THE WORLD

1950 ~ 1959

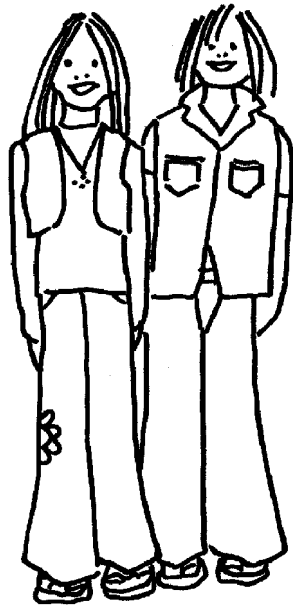


- 1950: Charles Schulz created the comic strip *Peanuts*, starring Charlie Brown.
- 1950~1953: Canadian troops joined the United Nations' force in the Korean War.
- 1953: Princess Elizabeth was crowned Queen of England.
- 1954: The first colour television sets were produced.
- 1955: Disneyland opened in Anaheim, California.
- 1955: Juan Peron was deposed as president and dictator of Argentina.
- 1955: Albert Einstein died.
- 1957: The Soviet Union launched Sputnik I, the first man-made satellite, into the Earth's orbit.
- 1957: IBM developed Fortran, a programming language.
- 1957: John Diefenbaker was elected Prime Minister of Canada.
- 1958: The hula-hoop craze was in full swing.
- 1959: Barbie dolls were introduced at the American Toy Fair in New York.
- 1959: Fidel Castro overthrew Fulgencio Batista.
- 1959: The Dalai Lama escaped from Tibet.
- 1959: The Soviet spacecraft Luna III sent back photographs of the far side of the moon.
- 1959: The St. Lawrence Seaway opened.

SOUTH PARK SCHOOL



‡ 1960~1974 ‡



SOUTH PARK STAFF 1962/1963

*Wilf Orchard (principal),
Lois Kinley, Edna Berg,
Monica May, Kay Best,
May Davies, Jean Lorimer,
Catherine McDonald,
Phil Kershaw, Jim Bird,
Justus Havelaar,
John Merritt
(vice-principal)*



MISS LOIS KINLEY'S DIVISION 1 CLASS 1962

*Back row, left to right: Fred Mace, Jacob Larsen, Wayne Wickett, Jim Rumney, Barry Moen, Nelson Carlow, Ken Rittaler, Pat Cardinal, Jayne O'Neill
 Middle row: Jenny Fossum, Barbara Newell, Nona Colley, Marlene Howden, Irene Karras, Noreen Taylor, Teresa Richards, Gus Spell, Doris Puritch,
 Miss Lois Kinley Front row: Marta Wymore, Anona Glenn, Terri Davis, Jacky Roslyn, Diane Ball, Gloria Webber, Linda Lansdale, Barbara Hooper,
 Cheryl Chornoby, Shirley Austin, Hanaka Ross Seated: Frank Deacon, Mike Miller, Doug Andrews*



MISS JEAN LORIMER'S DIVISION 4 CLASS 1962

Back row, left to right: Mr. Orchard (principal), Garry Lowe, Billy Mair, John Mosey, Mike Pattison, Don MacRae, Wayne Calley, Jim O'Neill, Miss Jean Lorimer Third row: Sandra Schemelge, Judy Johnny, Debby Herrington, Betty White, Barbara Walters, Judy Carlsen, Jackie Dawson, Patryce Bysouth, Linda Picton Second row: Debby Henry, Mabel Durocher, Lorraine Ponsford, Doreen Jubb, Maureen Smith, Donna English, Patsy McCullan, Vivian Moen Front row: Alistair Hood, Jim Ainey, Michael Millar, Erik Lunde, Chris Davis, Raymond Graham, Earl Forsom, Ralph Oleson



MRS. KAY BEST'S DIVISION 5 CLASS 1964

Back row, left to right: Bernie Soberg, Rick Hayhurst, Laurel Graves, Merete Peterson, Shelley..., Bob Fenner, Ian Hood Third row: Kathy Perulette, Christel Josephy, June Rogers, Marlene Thompson, Doreen Thody, Donna..., Caroline Burrows, Mrs. Kay Best Second row: Kathy Plaxton, Shelly Lomes, Janice Huckin, Lee..., Kathy Shoemaker, Lenna Cowan, Elaine McKinney, Donna Lena Paulson Front row: Gary Arnold, Nick Smith, Bobby Mackie, Donny Lynch, George McDougall, Alex Bystead, Jody Sarginson

AN INTERVIEW WITH WILF ORCHARD PRINCIPAL OF SOUTH PARK SCHOOL

For three-quarters of a century the forbidding lines of South Park School have dwarfed the little people who marched through its corridors and up and down its stairs.

But the school in its turn has been dwarfed in recent months by the shell of a multi-storey apartment building rising on the other side of Michigan.

In a few years a high-rise could go up where the 75-year old school and its 57-year-old annex now stand. A sister school, Beacon Hill, a few blocks away, will also yield to the imperatives of urban housing.

W.J. Orchard, principal of South Park since 1955, will perhaps be sorriest to see the schools go. "This is a real school," he said proudly, "It looks like a school, not like those boxes they're building nowadays."

A quick tour of the school shows the visitor South Park is indeed unique, especially for its heating, which is wood fired.

A long pile of faggots outside the school feeds four large furnace units with the casting date 1885 stamped on them.

The upstairs classrooms also have coal-burning heaters. They're necessary to warm up the space between the floor and 15-foot ceilings.

"When we had that cold spell last winter, other schools were under heated," said Orchard, "but here we were just as cosy as ever."

There are 12 teachers at South Park and 262 pupils, including six regular classes from grades five to seven and five special classes: three for slow learners, one for emotionally disturbed children and one for neurologically disturbed.

The plan to replace South Park and Beacon Hill was actually part of the Greater Victoria School Board's Referendum 10 passed in 1968, but was scratched by the Department of Education, said trustee Peter Bunn who was Chairman of the Board then.

From the city's point of view the land the old schools now occupy is ideal for high-rise development.

The school board would like to create an elementary complex adjacent to James Bay elementary.

So to make room for new school buildings city planners will move Macdonald Park westward by buying up and tearing down houses behind the park bleachers.

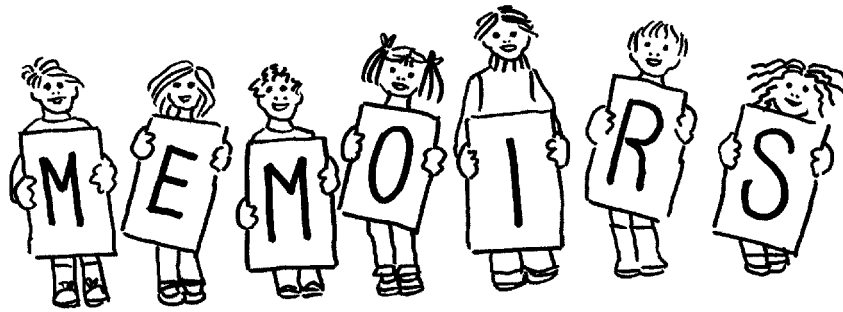
Wilf Orchard was the principal of South Park School from 1955~1971.



SOUTH PARK WINS SOFTBALL CHAMPIONSHIP

– *The Daily Colonist*, June 29, 1967

Back row, left to right: Eric Domke (coach), Gary McLaren, David Davidson, Steven Manojlovic, Douglas Cooper, Kalman Czotter, Wayne Carlow, Wilf Orchard (principal) Front row: Michael Motek, Donald Olstead, Theo Van den Bergh, Gary Arnold, Wayne Campbell



1960~1963: DOREEN MARION GEE

My recollections of my student days at South Park range from delightful to deadly serious to absolutely absurd. Those years between 1960 and 1963 were a weird and wonderful time of my life. Mr. Havelaar, my favourite teacher, was a born comedian. One morning, he showed us his black thumbnail where he'd had an argument with a hammer and lost. We all laughed when he said that his injury provoked language that turned his white walls blue.

At that time, the children were given a pint of milk each morning. My friend Patricia and I enjoyed being on "milk duty" and we'd have some free samples if there were any leftovers. She had been stricken with polio in her legs but she would limp down that hallway, carrying those bottles, with her head held high.

My strongest memory of my South Park days was when President John Kennedy was assassinated in November 1963. The principal, Mr. Orchard, gave us a day off from school. This taught me the impact that a single person can have on the planet. The loss of the hope he inspired was felt worldwide, all the way to an elementary school in Canada.

During the sixties, there was the omnipresent fear of nuclear war. At South Park School we had to go through these ridiculous drills to prepare us for a nuclear event. We were told to hide beneath our desks! Did anyone ever question the sanity of the people that dreamed up this stupid exercise? If there had been a nuclear holocaust, of course we would all have been baked right onto our desks and then vaporized into a mist over Beacon Hill Park.

1960~1964: RAY GRAHAM

James Bay was about the poorest neighbourhood in Victoria. Those were the days of inkwells and blotting paper, yo-yos, bolo bats, Sen-Sen candy, and red hot cinnamon toothpicks. Separated entrances and segregated playgrounds for boys and girls. Tetherball. The Cuban Missile Crisis, and "The British Invasion." An order of chips wrapped in newspaper from the fish and chip shop a few blocks from South Park cost 5 cents, and day-old donuts were 10 cents a dozen at the James Bay Bakery. The now James Bay Tea House was a run-down corner store owned by an old woman named Gertrude Anderson and was known by us kids as "Dirty Gertie's."

Being a boy, I was very interested in catching the garter snakes that seemed to be hiding under nearly every piece of the concrete rubble that littered the field on the south side of the basketball courts. The basketball courts are still there but the concrete rubble is now gone, and without a place to hide so too would be the snakes, I suppose.

The classroom floors at that time were narrow boards of edge-grain Douglas fir. They probably had once enjoyed some kind of varnish or other finish, but by the 1960s the varnish was long gone and the floor boards so well worn that one could actually see the favoured paths that pupils walked in their daily routines. On winter days when the young scholars returned to their classrooms with feet muddied from playing marbles on the west side of the school where the yard was bare dirt, they'd be required to leave their boots and shoes in the cloakroom and take their places in stocking feet. If you have never had a sliver from an old piece of dirty and stringy Douglas fir (and I hope you never do) then you won't appreciate just how much that can sting!

The Cold War was at its acme at that time. To make sure we were prepared for the worst,

regular air raid drills were carried out. There were loud sirens throughout the city at that time which were maintained and tested frequently to ensure the public would not be caught off guard when the Soviets launched their missiles. The South Park School air raid drill consisted of the students and staff filing downstairs to the school basement and crouching behind the rows of spare student desks that were stored there. These desks were adjacent to the wood frame and double diamond (thin) glass windows that filled the spaces between the brick arches that supported the two storeys and the roof above. It is amusing now to realize that if there had been a real air raid we would have felt no pain whatsoever as our atoms would have been vapourized instantly beneath that pile of bricks and desks.

Many of us belonged to the “Kiwanis Safety Patrol Program,” both to earn points for the houses to which we were assigned in school (by alphabetical order I think, but I’m not positive), as well as to earn the little metal Patrol Buttons that could be attached to our belt holes, and were awarded based on years of service – bronze for one year, silver for two, gold for three. After gold I don’t know what – I never got there. The program was administered by Constable Ray Thomas who would arrive at the school periodically, driving his big Harley Davidson motorcycle with leather-tarpaulined side car, wearing knee-high, lace-up boots over his khaki jodhpurs, the latter of which looked

like were going to explode from the pressure. He gave us safety talks, recruited new patrol members, and was master of ceremonies when buttons were awarded. He seemed so nice to us that I don’t think he could have had an enemy in the world. Patrols were deployed for the half-hour before and after school at the corners of Government and Michigan, at Michigan and Douglas, and at Douglas and Superior. At recesses and lunch hours, patrols guarded only the crosswalk between the two playgrounds.

“...driving his big Harley Davidson motorcycle with leather-tarpaulined side car...”

Corporal punishment was commonplace at South Park in those days. I can remember once a whole class was threatened with a strapping by their teacher if just one student failed to turn in a particular assignment on time. Whether or not that would actually have happened, the students believed it would, and all complied. The official and condoned prescription for corporal punishment called for a strapping of various counts on the outstretched palms of any miscreants. One day in seventh grade, one of the teachers doing grounds’ duty observed three of my colleagues and me sneaking beyond the basketball courts in the south field to puff away on a cigarette. It was up to his classroom and hands out to receive his sentence.

I think it was four on each hand, but I can’t be sure. Because the four of us delinquents were already well acquainted with the strap, but probably more so because of the fact that we were all in the room together and would not be disgraced by wincing in front of each other, we pretty much scoffed at the penalty we had just been delivered. That really got this teacher’s goat, who then commanded us to get down to our PE lockers and report back to him in gym strip immediately! Thinking we would be running laps around Beacon Hill Park or some such additional punishment, we complied, but soon learned that we wouldn’t be going anywhere after all. Instead, once we’d returned, the door to the classroom was shut, and we were compelled to bend forward, legs straight, touching fingers to toes, while we were strapped on our bare hamstrings. We all cried like babies. We knew better than to go home and say anything about it to anyone, because it would only be worse at home if any of our parents found out.

The principal of South Park School in those years was Mr. Orchard whom I remember as being well liked by everyone, but who was particularly impressive to me. In those days the school was equipped with a portable science cabinet which was set up as a mini lab, and with which, from time to time, Mr. Orchard enjoyed dropping into a classroom to deliver a science demonstration. In my mind’s eye I can still see at least one of his lectures which he obviously enjoyed himself at least as much as

anyone else. That lesson involved the electrolysis of water into hydrogen and oxygen, at the end of which he exploded the hydrogen in a small test tube producing a loud “pop!” and then heating a piece of steel wool in the Bunsen flame and watching the steel actually burst into flames when plunged into the pure oxygen. Wow!

My favourite teacher was Mr. Havelaar, a wonderful man with a strong Dutch accent. He wrote his lessons on the slate board in calligraphy because no one but he could read his handwriting. He was fond of amazing his class on a daily basis by eating an entire apple while sitting at his desk, including the core, the seeds, the stem, and all. He had an ebony flute and played that flute every day also. At Christmas time, he invited his wife to our classroom party, who came with a huge, homemade Dutch pound cake to share with everyone. I’ve never tasted better cake than that.

“...he exploded the hydrogen in a small test tube producing a loud “pop!” ... the steel actually burst into flames...”

Our class had a pet, a wild, one-legged seagull we called Gulliver. He would sit on the roof of the west annex across the alleyway from our classroom until after lunch when the kids would put their sandwich crusts and other scraps on the outside windowsill and he’d fly

over for a free meal. He was tame enough, but never would let us get close enough to actually handle him.

1963~1966: KATHERINE LARABIE, NÉE SCHUMAKER

I went to school at South Park for Grades 5, 6 and 7. I enjoyed my time there immensely. I spent many days playing tetherball with Gayle Colley and on rainy days, playing ping pong with Lenna Cowan. My fifth grade teacher was Mrs. Best whom I remember being very kind and possessed the patience of Job. Mr. Domke was my Grade 6 teacher. While in his class, I became very ill with kidney disease and was hospitalized for three to four months at a time. Mr. Domke was also a kind man who would make special trips to see me in the hospital. For Grade 7, Miss Kinley was my teacher. She was a no-nonsense leader. During that school year, I was struck with four more surgeries. When I finally went back to school, I remember having to complete a project which involved searching and cutting out particular stories from the newspaper. It seemed to be a very long project, but I was so afraid that I wouldn’t pass seventh grade from being ill that I scoured magazines and newspapers for just the right articles. After, Miss Kinley told me I had done a good job and I was thrilled. During those three years we would have assemblies where the teachers gave out certificates for special accomplishments.

During that assembly, I remember sitting down beside Laurel Graves. Seeing my mother in the first row of the balcony, I wondered what she would be doing there, as I had a baby sister at home and my dad worked days. It wasn’t long before I heard my name called, and I was absolutely stunned. When I reached the stage, I looked up at my mother and realized the reason for her presence at that assembly. Miss Kinley had given me the effort award. She spent a lot of time with me after I was in hospital for so long. It never occurred to me that I would be deserving of such an award.

These were three great teachers whom I think of from time to time and of course every time I look at that certificate in my scrapbook. When driving by South Park now, I think of those friends and teachers who have a special space in my heart.

1963~1967: ERIC DOMKE

Teacher

The South Park softball team won the city championship in 1967. Michael Motek pitched for the team, the opposition not gaining a single run. Jim Flett must have been absent on the day that the photo was taken, for he also was a member of the team. I remember distinctly that he was on third base and somebody hit a grounder, and it was questionable if he was going to arrive at first base safely. Jim, in his enthusiasm, bounced up and down on third

base shouting, "Run it out. Run it out." I was coaching at third base and found Jim's antics so amusing that I could not contain my laughter. Finally, after fighting to regain my breath, I gasped, "Run, Jim!" Jim took off for home plate as if his heels were powered by jets. He scored his run. I regret not having entered a team in the city soccer league at that time for there were some exceptional players, such as John Maguire, Garnet Moen, and a boy whose name I think was Dan Lowry. Unfortunately, I was not aware of inter-school sports when I first came to teach in Victoria.

“Jim took off for home plate as if his heels were powered by jets.”

South Park produced many good athletes. I remember Raymond Clifford and Merete Petersen, both in my Grade 6 classroom, winning the city high jump championship. A girl named Carolyn, in the same class, was second. One year I had a class of forty-four Grade 7 boys. That number was the maximum during the year, the number varying with many families coming and going from the James Bay area. Those boys won several running awards in the city track meet. I remember that they won the 4x100 relay. We used to practise for track across from Beacon Hill School, which was under the same principal as South Park and was considered an annex of the main school. One day while working with the track team at noon hour, I

lost my car keys, looked for them in vain, and had to walk back to South Park. To my amazement when I arrived at my classroom fifteen minutes late all those boys were reading their library books or were involved in other useful activities. There were some fine artists in that class as well, and I recall a very fine mural they produced on industries of British Columbia.

The four years at South Park were some of the most enjoyable of my thirty-five teaching years. Students were anxious to learn, co-operative, and appreciative of teacher efforts on their behalf.

1963~1966: ELAINE ELLINGER, NÉE MCKINNEY

My mom said that in the forties, they were talking about tearing the school down. She and dad gave \$100 toward the new school, and then they never built it, thank goodness!

I was late coming back to school after lunch the day President Kennedy was shot in November 1963. I went into Mrs. Best's Grade 5 class and told them the news. Mrs. Best sent me to the principal's office to let them know. Shortly thereafter, the whole school was dismissed.

I went to swimming classes around the corner at the Crystal. It was so beautiful with palm trees, a Turkish bath, and a ballroom. There was a little trough you waded through to clean your feet on the way to the main pool. We

could buy three scoops of ice cream on a cone for a dime. Talk about the good old days!

1963~1967: SANDY KNIGHT, NÉE RITTALER

I remember that the students were all part of a house league system. The school was divided into a number of different houses and the houses competed against each other in games like volleyball, basketball, baseball, and track. At the end of the year, the points in each house were added up to see which house would win.

At recess time, we would play games like dodgeball, hopscotch, and tetherball. If it was raining outside, we would play in the basement of the school.

Every Monday, we would have assemblies in the gym where there would be announcements and the whole school would sing together. One song we used to sing was "Bless This House."

I was chosen to be a stair monitor while I was at the school. I had to make sure that students didn't do things like skip stairs or run on the stairs. I wonder now why I considered it to be an honour to have that job. I'm sure some of the other students weren't too happy with me.

1963~1967: WAYNE CARLOW

Our class of Grade 7 boys, under the coaching of Mr. Eric Domke, won the City Softball

Championships in 1967. Our PE class time was spent practising, and games were held after school. Half of our team did not have baseball gloves. We had two wooden bats, and our uniforms consisted of identical athletic shirts supplied by the school. We had no hats. As I recall, we won every game that year. It was a proud moment indeed when some time after the season had ended we team members were paraded out of class one afternoon to have our photo taken in front of the school for the local paper.

We could buy milk and apples at lunchtime. Ten cents would buy a pint of white milk and a large Macintosh apple. Chocolate milk was available, but it cost a bit more and students needed to have their parent's permission to buy it.

“Ten cents would buy a pint of white milk and a large Macintosh apple.”

We called the lower walled area around the east and south side of the school “the well.” During my time at the school, students were forbidden to enter this area. I never understood why, and I never tried it.

There were stairwell monitors. If you missed a stair or ran the stairs, you were called back to do them over. This delayed your arrival in the play yard.

1965~1967: CATHY BROHMAN, NÉE RITTALER

I was only at South Park for Grades 5 and 6 because our family moved to Saanich. My older brother Ken and my older sister Sandy went to South Park too. My dad owned the old King's Hotel downtown and we lived in a suite at the back of the hotel. My brother Ken was six years older than me but we played a lot together. After having him as my long-time ping pong opponent, I was well prepared for the ping pong tournament at South Park. As I remember, the gym was set up with many tables. Over several days, I had to play against a number of other students. I ended up being the ping pong champion both years I was at the school.

1968~1970: CAROLE JAMES, NÉE DEGIROLAMO- HALL

When I was at South Park, I carried out my first political protest. Up until 1968, girls were never allowed to wear pants to school, even in snowy, cold weather. I talked to our principal Mr. Orchard about my concerns, but he didn't want to change the rules. I made posters in my basement and, with the support of the other Grade 7 girls in the school, walked out of the school and went on strike. The boys joined us, realizing that this meant they could avoid

their schoolwork if they took up our cause. A reporter from The Daily Colonist came and took our picture, and we made the news! Shortly after that, the principal told us that perhaps he had been a little harsh and that girls would now be allowed to wear pants to school on snow days. Not a complete victory, but a lesson that you could make a difference!

“...walked out of the school and went on strike.”

I remember lining up outside when the bell rang before we entered the school, and the time there were bats nesting in the school attic and we were all sent home for the day.

I loved being able to hang out by the coal furnace if you got wet outside and I enjoyed playing in the play area under the school. Some of the arches were still open at that time, so it was easy to move in and out of this covered area.

1970~1974: MILES LOWRY

I started school at South Park in Grade 5 when Mr. Orchard was the principal. One day during the lunch recess a group of us boys found a long rope on the playground and managed to loop it over a high tree branch. We took turns tying each other's ankles to one end of the rope. When we pulled on the other end, the boy who was attached rose into the air, head down,

and swung back and forth. Then we'd let him down and tie up the next person in line. It was incredibly dangerous, but it was so much fun! Mr. Orchard found out. He marched us to the gym and made us stand in a line. He took the stiff piece of leather principals used for the legendary disciplinary "strappings" and handed it to the first boy. He made us pass the strap down the line, hand to hand. He did not strike any of us, but we got the message. I still remember the feel of that strap in my hand.

“It was incredibly dangerous, but it was so much fun!”

When Mr. Allan came to be our principal, the atmosphere in the school changed considerably. Mr. Allan played the guitar, and he had pieces of his own artwork hanging in his office. One of the things he established was the radio station CKSP. I was one of the DJs. He gave us a lot of freedom and responsibility, such as the freedom to choose our own music. Previously the boys and girls had quietly eaten their lunches on bleachers in the annex facing each other from across the room. Now we were free to eat our lunch in our home-rooms, talking freely and listening to our very own radio station. We broadcast announcements such as meeting times for the “Anna Banana lunch bunch,” played music, and read some news items. We loved it, and the experience taught us a lot.

The darkroom that Mr. Allan set up in the annex became very important to me. Interested

students learned the basics of photography. I took many photographs in Beacon Hill Park, which I learned how to develop in that darkroom. I was often allowed to spend an afternoon there since I was keeping up with my schoolwork. It was the beginning of what promised to be a life-long interest.

One day, a group of us made a giant wooden “Sasquatch” foot in a friend’s basement. We attached a handle to it, so that it became like a large stamp. At lunch recess, we went over to the path near the rocks across from the school in Beacon Hill Park. We weren’t supposed to go to the park, but we often did. We pressed our stamp into the mud on the path at appropriate distances, and then we raced back to the school to tell everyone that we had found some enormous footprints. People hurried over to see, and for a while we had them fooled. It was great!

“...a group of us made a giant wooden “Sasquatch” foot in a friend’s basement.”

1971 ~ 1973: MAVIS DE GIROLAMO

Teacher

I had a special needs class that was challenging. There were 15 students with a variety of learning, physical, and emotional problems. A young man came to my class to do his student teaching. He

had the idea of presenting a science lesson using earthworms. I thought that it might not be such a good idea, but he was keen, so he went ahead. When he started the lesson, I left the room for a bit, as teachers do occasionally to give their student teachers a chance to handle the class on their own. When I returned a short time later, I found chaos! There were worms on the light fixtures, there were worms in the air, there were worms on the desks and on the floor, and boys were trying to put worms down girls’ dresses. Using the voice that teachers can call forth for such occasions, the voice that rattled windows in the old school, I told the students to sit down in their desks immediately. They did. We collected the worms, took them outside to safety, and things returned to normal. The student teacher recovered and became a competent teacher.

“There were worms on the light fixtures...”

1971/1972: DEBBIE CARVALHO, NÉE ENGLISH

When I was in Grade 6, my most vivid memory was being sent home for wearing jeans to school. That was about the time when the rules were changed to allow girls to wear pants not just skirts or dresses.

When Queen Elizabeth came to Victoria in 1971, I was a member of the choir taught by

Mrs. Best. Along with several other schools, we sang on the Parliament Building steps. I still remember the song.

The school had teams that competed with each other throughout the year in different sports. The year ended with a sports day. There was a pie-eating contest and several weird games. I was elected captain of my team. I can remember being quite thrilled.

1971 ~ 1974: DAVE ALLAN

Principal

Many community members were involved in our programs at the school. For example, Karia Leschke formed a dance troupe, "The Seabird Dancers," and Tricia Jackman taught Orff method music. "Anna Banana" (Anna Long) an anti-establishment free spirit, worked with students in various drama activities, and they flourished under her guidance. Louise Iverson, a long-retired teacher and Victoria resident, was a great help to me and the students during my time at the school. She was the inspiration for our James Bay History project, for which we produced a slide show using photographs students had taken. We also produced an epic on the book "Jonathan Livingston Seagull," for which we photographed thousands of local seagulls.

By grafting a microphone jack into the old Barvic radio system, we made a public address system. A community volunteer who had a background in broadcasting worked with

groups to produce music and news radio programs. They learned how to script and compile the broadcasts on tape. Thus began Radio Station CKSP that broadcast news, views, announcements, and music during lunch periods using student announcers and DJs. Our student reporters investigated stories throughout the community.

We began a hot lunch program using a single gas burner in the old tiny staff room. Initially, chicken soup was prepared on Wednesdays by a Local Initiatives Program worker and volunteer parents. One day I was confronted by a staff member who held up a plastic bag partially filled with a dried green plant material he'd found in the staff room cupboard. He demanded that I call the police. He was sure someone from the community had brought the marijuana into the school and had hidden it in the staff room. To calm him down, I asked an officer from the Juvenile Detail to come out. We both assured him that the material was not pot. He demanded that we tell him how WE would know. Before we had a chance to answer, a kitchen worker came into the outer office and asked the secretary in a loud voice, "Do you have any idea who took the parsley out of the staff room cupboard? We need it for the soup!"

One day the police warned us they were looking for a strange man in Beacon Hill Park. My vice-principal discussed the man with his Grade 7 class. Many of the kids knew of him. He carried a knife and a homemade bow and

arrow. He'd told the kids it was to hunt ducks that he ate. He was sort of a Beacon Hill hunter and gatherer. Well, the vice-principal decided to warn the school on the PA before recess. He forbade the children to leave the school grounds. Taking no heed of the restriction, the students went en masse to Beacon Hill Park at recess and cornered the bad guy. They held him for the police. Later, these needy inner city kids returned to school, self-righteously angry about anyone daring to harm a duck! To me this illustrates the nature of these students who were not necessarily obedient or respectful of authority but, when inspired, were not without spontaneity, energy, determination, integrity, and courage.

“He was sort of a Beacon Hill hunter and gatherer.”

In October of 1973 we constructed a huge pumpkin covered with orange plastic. Some of the most difficult kids were on the team who worked with parents and staff to build the "Great Pumpkin." When lit, it became a huge jack-o'-lantern. The Victoria Fire Department hoisted it onto the roof peak of South Park. It overlooked the scene as the community gathered at the school on Hallowe'en for the Great Pumpkin Festival, which was inspired by the Charles Schultz's cartoon. In the cartoon, the pumpkin never comes to the pumpkin patch, but it came that night to South Park!

THE
COMMUNITY
SCHOOL

by Dave Allan

Principal of South Park

1971~1974

Principal of James Bay Community School

1974~1977

The time I spent at South Park and in James Bay was a very intense time for me. The establishment of the Community School and with it The James Bay Community Project received considerable media attention.

In September of 1971, I succeeded Wilf Orchard as principal of South Park School. There had been controversy the previous winter between the school and a rising community movement, which was brought to a head with the protests surrounding the District policy about girls not being allowed to wear pants at school.

Inspired by a colleague who led a community school in North Vancouver, I approached the Assistant Superintendent, Dr. John Wiens, with the idea of starting a community school at South Park. My staff and I believed that such a school would fill a need in our community. There were many disadvantaged inner-city children attending the

school, and learning conditions were very difficult. At the time we enrolled students in Grades 5-7. Dr. Wiens told us to go ahead, so we became (unofficially) South Park Community School in January of 1972. We worked with the James Bay Community Association and raised funds through federal Local-Initiative grants and other sources. When the new Barrett government was elected, the James Bay Community Project, which included the school, was given more support.

We made many changes in the new community school, including the following:

- moved the students enrolled in special classes in the annex into the main building
- began Project Read with the help of the University of Victoria
- opened the first school library staffed by volunteers
- invited the community into the school, which was open in the evenings, for pot luck dinners, classes in many subjects including chess and French, movie night, floor hockey, festivals, and meetings
- began a hot lunch program
- acquired Local-Initiative grants which paid non-teaching workers to help in the school
- involved community members in working with children
- formed connections with the University of Victoria, St. Ann's Academy, the Community council, and service clubs



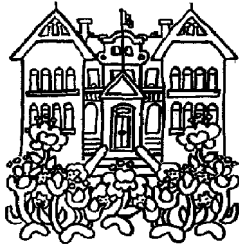
SOUTH PARK STAFF
AND COMMUNITY WORKERS
1974

Back row, left to right: Dorothy Tubman, ..., Bob Buie, Lorraine Goetken Middle row: ..., ..., Pat McDonagh, Howard Pendergast, ..., Dan... Front row: Leslie Holden, Stu McFarlane, Jean Fields (secretary), Dave Allan (principal), Charlcie Breese, Gene Sivorot, Karia Leschke

- began an Outward Bound program with the help of the YMCA
 - helped mobilize people in the community to work together for the good of all
- In 1974, the new section of the James Bay Community School was completed. In November, we moved from South Park to the officially-renamed community school on Oswego Street.

**SOUTH PARK
AND VICTORIA DISTRICT SCHOOLS**

1960 ~ 1974



- 1963: On the second floor, a medical room was created on the existing assembly-room balcony. Two concrete stairs were added at either end of the first floor, for emergency purposes.
- 1967: In a report prepared about all schools in the District, it was recommended that “the existing building at South Park be replaced by a new two-storey reinforced concrete structure.”
- 1969: North Ward School was razed.

CLASSES HALTED BY BATS

South Park School was closed temporarily at noon Friday after 16 bats were captured on the premises.

Dr. J.L.M. Whitbread, senior Metro Medical Health Officer, ordered the school closed until the winged creatures are exterminated.

The bats were probably forced into the school by the cold and could have entered through ventilators and other openings in the old building.

They were first noticed when they got into classrooms and flew over the students, Dr. Whitbread said.

None of the children was bitten and none of the bats proved to have rabies.

But as a preventive measure, Dr. Whitbread asked that the 275 children in the school leave until the school was rid of bats and their points of entry sealed up.

The school is expected to reopen Monday.

- 1972: Beacon Hill School was officially closed.
- 1973: Eileen Dailly, Minister of Education in Dave Barrett’s NDP government, amended the School Act and abolished corporal punishment from provincial public schools. Her decision to “outlaw the strap” was unprecedented in Canada.
- 1973: Kindergarten was approved by legislation to be part of the public education system.
- 1973: South Park School was placed on the Canadian Inventory of Historic Buildings.
- 1973: The School Board decided that the staff and students of South Park Community School would move in September to their new home in the recently enlarged school on Oswego, to become James Bay Community School. The move took place in late October. Discussions took place about what to do with the empty South Park building. Developers wanted to renovate or demolish it.
- 1974: From September to November, Beacon Hill School housed the first classes of what was to become South Park Family School. It was converted to condominiums in 1979.
- 1974: Superintendent Jake Longmore’s newsletter to staff in September stated, “The Board is studying a recommendation that South Park be renovated, that Beacon Hill Primary be moved to South Park and that the program in time be expanded to K-7.”

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA

1960 ~ 1974



- 1962: The carved log sign was placed at the north entrance of Beacon Hill Park to celebrate the 80 years Beacon Hill Park had been under the jurisdiction of the City of Victoria.
- 1964: The Columbia River Treaty with the USA was signed. The province handed over flood control and downstream power benefits on the Columbia River.
- 1964: A tidal wave, caused by the Good Friday Earthquake in Alaska, wreaked havoc in Port Alberni.
- 1964: The Beatles performed at Empire Stadium in Vancouver to 20,000 fans.
- 1965: The Maritime Museum was relocated to the former Victoria Law Courts in Bastion Square. It moved from Signal Hill in Esquimalt.
- 1967: The Crystal Gardens' pool was closed. A tropical garden with animals was developed in the building.
- 1968: Rossland skier Nancy Green earned gold and silver medals at the Grenoble Winter Olympics.
- 1968: Universal Medicare was established in B.C.
- 1970: Pacific Rim National Park at Long Beach was established.
- 1970: Queenie, the well-loved Beacon Hill Park horse, died.

- 1971: The Royal Family toured the province to help celebrate British Columbia's 100th year in confederation.
- 1971: In the Gastown Riot in Vancouver, 1200 young people protested the police crackdown on marijuana.
- 1972: Dave Barrett of the New Democratic party was elected Premier of British Columbia.
- 1972: Team Canada beat the Russians at the Hockey Summit Series.
- 1973: The Beacon Hill Children's Farm opened. It was named Garry Oak Farm.
- 1973: The Agricultural Land Reserve was established.
- 1973: The Insurance Corporation of British Columbia (ICBC) was established.

FACTS & EVENTS

CANADA AND THE WORLD

1960 ~ 1974



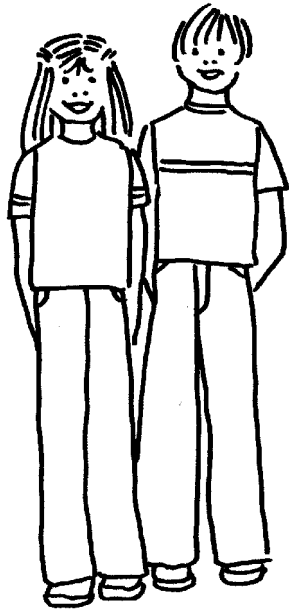
- 1961: The Berlin Wall was constructed.
- 1961: Yuri Gagarin became the first man in space and the first to orbit the Earth.
- 1961: Civil war broke out in the Congo.
- 1961: Amnesty International was established.
- 1962: The Cuban missile crisis created the threat of a nuclear war.
- 1963: The Reverend Martin Luther King, Jr. gave his "I have a dream" speech.
- 1963: President John F. Kennedy was assassinated.
- 1963: Lester B. Pearson was elected Prime Minister of Canada.
- 1964: The first stage of the Aswan Dam was completed in Egypt.
- 1965: Canada's first official national flag, the red and white maple-leaf, was raised.
- 1966: The Star Trek television series began.
- 1967: Expo '67 took place in Montreal and the Pan-American Games were held in Winnipeg.
- 1967: The 100th anniversary of the British North America Act was celebrated.
- 1967: The first heart transplant was completed by South African heart surgeon, Dr. Christiaan Barnard.
- 1967: French president Charles de Gaulle showed support for Quebec's separation from Canada by declaring, "Vive le Quebec Libre!" during a visit to Montreal.
- 1967: Che Guevara died in Bolivia.
- 1967: The Six-Day Middle East war took place.
- 1968: Robert Kennedy and Martin Luther King Jr. were assassinated.
- 1968: The Liberals chose Pierre Elliott Trudeau to succeed Lester B. Pearson as Prime Minister of Canada.
- 1969: French and English were declared the official languages of Canada.
- 1969: Neil Armstrong became the first man to set foot on the moon.
- 1969: Golda Meir was elected Prime Minister of Israel.
- 1969: The Woodstock Festival took place.
- 1969: Yasser Arafat became the leader of the Palestinian Liberation Organization.
- 1969: Sesame Street was first aired on the Public Television Network.
- 1971: Pierre Elliott Trudeau secretly married Margaret Sinclair in North Vancouver.

SOUTH PARK SCHOOL



‡ 1974 ~ 1979 ‡

SOUTH PARK FAMILY SCHOOL



The involvement of parents in the education of their children may seem a relatively modern idea, but as early as 1908 officials in the public school system recognized the importance of co-operation between parents and teachers:

There is still needed the closer union of the interests, sympathies, and intelligence of both parents and teachers – the effective co-operation by the home and the school, for the latter is not wholly responsible for the education of the children. This is a problem of deep interest which is receiving a good deal of attention in many quarters.

– David Wilson,
Inspector of Schools

– from the *Government Sessional Papers* 1908

Yet, while the idea of including parents in schools may go back a long way, in reality teachers and administrators have not considered parents “partners in education” in schools until relatively recently. It wasn’t until the 1950s that educators organized Parent-Teacher conferences. Now most schools have active parent groups, and many are involved in decision-making and education as well as in their traditional roles as fund-raisers and field-trip drivers.

In the early 1970s, many educators and parents were interested in alternative education. In Victoria, the Board established two alternative schools. The first was named Sentinel School, where the philosophy called

for strict discipline and a strong “back-to-basics” education. The second was Sundance School, where students made many of their own decisions about what, where, and when to study, with support from their parents and their teachers, who scheduled a variety of creative activities and learning opportunities for them.

In February of 1974, a group of parents from the Gordon Head Cooperative Pre-School gathered under the leadership of Shelagh Levey to consider the possibility of asking the School Board to create another alternative school with a different focus. These parents had enjoyed being an important part of their children’s schooling at the pre-school level, and they wanted to continue this involvement throughout the elementary school years. Their proposal stated, “We envisage a school situation where opportunities are provided for a firm grounding in the basic skills, along with a highly-enriched programme made possible by parent and community involvement. In order to achieve this we would utilise activity-centred learning.” Dr. John Weins, Assistant Superintendent of Schools, was receptive to the idea, as was the School Board. The parent co-operative school was established, and a committee that included parents as well as district administrators selected Pam Senese, then a learning assistance teacher at Margaret Jenkins School, to be the first principal.

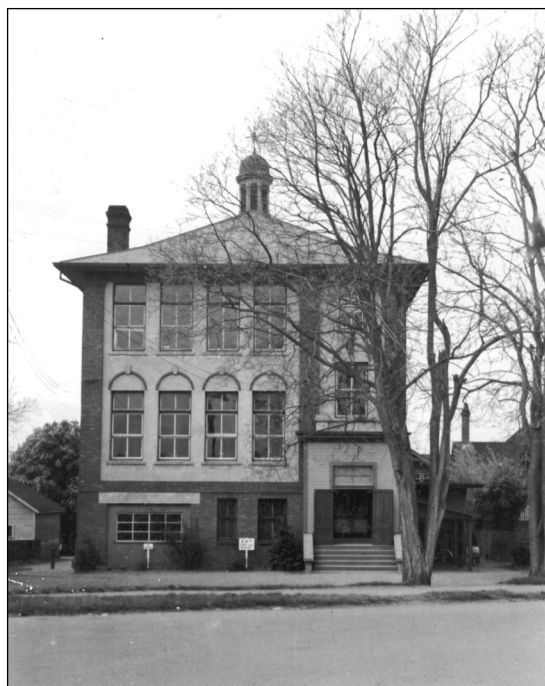


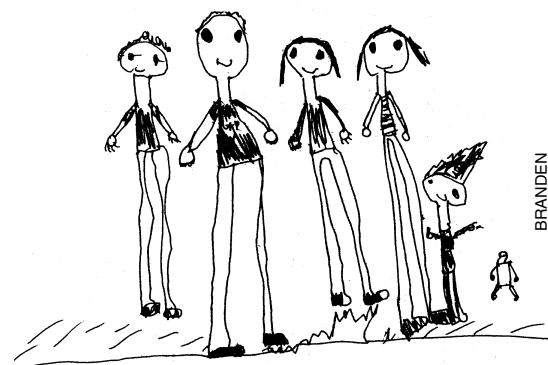
PHOTO: BC ARCHIVES, H-06802

Beacon Hill School, the parent-involved alternative school’s first home.

The primary school was scheduled to open at the then-vacant Beacon Hill School on Douglas Street, mid-way between South Park School and Dallas Road, in September of 1974. That first year, 108 students from Kindergarten through Grade 3 were enrolled. The school had no catchment area; students could come from anywhere in the Greater Victoria School District. To enroll their children, parents had to agree to participate in the life of the school by attending parent-

education meetings, working on committees, helping out in classrooms as needed, and supporting or contributing to the educational program. They formed a number of interest groups. As the parents were told they would have to start “on a shoestring,” they spent the summer collecting tables, chairs, and books and fixing up the rooms. A newsletter asked parents for help: “The Building Committee is in *desperate* need of lumber...for the construction of bookshelves...bring in your old wooden chairs so we can cut the legs ...anyone have an easel?” Eventually the School District supplied the chairs and tables for the classrooms and gave the school a small amount of money for books.

“As the parents were told they would have to start ‘on a shoestring,’ they spent the summer collecting tables, chairs, and books and fixing up the rooms.”



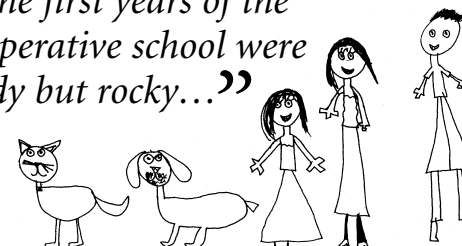
From the beginning, it was clear to many that Beacon Hill School would soon be too small to accommodate the student body if they were to add a grade each year. Many thought the space was already inadequate. In the late fall of 1974, the students attending South Park School under principal Dave Allan moved to James Bay Community School, where a newly-completed addition accommodated them. This meant that the community at Beacon Hill School was free to move to South Park School where there would be space to grow. They walked together to their new accommodations down the street in late November, 1974. After having spent so much time and energy on their first building, some parents were resentful of the move.

The first years of the co-operative school were heady but rocky, as parents with different ideas about how the school should be run tried to work with the principal and teachers, who themselves had a variety of perspectives. All were committed to making the school function and prosper, however, so most families stayed on and tried to iron out their differences. Some teachers requested transfers, but others remained, determined to make the school succeed. Jake Longmore, Superintendent of Schools, affirmed that the Board was committed to continuing the school, stating that "...our belief that parents can be meaningfully involved remains firm." However, some administrators had private

reservations about whether it would be able to survive. The Board hired new teachers, and many problems were resolved. At one particularly low point, the parent executive asked parents "...not to call the School Board any time anything goes wrong!" There was some confusion about whether South Park was to be a "free school" where students had many choices or whether it was to have a parent-enhanced, creative, but teacher-directed program. The latter view prevailed, and relative stability was eventually established.

The 1979 constitution stated, in part, "Parents are here as a constructive support system for the child and the teacher, inside and outside the classroom. Parents' talents and interests add to and enrich the programmes offered by the teacher."

"The first years of the co-operative school were heady but rocky..."



ISABELLA

The 1979 constitution also spelled out the basic philosophy of the school:

South Park Family School was established as "a school where children, parents and teachers will relate, learn and grow together." This shared involvement thus would help to make it possible for the school to provide experiences for the child that promote a balanced development in the areas of social, emotional, physical, intellectual, and creative growth.

Our educational programme is based on a belief that our main task is to help make the child aware of his own potential. Parents and teachers act as supporters and guides to the natural learning process of the child.

Above all we are guided by the principle that we are all separate persons, involved in a community in which we are all learners and teachers. We are involved in a rich and continuing learning process constantly moving towards increased clarification of our objectives and explaining improved methods of implementing these objectives.

"Family meetings" which included the classroom teacher, his or her parent co-ordinators, and all parents of children in that class, were held bi-monthly in the homes of parents. These meetings, in addition to the three general meetings a year and regular newsletters, helped maintain good communication between teachers and parents and among the parents themselves.

MESSAGE FROM THE EXECUTIVE

South Park is now in its third year of operation. For those who have been with the school for some time, we can now look back over a period of growth that at times has been painful. [There have been] periods when progress seemed to be at a standstill, communication was lacking, and everyone seemed to be out of step with one another. In those early days we debated the philosophy of the school, hassled with the writing of a constitution, endeavored to establish the ground rules of parent participation and commitment in the classroom, argued the pros and cons of just about every aspect of school life, and sometimes walked away feeling thoroughly fed up and baffled by the complexity of our undertaking and the means by which we sought communication.

Out of this on-going process, both on the group and individual level of self-examination and evaluation, has come the sense of community, the establishment of ties and recognition of commitment and co-operation as the keystone of this particular educational process. One area of growth on the individual level has been the awareness that each person in the school has a part to play: knowledge that any contribution is acceptable, and awareness that it isn't what we do or how we do it that is of paramount importance, but that we are there and that we care.

In September when we welcomed new parents and staff into the school community, it was with intended warmth and sincerity. Now, perhaps, we must look at the quality of the welcome and ask if it was good enough. Is it possible we have forgotten our own early experiences in the school and the worries about conducting ourselves in the classroom, the defining of relationships with parents, staff and children and the wondering where we can fit into the established patterns of the school?

Perhaps now is the time to state very clearly, by words and action, that we look to all newcomers as additional sources of energy, enthusiasm and ideas. To say, "We need you – we cannot do it alone – there is room for you – together we can sustain the process of evolution, that hopefully, will be unending."

– Heather Hestler, President,
South Park Parent Executive
– from a school newsletter 1976



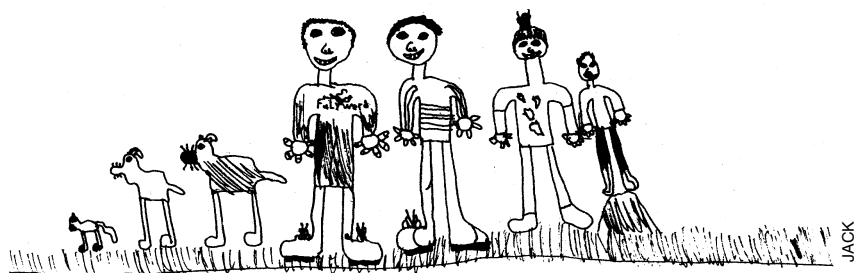
BARB STANSBURY'S CLASS 1975

*Back row: Barb Stansbury, Randall MacNair, Jamie Paul, Doug Robillard, Colin..., ..., James Cook
Front row: Simone Allen, ..., Richard ..., Tom Senese, Tracy ..., ..., Mike Austin, Free (Michael) Hart*



FIRST NATIONS' STUDY IN 1975

Teacher Alana Charlton working with students



SALISH WEAVING PROJECT

Tom Senese, Lara Riecken, ..., Chris Hudson



**ITINERANT FRENCH
TEACHER**

*Teacher Scott McKay with students including
Lara Riecken, Krysta Taylor, Mimi Brown,
Ab Kudra, Eric Jordan, and Chris Hudson*



**THREE FOUNDING
PARENTS**

Gen Collins, Lynne Taylor, and Ester Verona



ISLAND VIEW BEACH 1976

*Left to right: Tom Senese, Todd Krause, Oliver Peterson, Eric Jordan, Mark L'Esperance,
Jim Senese, Jason Krause, Gavin Gory*

PHOTOS: PAM MOULTON

MEMORIES
OF THE PRINCIPALS
SOUTH PARK FAMILY SCHOOL

PAM SENESE
(NOW PAM MOULTON)

Teacher and First Principal

1974~1979

South Park Family School was an adventure in creating an educational opportunity within the public school system and in developing a community which valued open-hearted and respectful relationships and honored diversity among all participants: parents, teachers, administration, and custodial and clerical staff. All were called by their first names. We shared the ideal that everyone had something to contribute. Those who were drawn to the school were committed to working hard, sharing their talents, and offering their children and others the best opportunity available for a richly creative and positive schooling.

Special needs learners were lovingly held as able. They often felt a new sense of belonging in a community of friends and colleagues in learning. Friendships for the long term were made, not only among the children, but especially among the adults who celebrated the discovery of others charged with a vision of a schooling in which everyone was held as a vital contributor. Co-operation in the learning



PHOTO: PAM MOULTON

SOUTH PARK STAFF 1976

Back row, left to right: custodians Bob Ramsey and Frank ... Front row: Barb Stansbury, Polly ..., Andrina Levine (secretary), Susan Tate, Sue Langridge, Pam Senese (principal)

process was the focus and the goal. Adults from all walks of life and different professions came together in an exciting and yet complex mix with their varied experiences – many positive and many not so positive – of their own educational successes and failures. With passions running full throttle, they promoted their visions of how to make things better for

their own children. It was a roller coaster of a ride, yet the recollection of the joy of creating an educational community that gave space, acknowledgment, and encouragement for growth and creativity of all contributors is still present, for our story is one of courageous experimentation with many successes, lifelong friendships, and much more.

BARB STANSBURY

Teacher 1975~1986

Principal 1982~1986

South Park struggled with its identity in its early years. The school was perceived as “unstructured,” a “free school.” What appeared to be unstructured learning to some consisted, in reality, of highly-complex structures put in place to address the needs of a diverse student group and to incorporate parent help.

Some perceived multi-age groupings as “split classes,” a term that brought up an image of teachers splitting the students by grade level and implementing different curricula at the same time. Others believed that having students of different ages in a classroom was educationally sound and that teachers could meet the needs of children at different developmental levels without separating age groups. Staff and parents found themselves on the defensive as they tried to clarify what the school was attempting to do. It was within this state of tension that the school honed its philosophy and worked out how it might be implemented in the classroom.

At its core was the fact that it was a “parent involved” school. Teachers worked with parents to identify ways in which the

parents could be meaningfully involved without compromising the energy and time required to develop and schedule appropriate learning activities to meet student needs.

At a time when the rules governing what “volunteers” could do in the classroom were more lax than today, parents were involved in so many facets of school life. The significance and depth of that involvement became clear for me when, in its second year, the school chose to do a school-wide theme on First Nations’ culture and history. Parents were surveyed to identify what skills and knowledge they might be able to contribute to this study. Within the parent body were artists, architects, weavers, seamstresses, wood workers, people from the museum or the university who had a wealth of knowledge to share, and others who were willing to help with activities designed by teachers. In the mornings, teachers helped children develop a knowledge base about First Nations’ culture. Two afternoons a week, stations were set up in the classrooms where children could engage in weaving, basketry, cooking, and other endeavors that enabled them to experience some historical First Nations’ activities. One room was devoted to learning about tools. Under the guidance of a parent who was an architect, students and parents worked together to build a phenomenal model long house. The level of energy was high, and the learning that took place was amazing. It was

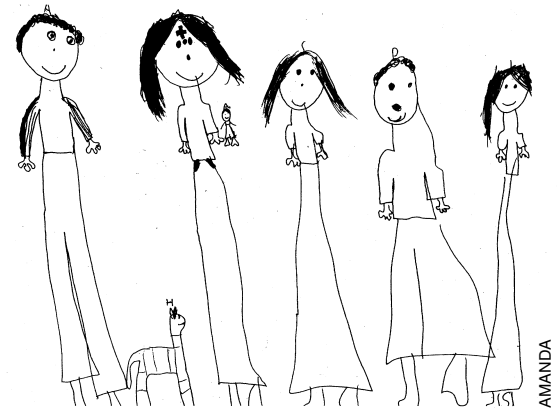
the incredible wealth of knowledge and specific skills that parents brought to this study that I remember so well. It was what made South Park a special place.

“...parents were involved in so many facets of school life.”



YOUNGER SIBLINGS WELCOME

Sarah and Josh Haggarty 1977



AMANDA

PHOTO: BC ARCHIVES, 1-125497



*Jason Spears, Glen Parker,
and Andreas Hestler 1977*



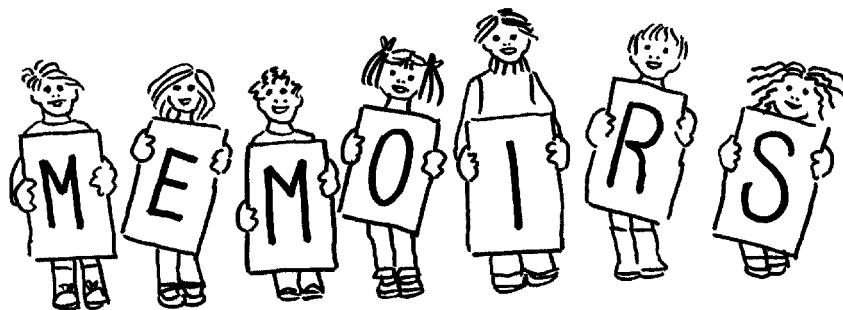
SOLOMON

*“Co-operation in the learning
process was the focus and the goal.”*



PHOTO: BC ARCHIVES, 1-15494

Nicole Fiege and Sarah Beukema 1977



1974/1975: SHELAGH LEVEY

Founding Parent and Substitute Teacher

As soon as I saw the wood-framed heritage windows in the second floor classroom at South Park, I realized that it would be a perfect location for an observation beehive. My husband John was an amateur beekeeper and our four children shared his fascination for these amazing insects.

I thought it would be fun to share our knowledge of bee keeping with the students at South Park. The teacher was enthusiastic and it took little persuasion for John to build a glass-fronted box to hang on the wall next to a window. He drilled a hole in the wooden frame, attached a piece of transparent hose to the hive, and then took it through the hole to the outside. Bees were able to enter and exit at the second floor level and thus there was no danger to students in the schoolyard.

We ordered a queen bee from New Zealand. The students were delighted when the mailman delivered a small box containing a queen and some attendant workers. We shook them into the hive and they quickly set to work building honeycomb on the previously-installed frames.

Students were entranced as they watched bees returning to the hive carrying various colours of pollen on their hind legs. It made for intense observation, especially when trying to locate the queen bee. The bee theme provided meaningful learning in science, math, language arts, physical education, and art.

“Bees were able to enter and exit at the second floor level...”

Observation hives are not generally large enough to survive more than one season. After the hive was removed, the hole was plugged with a wine cork. It may still be there!

1974~1977: GIL PARKER

Parent

Our two boys, Ross and Glen, were students in the first years of the “Parent Involvement” phase of South Park. I think that some of the best memories were of the school picnic held one year at Rathtrevor Beach near Parksville.

The school had some growing pains in the first years, trying to establish just how much

parent involvement was required of parents, and how that was to be meshed with the teachers’ duties and the curriculum. On occasion, I was chair of the parent committee. Our main task was to convince the School Board to allow the school to continue to exist.

1974~1984: LYNNE TAYLOR

Parent

Music was represented at South Park with the strings program under the direction of Trevor Jones and with musical endeavours by several volunteers. Organizing the school choir was my project. The choir included all ages and anyone interested in singing. It was a challenge.

Many of the songs we learned concerned geography and early industry in Canada. A few I remember were “Way up the Ucletaw” (logging), “Song of the Sockeye” and “T’se the B’y” (fishing on both coasts), “Klondike” (gold rush), and “J’entends le Moulin” (voyageurs). School assemblies introduced the choirs to singing their songs for an audience.

During the Christmas season, the children learned carols from around the world and sang regularly at nursing homes. It was always

interesting to observe interactions between the young and the elderly. The residents were usually delighted and showed their appreciation openly. Once, the songsters were invited to ride on a wheeled gurney. With twelve on board, we rolled them singing through the halls.

Close to Christmas, our choir was usually invited to Victoria City Hall, sixty-five at one count, to sing carols. Many were decked out in South Park T-shirts, the closest we came to uniformity. Judy Bishop, a parent, accompanied us on the guitar. There were always parents who helped with transportation and organizing the kids.

Though demanding, I enjoyed the experience and by their response, I think the kids did too. As a result of my involvement with the choirs I



PHOTO: LYNNE TAYLOR

AT THE GORGE ROAD HOSPITAL 1979.

Left to right: Seth Taylor, Danielle Scott, Daniela Verona, Lara Riecken, Rebecca Denby, Krysta Taylor

prepared a brief on the importance of music in education. It was submitted to a District 61 “Commission on Education,” informally known as the “Bernard Gillie Report” (1982).

1975~1979: SARAH BEUKEMA

I came to South Park in Grade 4. At that time it was the highest grade in the school. Every year after that, the school added a grade until Grade 7. Thus, a small group of us were always the oldest students in the school. We didn’t pay much attention to who was in what grade, because we were always together, and the grade didn’t really matter until the last year. I didn’t realize at the time how unusual it was to always be in the oldest class, and how other kids my age had bigger kids around. I’m sure it affected the dynamics of the school.

In the early years, we had a regular school assembly. The school was small, so all classes fit into the gym with no problem – we didn’t come close to filling it. What I remember most about these assemblies was the singing. The whole school would learn and sing songs together, songs like “You Are My Sunshine”, “Where Have All the Flowers Gone?” “Blowing in the Wind,” and “This Land is My Land” (Canadian version, of course), as well as some standard kid songs like “I’ve Been Working on the Railroad.”

In 1975 and 1976, Barbara Stansbury taught our class: a Grade 3/4 the first year and a Grade 4/5 the next. We were essentially the same kids

both years, and enjoyed being in the same room with the same teacher. The room across the hall was rarely used by students. I remember the occasional really rainy lunchtime when we couldn’t go out to play. We would be herded in there to watch a movie – usually something like “Paddle to the Sea” or “How to Build an Igloo”. The rest of the time we basically avoided the room: it was dark, dusty, and a bit scary.

In the year we were going into Grade 5/6, we found we had a new teacher: Mr. Wilson. Even more surprising was to learn that our new room was to be the one we had all wanted to avoid our previous two years at the school! The room was now clean, bright and welcoming. We soon felt right at home there. The problem was that it was noisy! The room echoed. What to do? I remember going with my parents to carpet stores to get carpet samples. These and others were tacked up all over the walls. It looked funny, but did make a difference. Now we felt unique: there was no other classroom with carpeted walls.

The school had four washrooms. Two were for the adults, one on the main floor and one between Barbara’s room and Mr. Wilson’s room. That one was very rarely used, and we considered it a real privilege when we were allowed in there to wash our hands or get some water. The other washrooms were down in the dungeon. We had to go down steep dark stairs into a darkish room. I felt huge in that room because many of the sinks were low for the

young kids, and I was a big kid. It was also rumoured that there was a weeping green girl ghost in one of the stalls in the girls washroom. We NEVER used that stall. The boys were a bit envious of our ghost, and sometimes we would sneak some of them in to look at the stall. A door at the end of the washrooms was the entrance to the off-limits basement. Occasionally, as a big treat, we would be allowed to visit the coal furnaces, or see the ancient indoor play areas. Once past the haunted stall, we enjoyed these trips.

Monday mornings in the winter our school was really cold, for the furnaces had been turned off for the weekend. We wore lots of layers. By Thursday or Friday, we would be down to only one sweater.

We loved to go to the school field across the road. At that time, we kids were in charge of the crossing. We had helmets and sticks with flags. The stick was held either out to the side to block kids from crossing, or out on the street to stop cars. What a lot of power we had! For my first three school years, I was in charge of the patrol. I remember helping train the other kids, helping make the schedules, and yelling the commands at the top of my voice.

I enjoyed my years at South Park so much. I loved the mixed-age classes, the small size of the student body, and the involvement of the parents. And we all loved our old school building.

1975~1982: ERIC JORDAN

My time at South Park has impacted my life in little ways and significant ways. I still remember my first day of school. I remember my parents explaining to me what would happen and which class I was to go to. After the explanation, I went outside to play with the other kids. There seemed to be so many of them! I don't think I had ever seen so many in one place. When the bell rang, everyone went inside. It seemed so complex with all of these kids, all of these different classrooms, and all of these rules. Looking back as an adult, I realize that actually there were not that many kids, classrooms, or rules. But as a child on my first day, it seemed so overwhelming!



FIRST DAY OF SCHOOL 1978

Thomas Langridge, Lori and Eric Jordan

When school ended in June, I remember that we used to have a fun Sports Day for everyone. There were lots of games. It was great getting to play outside all day instead of having to do our schoolwork. My sister Lori is a little younger than I, and for several years we went to school together. I remember her standing in a long line with me on Sports Day waiting for our little tubs of vanilla ice cream. Finally we got to the front of the line! Lori and I ran over to sit with our mother on a blanket to enjoy our ice cream, which melted quickly in the hot sun and made a big mess.

My mother Lynette was often in the school. She came in to teach all sorts of different things. She taught us about such things as native masks, art, and animals. I think my favorite thing that my mom came in to teach about was comics. She put together a whole book explaining the different parts of comics, how they are written, how they use different fonts, and how they use words and pictures to tell a story. She illustrated this book with lots of cutouts from various comics. As technology improved, I remember she started to create teaching materials using a mimeograph machine. This was before photocopiers and well before personal computers. I was so impressed that she could draw something and then make so many copies. It seemed so professional.

I remember South Park as a very supportive school. I have such fond memories of my time there. I think that it was a place where you

were safe to chase after your dreams. When I think of the decisions that I have made since school, I think that this early support helped me to have the confidence to chase my dreams as an adult. Now I have three children. Our eldest, Darius, is just finishing his first year at South Park. When I was picking him up a few months ago, Darius was playing with a few of his friends after class while I sat with the other parents and chatted about life. After some time, I noticed the toy that the kids were playing with. It was a parking garage with two levels, a ramp, and an elevator. I started to realize that I knew a lot about that parking garage. For example, I knew how the bell would sound when you rang it and the little details about how the car elevator worked. Even more, I recalled details about parts of the toy that were no longer there, like how the gas pump hose handle looked even though it now ended with only a frayed piece of string. It slowly dawned on me that my child was playing with the exact same toy that I used to play with when I was at South Park. This brought up a wonderful feeling of coming full circle and the hope that South Park provides the same positive legacies for our three children as it did for me.



**THE FIRST GRADE 7
GRADUATES
SOUTH PARK FAMILY
SCHOOL 1979**

Back row, left to right: Pam Senese (principal), Simone Allen, Tom Senese, Gavin Gorrie, Jamie Paul, Alastair Wilson
Middle row: Laura Miller, Christina Goodwill, Mike Austin, Ross Parker, ...
Front: Eliza Becker, Mark L, Esperance
Absent: Sarah Beukema



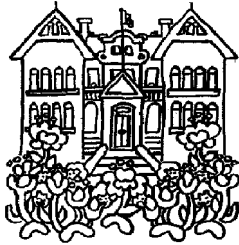
SOUTH PARK STAFF 1979

Back row, left to right: Dorothy Tubman, Barbara Stansbury, Bob Wilkinson (custodian), Pam Senese (principal)
Front row: Elane Comfort, Suzanna Himick, Shirley Collis, Fern Jesson (secretary), Sue Langridge, Alastair Wilson

PHOTO: PAM MOULTON

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1974 ~ 1979



- 1974: In March, the School Board approved the proposal for a co-operative school that would be an extension of the co-operative pre-school philosophy. The school was to open in September 1974 at Beacon Hill School and would accommodate Kindergarten to Grade 3 students.
- 1974: In November, South Park staff and students, under principal Dave Allan, moved to their new quarters in James Bay Community school.
- 1974: In November, the parent co-operative school moved into the South Park building. Beacon Hill School was closed.
- 1975: The School Board issued a recommendation that South Park Family Co-op School be moved to Bank Street Elementary in Sept. 1977. The recommendation was never followed.
- 1977: The School Board agreed to explore, with the help of the Minister of Recreation

and Conservation, the possibility of restoring and using South Park School as a heritage building for educational purposes. They committed to operating the building until June 1979.

- 1978: South Park School was designated a municipal heritage site by the City of Victoria. It was listed in the Canadian Register of Historic Places.
- 1979: A campaign was started in earnest to convince the School District to upgrade South Park School and to restore the condemned annex.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1974 ~ 1979



- 1974: In recognition of the pioneers of British Columbia, a holiday was created on the first Monday of August and called British Columbia Day.
- 1975: Bill Bennett, the son of retired Premier W.A.C. Bennett, returned the Social Credit Party to government in a near-landslide victory.
- 1975: Canada started using the metric system.

- 1977: Beacon Hill School was sold. It was renovated in 1978 and converted to condominiums. The original facade was protected.

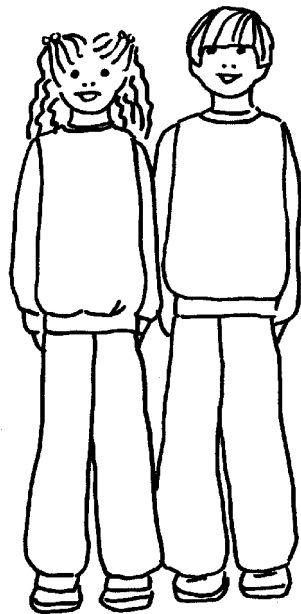
FACTS & EVENTS

CANADA AND THE WORLD 1974 ~ 1979



- 1976: Concorde, the first supersonic passenger plane, began a service flying across the Atlantic.
- 1977: Bill 101 made French the official language in Quebec.
- 1978: The Vietnamese invaded Cambodia to help rebels overthrow the Khmer Rouge government.
- 1979: The Shah of Iran was overthrown, and an Islamic republic was set up led by Ayatollah Khomeini.
- 1979: Margaret Thatcher became the first woman prime minister in the United Kingdom.
- 1979: The Sony Walkman (the first portable audio player) was introduced.
- 1979: Joe Clark of the Progressive Conservative Party of Canada formed a minority government that fell after six months.

SOUTH PARK SCHOOL



‡ 1980~1989 ‡



STAFF PHOTO 1981

Back row, left to right: Doreen Kirkwood (assistant), Bob Wilkinson (custodian), Sue Langridge, Fern Jesson (secretary), Ann York, June Fleming Front row: Susan Tate, Linda Picciotto, Elane Comfort, Andy McMorland (principal), Alastair Wilson, Barb Stansbury, Judith Bicknell



ALASTAIR WILSON'S GRADE 6/7 CLASS 1981

Back row, left to right: Lara Riecken, Alissa York, Sasha Tarasoff, Tracey Stephenson, Krysty Burnett, Tamara van Elsakker, Rebecca Denby, Mr. Alastair Wilson (teacher)
Middle row: Danny (Bobbie) Birrell, Rachel Beukema, Tara Ehrcke, Eric Jordan, Ben York, Darren Einarson, Chris Hudson, Laz Difiore
Front row: Rebecca Slamond, Lisa Williams, Victoria Newman, Monica L'Esperance, Krysta Taylor, Kristin Scott, Rami Schandall, Alyssa Frohberg

“My mother was very active at South Park and helped out in many different ways...”

– Lori Jordan, student 1978~1986



CRAFT DAY C. 1984

Parent Pauline Challand helping student Hollis Carroll



PHOTO: DEE VAN STRAATEN

**NEWLY-HATCHED CHICKS
1984**

*Left to right: Beth Bodnar, Tessa van Straaten,
Elise Simon, Milo Anstey*

*“Hatching chicks was one of the
highlights of the year.”*



**LINDA PICCIOTTO AND SYLVIA SCOTT'S
GRADE 2/3 CLASS 1984**

*Back row, left to right: Mia Wagner, Joel Kritch, Peter Stone, Sean Welby, Sylvia Scott (teacher),
Seth Tagloo, Kim Loy, Allie Dumont, Leah Charlson Middle row: Linda Picciotto (teacher),
Chandra Crowe, Jada Adams, Theresa McKenty, Katie Ormiston, Noah Heath, Teague Sheridan,
Candace Kielbiski, Alyssa Bishop, Elise Simon, Christopher Adams Front row: Gerry Boy,
Sean Tumber, Tessa van Straaten, Jody Isaac*

SAVING THE SCHOOL

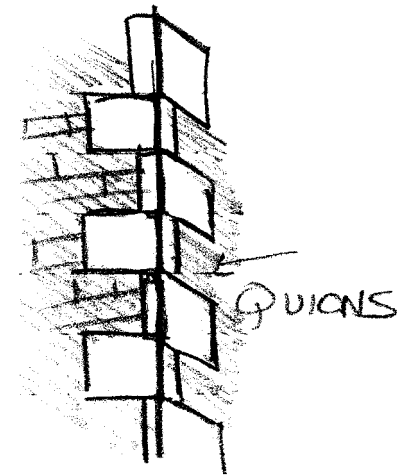
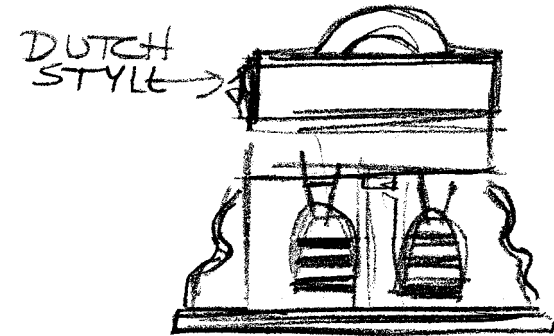
The newly established alternative school moved into the historic brick building at Douglas and Michigan in the fall of 1974. Students, parents, and staff loved their new home: large windows allowed natural sunlight to flood into the spacious, high-ceilinged classrooms, charming architectural details inside and out provided a sense of history, and there was room in the building to expand as the population grew. The playground across Michigan Street gave students room to run, and the school was in the best location in town. However, the parents and staff found that the building had been allowed to deteriorate over the years. The paint was smoke-stained and peeling from the walls, the woodwork was in dreadful shape, and the basement washrooms were in such deplorable condition that they posed a health hazard. The electrical system and lighting were totally inadequate. Each classroom had just one electrical outlet, and the secretary often had to choose between heat and light in her little room near the Douglas Street entrance. It was often cold and smoky in the rooms.

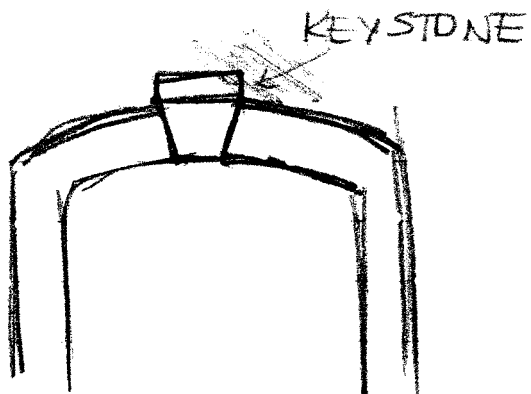
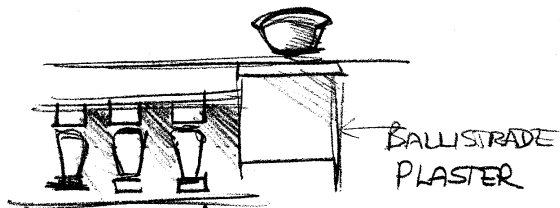
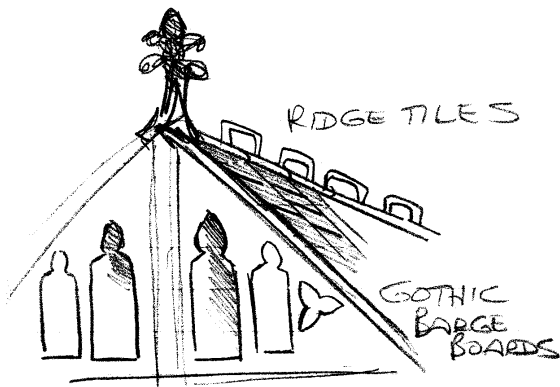
Parents and staff began to ask the School District administration to consider undertaking some basic renovations. They made their requests gingerly, for they wanted to remain in

their current location and were afraid that too much complaining would lead to an immediate relocation and then the probable demise of the family school. In fact, that was not an unreasonable fear. In 1975, the School Board passed a motion which was never carried out: that the now-named South Park Family School be moved to Bank Street Elementary in September of 1977. The Board stated that *"...even after costly renovations it is doubtful that the projected population of 200 pupils could be given educational opportunities equivalent to those provided in other facilities in the District. It should be noted here that the parents whose children attend this school, which now enrolls K-4, would prefer to remain at South Park even if renovations cannot be made. It is doubtful if they or their successors would feel this way when their children are in Grade 7."*

Uncertainty about the future created stress among the parents at the school. Heather Hestler, the president of the parents' group, wrote to the Board of School Trustees in February 1977 to explain that *"...time is still needed to consolidate gains, experience continuity of the process and, without interruption, allow for concentration on development of the educational programme in order to explore the school's full potential. ...Success or failure is dependent upon the continuity and stability we experience now and in the future."*

The School Board agreed to fund the school in its present location until 1979.





Principal Andy McMorland completed a careful survey of the main building and annex and wrote a comprehensive letter in November 1979 describing the deficiencies of the building. He outlined the successful educational and parent-involvement aspects of the school and asked that essential repair work commence in the near future.

The classrooms are large, airy rooms with good potential. Much of the furnishings, however, are cast-offs from other schools. The storage capabilities of the cupboards are minimal... There is no water available that is convenient... for children's use except in the basement... Some classrooms are operating with one [electrical] outlet trying to do the work of three...the basement washrooms could stand some sprucing up to at least make one feel that one is not descending into the "Black Hole of Calcutta."



Parents' gift to Andy McMorland 1982, a hand-painted plate by Joan Dennis



RENOVATIONS 1987
Custodian Ted Healey in the gym

The School Board agreed to do basic repairs. In 1987, agreements were reached by the Heritage Conservation Branch, the Greater Victoria School Board, and the Minister of Education. Extensive renovations could begin, and South Park Family School would be able to continue to function in its present location.

Keith Hawkins, a professional engineer and the school plant manager for the Greater Victoria School District, wrote an article which appeared in the Times Colonist on March 2, 1989. It sums up the history of the renovations nicely:

I first fell in love with the school back in 1976 when I came to Victoria to look after all of its schools. At that time, enrolments were dropping like snowflakes and cutbacks were the rule of the day. It was certainly not the time to suggest any sweeping improvements, especially in "alternative schools."

Things went from bad to worse at that school for 10 years. Then one day, I received a distressing call that indicated there was a real problem with the furnace. Children were red-eyed, teachers were wearing their coats to teach class and there was an oily coal-tar smell that permeated the whole school and wouldn't go away.

In the past, we simply made some repairs and the school went on as usual. But this particular day, the hole was too big to repair. A decision was made to replace the heating plant with a new one.

Nick Fenger was retained to design an electric radiant panel heating system because it was both cheaper and the least obtrusive. The heat control of the school was eventually made through solid-state relays to a microcomputer – quite a change from coal and wood.

The original furnace was retained for future reference, along with an old fan with a wood

flywheel and shaft, currently hidden from view under the first-floor stairs.

The exterior of the school was not to be denied and the school district staff was enlisted to restore the old brick to its original splendor. Over 50 of the district's tradesmen applied their skill and craftsmanship to South Park School.

Many of the original decorative mouldings had to be rebuilt and fortunately the B.C. Heritage Trust was always there to help us and to give us sound advice.

In 1987, it was finally time to renovate the interior and the firm of Wade Williams was retained. George Redzik was the draftsman who worked with the staff and prepared the drawings for approval. The co-operation of the city officials, the planning department, the first department and many others was a lesson in teamwork which I will always remember.

Everyone sensed what was happening and wanted to be a part of it. Who could blame them? It was history in the making.

The Ministry of Education allowed the project to be undertaken as a board-managed project, which allowed us to use our own staff of skilled tradesmen under the foreman, John Lutter.

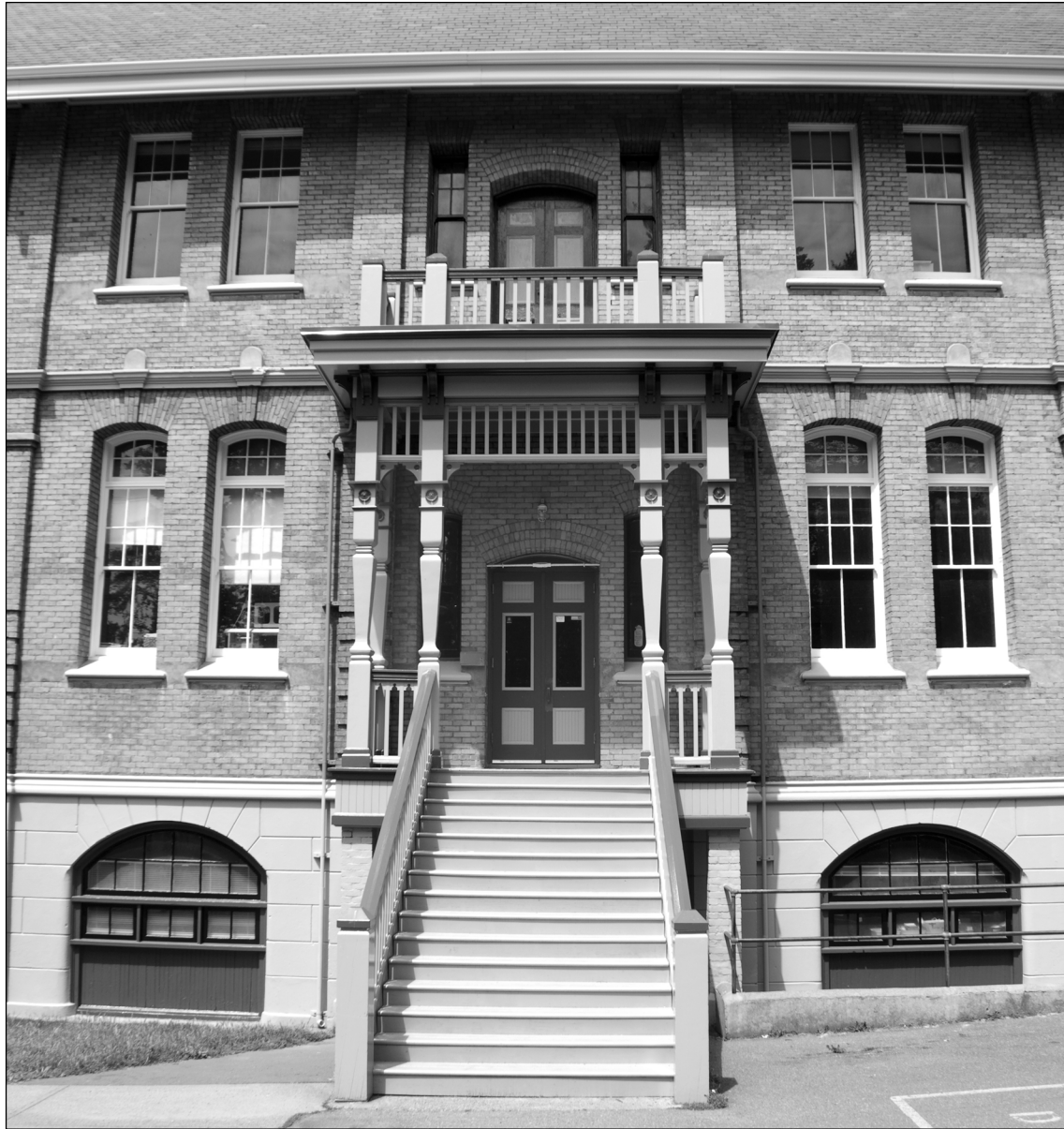
For 12 weeks, the team gave up holidays and pitched in to rip everything apart and put it back together in time for school opening. There were many surprises, like falling plaster and hidden pipes, but the staff never failed to rise to every occasion. The end result made it all worth-

while, as the smiles of the staff and children can well attest. Everyone came out a winner.

The final icing on the cake was the south portico, which will always remain in my memory as a symbol of the many fine tradesmen who put so much of themselves into restoring this fine old school for the daily enjoyment of our city... "Victoria the Beautiful."



**THE MICHIGAN STREET
ENTRANCE BEFORE
RENOVATIONS**



On February 20, 1989, during their 15th Annual Heritage Awards ceremony, the Hallmark Society presented its Louis Award, which recognized “an exceptional heritage building restoration,” to “School District 61, the parents, staff and students of South Park School, for their on-going encouragement of heritage awareness and the meticulous interior restoration of 508 Douglas Street.”



THE MICHIGAN STREET ENTRANCE AFTER RENOVATIONS

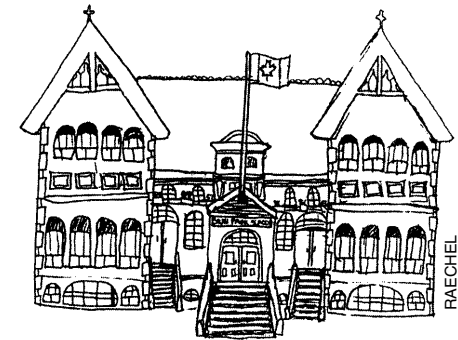


Left to right: Zoe Hartley, Berk Christensen, Ryan Dawson, Natalie Turner, Emily Porteous, Vicki Ball, Mari Kool, Lee Nilsson with Jim Stiven (parent) turning a baseball bat on a lathe



Left to right: Lupine Billingsley, Sarina L'Esperance, Jennifer Riecken, Genny Charbonneau Kneeling: Megan Tuttle

HERITAGE DAY 1988

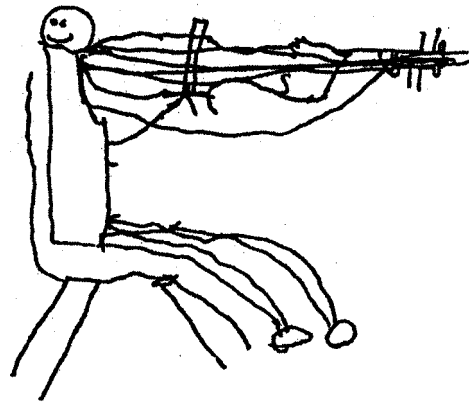


Linda Picciotto reading to her "olden days" class in the newly-renovated library



RENOVATED LIBRARY 1988

Left to right: Morgan Alcala, Barb Beukema (librarian and learning assistance teacher), Serena Lee, Trevor Calkins (principal), Emily Porteous, Justin Skene
Behind table: Daniel Watson, Catherine Horn, Brendan Heath, Amanda Butler



MEMORIES OF THE PRINCIPALS SOUTH PARK FAMILY SCHOOL

TREVOR CALKINS

*Principal and Teacher
1986~1991*

What a gift it was to be asked to be the acting principal of South Park School in January 1986, while Barb Stansbury was on leave for six weeks.

The great snowstorm was the second gift. During the cold weather, the staff and students wore their coats and gloves all day and seldom complained. The furnace belted out smoke but little heat. When I saw the ten-year record that long-term staff had been keeping about the cold, dust, and fumes, I took a chance on the good will of superintendent Bernie Chandler and filed an administrative grievance on behalf of the staff. He agreed to close the school for two days to allow for a Workers' Compensation Board inspection. The result was that the School Board was ordered to fix the furnace.

My predecessor Barbara Stansbury had worked for several years with District staff, notably Keith Hawkins and Wally Eggert, parents (mainly Bill Huot), and staff, to design a renovation. Now that extensive work

was to be done on the building, it made sense to do a complete renovation. The result is the beautiful building we see today.

The next year I was asked back as Barbara took another year off, and then I was given a permanent position as principal.

I started to learn how to teach in a new way. My eyes were opened to integration, multi-age classes and holistic methods. In my experience I had never seen any of this tried in teaching mathematics, so I decided that if it worked for reading and writing it should work for math. And it did. South Park changed my professional and personal life. My experience there led to my development of a math-teaching program called the Power of Ten.

One of the most important things I learned at South Park was the importance of music and art. It was my Grade 3/4 teaching partner Marne St. Claire who brought life to the "Daily Draw" and could coax wonderful art from these intermediate students. She was also the school's music teacher. Her legacy is unbelievable. There are a large number of South Park grads who make a living in the field of music or continue to enjoy music in their lives because of their experiences at the school.

My eyes were opened to the powerful influence that parents can have on the educational climate of a school. What a privilege to work with Donna Adams,

Carole James and Kathy Rogers as leaders of the parent council. There are too many others to mention. Everyone chipped in. Each year we tracked parent involvement and found it was never less than 96% in every classroom.

Jim Bowman, one of the head writers on the B.C. Ministry of Education's Royal Commission, started visiting the school in the late 1980s. He talked to staff, parents, and students. As a result South Park became one of the models for the "Year 2000" report, and soon we were inundated with visitors. In one year we had about four hundred visiting teachers. With the encouragement of Marg Reinhard, a teacher on staff who had extensive experience in holistic teaching and had written several books on the subject, we started giving workshops in pairs and soon we were going far afield, spreading the South Park message.

As a result of pressure from staff, especially Larry Layne, we were able to convince parents (an easy sell), students (a hard sell), and the School Board to allow us to stop assigning letter grades. Marg Reinhard and Linda Picciotto set up the first Student-Led Parent Conferences, and these became an important part of the school's reporting process.

The staff's professional growth and the enhancement of student learning that I witnessed and experienced I will probably never see replicated in my life. I will never

forget South Park. The button blanket and the art work that were presented to me when I left the school still adorn the wall of one of the rooms in my home.

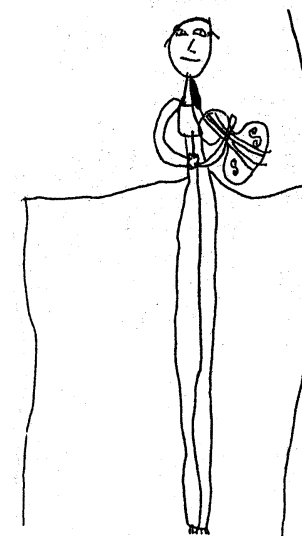


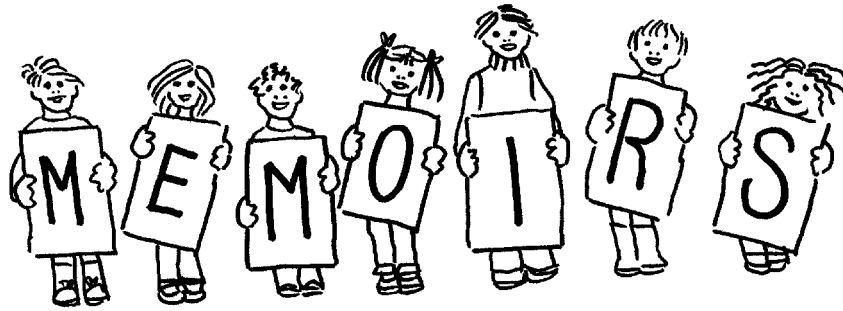
Trevor Calkins teaching math at South Park, even after his retirement



STAFF PHOTO 1989

Back row, left to right: Wanda Baird, Karen Abel, Marg Reinhard, Sylvia Scott, Ted Healey (custodian), Trevor Calkins (principal). Front row: Lorraine Patterson, Judy Kearney (secretary), Linda Picciotto, Diane Marshall, Barb Beukema





1975~1991:
BARBARA BEUKEMA

Parent 1975~1982, Learning Assistance
 Teacher 1979~1984, Librarian 1980~1991

This was a wonderful two decades of learning for me as I participated with parents, students, teachers and staff.

I will always be grateful to the students for contributing to my learning as I contributed to theirs, and especially for sharing with me their joy of learning. In my role as learning assistance teacher, I worked individually and in small groups with children who needed more individualized and specific teaching than could be accomplished by a busy teacher in a busy classroom.

These are some of the children who were my teachers:

- ✓ *The students who taught me that we couldn't do written expression or practice handwriting or spelling first thing on the winter mornings because our hands were too cold to write. This was in the days when the school was still heated by coal and, even though we were grateful for the custodian, who would arrive in the wee hours of the morning to get*

the furnaces going, the best those furnaces could do by 9:00 AM was 10 degrees Celsius. When I would go home on those cold days, my husband would ask me if I had been in a fire, because my hair and clothing smelled of the furnace fumes of burning wood and coal.

- ✓ *The children who concentrated on their learning even though we had to spend one winter month in a dark, drafty alcove while the ceilings in the library and learning assistance area were replaced.*
- ✓ *The child who taught his learning assistance classmates that learning is like eating an entire chocolate cake. "Don't try to eat it all at once; eat a bit at a time and save some for another day."*
- ✓ *The girl who learned to monitor her distractibility herself and get back on task, a life-long skill for her and a model for me.*
- ✓ *The boy who read the word 'shoe' as 'tennis', thus giving me more insight into how he made connections in his mind.*
- ✓ *The girl who had made great progress in all areas and wrote me a lovely piece about how pleased she was with her new abilities, adding that she didn't want to improve too*

quickly because she wanted to continue the small group lessons.

- ✓ *The boy who skipped into our room one morning, singing the full chorus of a commercial he had memorized from the morning cartoons, which, incidentally, usually took preference over his being at school on time.*
- ✓ *The young boy who was having great difficulty learning to read, but could hold an entire class spellbound with his storytelling abilities.*
- ✓ *The group of young boys who were at various stages of early and just-barely independent reading, sitting around a table in the library taking turns reading and explaining riddles to each other during the last week in June.*
- ✓ *The great number of children who wrote my name as Brab. Whenever I make a typo with my name, I think of them.*
- ✓ *All these little, and not-so-little ones who worked and worked and worked with amazing perseverance until they had accomplished their goals.*
- ✓ *The many students who challenged me each day to find new, interesting and*

appropriate ways to teach them. We were all learners together in this supportive setting, and for that I will be forever grateful.

1978~1986: LORI JORDAN

I remember the bottle and newspaper drives to raise money, and the letter writing campaign to try to get heritage designation for the building. Then there was the time that the furnace quit and it was warmer outside than inside, so they sent us home for the day.

“...the furnace quit and it was warmer outside than inside...”

I remember the school plays in that small auditorium with the really cool stage. None of my other friends' schools had stages like that. I have memories of creeping into the annex to get sports equipment and wondering if it would collapse because it was condemned! I never even realized how unusual it was to go to a school that actually had slate blackboards until I visited a friend's school!

I remember going to the hospital and singing Christmas carols while being wheeled around on gurneys. There was always a Christmas play that my brother or I were in, more often than not. And I remember the Dutch auctions. One year my family donated a large box of seed to the auction that we had

been given by a friend and someone bought it, thinking it was grass seed. It turned out to be lettuce and they had an entire lawn of lettuce the next spring! After that, we used to make gingerbread houses to donate to the auction, but that meant we had to make one to keep, too.

My mother was very active at South Park and helped out in many different ways, by being on the executive, putting out newsletters (when everything was copied in purple ink!) and teaching. She loved science and literature, so she taught units on astronomy, dinosaurs, and biology. She also taught cartoon and animation classes.

I have fond memories of going to the Peace Walks with practically everyone from my class and their families. Even though we were marching for peace, it was a time to spend with friends and family, singing and laughing, and having our faces painted. And there was Sports Day at the end of the year, where we got to play games and do activities, which always seemed like a carnival! My mom helped put a bunch of those games and activities together, and I remember the anticipation each year. I loved going to Galiano Island for the end of the year camping trips with the families from my class and poking around on the beaches and in the forests, and maybe even learning something!

I remember being dressed in some frilly dress and serving tea in the auditorium to the little old ladies who would tell me about the days when they went to South Park and thinking

how strange that sounded! I remember my teachers and how we got to call them by their first names: Sue, Linda, Andy, Barb, and June. I remember knowing everyone in that school, not just the kids in my class, but every single kid and their siblings and parents. South Park was a community and almost another family for me. I felt infinitely comfortable in every part of the school and was never afraid of visiting the principal or going down to the furnace room. Moving on from South Park, I realized how different those beginning years had been, and yet I never for one minute thought it was strange.

“South Park was a community and almost another family for me.”

I have so many memories, and almost all of them are good. Thank you, South Park!

1979~1982: DANIELLE SCOTT

(Danielle's mother Sylvia Scott taught at South Park from 1981~1990)

My memories of South Park:

- ✓ *making food with parents, especially perogies with a Ukrainian parent and moose stew with Mom*
- ✓ *doing math times tables and studying phonics*
- ✓ *acquiring a taste for Archie comics*

- ✓ *the play structure in Elane's room, with its upstairs loft where adventurous girls and boys would sometimes sneak kisses (not me)*
- ✓ *sliding down the great old banisters at the school entrance*
- ✓ *learning what an annex is*
- ✓ *the impressive old-fashioned balcony and stage in the gym where we held assemblies and the band played*
- ✓ *the coal furnaces in the basement*
- ✓ *playing in the large playground across the street and beating up boys*
- ✓ *doing a project in Barb's class in which we created and drew a map of our own island*
- ✓ *having a python placed around my neck by a school visitor*
- ✓ *having Mom always take things from home to use in her class; if something went missing, we figured it must have ended up at the school.*

1980~1988: TESS VAN STRAATEN

My favourite memories from my South Park years (Kindergarten to Grade 7) are without a doubt all the fabulous field trips we went on. I have fond memories of trooping along in pairs chatting excitedly as we walked to Undersea Gardens, Crystal Gardens, the Royal British Columbia Museum, or the Parliament Buildings.

“I have fond memories of trooping along in pairs chatting excitedly as we walked...”

Beacon Hill Park was a frequent destination, whether it was an educational endeavour to learn the difference between annuals and perennials or the perfect picnic lunch spot for us to burn off energy as the weather warmed up and we neared the end of another school year.

While it seemed anywhere we ventured – leaving the confines of the classroom behind – turned out to be a valuable learning experience, there's one field trip that stands out above the rest. It was a visit to Ogden Point where we sat on the big stone slabs of the breakwater as a classmate's mother dove down to the ocean floor to bring up interesting sea creatures for us to see. That day I had my first look at a sea cucumber, something I had never even heard of before. As I held the aptly-named slimy invertebrate in my hands, I couldn't believe it was actually a living creature. The experience made such an impression that over twenty years later, when I was snorkelling in Australia's Great Barrier Reef, the sight of hundreds of sea cucumbers amongst the reef's colourful coral brought the memories of that fabulous field trip flooding back.

“I couldn't believe it was actually a living creature.”



PHOTO: DEE VAN STRAATEN

FIELD TRIP 1983
Tessa van Straaten at Odgen Point

1981~1989: JESSICA JOHNSTON

My favourite recollections of South Park have to do with its philosophy of non-competition. I was never a particularly athletic child, so, in the sports realm, I was grateful to be spared the potential embarrassment of being picked last for teams, or having to show off my lack of physical prowess in front of others. But when our school was mistakenly signed up for extramural volleyball when I was in Grade 7,

we made the “Oh, what the heck?” decision to compete, and my friends and I decided to give it a try. There’s something liberating about being unashamedly terrible at something, particularly in a group, and, well, we sucked. Big time. We lost every game we played, but had a great time doing it. I’ve remained close friends to this day with one of the women from an opposing team.

When it came time to leave South Park for high school, I applied to an “enriched” program. The admission form asked for academic references, including a list of awards won. The principal at the time graciously wrote in my letter of recommendation that, “South Park does not have academic awards, but if we did, I’m sure Jessica would have won many of them.” Is it any wonder that I am now the editor of a “lefty” magazine?

**1982~1990,
1993~2001:
REGINA GRAYSON,
NOW MERCER**

Parent

My first thoughts of South Park go back to the days when we were recycling and having successful paper drives at the school. South Park was “thinking green” and recycling long before it became the normal thing for all of us to do. These were the days before blue boxes, when most of us were still throwing our paper and bottles into the garbage. The school was

already collecting newspapers, telephone books, bond paper, and bottles by 1977, when new parents Neil and Joanne Vickers arrived and expanded the recycling project. The idea was that this kind of recycling would help the environment, fill a need in the community, and make some money for the school. It was a win-win situation for South Park.

“South Park was “thinking green” and recycling long before it became the normal thing for all of us to do.”

Neil developed what he called “traplines,” committed sources of paper that were saved for us to pick up. People were happy to get rid of their paper and at the same time help the school. The traplines included apartment buildings and government offices. The halls of the Parliament Buildings became quite familiar to the “paper rats.” Gordon Hansen, an MLA and parent at South Park, arranged for children to be introduced to the legislature when it was in session. Following that recognition, an article appeared in the newspaper entitled “Paper Chase.”

Camosun College saved bond paper for us. Students pulled trolleys on foot to collect from nearby apartments, and parents collected from further afield. All these pickups had to be made every week or two to keep the operation working

smoothly. Boxes were set up for recycling, with students taking turns emptying them. We were like busy bees collecting nectar for the hive.



REDUCE RECYCLE REUSE

James Fielding (left) and Jared Carroll

“We were like busy bees collecting nectar for the hive.”

The paper and bottles were originally stored in the bike storage room in the basement, where the library is now. When this area was needed for school expansion, recycling was moved to the old coal storage shed outside on the west side of the school, since by then the school had converted to electric heat.

We had three paper drives a year. Allan Paper Stock bought our paper and continued to be loyal to the school even when there was a glut on the market and they didn't need our material. A good paper drive would collect 10 to 12 tons of newsprint, four to five tons of bond, and 800 bottles. We only made one cent on any bottle back then, but at least it wasn't all going into the landfill. Bond went for \$40 a ton, newsprint went as low as \$16 per ton, and computer punch cards (obsolete now) were like gold, at \$100 a ton! A successful drive made around \$400. These drives helped the PAC to purchase our first playground equipment. Parents and students worked hard sorting, tying the newsprint into bundles, and loading them five feet high onto pallets in the trucks. When we had enough people we could form a chain, passing paper hand to hand from the shed or basement to the trucks. It was a satisfying feeling to work together to get the job done and to see all that paper going to be recycled.

Bonnie Dale and I kept the paper drive going for a few more years after the Vickers left in 1987. Eventually, paper prices dropped and in 1988 the city introduced blue boxes, bringing our valiant paper drives to an end.

By then, the Recycle Committee had become the Environment Committee, focusing more on education, supporting green projects like collecting classroom waste for worm composting, creating resources for the library, and participating in an Environmental Fair at the Memorial Arena, to mention just a few.



T-shirt designed by student Noah Smale

As a class project, one of our students, Noah Smale, designed a T-shirt to promote recycling. The design was so popular that T-shirts were printed as a fundraiser for the school, and some were sold at this fair. This is an example of the many ways that teachers found to incorporate the environmental studies into the classroom. Helen Dunbar (now Helle Kallas), a parent in the environment committee, along with other

parents from our school, worked in a group with the school board to successfully change to more environmentally-friendly cleaning products in schools throughout the District. Gradually, as environmentally-sound practices became routine, the committee evolved into the Garden Committee, working to create more green spaces around the school, with each class responsible for its own area.

One of the things I enjoyed about South Park was the many opportunities we had to work together, building a strong school community and feeling a sense of pride about the kind of school South Park was. My experience at South Park has influenced the way that I live now, as an avid recycler and gardener. I am certainly more aware of my involvement and responsibility in the community and am grateful for my years at South Park School.

“My experience at South Park has influenced the way that I live now, as an avid recycler and gardener.”

**1984/1985:
KARINA CONNOR
NÉE STONEBRIDGE**

Recently, I had an interview at a school here in Kelowna for a teaching job and was asked who my favourite teacher was and why. It made me realize how important and influential June Fleming, my Grade 7 teacher, had been in my own teaching career. She was one of the warmest and most caring human beings that I had ever met at my young age of 12. She was always interested in us as people and the fact that we had feelings and emotions. She helped to create me as the teacher I am today – always aware of the fact that children deal with so many things and, when they walk through the doors of a school, they can't necessarily forget the struggles that they may face at home. She taught me to appreciate students for who they are, with their strengths and weaknesses. So, in short, my favourite memory of South Park was June Fleming, a wonderful teacher and human being.

**1984~1988:
JESSE CHENARD**

I think one of the things that really stands out for me was the fierce grip the school kept on its heritage. I was there when they finally shut down the old furnace system that had been in operation since the school was founded and installed electric heating panels. I also vaguely

remember a Heritage Day that would have us all recreating the school of yore.

I am sure none of us can forget trips to the annex before it was renovated. It was truly a dilapidated and creepy old building. Whether it was the things around the school or trips out to Craigflower Manor, it seemed that South Park was a school firmly rooted in the past.

“...the annex...was truly a dilapidated and creepy old building.”

Another thing that was unique was the notion of calling the teachers by their first names. I remember Sylvia Scott (my favorite teacher of all time), Marne, Sandy, Wanda, Trevor, Barb, and Linda.

The parental involvement was always huge when I was there and came out in amazing ways, such as the camping trip that was organized every year.

At the time it seemed like a good number of things were different for us (like no inter-school sports) but now when I think back on it I don't think things could have been better for us. It was truly an amazing environment for kids to grow up in.

“...South Park was a school firmly rooted in the past.”

**1985~1993:
AMANDA BUTLER**

It is impossible for those of a certain generation from South Park to forget the man who left an indelible mark on everyone he taught. We may not have known it at the time, but Larry Layne was a rare and special breed who sincerely loved every child who walked into his classroom. With a thick Kentucky accent, Larry was a character, to say the least.

On occasion he asked for feedback from the ten- and eleven-year old students in his class – courageous requests, believe you me. On one such occasion he asked our class to submit our thoughts on science projects. I happened to be sitting next to Larry in the gymnasium as he reviewed our written suggestions while simultaneously being our dodge ball referee. My best friend Emma had requested that we “make potions.” She was of course referring to chemistry. Larry said, “I wonder if she means love potions?” I was aghast at what I had heard and immediately told Emma. You see, foolishly, we were not always on Larry's side; we mostly relished the chance to slip him up. The next morning as our Grade 5/6 class was assembled to begin our day, Larry informed us that he had something to tell us.

“Class, you know how sometimes we associate certain things? Well, I do that on a regular basis. You see, I read something the other day I instantly associated with something

else.” It was at this point that he walked over to the ghetto blaster and pressed play. Blaring at top volume came the song “Love Potion Number Nine.” The entire class erupted in giggles that eventually turned into sidesplitting laughter. Every single child was in hysterics as Larry Layne danced and sang his way around the classroom. Most of us will never forget that day, or that year, for that matter. We were all so lucky to have been taught by that man.

1986~1990:
DIANE J. MARSHALL
Vice-Principal and Teacher

With fondness, I recall how my eager Grade 6 and Grade 7 students fervently played games of “volleyball-without-a-net” in the small auditorium, which also served as a gym at South Park Family School during the late eighties. I particularly remember one day when we were engrossed in a lively game and, in my role as referee, I called out, “Loss of serve! The ball hit the net!” Everyone can think of a time when they have “felt” someone staring at them. On this occasion, I turned to find an adult visitor to the school peering through one of the glass windows into the auditorium with a most perplexed expression on his face. His gaze startled me at first but I quickly realized he was struggling to locate the virtual-volleyball-net the volleyball had failed to “clear.” I had been preparing my enthusiastic team to compete against a neighbouring school, and

we weren’t about to be held back by the lack of a volleyball net!

“...he was struggling to locate the virtual-volleyball-net...”

The team sport challenges persisted for my students during basketball season since, if you can imagine, both basketball hoops were located at one end of the auditorium. I hope this vignette captures the joy and the certain kind of magic that is felt by all who have had the privilege of participating in the rich culture which has existed at South Park Family School from the beginning.



“...both basketball hoops were located at one end of the auditorium.”

1986~1991:
CAROLE JAMES

Parent

During the time I was a member of the parent body, parents were vocal about wanting to be actively involved in their children’s lives and didn’t want that to end when their children went to school. Families had rather progressive ideas, in general, although there was certainly a mix of backgrounds and beliefs. Parents made a commitment to attend family and general meetings and to help out in ways that best suited them: in the classroom, driving on field trips, working on committees, or serving in one of the elected positions of the parent group. There were opportunities for children and parents to share their creativity with each other and the teachers. Kids were supported in what they wanted to do, and those with rather unusual ideas were generally accepted and encouraged. Support of each other was key for the success of the school. Such close relationships were formed during this time among students and among parents that many have become lifetime friendships.

When I was at the school, there was great energy among the staff and the parents. Trevor Calkins was the principal, and the Ministry of Education was changing the curriculum for the province. They considered many of the practices that were established at South Park when they wrote the Year 2000 curriculum. Teachers from all over British

Columbia and even the United States came to observe the teachers in their classrooms and to speak to them about their practice.

I became PAC president under protest. I didn't think I could do it, could never make a speech in front of people. I remember that the first time I had to speak I was afraid that I'd

freeze up, so I wrote, "Hello, my name is Carole James" at the top of the paper, and highlighted it. At least I could remember to say that! The speech went all right, and speaking in public became easier. I learned how to move things along when it came time to bring discussions to a close, and I learned to be open to differences

and to appreciate strengths in different individuals. All members of that school were important, and we worked as a team. Many other parents at South Park have gained experience in leadership roles while members of that supportive community, and many have gone on to accept positions in government or business that they might not have thought possible.

Music was an important part of the everyday life in the school. At that time we had a strings program, taught by Trevor Jones, and Marne St. Claire was a wonderful music teacher who involved the students in many outside activities and gave them a strong basic knowledge of music.

I remember working with staff, students, and parents to produce "Joseph and the Amazing Technicolour Dream Coat." It was wonderful.

**1987~1991:
MARGARET REINHARD
Teacher**

My good friend Linda Picciotto had for several years urged me to transfer to South Park School. She kept telling me what a wonderful school it was and how supportive the parents were. I was happy at my present school but felt it was time for a change.

South Park was indeed a great school. I was fortunate to have Trevor Calkins and Liz Hamblett as my principals. Both were very supportive of their teachers and were enthusiastic



THE SCHOOL EXECUTIVE COMMITTEE 1988

Back row, left to right: Diane Marshall (vice-principal), Linda Turner, Barb Fielder, David Gartrell, Sharon Welby, Judy Bishop Seated: Trevor Calkins (principal), Carole James (president), Liann Hartley

educational leaders. They encouraged us to be creative in our classes and to foster creativity among our students. I spent some of the happiest years of my teaching career at South Park.

Each parent at South Park was involved, working with teachers and using their particular talents to better the school. We could not have given students such a wide range of experiences at school nor could we have gone on as many field trips without so much help from the parents.

I worked closely with Linda, my teaching partner. Together we started new programs and improved old ones. Some of my favourite moments were during Student-Led Parent Conferences when students led their parents through a series of activities to show what they had learned in reading, writing, music – all of the subjects, even physical education. Parents were delighted as their children led them through simple science experiments or demonstrated how they could solve math problems. The day before, students had baked cookies and decorated a special table for the refreshments. At the end of the conference they guided their parents to this table, served them juice and cookies, and had some themselves, of course.

“Buddy Day” was a favourite with the kids as well as the teachers. One day a week, the students were paired with a student from an intermediate class for part of an afternoon. They enjoyed a great variety of activities together. Many good things happened on these days for all of the students.

“Buddy Day was a favourite with the kids as well as the teachers.”

Field trips were an important part of our program. There were many places for us to go near the school that were of educational value. One of our favourites was a walk to the National Film Board screening room on Government Street to watch films the archivist had selected for us.

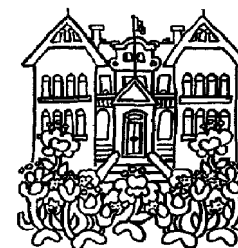
South Park was an exciting place to teach. The teachers were very enthusiastic and regularly shared ideas. Wednesday was an early closing day. On this day the children went home early and teachers got together for meetings, educational sessions with speakers, or planning time. Many whole-school events were developed on these days.

After four years of teaching, it was time to retire. I left with many happy memories and still keep in touch with some students and parents.

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS

1980 ~ 1989



- 1981: In January and October, reports requesting the renovation of the school were prepared by the Parent Executive for presentation to the Facilities Planning Committee of the Greater Victoria School Board.
- 1981: In December, the Chairman of Greater Victoria School Board wrote to the Minister of Education asking for assistance in the restoration of South Park School.
- 1987: A major interior restoration of South Park School began.
- 1988: Heritage Day Celebrations were held at South Park School and included the community.
- 1989: The first Student-Led Parent Conferences were held in the school.
- 1989: The Hallmark Society presented the Louis Award to School District 61 and the parents, staff, and students of South Park School.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1980 ~ 1989



- 1981: The Gate of Harmonious Interest was built at Fisgard and Government Streets, the entrance to Chinatown.
- 1982: The first Great Blue Heron nest was recorded in Beacon Hill Park.
- 1982: The “Mile 0” sign was installed at the corner of Douglas Street and Dallas Road.
- 1982: The 100th anniversary of Beacon Hill Park was celebrated.
- 1983: BC Place stadium was completed on the Expo site in Vancouver.
- 1983: The development of Whistler Mountain Ski Resort began.
- 1984: Pope John Paul II conducted a mass at Abbotsford Airport for 200,000 people.
- 1985: The petting farm in Beacon Hill Park was privatized.
- 1986: Expo 86 world’s fair was held in Vancouver.
- 1986: The Skytrain transit system and the Coquihalla Highway were completed.
- 1986: Bill Vander Zalm succeeded Bill Bennett as Premier of British Columbia.

- 1987: Queen Elizabeth II gave the museum royal designation, renaming it the Royal British Columbia Museum.

FACTS & EVENTS

CANADA AND THE WORLD 1980 ~ 1989

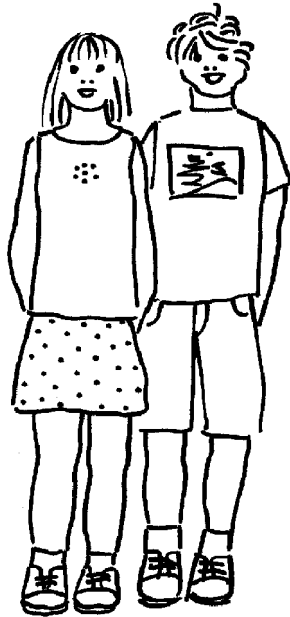


- 1980: Pierre Elliott Trudeau was again elected Prime Minister of Canada.
- 1980: Mount St. Helen’s in Washington state erupted.
- 1980: Terry Fox died before completing his Marathon of Hope across Canada to raise funds for cancer research.
- 1981: Prince Charles and Lady Diana Spencer were married.
- 1981: IBM introduced the personal computer.
- 1981: The Space Shuttle Columbia made its first space flight.
- 1982: Scientists first discovered a hole in the ozone layer over Antarctica.
- 1984: Steve Fonyo retraced Terry Fox’s route and finished the run across Canada.
- 1984: Indian Prime Minister Indira Ghandi was assassinated.
- 1985: Air India Flight 182 exploded in the air above the Atlantic Ocean south of Ireland, making it the deadliest terrorist attack involving aircraft up to that time.
- 1986: A reactor at the Chernobyl Nuclear Power Plant in Ukraine exploded, causing widespread nuclear fallout.
- 1986: The Challenger Space Shuttle exploded on lift-off.
- 1987: Rick Hansen completed his Man in Motion world tour to raise money for spinal-cord research.
- 1987: In the Meech Lake accord, Quebec was recognized as a “distinct society.”
- 1988: Abortion was legalized in Canada.
- 1988: The Free-Trade Agreement between Canada and the United States was passed.
- 1989: Hundreds of protestors were killed in the Tiananmen Square massacre in Beijing China.
- 1989: The Exxon Valdez oil tanker spilled over 11 million gallons of oil in Alaska, causing the worst environmental disaster in North American waters.

CHAPTER
10

‡ 1990~1999 ‡

THE SOUTH PARK ANNEX



In 1914, in order to provide room for a new building for instruction in industrial arts and home economics, the Board of School Trustees purchased the house at 646 Michigan Street next to the school and moved it under horse power to nearby Avalon Street. Soon plans were drawn by architect J.C.M. Keith, the Victoria architect known for designing Christ Church Cathedral, and the annex was constructed on that site in 1915. Heating was provided by individual stoves in the various rooms. An elevated passageway connected the annex with the main school building. The school entrance to this link was at the back of the auditorium.

After the Board established industrial training and home economics facilities in the

junior and senior high schools and no longer offered these classes at South Park, the school community used the annex for regular and special education classrooms, a lunchroom, and for storage. Dave Allan, principal from 1971~1974, transformed part of the annex into a photography darkroom and created an art room for students. It was condemned in 1974 and remained vacant and unmaintained for the next 20 years.

From the time South Park Family School moved into the building in 1974, staff and parents discussed how the annex might be used to benefit the school. Interest increased among staff and parents after the school grew to include students from Kindergarten through Grade 7 and when all rooms in the



**THE ANNEX AND “LINK” ~
BEFORE**

main building were occupied. Many wanted to use the annex for conferences, learning assistance, special classes, art projects, meetings, and whole-school events. Others considered the possibility of razing the building so that a full-size gym and/or modern auditorium might be built. No money was available for any of these projects, however, so the annex remained in use only for storage. A tumble of boxes of old files and outdated teaching materials, stage props, dress-up costumes, and discarded furniture cluttered the floor. A battered stuffed authentic sea lion that used to be in the library added interest to the collection. No one was supposed to be in the annex, but occasionally small groups climbed the wooden staircase at the back of the auditorium to explore the musty rooms or add to the collection of discards.

The School Board considered demolishing the old building, but there was strong community support for its preservation. In 1990, the James Bay Community School Society wrote to the School Board to “...strongly support the retention and Community use ... of the annex of South Park School. [We are] concerned about historic buildings standing empty and falling into decay. The Community...objects to the demolition of such a building as the annex, and postponing upgrading of it would contribute to further deterioration, increasing costs in the future when the building is renovated.”

In 1991, the Heritage Building Foundation and the Hallmark Society began discussions with the Greater Victoria School Board regarding the restoration of the building. They proposed that the main floor be used for offices for the two organizations and the upper level serve as a meeting room and exhibition space that both school and community could use. School and District archives would have space in the basement and on the ground floor. In 1993, an agreement was reached. The Heritage Trust contributed some funds through the Hallmark Society to support the project, and the Board gave both organizations long-term leases for offices in the annex.

Restoration work began in 1993 under the direction of Barry Johns of Hancock

and Johns Architects, Inc. Workers excavated a basement and built a large secure room with climate control to store archival material. They made the building seismically sound, upgraded the heating and electrical systems, and repaired or replaced walls, floors, and windows. They installed a kitchen, a skylight, and a gas fireplace, retaining the original heritage elements when possible.

The original unattractive passageway between the school and the annex was removed. The architect designed a brightly-illuminated contemporary room, referred to as “the link,” that would be as transparent as possible to minimize the impact on the two heritage buildings it joined. An inside passageway between the two buildings no longer existed. This meant that the school no longer had a convenient access to the annex, and it also meant that the school and the annex were considered to be two distinct buildings, so the new building codes did not have to be applied to the school building. This avoided the extensive upgrading work that would have been required.

The Heritage Society of British Columbia moved into its offices in September of 1994, and the Hallmark Society in December. South Park Family School, the School District, and the community could now use the beautifully finished auditorium on the upper level.

At a ceremony in the annex in May 1995, the Hallmark Society presented School District 61 with an award “for the superb revitalization and preservation of historic details of the South Park Annex.”

The school community has used the multi-purpose room created by the “link” structure for a variety of purposes over the years: the before- and after-school care program; special events and presentations;

and for a classroom, first for Kindergarten and later for Grades 6/7.

Due to the requirement of a quiet working environment for the major tenant, South Park School staff members and parents found that they had very limited access to what they had always considered “their” annex. Few activities were deemed quiet enough to suit one tenant’s needs. Dance classes could not be held there over the lunch hour, for

example. The School District rented the meeting room to the Ministry of Education and to others for various functions in an attempt to gain some revenue at a time when educational dollars were scarce. They considered the annex to be related to South Park School only by proximity: it had become a District building.

For many years different principals and parent groups continued to pressure the School District to give students and staff more access to the annex. In 2000 the principal, Brenda Simmonds, wrote a proposal to the school district requesting that the school be allowed to reclaim the annex so that it could “be used again for the purpose for which it was intended: the education of children.”

After the seismic upgrading of the main South Park building was completed in 2004, the District administration decided not to rent out the first floor again. South Park Family School was granted the major use of most of the annex. The District still houses its archives there and the meeting hall is available for rental by community groups, but the school can now use the rooms for learning assistance, counseling, tutoring, a parent lounge and workspace, and special activities, in addition to badly needed storage space.



PHOTO: DEBBIE MARCHAND

THE ANNEX AND “LINK” AFTER RENOVATIONS 1994

SOUTH PARK FAMILY SCHOOL GARDENS

The beautiful heritage structure of South Park School was surrounded on four sides by black pavement. A bare, sagging chain link fence ran along the Douglas Street side and a short concrete wall bordered Michigan Street. Nothing altered the bleakness: no shade or seating for the students, and no plants of any sort.

The environment committee, which had been very involved with recycling, now set about to beautify the school. Besides beautification of the grounds, their goal was to help students relate to their environment outside the school and to connect with nature. The garden was intended to support the teachers as they developed new projects such as raising plants and hatching butterflies. The garden project brought together parents, students, and teachers in a different learning environment. It also resulted in a relationship with the broader community who appreciated the beauty and enjoyed seeing the school community working together.

Ivy now grows on the chain link fence along Douglas Street, and bulbs students planted flower in the spring beside it. Herbs and plants that attract butterflies and hummingbirds grow in beds around the school and beside the annex. Trees provide

shade for students. Flowering plants in planters and in the ground make the outside areas pleasant. Groups of students often gather around the flowerbeds painting or drawing the plants and flowers.

Dedicated parents continue to organize the maintenance and development of the beautiful gardens. South Park is one of the few schools in District 61 where the parents and students are able to do the gardening because of the acknowledged commitment to keeping the grounds well maintained and to providing a learning environment for students. The school has received a great deal of support from the city and from the school grounds staff because of this commitment.



*Elliott Feldman, Carson Yule, Kory Boulton
(parent), Julian Moore*



STAFF PHOTO 1992

Back row, left to right: Christine Dunsmoor, Karen Abel, Greg Marchand, Larry Layne, Terry Kotyshyn, Art Cooper, Linda Picciotto, Sonia Poluch. Front row: Liz Hamblett, (principal) Judy Kearney, Peggy Dallamore, Michelle Madrone, Katie Gracie, Louise Jullion

MEMORIES OF THE PRINCIPALS SOUTH PARK FAMILY SCHOOL

LIZ HAMBLETT

Vice-Principal 1989~1991

Principal 1991~1996

I was the curriculum coordinator in the district when I was appointed vice-principal at South Park. I had been trying to educate teachers in the teaching practices associated with the Ministry's Year 2000 initiative. To my mind, South Park was the

only school that had demonstrated the effectiveness of child-centered learning.

Our principal, Trevor Calkins, agreed with my idea to organize an all-school study. Malcolm Sneddon was the science coordinator in the district at the time, and I invited him to a staff meeting to talk to us about how he could help. When he suggested the theme “astronomy,” the staff embraced the idea and suggested ways to integrate the curriculum, how each class could “fit” with the theme, and where we could go for further help and advice. The first all-school study was a great success. A family walk to Clover Point with telescopes to do some observing was to be the finale. The walk was rained out, but the events in the different classrooms that evening allowed students to demonstrate their projects and to view displays around the school. I remember that I learned how to make a comet by mixing dry ice, water, sand, ammonia, and corn syrup. I demonstrated my new skill in one of the rooms to a series of groups of students and parents. Sometimes it worked well and sometimes it was a complete flop! We were all amazed at how much the students, parents, and staff learned during this study.

My time at South Park was filled with these successes, due in a large part to the willingness of staff and parents to work together for the benefit of their children. This didn’t mean that all was “sweetness and light.” My staff and parent group consisted of

people with strong opinions. Some meetings involved extensive discussion and negotiation, but after everyone had had their say, and once a decision had been made, everyone pitched in and worked for the common cause.

When I became principal, it was my job to give staff evaluations. It is a tribute to the professionalism of the staff that I was able to carry out these evaluations in the spirit of the improvement of practice. One year, two of our best primary teachers were due for an evaluation. I really had nothing to contribute to their practice, so I suggested instead that the three of us work on “questioning for higher-level thinking.” We all did the research and worked with the classes to develop questioning that helped students “unlock” their knowledge based on what they already knew. I was able to write a report based on this experience that told every bit as much about the teachers as a traditional report could.

It took some explaining to convince some of the parents that the teachers had a responsibility to follow a ministry-prescribed curriculum, and that they, the parents, could be active in providing the enrichment for this curriculum. Students also had strong ideas about what they wanted to do, and, when possible, we tried to accommodate them. For example, one year we were planning a musical production. Many senior students were unwilling to be on stage again. Heather Brownsey, an actress and director in the

community who happened to be a student assistant at South Park, suggested that these students could apprentice in all the jobs associated with a production. Students were required to submit formal applications for the jobs posted. Parent volunteers acted as mentors for students who took on roles such as assistant director, producer, and managers of ticket sales, costumes, props, and scenery. This was a rich learning experience for both the students and their parents.

When Trevor Calkins transferred to head a new school, I applied for the position of principal. I was delighted when the assistant superintendent offered me the position. When I was celebrating with my office staff, a small boy came into the room. He had been sent by his teacher with a message. He came in rather frequently with messages, actually. The job gave him a sense of responsibility, a break from the classroom, some exercise, and a chance for the class to have a break from him! After he had observed the celebration and had learned the reason for it, he placed his hands firmly on his hips and, looking up at me with tilted head, he said, “Lith, how did you ever get to be printhipal?” I really can’t answer that question, but I can honestly say that that my tenure as principal of South Park was the happiest and most fulfilling period of my long career.

CENTENNIAL CELEBRATION 1994

When the year of South Park's centennial arrived, students had been preparing for months for the celebration to mark this special year in the school's long history. Many of their studies had been focussed on the past hundred years at the school and in the community.

On Friday, May 27, the students took part in activities designed to teach them some aspects of life as it was 100 years ago. Organizers invited guests who demonstrated "women's tasks" such as candle-dipping, butter-churning, spinning and weaving, rug-hooking, quilting, and embroidery, and "men's tasks" such as

woodworking, slate cutting, and rope making. Members of a heritage group operated a steam engine on the playground.

In one room in the school actress Heather Brownsey played the role of a turn-of-the-century teacher. Students, dressed in period costumes and seated in old-fashioned desks, were olden-days pupils for a time. They wrote with pen and ink and did sums on the blackboard under the strict no-nonsense eye of their teacher. The long-forbidden strap was present, but there was no need for discipline that day!

A local group put on a heritage fashion show in the gym, children danced the May Pole dance, and student musicians played and sang music of the time. On Saturday, alumni, invited dignitaries, and present-day staff, parents, and students participated in the official opening ceremonies which included the cutting of a giant 100th Anniversary cake, a patchwork put together with parent-contributed cakes. Other events during the three-day celebration included teas and the annual South Park Family School fair, the Spring Fling. The alumni themselves planned a dance held at the James Bay Community Centre on Saturday evening. The weekend ended with a pancake breakfast at the school on Sunday.



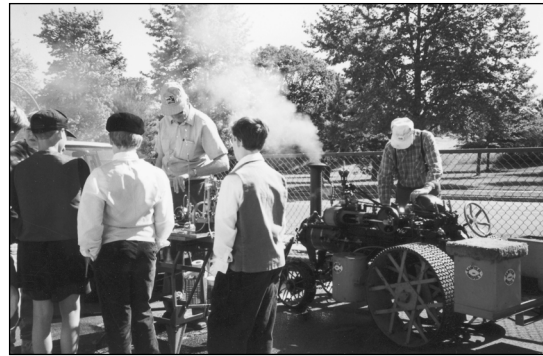
OLDEN DAYS CLASSROOM

Murchie's Tea & Coffee, a local business established in 1894, blended a special tea in honour of the anniversary, "a unique blend of choice Indian black teas mellowed by a touch of China blacks." It was called the South Park Centennial Blend and featured the South Park logo on the label.



OUR OWN TEA!

As part of the centennial celebrations, the school commissioned Robert Amos to paint a picture of the school. The cheerful, brightly-coloured work has been reproduced on notecards and posters and serves as a reminder of the memorable 100th anniversary celebration.



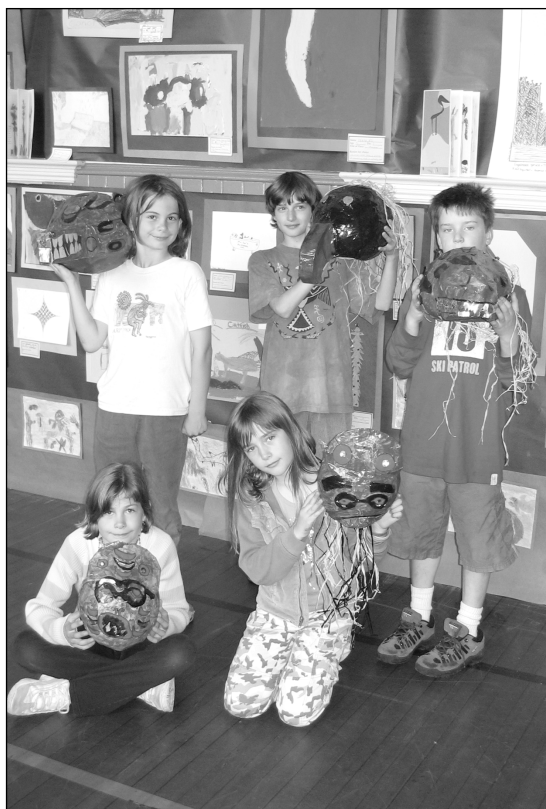
OUTSIDE: AN OLD STEAM ENGINE



INSIDE: AT THE LOOM
Weaver Ellen Pierce assists Allison Witter on the loom.



DRESSED FOR OLDEN DAYS
*Teacher Karen Abel with students
Tessa Stiven, Chris Gartrell, Caitlin Lloyd,
Brody Waddell, Tara King-Brown,
Morgan McIntosh, Lauren Tate*



THE ART SHOW

*Standing: Ben Weick, Luca Schaller,
Hugo Burd Seated: Amy Vanden Berg,
Kendra Murphy*

THE BEGINNINGS OF THE CLAY ROOM AND THE ART SHOW

*by Tessa Lloyd
Parent 1987~1996*

*We start with a ball
of clay...*

As a parent of four children attending South Park twenty years ago and a keen amateur potter, I was excited to discover a kiln in a basement storage room, barely recognizable under props for plays and boxes of educational material in temporary retirement. A few bags of rock-hard clay and some dried-up glazes completed the supply inventory. Seeing the potential, I discussed with Marne St. Claire the possibility of clearing out the detritus, unearthing the kiln, and pressing it into service. This was accomplished swiftly, and fresh clay and supplies were ordered. After talking to my daughters' teachers, much to everyone's delight (especially my own), I began coming in to offer clay sessions in their four classrooms.

Inequities were evident, however. Teachers who did not have one of my daughters in their classes peeked through the door and sighed, "Oh, I wish you could come and do clay in my class!" As a single parent of four working part-time while attending university,

it was hardly possible to stretch me further. But what if I were to provide training for other parents who then could take their skills into the classroom? The evening clay workshop was well attended and a dozen parents learnt the basics of handbuilding with clay-pinch, coil and slab methods of construction, and were excited and ready to take their skills into the classroom. The workspace was organised and processes were put in place so that work was fired in a timely fashion. I took responsibility for overseeing the program and firing the kiln. I would empty it in the mornings before heading off to work or university.

The children produced masterpieces: life-sized clay heads, wondrous animals, mythical beasts, dioramas, and historical buildings, which often supported classroom studies.

But what about the other art the children produced? We realised that not many people were able to enjoy the great variety of wonderful artwork produced by students throughout the year in many different media. Here was born the idea of holding an annual Art Exhibition. This was a true celebration of the children's creativity, talent, and achievement. The inaugural event took place in 1989 and has continued each year since. All children in the school are invited to submit two pieces of their work. The pieces are tastefully exhibited and each child writes a

card informing the viewer of his or her name and age, the title of the piece, and a reason they chose this particular one for the exhibition. A small army of volunteers descends on the school several days before the event to organise and prepare for mounting the exhibition. The school gym is transformed into a sophisticated exhibition hall. Invitations are sent to alumni, former parents and staff, neighbours, friends of South Park, School Board members, university lecturers, and local politicians. A feast of art work, including clay figures, woven ties, self-portraits, oil pastel landscapes, clay heritage houses, papier mache reptiles, cross-stitch miniatures, and kites awaits and delights many visitors as well as the school's student, parent and staff population.

“A small army of volunteers descends on the school several days before the event to organise and prepare for mounting the exhibition.”



**THE GIRLS' BASKETBALL
TEAM 1996**

Back row, left to right: Larry Layne (coach), Tessa Stiven, Caitlin Lloyd, Ashley Macdonald, Sarah Moore, Sarah Rutherford Front row: Sophie Roberts, Sally Barker, Kate Dillon

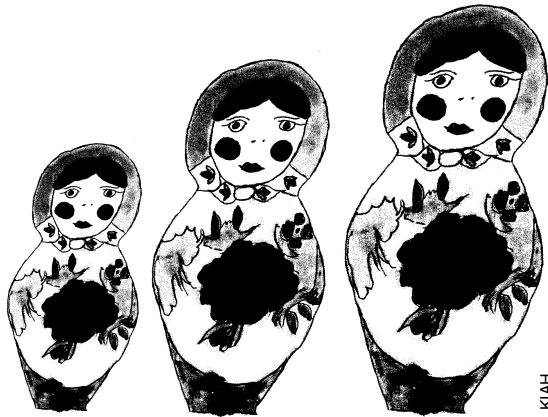
**EMPORIUM FEVER
BREAKS OUT**

by Tiko Yoneda

Isn't this school the best! I mean look at the Emporium. Everybody puts a whole bunch of stuff together and "Poof" you can buy it for under a dollar!!! Who has ever, in the world, heard of a better school!!

Okay, let's interview Sarah. She's 10, from Marne's class. Sarah says that she really likes the idea of it. "I think that it is hard to go to the Emporium with your buddy, because it's hard to shop," she says. The coolest things are really, really cool books she told me. Next, I ask Emily. She's 8, from Viv's class. Emily tells me she likes the idea of it. "The best thing I've got there is a diamond bracelet for my mom. She really likes it."

The best thing I got was a dog that was a dalmatian. I had one myself that looked just like it. My sister always took mine and always played around with him without asking me. So, I went to the Emporium and found this dog, and I gave it to Satomi on her birthday and still today she says it's the best present she ever got!!



EMPORIUM MEMORIES

by Katie Molloy and Tiko Yoneda

Catriona is a master volunteer Emporium parent. She happily took time out from her busy schedule to be interviewed by *Kid Times*.

“The parents bring in lots of treasures and they make cards and boxes and wrapping paper. On the day the parents wrap all the presents kids buy. It’s a good way to recycle people’s stuff,” she says. “What a good spirit!” Katie and Tiko agree together. We ask Catriona what the funniest thing that happened at the Emporium. “Well,” she started, “there was this kid whose mom brought in a whole bunch of stuff for the Emporium. But the kid did not know. So the next day the kid said to his mom, “Mommy, I have the best present!” It turned out to be the present she had brought in.

Fourth
Edition

K.i.D. TIMES

June
1998

ALICE IN WONDERLAND

by Tiko Yoneda

Alice in Wonderland was a huge success! Everybody worked super super hard to make this play a story that you could follow along with. Thanks to Gwen, our generous director, the school has done two awesome, awesome performances. It was fun to do all the rehearsals. The parents were very (very, very, very, very, very) supportive and were given gifts of appreciation at the end of the second performance.

Personally I think I liked the Mad Hatter scene best because of all the cool props. My class did all of them in that scene. We had to make them all out of papier mache. They were complimented on so much the school has thought about auctioning them off.

After the second performance we had a cast party. It was too crowded, but there was popcorn, all kinds of chips, juice, pop, carrots, celery, broccoli, cucumber, dip for the veggies, and lots of cookies.

You can still order a video of the Wednesday night performance or the Thursday night performance. You can order one through the office.

Two years from now we might do another whole school performance. I wonder which

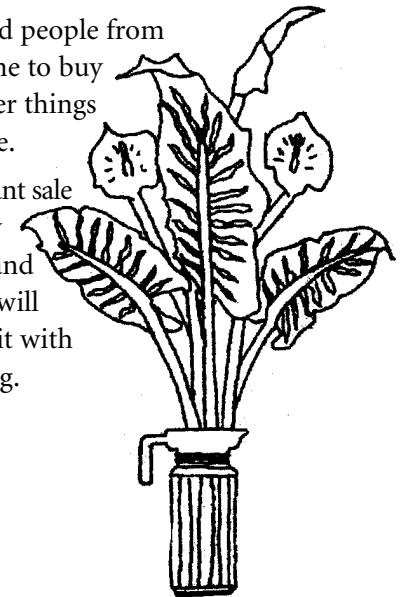
play we’ll do. I hope we do “Charlie and the Chocolate Factory.”

FACTS ABOUT THE PLANT SALE

by Aidan Elkin

DID YOU KNOW:

- This year’s plant sale was the best plant sale in South Park’s history.
- It made about \$1200, not including the hanging baskets.
- This year was the first year that they sold hanging baskets. They also sold herbs, pots, plant markers (stakes), small trees, cookies and donuts.
- Neighbours and people from the market came to buy plants and other things at the plant sale.
- South Park’s plant sale is usually every Mother’s Day and next year they will probably have it with the Spring Fling.



INTERVIEW WITH ART COOPER SOUTH PARK CUSTODIAN

by Sarah Hager

I walk into the studio looking fondly at the clay models on the wood shelves. I close the door to stop the sound of the chattering in the hall. I look down at my Olympic Games watch and hurry through the boiler room and into Art's office. I look up and see an Elvis clock on the wall. Art welcomes me and pulls out a chair. I reply with a hello and sit down on the wooden chair.

Art Cooper, the custodian, has worked at South Park School for seven years. When I ask him what he likes best about his job, he replies, "You know, the best thing about my job are the kids. They are the love of my life. I enjoy every second coming to this school and working. Doing toilets, picking up dirt and sweeping floors is not the best fun in the world, but knowing that I'm with the kids makes it all worth while."

I smile. "What do you like least about your job?" I ask with curiosity.

"Let me see, you know I can't think of one thing. It's the attitude one has. I have a positive approach to my job. So I don't think there is anything I don't enjoy about it."



STAFF PHOTO 1999

Back row, left to right: Robert Saddington, Kim Lapshinoff, Peter Bogojevic, Alice Whitehead, Pauline Robillard, Brenda Simmonds (principal), Sean Powell
Middle row: Gary Nordstrom, Marne St. Claire, Debbie Marchand, Susan Underwood, Karen Abel, Vivian Jubb, Larry Layne, Linda Turner
Front row: Louise Jullion, Linda Picciotto, Margot Andison, Judy Kearney, Nejama Shtull, Cathy Wilkinson, Barb Fielder

MEMORIES OF THE PRINCIPALS SOUTH PARK FAMILY SCHOOL

BRENDA SIMMONDS

Vice-Principal 1995/1996

Principal 1996~2000

My assignment as vice-principal at South Park Family School in June of 1995 thrilled me. It would give me the opportunity to work with the then-

principal, Liz Hamblett, a woman whom I still view as a mentor as well as a friend. Liz had, and continues to have in her retirement, a deep understanding of learning, of children, and of the complexities of education. Keeping her focus on the needs of the students, she was able to guide South Park Family School in its evolution as an alternative school. She understood that learning was an active, social endeavor: that it needed to engage students in thinking and reflecting more than memorizing and reproducing. Because she modeled a love of learning, Liz inspired an already-knowledgeable staff to become even more familiar with the latest research and best practices in education. I knew that I would be very fortunate to be working with her.

I also wanted to be at South Park Family School because of the philosophy of parent participation, a term that in many schools meant little more than fundraising and hot dog sales. I knew that parents were intelligent adults who had knowledge about their children, including their fears and vulnerabilities, that could be helpful to me as their teacher. While their approach might be less than tactful at times, parents were simply doing their job as advocates for their children when they brought concerns forward. It was clear to me that parents and educators wanted exactly the same things for children: for them to be successful learners, to develop strong self-esteems, and to be kind and caring human beings. Parents and

educators so often seem to develop adversarial relationships. South Park, I knew, had found a way for them to work together successfully on behalf of the children, and I wanted to learn more about this model.

Thus began six of my most rewarding years in my career as an educator. I spent one year as vice-principal and five as principal of South Park Family School. During my first year, as vice-principal and teacher of a Grade 3/4 class, I learned many a hard lesson and was called to examine and re-examine my values and teaching practice. This was a community that was resolute, and at times tunnel-visioned, about what constituted the “South Park way.” Re-thinking practices such as timed math-fact drills, using stickers or gummy bears for reinforcement, and confusing crafts with “art” brought much soul searching and more than a few tears. Parents were strong, vocal advocates for their children, but also for maintaining the philosophy and practices that they felt were at the heart of the “alternative” aspects of this school. During the first month, parents sitting in the back of the classroom, family meetings in which my practice was challenged, and students who questioned my decisions all became part of my trial by fire. And I thrived in it. The experiences that year with my wonderful class were magical. I was amazed at what could be accomplished when a teacher, twenty-five students, and all of their parents put their heads together. The creativity

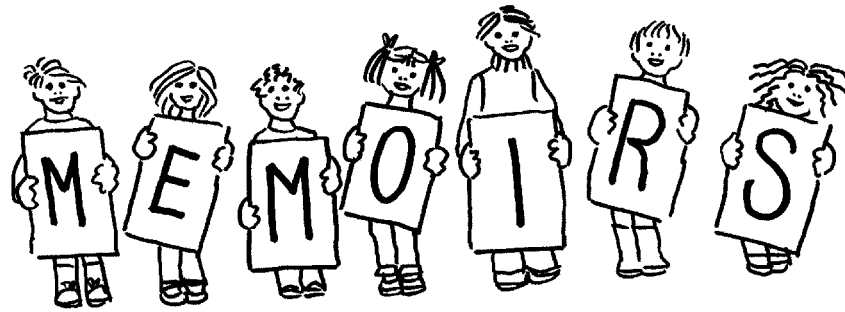
increased exponentially as did the range of learning experiences that I was able to offer. Where my expertise wasn’t solid, there was always a parent or a friend of a parent willing to assist. The students learned the power of discovery. I learned the power of a true learning community. We all grew together, each of us emerging at the end of June enriched by the voyage we had shared.

Facility issues became a focus. There had long been a push to re-claim the South Park annex, which the school community felt was a vital part of the school, but to which access was limited by the School District. A renewed effort took place to achieve this goal. Concerns about the integrity of the main school building in the event of an earthquake also took the forefront. Those five years flew by in a collage of building issues, of whole-school drama productions and theme studies, of new children and families bringing their own unique gifts and challenges, and of lessons about how to live and learn together as a community devoted to children and their education.

Trusting in and tapping into the creativity of children was another cornerstone in the philosophy at South Park. The understanding that children often learn best when they discover and create for themselves was demonstrated in every classroom. Worksheets and templates for students to follow were not a mainstay. Students were taught that often

there is not just one “right” answer. Through a combination of direct teaching, modeling, storytelling, discussion, and play, children discovered the important concepts of the curriculum. Using their imagination and their talents, they demonstrated what they had learned through drawing, painting, acting, writing, or telling stories. They knew that drawing was better than tracing, and that sharing their learning experiences was better than competing with their peers. The children were active participants in their learning at every stage. They grew confident in their abilities and, as they demonstrated during Student-Led Parent Conferences, were eager to demonstrate what they had learned.

I miss South Park at times. What I miss most is the sense of family. I miss being part of this great big, loud and messy family where the dynamics are always vibrant, where emotions sometimes run high and points of view sometimes seem disparate, but where you always know that you are accepted, you are valued, you belong. For me that is really what sets South Park Family School apart. It is why families rarely leave the school before the end of their children’s schooling, and why staff members who support the philosophy are so faithful. It is why friendships last well beyond those years spent at the school. The roots run deep, and the ties that bind are strong.



1985~2000: BARB FIELDER

Parent

I first came to South Park in January of 1985. My son Sam had been offered a place in Kindergarten for the following September and I had been invited to see the school and decide whether to accept the spot.

I remember a small, smoky staff room. I remember sitting in the library where a current South Park parent outlined what would be expected of us, and then gave us a tour of the school. It was the tour that sold South Park to me. It was recess: Elane Faught was walking down the stairs talking with a student with her arm draped around his shoulder; Linda Picciotto was still in her classroom, at the board, carefully explaining a math problem to one of her students; and, as we walked up to the top corridor, there was a crock pot of soup bubbling away at the top of the stairs. I think it was the soup that did it. Whatever it was, I accepted the position for Sam and became an involved parent for the next fifteen years, until my daughter Amy left South Park after Grade 7 in June of 2000.

I played many roles within the school: classroom helper, field trip driver, class coordinator, producer of "The Wizard of Oz," Alumni Association chair, Centennial Committee member, and chair of the Enrollment Committee for ten years.

I was also a substitute teacher in every classroom in the school.

During those ten years I welcomed prospective families to the school, explaining what their involvement would be, touring them through the building, and looking in on classrooms where students were busy and often-fascinating lessons were being taught. I spoke at orientation meetings on "the parents' role" and enjoyed organizing the New Parent Tea each June, which always coincided with the spectacular South Park Art Show in the gym.

My first impressions of the school remain as clear today as in 1985. I felt welcomed and excited to be entering into such a vibrant, caring, and accepting community. I hope over the years I made other parents feel the same way.



STUDENT-LED PARENT CONFERENCES

Nancy Wong with son Bryan Eng

1987~2001: CATRIONA CAMPBELL

Parent

Some memories of South Park:

- ✓ *Christmas craft day: mounds of greenery in Linda's classroom to make up the toilet paper wreaths, gingerbread men, ivory soap table centre pieces, gold pasta pictures, and angels*

- ✓ *Pysanky: watching the excitement as the kids discover what they had created as the wax came off the eggs*
- ✓ *Spring Fling: plant sale, kids growing salad pots, painting pots, cake walk, kids' talent show on the outdoors stage, the class baskets, the silent auction, and the games*
- ✓ *Studying cultures from around the world: through dance, plays, and ethnic meals, with parents participating in the preparation and the festivities*
- ✓ *Going to the Legislature and School Board: to lobby for many issues and causes like no letter grades for South Park School, expanded music programs, and seismic upgrading*
- ✓ *Camaraderie: at the PAC meetings, fundraising events, workbees, and numerous committees*
- ✓ *Family Meetings: in different family homes where teachers talked about the curriculum and parents looked for ways they could enhance and develop the studies through field trips, art projects, cooking experiences, dramas, and so forth*
- ✓ *Field Trips: Tom Thumb Safety Village; The Victoria Art Gallery; Swan Lake; Goldstream Park to release salmon; the pumpkin patch; The Provincial Museum; drawing in Beacon Hill Park; walking to the breakwater or the beach; going to the university for experiences in different departments like; teacher-education classes*

in drama, art, music, and gym, or watching and participating in chemistry, physics, or biology experiments and demonstrations, or having a look at bones in the anthropology department, or visiting the Maltwood Museum

- ✓ *Family camping trips in June: Weirs Beach, Bright Angel Park, Sidney Spit, Saltspring Island, French Beach – all wonderful places for families to camp, play Capture the Flag, swing on the ropes over the river, go for hikes, share potluck dinners, and to enjoy nature*

1987 ~ 1995: ADAM ROGERS

If I were to sum up my time at South Park in a single word, I would say, “Wonderful!”

The teachers were kind, caring, understanding, and formed personal relationships with the students. We called teachers by their first names – Linda, Marne, Sylvia, Larry – which made them more approachable. I liked how the teachers always made time to answer my questions personally if I was too shy to ask in class. I liked how the teachers didn't use letter grades. They stressed things that we did well and helped us with things that we did poorly, but they always pointed out good things in the work we did. The teachers were interested in our activities outside of school.

Another thing that makes me say that South Park was a wonderful school is all the field trips our teachers took us on. These field trips,

local (Beacon Hill Park, Crystal Gardens, beaches) or those further away which required parent drivers (Tom Thumb Safety Village, Fort Rodd Hill, Swan Lake, UVic) gave me a good understanding of nature, street safety, history, our city, science, drama, art, music, or whatever the trip was meant to teach.

This is what I loved the most: music. I was active in the choir, the “Triple Trio” (from Mozart's Magic Flute), the recorder group, and whatever musical play we were doing that year. Marne was the only music teacher I knew there. By hearing about the fun my older brother had in her classes, I was aware of her enthusiasm and her love of music even before I became a student. She would always find a way for you to take part in a music class, even if you couldn't carry a tune in a bucket. She always pushed us to what we thought was beyond our limits. Somehow she knew we could do it, and that positive energy she was radiating eventually got us to the level she was pushing us to.

“This is what I loved the most: music.”

I loved my time there so much that I have a hard time not talking about the school when I am down in that part of town. I still go back to visit the teachers that I knew there, and I really hope that my wife will agree to send our children to South Park when they are old enough.



SIDNEY SPIT CAMPING TRIP 1995

*Students, left to right: Emily Porteous,
Cherry Hooper, Tessa Stiven, Kate Dillon,
Caitlin Lloyd*

*Parents: Tessa Lloyd, Jenny Hooper,
Tessa Dillon, Jim Stiven, Chuck Dillon*

1987~1996: TESSA LLOYD

Parent

*A Fond Farewell to South Park
June 1996*

Caitlin, the youngest of my four girls, leaves South Park tomorrow. As she “graduates,” I will “retire” after many happy, happy years as a South Park parent. As much as I try to tell myself how much easier life will be in high school, I am experiencing enormous “separation anxiety” as I envisage life without South Park. I know this is her rite of passage, but it feels like mine too.

Most of us parents chose South Park because we wanted to be more than onlookers in the education of our children. We wanted to be participants. We understood that there were important benefits for the child that extended far beyond the classroom. That’s why we came here. We have a great deal to offer. Our time, energy, and ideas are quickly absorbed with hands-on help in the classroom, field trips, committee work, advocacy, class co-ordinating, noon-hour activities, gardening, clay work.... The list goes on and on.

Being a parent at South Park has played an enormous role in my own personal growth and development. Here, I have had meaningful opportunities to contribute to the fibre of the school. In doing so, I have found belonging, recognition, a sense of self worth, identity, appreciation, fulfillment, support, and friendship. I have been truly “at home.”

“Being a parent at South Park has played an enormous role in my own personal growth and development.”

We are more than a school. We are a community. The heart of South Park is its people. Some of us parents who are moving on this year will find ways to come together again. We each take a part of South Park with us, just as our children do, with which we will influence, enrich, and embrace whatever lies before us.

1988~1995: CHRISTOPHER GARTRELL

Pants tucked into soccer socks to imitate knickers. An odd sort of cape with sharp clasps that pulled and scraped my throat. A brown felt cap of my father’s. Almost everyone at South Park dressed up in period garb on Heritage Day, and I remember planning my costume with oddly intense interest, as though time travel actually depended on authentic-appearing material and tailoring.

My parents drove me to school that day. Normally I would have biked. That ride from my house through Beacon Hill Park to the long, pitch-roofed bike shed behind South Park’s annex is a heavily inscribed map in my memory. But the prospect of biking in knickers and a cape, brown felt hat squashed by bike helmet, was preposterous. Safe carriage in the family Volvo preserved my fantasy of time travel, preventing me from feeling self-conscious or being mocked by passersby. Belt strapped around textbooks, I coasted from home to school in the back seat, the car windows deflecting the streets – a shield for my earnest anticipation.

Most of the students were in costume; all of the teachers certainly were, along with parents who came to help out with the day’s festivities. Suddenly the gender distinction was sharply visible. Colorful dresses and suspenders formed a busy, alternating pattern around the

classroom. We couldn't use the boys' and girls' entrances on either side of South Park's facade, for they had been permanently closed during interior renovations. Normally we used those doors for dodge ball, a game in which the child who was "it" whipped a big rubber ball at a group of kids clustered at the top of the stairway. Heritage Day was less likely to feature a game of dodge ball than a game of marbles, or perhaps an assembly for nostalgic readings and a choir performance. I remember the silliness of hearing our teachers speak in comical approximations of nineteenth-century Victorian dialect.

Were we expected to participate? Were parents there to force bonnets and caps onto the heads of would-be non-participants? I don't remember. At the time it worked for me, this history game, and I felt as if we really were breathing life into the rows of century-old, black-and-white class portraits that stared at us from the hallways outside the school office. We were admittedly a more unruly and colorful reflection of those grim, prim pupils who went to South Park in the early days, during a time marked more by the strap – now lying still in a display case beneath those old portraits, as I recall – than by the freedom and community that characterized South Park as I knew it. My childhood understanding of history was idealized, but it defined my experience of growing up in Victoria. Whether on Heritage Day or any other day, really, South Park gave me a sense of participating in local history.

My life was grounded in that brick building – which appeared as an icon on T-shirts and posters, and was even presented to us in red plaster-cast miniature upon graduation – as it fit into my larger map of the city, marked by the Empress Hotel, the Chinese Cemetery, even "Old Town" in the BC Provincial Museum. Those places that merged to give me a sense of Victoria existing through its own past.

South Park supported a certain kind of innocence in me, a strength of imagination that allowed me to participate in such things as Heritage Day with the utmost sincerity. My experiences at South Park, on Heritage Day or on so many others days, are an important part of my own history.

1989~1997: SARIN MODDLE

I remember so many things about South Park: Principal Trevor's Potlatch goodbye celebration, making clay heads, Christmas choir concerts, volleyball in the gym with such high ceilings, going to our custodian Art's office in the bowels of the building, taking care of Art's guinea-pig namesake on weekends, Predator and Prey in Beacon Hill Park.... It seems rather arbitrary to select only two or three. And yet....

I was never a particularly athletically gifted person, but at South Park I was always encouraged to take part in sports no matter how untalented I was. South Park was where my love of volleyball began, and also where I

ran on the cross-country team. (Truth be told, I have a love/hate relationship with running. I'm not fast, I don't pick up my knees, I just kind of shuffle along in what can only be considered "jogging" in the broadest of senses. I was no different at 10 years old.) My running times were horrible, and often I would still be on the course when the next wave of runners – usually boys – started the course and inevitably passed me on the way. My only merit was that I never stopped to walk. I think I was in Grade 5 when South Park could not fill all the available spots for the City Finals, and so Larry asked if I wanted to run. I jumped at the chance (probably so I could later claim to have competed at such an event) and I ran the grueling course around Beacon Hill Park in what I'm sure was a record-setting slow time. I still have the photo my mum took of me, shuffling toward the finish line in my red South Park T-shirt, long hair loose, no other runner in sight. I knew I wasn't good at cross-country. In fact, I knew I was pretty bad at it. The amazing thing about my coaches at South Park is that they didn't care. As a result, I learned that the important thing was not about how good you were at something: it was about doing what you enjoyed anyway.

I am so grateful to have gone to a school with such a phenomenally strong music program, especially during a time when fine-arts programming was being cut in public schools. I loved music classes with

Marne St. Claire so much that I joined choir, triple trio, and recorder triple trio. I credit this early exposure to music with sparking a lifelong love affair with music and an appreciation of the importance of music education. It even inspired me to begin teaching music classes on a voluntary basis at a Montreal elementary school this past year.

“I credit this early exposure to music with sparking a lifelong love affair with music and an appreciation of the importance of music education.”

And then there were the musicals, each one an event in its own right. I took part in “Joseph and the Amazing Technicolor Dreamcoat,” “Oliver,” and “The Wizard of Oz.” The do-it-yourself nature of the costuming sometimes left something to be desired. I distinctly remember a particular incident involving the sheep costumes for “Joseph,” and the agony of putting a jacket on over sheep wool we were convinced was maggot-ridden for the short trek to the Newcombe Auditorium. However, this early exposure turned out to be only the beginning of my continued involvement and interest in musical theatre and vocal performance.

1989~1997: PAT MCGUIRE

Parent

I remember when there was an increased interest in student physical activity at South Park. Soon after, Larry Layne organized cross-country runs in Beacon Hill Park, and school participation in city cross-country competitions followed. I remember the first run held in Beacon Hill Park, when my daughter, Sarin, was in Grade 3. She was the youngest, the last to start and the very last in. I was crying with happiness that she persevered, and told myself that if she could do that, I didn't have to worry about her in the future. I was right.

Around this time we organized our first Jump Rope for Heart event, an all-school activity and fundraiser for the Heart and Stroke Foundation, held on a sunny April day. Many children had never skipped rope alone or with others, but they took to the activity with aplomb. The blacktop in front along Douglas saw teams of students from each division lined up, with each student skipping on their own for a specified number of minutes. On the Michigan Street side, the freewheeling single and double-dutch long rope skipping took place. This was a whole-school event, with teachers and out-of-shape parent volunteers joining in the fun and recalling their own younger days. Juice and cookies quenched thirsty and hungry participants. Students raised approximately \$400 in pledges and most everyone received their first skipping rope to keep.

The way South Park was organized for parent participation made it easy for me to become truly involved with my daughter's educational experience. In Kindergarten, I did basic volunteer duties for the teacher, then became a class coordinator for a couple of years, then secretary, and then Chair of the PAC for several years. I loved the experience of working collaboratively with a large group of parents full of intelligence, creativity, and energy. I remember we advocated to the government to retain anecdotal comments for report cards instead of grades, worked on early earthquake-prevention measures, and researched how to accommodate students with special learning challenges. Fundraising was very successful with Catriona Campbell and others at the helm. I particularly remember the brilliant Christmas shopping event, The Emporium; Spring Fling; and the musical productions.

I am ever thankful for my experience at South Park: learning how to parent properly with Barbara Coloroso's workshops; the instilling of caring for each other across age groups with the cross-division buddy system; the respect expected, taught, and demonstrated amongst everyone in the school; the flexible structure which enabled parents to truly feel involved and heard; and the making of lasting friendships. It's a real pleasure to meet up with parents whom I recognize from my time at the school, to find out what they and their children are now doing. I wish all families

and teachers could have the educational experience we had at South Park.

1989~2002: MARGARET HANTIUK

Parent

Being a full-time working mother of three, it's not surprising to hear that I found it a challenge to find the time to come and help in the classrooms. I did keep connected by attending the Family Meetings and school events, but when the Garden Committee was formed I jumped at the chance to volunteer, as gardening is one of my passions. Our Garden Committee Chair, Regina, didn't own a car and so she would arrive at our Saturday work bees on her bicycle with the baskets loaded with various gardening hand-tools, her wonderful home-baking and either a thermos of hot tea or lemonade, depending on the time of year. We had great times chatting about our kids, life, and the school – all the while working away furiously, often with kids in tow, lovingly making the schoolyard colorful and inviting for everyone.

“...we persuaded the district to also give us a little lawn.”



THE GARDEN COMMITTEE

Margaret Hantiuk, Regina Grayson,
Catriona Campbell

Gardening in our schoolyard did have challenges, as most of the schoolyard is tarmac. However, this didn't deter us – we bravely carried on, carving beds out of corners along fence lines and bugging the school district to break up plots of the pavement to plant a few trees. We also bought and scrounged several planter boxes and containers of various sizes that we then fiercely planted up and placed into alcoves and corners. And we persuaded the district to also give us a little lawn.

The garden expanded, filled with commemorative trees and shrubs and classroom projects like spring flowers and bulbs, beans, and sunflowers. Various art projects added decorative elements. Butterfly gardens were started and native plants were introduced with grants from the Toyota Green Schoolyards Project. Summer watering schedules were

passed around at the spring general meeting and families signed up for a week in the summer holidays. With our budget from the PAC, we bought a cute shed from the Vic High carpentry program, and the grad class of that year painted it up, so that we no longer needed to hunch over under the stairs to get our hoses and tools. Benches were purchased by grad classes and to honor parent leaders. The gardeners from Beacon Hill Park occasionally dropped off a load of compost for us in the late fall, and they also often contributed their leftover flats of annuals. We started a Mother's Day Plant Sale as a fund-raiser that later became part of the whole-school gala fund-raiser, the Spring Fling, with a plant table that was stocked with donated plants from nurseries all over the city. I still to this day peer at the garden whenever I drive or walk past South Park School. I have many fond memories of the parents I worked with, how wonderful it was to see what the kids did in the garden, and how much everyone enjoyed it.

1990~1999: HOLLY HARRIS

I have to say my favourite memory of being at South Park is the dance group taught by Kathy Newcombe, a dance instructor who was also a parent in the school. We did really well at all the festivals because our costumes were so elaborate and the choreography was neat. I also remember being on the soccer and volleyball

teams coached by Alison Witter's mother Carole. She was wonderful.

Some of my most vivid memories centre around our school productions. In "Alice in Wonderland," I was the cook. I had made a huge pepper grinder and Libby (the duchess) and I performed a rap, starting with my sneezing because of the pepper. With others on stage, I sang the supporting chant, "Aaaah choo ch ch ch, aaah choo ch ch ch," while Libby did the rapping, "Aaaah choo, speak sharply to your little one and pinch him when he sneezes; he only does it to annoy because he knows it teases ... aaaah chooo...." And so on. Then at the trial of Alice, the queen calls in all the witnesses and I was asked a question. I can't remember the question, but my answer was, "Pepper, mostly!" It was a funny part in the play.

In the cyclone scene in "The Wizard of Oz," a bunch of us girls wore black outfits with long gray, black, and brown pieces of cloth flowing from us so that when we moved they would fly around us like a cyclone.

Oh and how could I forget my all-time favourite activity: Larry's Predator and Prey game out in Beacon Hill Park. That was the most fun! In fact, I wish we could all come together again for one huge game of Predator and Prey.

“I can't remember the question, but my answer was, 'Pepper, mostly!'”



THE KATHY NEWCOMB DANCERS

*Back, left to right: Emily Smith, Alexis Oak, Oona Eager, Nicola Ens, Libby New
Front row: Olivia Douglas, Caelen Campbell, Raechel Marchand, Holly Harris, Robyn McGregor*

1990~1999: SHERRYLL HARRIS

Parent

She feigns disgust, but truth is, stinky fish remind me of our daughter's birthday.

When I pass Goldstream on dark days, as rain falls in torrents and the streambeds down those writhing stinky salmon, I think of Holly Joy Harris's birthday, and our first day with South Park.

Kindergarten students used to begin school on their birthdays. Remember that? Only at South Park! [This was the year the Ministry

of Education in BC experimented with Dual-Entry for Kindergarten students. South Park staff decided that we'd try "birthday entry" instead of following their fall and spring entry dates. Both the Province and South Park returned to a September entry for all the following year.]

November 23rd 1990: The Kindergarten and Grade 1 students' annual field trip to see the wondrous salmon spawning at Goldstream. Holly and Mom were to "show up with a treat for each child," as was the custom on birthdays. In the pouring rain, mother, child and 2 ice-cream buckets of homemade cupcakes arrived at Goldstream to meet teacher Marg and all the classmates. We remember being very wet and cold as we ate those cupcakes and very glad to peel off at home for a steaming hot bath. But what a way to start school life, with a spunky keen class honouring those brave clever fish, and eating cupcakes! I'm thankful for a great memory.

1990~1998: JENNY ABEL

I remember dressing up in my best clothes, – feeling so grown up – going to the opera with Marne. When I was younger, the intermission was my favourite part, as we got to share treats together, but as I grew up I came to love everything: the music, the costumes, the scenery, and of course the death and love scenes. I had the opportunity to attend 22 operas during my

years at South Park. Being part of the school performances was wonderful. Playing the Queen of Hearts (with Amy) in “Alice in Wonderland” was a highlight. Having these opportunities fuelled my love for the arts and I went on to study acting at George Brown Theatre School in Toronto. I am certain that these experiences opened my eyes and heart to the wonderful world of theatre.

1991 ~ 1999: RAEHEL MARCHAND

I was lucky enough to have had Linda Picciotto as a teacher for three of my first four years at South Park Elementary. She gave me and every child she taught such a warm welcome, and I vividly remember my first day of Kindergarten fears melting away within minutes of my parents kissing me goodbye. I still remember many of the engaging lessons taught by this veteran South Park teacher, including learning French numbers and colours, painting camas flowers in the tall grasses of Beacon Hill Park, raising chicks from incubation, and, a personal favourite of mine, rehearsing orders of useful facts to recite for the “Memory Club” in Grade 3. Linda had created a range of questions to cater to the different abilities of the class members: some of which almost everyone completed such as our “name, address and phone number,” earning a sticker and a place for our name on that task’s list in the Memory Book. I remember working with great dedication

to learn more difficult tasks like naming the “provinces of Canada and their capitals” as well as the “phonetic alphabet” which I still have not forgotten to this day.

I still reminisce with many of my friends about these unique memories, and we are all so grateful to have had such a rewarding start to our educations, which we are still continuing at the post-secondary level. Three of my closest friends today have been by my side since my

first day of Kindergarten and we are still in touch with about half of our Grade 7 graduating class from South Park. Our beneficial elementary school environment allowed us to meet like-minded people, create strong friendships and do so in a safe, vibrant place. We were encouraged to open our minds to life’s endless possibilities and we are all still adding to the fundamental building blocks that Linda supplied us with in our first year at school.



PAINTING A MURAL

Allison Witter and Raechel Marchand

1991 ~ 2002: JUDY SMITH

Parent

My children attended South Park from 1991 to 2002. As a parent, what I appreciated was the sense of community for the children and parents. I believe that parents in the classroom and in the hallways created a sense of safety, as in an extended family. I see students on the street who are now 20 years old and they still say hello and ask about my children. They say that they remember parents driving on the field trips to the pumpkin patch and Tom Thumb Safety Village and helping out with special events.

The highlights for me were the theatre productions; not only watching, but also helping out with costumes and make up. I enjoyed the buzz of the backstage preparation, especially for "Alice in Wonderland," when I was putting on makeup. The application was completely spontaneous and unrehearsed, and it turned out quite well. What a surprise! And the children trusted that I knew what I was doing! My oldest daughter Emily enjoyed the theatre and music program immensely and is now in the theatre program at UVic. I strongly believe that the opportunities to perform at South Park instilled in her a love of performing and gave her the confidence to pursue her passion for becoming an actress. My second daughter, Bonnie, has become a dedicated athlete who enjoys many different sports. I remember

her first soccer season at South Park. The coach, Justin Aylward, was one of the fathers who volunteered to teach the third grade girls to play soccer. It was a lot of fun for everyone. Another parent, Randy Wachtin, went on to coach a team in a soccer league that Bonnie also joined and still plays for at the age of 16. This spirit of parent participation contributed so much to the enjoyment of elementary school for both my children and a place where we as parents developed a lot of friendships.

1991 ~ 1995: LUCAS MARCHAND

South Park is my family's school: it is where my brother, my sister, and I all went to elementary school and where both my parents worked as teachers. The school has fostered growth in, and left its mark on, each of us.

Because of the long waiting list to enter the school, most students start out in Kindergarten and stay right through their elementary years, but I began in Grade 4. In keeping with the family mentality, when a student enters the school any sibling may go to the top of the waiting list. So, I really have my sister, Raechel, to thank for getting me in. We attended the school together for four years: singing in choirs together, playing sports together, and making friends together. Those years must have been formative ones because we continue to share so many of the same interests and abilities.

One of the most wonderful memories I have

of South Park was sharing the stage with my dad in the school production of "Oliver." We have a picture at home of the scene where my dad as Fagin is teaching me as Oliver to pick pockets. I'm standing holding one end of a long string of handkerchiefs while the other end dangles out of Fagin's side pocket. Both of us share a passion for performing and to have the opportunity to work together on that show was very special.



“...my dad as Fagin is teaching me as Oliver to pick pockets.”

Like my sister, my younger brother Leo started at South Park in Kindergarten and continued right through to Grade 7. Although he and I didn't attend the school at the same time, I always knew what he was up to. Instead of having parent-teacher night, at South Park

they have Student-Led Conferences. One night my dad was busy with meetings at his own school and my mom was supervising her own class's Student-Led Conferences, so I did the conference activities with Leo instead. Now I live in Toronto and my brother is in Victoria, but every so often we have a little phone conference of our own.

My mother has been teaching young elementary students as long as I can remember. She would be the first one to tell you that it isn't always easy, but having watched her teach I'm amazed at how she can focus the attention of an entire room of seven year-olds without raising her voice. My mother embodies what I believe is the true spirit of South Park. She cares about the education and well being of each student so equally that I know, in her class, no one is left behind. She happily shares an open classroom with anyone who wants to be there, whether they be parents, siblings, aunts, uncles, life-partners, family friends, or colleagues. She treats her students like family, and I am happy to share my mother with all her children.

“She happily shares an open classroom with anyone who wants to be there...”

South Park is truly a family school not only because of the overwhelming family involvement in the educational process but

also because of the family atmosphere it fosters. Any student that has gone through the school carries with them the confidence and self worth that such an atmosphere inspires. My family has been influenced so much by this school and in turn I'm pretty sure that South Park wouldn't be the place it is today without my family.

1994 ~ 1998 MAXINE MUNSON

One of my favourite memories from South Park was how right before Christmas time the school would put on a Christmas Emporium in the gym. It was like a big second-hand sale at extremely affordable prices so that all the students could do some Christmas shopping for their friends and family. Things were so cheap! I remember the prices ranged anywhere from 25 cents to maybe five dollars. Although when I look back, I think most of the things I bought were toys for myself. What I remember most was how exciting it was to have the afternoon off school to shop with all your best friends.

“It was like a big second-hand sale at extremely affordable prices...”

Another favourite memory from South Park was from my Grade 4 and 5 classes with Larry Layne. Never in my life have I learned under

someone so caring and full of life. Sometimes he would read us a story and he would get so into the characters that he would laugh, scream, and jump around the room. Sometimes it would get so loud the principal had to poke her nose in just to make sure everything was okay. Of course we would all laugh, and Larry would continue reading.

These memories have impacted my life so much and they will always stay with me. Thank you, South Park.



SOUTH PARK BANNER 1994

Left to right: Tessa Stiven, Kate Dillon,
Chloe Sanders, Caitlin Lloyd

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 1990 ~ 1999



- 1990: Letter grades were no longer used to evaluate student work.
- c.1990: A tradition of organizing fall family dances began. They were held at James Bay School or other locations that had gymnasiums larger than South Park's.
- 1990: A movement began in the James Bay community to preserve the annex of South Park School that was under threat of demolition.
- 1991: In January, *Joseph and the Amazing Technicolor Dreamcoat* was performed at the Newcombe Auditorium.
- 1991: In June, a "Potlatch" was held for Trevor Calkin's retirement and as a celebration of a whole-school, First Nations' Study.
- 1991: In the fall, an Astronomy Night took place.

- 1992: In December, *Oliver* was staged at the Newcombe Auditorium with parents and students performing together on stage.
- 1993: Restoration work began on the annex.
- 1993: In the spring, the whole school participated in a seashore study.
- 1994: In May, South Park's 100th anniversary celebration was held at the school.
- 1994: The Heritage Society of BC and the Hallmark Society moved into their leased offices on the main floor of the newly restored annex.
- 1994: In December, *The Wizard of Oz* was performed at Oak Bay High School.
- 1995: The Hallmark Society presented an Award of Merit to School District 61 "for the superb revitalization and preservation of historic details of the South Park annex."
- 1996: An elevator and a new handicapped accessible washroom on the second floor were installed. The balcony in the gym/auditorium was removed to allow room for the additions.
- 1998: In May, South Park students performed *Alice in Wonderland* at Spectrum Community School.
- 1998: In December, Renaissance Night, a family event held at the end of a whole-school study, took place at the school.

- 1998: A report found the South Park School building to have the second highest earthquake risk rating in District 61. This marked the beginning of a campaign to make the school seismically safe.
- 1999: *Wings Through Time* was presented at Central Baptist Church on Pandora Street.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 1990 ~ 1999



- 1990: The police horse barn was constructed in Beacon Hill Park.
- 1991: In April, Rita Johnston became Premier of British Columbia.
- 1991: In November, Michael Harcourt was elected Premier of British Columbia.
- 1993: Clayoquot Sound protestors blocked logging operations.
- 1994: The Commonwealth Games were held in Victoria.
- 1996: The Chinese cemetery at Harling Point was named a national historic site.

- 1996: Glen Clark was elected Premier of British Columbia.
- 1998: Victoria Fire Hall No. 2, next to South Park, was opened.
- 1998: Former South Park student and First Nations' artist Bill Reid died.
- 1999: Indoor smoking was banned in Victoria.
- 1999: The British Columbia legislature ratified the Nisga'a First Nations' Treaty.
- 1999: Dan Miller became Premier of British Columbia.

FACTS & EVENTS

CANADA AND THE WORLD 1990 ~ 1999



- 1990: Nelson Mandela was released from prison in South Africa after being incarcerated for 27 years.
- 1990: The Space Shuttle *Discovery* launched The Hubble Space Telescope.
- 1990: East and West Germany were united as one country.
- 1991: Canada supported the United Nations' action against Iraq in the Persian Gulf War.
- 1992: The new territory Nunavut (Our Land) was formed in the Northwest Territories of Canada.

- 1992: The war in Bosnia began.
- 1992: Euro Disney opened in France.
- 1993: The European Union was formed.
- 1993: Prime Minister Brian Mulroney resigned, succeeded by Kim Campbell, who became the first female Prime Minister in Canadian history.
- 1993: In October, Jean Chretien was elected Prime Minister of Canada.
- 1994: Nelson Mandela became President of South Africa.
- 1994: The North American Free Trade Agreement came into effect. It was signed by Canada, Mexico, and the United States.
- 1994: The Channel Tunnel (Chunnel) opened, connecting Britain and France.
- 1996: Prince Charles and Princess Diana were divorced.
- 1996: The fighting in central Africa between Tutsi and Hutu continued and created a refugee crisis.
- 1996: At the Roslin Institute in Edinburgh, Scotland, Dolly the sheep became the first mammal to be successfully cloned.
- 1997: A civil war began in Rwanda.
- 1997: Diana, Princess of Wales, died in a car accident in Paris.
- 1997: Mother Teresa died.
- 1997: Hong Kong was returned to China after 155 years of British sovereignty.
- 1997: Photos of Mars were sent back to Earth by the Pathfinder.
- 1999: Panama gained control of the Panama Canal.



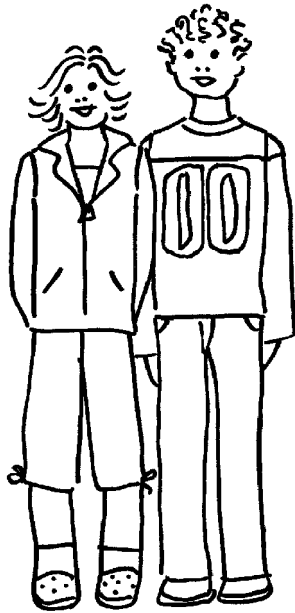
DEBBIE MARCHAND'S K/1 CLASS 1999

*Evan Irwin, Forest Vey, Jesse Harvey-McKean
Debbie Marchand (teacher), Aden Jack,
Rachel Duford
Carley Wachtin, Zosha Eccleston
Alex Sangster, Olivia Elton-Bagley, Taya Phelps,
Justin Hamilton, Amanda Millar
Mikayla Hawkins, Freya Milne, Parsa Nickpay,
Cuilean Mansell-Roy
Connor White, Gordon Thomas-Roy*

CHAPTER
11

‡ 2000 ~ 2006 ‡

SEISMIC CONCERNS



People had been worried about the possibility of a major earthquake in Victoria for a long time, and the school community knew that our old building was not a safe place to be should one occur. A report released in 1998 predicted that in the event of a serious earthquake half the students in the building would be seriously injured or killed. Parents and administrators began to lobby the School Board and the Ministry of Education to fund major seismic upgrading of the school.

Events in the following few years frustrated parents and staff who were anxious to learn what actions local or provincial governments were going to take to make the building safe. The Ministry of Education approved funds in

2001 but then withdrew them when a structural report indicated that the work would cost much more than originally thought. It was not clear when or even if they would allocate funds in the future and whether the School Board would agree to cover some of the expense. Some wondered whether the school was even worth saving. A small group of South Park parents pressed the School Board to move the students and staff immediately to another facility either permanently or until upgrading could be completed. Others were not as concerned about the possibility of an earthquake, for it had survived previous earthquakes with no damage, and the chance of having another quake soon was small. They believed that the

building and its location in the city were of paramount importance to the life of the school, and they feared that if they left the building, it was unlikely that they would be able to return. In addition, a rumour circulated that the provincial government was interested in renovating the building for offices.

In the spring of 2003, four families at South Park acted on their concern about the condition of the building. Frustrated by the lack of action for either upgrading or moving the community to a safer location and by the lack of support for the move by other parents, they

withdrew their children and enrolled them in schools they believed were safer.

At this time, the School Board considered closing a number of schools as a cost-saving measure. Parent groups at these schools were very upset by the possibility of losing their own local schools, the hearts of their own communities. They started Save Our School campaigns. Some demanded that the Board close South Park instead of spending money upgrading it. In May 2003, the *Times Colonist* printed an editorial in support of South Park:



SOUTH PARK NEEDS TO BE UPGRADED

**THIS 109-YEAR-OLD BUILDING MUST BE MADE SAFE -
AND SCHOOL CLOSINGS ARE ANOTHER ISSUE.**

It may seem odd to spend money on one school while closing others, but the decision to spend \$1.39 million in earthquake upgrading at South Park School makes sense....While the work being done at South Park might anger the parents of the closed schools, the trustees were right in keeping separate the need to close schools and the need for upgrading.

The schools selected for closure had to be ones where the entire student population could be moved as a whole into an adjacent school. That wasn't the case at South Park.

Besides, the district isn't planning to raze the buildings it is vacating – the idea is to make them available for other community-based uses. Closing South Park would not take away the need for earthquake upgrades. Whether it were to be turned into a museum or an office building, the work would still need to be done.



AARON

Finally, the School Board voted to proceed with the work. The District staff met with the City Heritage Committee to decide what could be done to save the character of the building yet provide a safe environment for the community. They determined, among many other things, to save the slate roof, remove the finials and ridge caps and replace them with lighter-weight copies, secure the floors to the walls, reinforce the gymnasium walls, brace the chimneys and dormers, and add steel bracing throughout the school.

The School Board chose Bradley Shuya as the architect for this renovation, and awarded a contract to Pye Construction in the spring of 2004. The organizations with offices on the first floor of the annex, the Heritage Society of British Columbia and the Hallmark Society, moved to other quarters so that some classes could be held in the annex while work began on the ground floor of the main building in early June. Construction continued throughout the summer. It was an enormous undertaking. Workers stripped down rooms to bare walls and added reinforcement. They removed and later rebuilt and reinstalled wainscoting and other features, thus recreating the heritage interior. By working from early morning until 11:00 at night, workmen were able to ready the classrooms for occupancy in September. Construction continued in the gym until November. Finishing touches and repainting were continued after school hours until January 2005.

In 2005, The Hallmark Society presented to architect Bradley Shuya and the Board of Trustees of School District 61 the President's Award "for the creative use of technology which retained the original fabric of the historic South Park Elementary School during a seismic upgrade."



... IN THE UPPER HALL



... OUTSIDE THE MUSIC ROOM

A concert, *On Solid Ground*, celebrated the completion of the seismic upgrade and marked the 30th anniversary of the establishment of South Park Family School as a parent-involved alternative school in the District.



... IN THE OFFICE



**MARNE ST. CLAIRE
CONDUCTING**

SOUTH PARK MUSIC PROGRAMME

MARNE ST. CLAIRE

1985~2006

When I came to teach at South Park in September 1985, classroom teachers and volunteer parents had provided music. I was assigned six hours as a music specialist and nine hours to relieve the principal of classroom teaching. In those days, the principal taught for all but those nine hours a week.

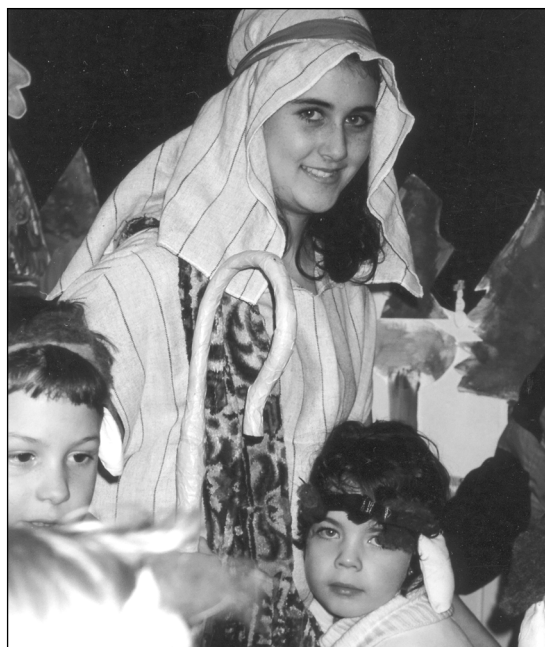
There were a couple of sets of music textbooks, a few xylophones, and a turquoise piano, but no music room. I remember asking the parent group for a class set of ukuleles that year, and we are still using many of those instruments. At first I taught my music classes in a small, airless room, but when the ground floor room at the north end of the school was made into a classroom and used for an enormous computer lab, I claimed that I needed that space more than the rarely-used computers did, and the bright, airy music room of the present was born. We even had enough space to dance. Legitimacy of the general music programme was established and gradually membership grew in the voluntary Primary and Intermediate Choirs. At that time, Keith Fraser and Trevor Jones were the itinerant band and strings teachers.

THE SCHOOL MUSIC PROGRAMME AND PRODUCTIONS

South Park has always wrestled with the fact that we had such a small gym; for a wholeschool performance, there simply wasn't room enough for the parents and the students. In January 1986, we performed *The Invasion of the Quarter Snatchers* in a crowded gym. For the next performance in December of 1986, we marched our school benches down the hill to perform *Hansel and Gretel* in the Church of Our Lord, and then came back to the school to sing carols in the gym. In March 1990, we put on the musical *Cool In the Furnace* during the day when most parents were working. That was also the year Bruce Gerrish, Paxton's dad, composed and recorded "The South Park Shuffle."

Until 1991, we held Christmas concerts on two nights, with even-numbered divisions performing on one night and odd-numbered on another, to accommodate the whole community. This led to the tradition at South Park of involving every member of the student body in our productions.

We performed *Joseph and the Amazing Technicolour Dreamcoat* in January 1991 in the Newcombe Theatre at the Provincial Museum. The show was ready to go on the last Tuesday before school was out for winter break. Unfortunately, we were hit by a rare snowstorm, making the roads so treacherous that even buses were sliding off the road. The staff decided to cancel our production for safety's sake. We then had to load the pyramids, life-sized cardboard camels, and props into parent Craig Butler's truck to return them to the school. The school body met in the gym and sang a doleful rendition of "Any Dream Will Do" led by Shane Yamamoto as Joseph. We managed to remount the show in January, and it was a great success!



JOSEPH AND THE AMAZING TECHNICOLOUR DREAMCOAT

*Shepherdess Oriole Skene with
Jennie Lynne Peddleson*

Heather Brownsey, a teaching assistant and local actor, and Judy Kearney, our secretary, were director and stage manager for *Oliver* (also at the Newcombe) in December 1992. It was with the ticket sales' revenue that we bought the first batch of red choir sweat-shirts, which are still in use. This time, adults played some of the adult roles. Greg Marchand made a playful Fagin. The whole community studied Dickens and the issues of his times.

Heather Brownsey also directed *The Wizard of Oz* in December of 1994. It was performed at the Oak Bay High School auditorium. We were accompanied by parent/musicians Michael Gaudet, Rick Kool, and Hannah Fair.

Gwen Dobie, a parent and professional actor and director, created and directed a version of *Alice in Wonderland* at Spectrum High School in 1998. In December, we culminated our whole-school study of Leonardo de Vinci in a "Renaissance Night" at the school complete with lutanist Doug Hensley, soprano Elizabeth MacIsaac, and our own recorder group.



OLIVER

*Blake Andison (The Artful Dodger) and
Lucas Marchand (Oliver)*

Gwen Dobie was our director again for the production of *Wings Through Time* in 1999, performed in the Central Baptist Church on Pandora Avenue. Robert Mari, a musician and South Park parent, was the music director and accompanist for that production. Gwen also directed *Robin Hood* in 2003. Every child was on stage in these productions, and they developed much of the content in discussions with Gwen. Students were also encouraged to take part in composing lyrics, tunes, and dances as well as constructing props, flats, costumes, and helping with front of house duties. In May 2005, we mounted *Journey to the Sea* where all classes created their own presentations. This was the first time we performed at Vic High.



ALICE IN WONDERLAND



ROBIN HOOD

*Brenna Pauly, Cuilean Mansell-Roy,
Taya Phelps, Sophia Rizzo, Bridget Goodwin*

Beginning in 1985, children from Kindergarten through Grade 7 have had the opportunity to attend fifty Pacific Opera dress rehearsals, generally three per year. A lunchtime pre-opera meeting was always arranged the day of the performance to tell the story, play some of the music from the current opera, and discuss appropriate audience behavior. This helped students become familiar with some of the great musical literature of our culture.

In 1999, the parents purchased a CD set of the Brummit-Taylor Listening Programme and it has been used daily in many classrooms since. This helped the children become open to hearing new sounds and grow to love excellent music.

“A Little Lunch Music,” which I organized in 2000, provided students an opportunity to perform solo or in small groups in the music room for interested peers, staff, and parents. It ran daily for two or three weeks each spring. The players grew in self-confidence, and the student audience practiced respectful and appreciative listening behavior.

COMMUNITY PERFORMANCES

In 1994, we were asked by Opera Workshop to provide the children singers in Ravel’s opera, *L’Enfant de Les Sortileges*. After many rehearsals, we participated in six performances at the Belfry Theatre. We also entered the Victoria Music Festival with our Triple Trio, a group of nine boys singing three parts, and we were recommended to compete in the Provincial Festival.

At Christmas time for many years, the whole school went caroling in our neighbourhood, ending at the firehall next door to the school. There, I gave three willing firemen copies of “We Three Kings” and they would stand by three of our boys to sing the part of the kings with them. It was moving to see and hear those young boys singing in duet with the big firemen.



The children usually sang at three or four elders' homes, the public library, Chateau Victoria, and Carolfest. They were televised singing at City Hall. Our repertoire always included winter songs, Hannukah songs, and Christmas carols.

In 1998, South Park students were asked to form the choir for the Kaleidoscope production of *The Grinch Who Stole Christmas*. We also sang "O Canada" at the Royal Theatre for the Sunday performance of the Victoria Symphony. It was a thrill for the children to be on the stage with a real conductor and the entire orchestra.

Every other year the music teachers of School District 61 organize "Victoria Sings" and, in alternating years, Ukuleles Unlimited. School choirs and uke groups perform at this event. South Park's favourite choral performance pieces included the "Hebrew Chorus" (Verdi), "The Trout" (Schubert), and G. Wuensch's arrangement of "The Nova Scotia Song."

Over the years, we have lived with the threat of music programs being cancelled in the District, and so every year we would take part in music advocacy events such as Music in the Malls. After singing in a mall for a few years (hauling down recorders, ukes, music and music stands, my guitar, and percussion instruments, and then singing over the sounds of shopping and frying food), we thought we had better find a better way to convince the

public of the worth of music programs. A parent activist group, AMOS (Advocates for Music in Our Schools) helped prevent cut-backs many times, partly through the production of

a wonderful video, "Silence of the Strings." They also made many presentations to the School Board in support of music programs in our District schools.



MARNE ST. CLAIRE'S PRIMARY CHOIR 2003

The Victoria Operatic Society invited South Park students to perform in *Joseph and the Amazing Technicolour Dreamcoat* in 2004. The interest and intensity was so great that it required two different casts of children. Seventeen weekend rehearsals over a four-month period prepared the students for the thrill of eight performances on the McPherson stage with professional and amateur artists!

In the Festival of the Performing Arts, we entered our choirs, recorder groups, dancers, and triple trios many times. I was always pleased with the children's singing, and both Primary and Intermediate Choirs were well recognized by the adjudicators.



FANA SORO 2001



DRUMMERS

Isaac Kool, Jordan Fraser, Aidan McKee-Draper, Patrick Sommers, Fana Soro

VOLUNTEERS

In 1995, Lorraine Travis became our accompanist and volunteered with us for a decade, playing for all our festival entries, Christmas shows, Wednesday rehearsals, and community concerts. We all benefited from her presence: her personal dignity and warmth, her musical proficiency, her knowledge, the stories she would bring from her travels around the world, and the presence of her little white dog Maggie, who would lie under the piano at her feet.

Another volunteer was Madame Colette Buvat, who was a professional ballroom dancer. With her gentle guidance, the Grade 6/7 class had twelve lessons in meringue,

waltz, and cha-cha. The students really enjoyed this aspect of the music programme during the four years that she taught, and at the completion of the lessons they would courageously demonstrate their dancing skills in front of the entire student body.

As South Park is a parent-involved school, I invited parents who played instruments to share their musical talents by giving a few free individual music lessons. Music Mentors resulted in Tom Middleton offering guitar lessons, Lee Hager teaching drums, Robert Mari guiding a young student in composition, and Nigen Holland coaching the Parkies, our very own rock band. Senior student Esrah Boulton taught fellow student Matthew Fraser bass guitar after school once a week.

I relied on my hard-working music co-ordinators whose jobs were to arrange car rides to performances, order and fit the choristers with red sweatshirts, and support the children by their presence. The parents and I organized two choir parties, one in December and the choir swim in June.

FUNDRAISERS

Robert Mari, a professional jazz pianist, put on a private concert at the Phillip T. Young Theatre and donated all proceeds to the music programme. We used this money to hire an artist-in-residence, Fana Soro, who taught classes in African drumming.

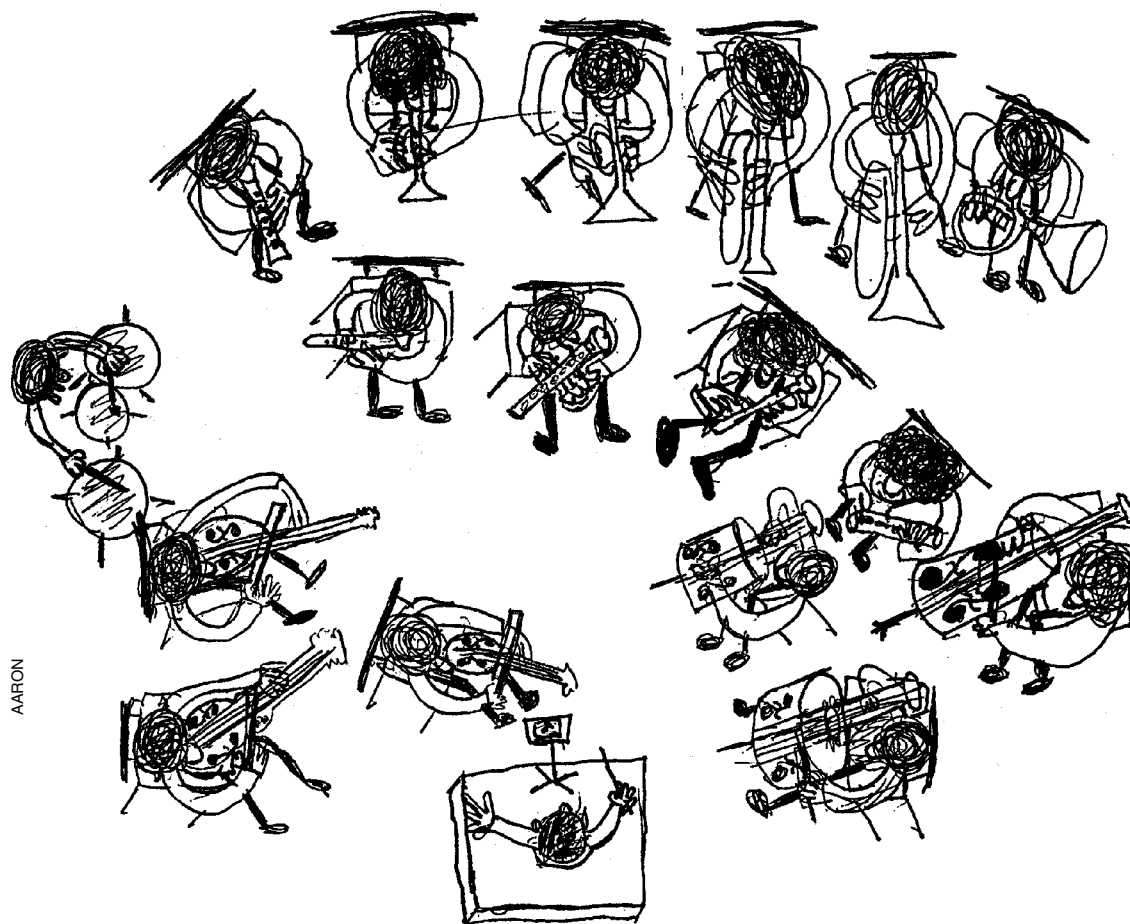
One day, I heard Stephen Lewis on the radio speak about the AIDS epidemic in Africa. I phoned the many talented musicians of our parent body, staff, alumni, and students to put together a fund-raising concert called "One Light." Marnie Smith helped our ushers tie-dye outfits, and we invited guest speakers into our classes. We made a sizeable donation to help orphans in South Africa as a result of the musicians' time and talent. In 2005, Michelle Buck and I organized a similar event to celebrate 30 years of parent involvement at South Park as well as the completion of the seismic upgrading of our building. We called that concert "On Solid Ground" and donated the proceeds to PAC for the purpose of developing a parent room. In December 2006, I organized a "One Light II" concert for HIV AIDS Africa. Colleen Eccleston composed a song for Stephen Lewis which she recorded. I mailed off a copy of the recording with a healthy cheque from donations.

A NEW BEGINNING

In October 2003, Carolyn Howe came to do her teaching practicum with me and, after she qualified as a teacher, she came to be the music teacher in September, 2005. What a felicitous gain for South Park! Being a professional soprano and continuing to perform, direct choirs, and teach voice lessons in the community, she has brought a great deal of expertise to the South Park music program.

I returned to classroom teaching, which I love, but I missed the music teacher's privilege of knowing all of the students in the school. The practice of teaching affords endless opportunities to learn, to find the subtle path between resistance to hard work and the joy of mastery and accomplishment. I thank the

students for their generally whole-hearted involvement in music making over my twenty-one years as the music teacher. I hope that in some way they keep the richness of music in their lives as listeners, singers, and players of instruments.



AARON



STAFF PHOTO 2002

Back row, left to right: Robert Saddington (custodian), Elaine Dolan (principal), Cathy Wilkinson, Larry Layne

Third row: Janine Roy, Scott Rutherford,

Nejama Ferstman, Linda Picciotto, Karen Abel

Second row: Marne St. Claire, Linda Turner, Alice Whitehead, Debbie Marchand, Kim Williams, Vivian Jubb

Front row: Louise Jullion, Kim Lapshinoff, Judy Kearney (secretary), Carol Shepherd, Margot Andison

**MEMORIES
OF THE PRINCIPALS
SOUTH PARK FAMILY SCHOOL**

ELAINE DOLAN

Principal 2001~2006

I really enjoyed my time as the principal at South Park Family School. Each day at South Park was like Christmas: full of surprises, usually with pleasant outcomes. Many things happened while I was at South Park that made it such a memorable experience for me. The 9/11 attack in New York shocked the world. This event hit very close to the South Park community, for a parent was employed as a flight attendant by the airline that hit the World Trade Center. She might well have been on that plane, but she didn't happen to be scheduled to work that day. I went to speak to the children in each classroom that morning and we were all surprised by the number of children who had heard or watched some of the coverage on television prior to coming to school that morning. The letter sent to families shared what had been said in classrooms. It was our custom to communicate closely with our families.

My five years at the school were often turbulent. We dealt with seismic upgrade concerns. Some families left the school due to the slow decision-making. They believed they

could no longer leave their children in an unsafe building. During my fourth year, after a lot of work by parents, the school was given an extensive upgrade, which made the building much safer and assured us that we would be able to stay in this location.

We dealt with reconfiguration concerns. With the establishment of middle schools in the district, many parents wanted South Park to expand to accommodate Grade 8 students so that their children could enter high school directly. That didn't work out, partly because we were not given additional funds from the District for teaching time or student resources. After a good deal more discussion, we voted to host Kindergarten to Grade 5 learners beginning in 2007, and a parent group began discussions about creating an alternative middle school.

My first musical was a truly wonderful learning experience, and it was a lot of fun. A school production of *Robin Hood* was created and directed by Gwen Dobie. I was the stage manager and I absolutely admired the talent and skill of the parents, their children,

and the staff. *Robin Hood* was presented in the Alix Goolden Hall to great acclaim!

The staff, teachers, and assistants were a unique group of individuals. I thoroughly enjoyed working with them. As I got to know them and observed how they supported children and worked with parents to provide a rich learning environment for the students, I was greatly impressed by their skill and professionalism. These teachers used a variety of assessment and evaluation tools to determine the learning needs and strengths of each child. The programs were indeed child centered: teachers watched the students and considered their needs as they designed an appropriate program that was flexible and allowed students to be creative problem solvers. I appreciated the way teachers worked closely together, shared ideas, and designed programs that served to widen their students' experiences. The school had a well-deserved reputation for offering an 'alternative program' in which children come to know themselves as learners and work towards a quality product, not a letter grade. Under the directorship of Marne St. Claire and through strong support by parents and staff, our music program was outstanding. We all believe that music and art education are essential components of a balanced program.

While I was at the school, I was happy to see two of our teachers receive significant

awards. In 2003, Linda Picciotto was given the Prime Minister's Award for Teaching Excellence, and South Park was recognized for "outstanding support for teaching excellence." In 2005, Marne St. Claire was given VCPAC's Parent's Choice Award "for your dedication, passion, and influence that has helped shape the attitudes of parents and students," and the South Park Intermediate Choir under her direction won the "Tia McDiarmid Trophy" at the Greater Victoria Performing Arts Festival for "Outstanding Intermediate School Choir."

What keeps the program at South Park unique and special is the strong, active leadership of parents. The skill and effort of the PAC executive and special committees resulted in the building being seismically upgraded while I was the principal. In the past, parents have been partly responsible for instigating the renovations at the school, the establishment of our gardens, and the enhancement of our playgrounds. They enrich classroom programs by sharing their talents and giving their time to teachers and students. Fundraising is a part of their responsibility, as it is in all schools. They made an ethical decision not to accept gaming money, so they have had to make an extra effort to find acceptable fundraising activities. Most of the funds come from the school auction and from Thrifty Foods cards. The "Spring Fling" brings in some money,

but is organized largely for the enjoyment of the families.

During the five years I was at the school, the South Park community demonstrated their resilience and their commitment to the students' learning. They exemplified true parent partnership in the overall functioning of the school.



BEACON HILL VILLA 2001

Singing on Valentine's Day

*Left to right: Patrick Sommer, Luke Holland,
Aidan McKee-Draper, Sofia Rizzo,
Jazmyn Mari, Isaac Kool, Izaiah Sheerin*

THE IMPACT OF MIDDLE SCHOOLS

Over the years there have been a variety of grade configurations at the schools in District 61. Beginning in 2002, the School Board decided to change the configuration of schools in the District by instituting middle schools for students in Grades 6-8 with one section of the District and continuing with others until the completion of the transformation in 2007. Among other reasons they gave for the change, the Board wanted to make the structure of the schools in the District more uniform: all elementary schools would be K-5, middle schools would be Grades 6-8, and high schools would include Grades 9-12. This proposed change was protested by many, including a group from South Park. Some did not like the idea of middle schools at all, and some believed that they should be for Grades 7-9. They argued that the proposed middle school configuration would necessitate large renovation expenses at many schools and force the closing of others. They also pointed out that some schools, particularly the high schools, would become too crowded. The protests were not successful, and changes began as scheduled. Since South Park Family School was an alternative school, they were allowed to continue offering Grades K-7.

The change impacted the school, however. Some of the families decided to transfer their children to Central Middle School after completing Grade 5 at South Park. Numbers in the upper division classes decreased, making class formations more difficult. Those students who stayed on at the school had a dilemma: What would they do for Grade 8? The idea of going to middle school for just the one year was not appealing either socially or academically.

Parents voted to explore the possibility of reconfiguring South Park Family School to include grades K-8 so students could complete Grade 8 at South Park and then go directly to high school. A series of meetings, investigations, report writing, and discussions with the District's central administration followed. The administration was open to the idea, but they would offer no additional funds to the school for the program. Space at the school was also a problem. In the end, the idea was abandoned. As more students made the decision to go to middle school for the full three years, it became clear that things had to change. In the spring of 2005, the staff and parents voted to convert South Park Family School to a K-5 school in 2007.

An enthusiastic group of parents began work in 2006 on a proposal for an alternative parent-involved middle school. This would be an option for families who wished to continue to be involved in their children's

education and who wanted a program that continued many of the aspects of the alternative elementary school: an emphasis on creativity, community involvement, and evaluation and reporting methods that avoid letter grades.

The proposal is in its beginning stages, but many families are enthusiastic about the idea of establishing a middle school that would carry on the South Park tradition.

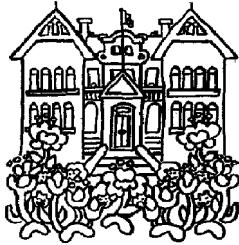


UNIVERSITY OF VICTORIA CHEMISTRY LAB 2002

Back row, left to right: Taya Phelps, Rosalind Argue, Gordon Thomas-Roy, Connor Graff, Kali Cox Moreon, Kelli Fawkes (chemistry department graduate student)
Middle row: Maria Buhne, Aidan McKee-Draper, Scott McMurdo, Hana Ruzesky-Bashford, Jordan Fraser **Front row:** *Abigail Hodson, Isabeau Verbeke, Chloe Kitt, Drue Haddock, Evan Irwin, Luke Holland*
Dave Berry (instructor)

FACTS & EVENTS

SOUTH PARK AND VICTORIA DISTRICT SCHOOLS 2000 ~ 2006



- 2000: The existing radiant panel heating system at South Park was replaced with hot-water boilers.
- 2002: Middle Schools began to be established in the District. South Park was exempted because of its alternative school status.
- 2003: In May, *Robin Hood* was presented at the Alix Goolden Performance Hall.
- 2004: In March, Astronomy Night was held for the school community, as the culmination of a whole-school study.
- 2004: In June, seismic upgrading began on the ground floor of the school. Major work was completed during the summer and was completed during the fall and following spring.
- 2005: In the spring, *Journey to the Sea* was presented at Vic High.
- 2005: In June, the concert *On Solid Ground* was held to celebrate the completion of the seismic upgrading and to mark the 30th anniversary of the establishment of

South Park Family School as a parent-involved alternative school in the District.

- 2005: The Hallmark Society presented their President's Award to the Board of School Trustees, District 61, and architect, Bradley Shuya, for the seismic upgrade of South Park School.
- 2006: In February, a whole-school First Nations' celebration was held at the school and at Mungo Martin House.
- 2006: In December, a production of *Good King Wenceslas* was performed at Vic High.

FACTS & EVENTS

VICTORIA AND BRITISH COLUMBIA 2000 ~ 2006



- 2000: Ujjal Dosanjh became Premier of British Columbia.
- 2000: The first Luminara Festival was held in Beacon Hill Park.
- 2001: Gordon Campbell was elected Premier of British Columbia.
- 2001: In November, the "Tallest Totem Pole," located in Beacon Hill Park, was reinstalled after the "To Rise Again" campaign.

- 2005: The Save-On-Foods Memorial Centre was completed in Victoria.
- 2005: Victoria's Steve Nash became the first Canadian to be named Most Valuable Player of the National Basketball Association.
- 2005: A statue commemorating Terry Fox's Marathon of Hope was unveiled at Mile 0.
- 2006: BC Ferries' Queen of the North struck a rock and sank off Gil Island, south of Prince Rupert.

FACTS & EVENTS

CANADA AND THE WORLD 2000 ~ 2006



- 2000: South Korean President Kim Dae-jung won the Nobel Peace Prize.
- 2001: Slobodan Milosevic faced the international war crimes tribunal at The Hague.
- 2001: The twin towers of the World Trade Center in New York were hit by two hijacked planes in a terrorist attack on September 11.
- 2002: Probes found reservoirs of ice just beneath the surface of Mars.
- 2003: SARS, a deadly new respiratory virus, caused concern in the world, as did "mad cow disease."

- 2003: The space shuttle Challenger exploded on re-entry to the Earth's atmosphere.
- 2003: The U.S. launched an invasion in Iraq to oust Saddam Hussein.
- 2003: China launched a man into space.
- 2003: Paul Martin was elected Prime Minister of Canada.
- 2004: Palestine Liberation Organization leader Yasser Arafat died.
- 2004: A massive earthquake near Sumatra caused deadly tsunamis, causing one of the worst natural disasters in living memory.
- 2005: Canada approved a measure changing the definition of marriage to include relationships between persons of the same sex.
- 2005: Hurricane Katrina devastated New Orleans.
- 2006: Stephen Harper was elected Prime Minister of Canada.
- 2006: Former president of Iraq Saddam Hussein was executed in Baghdad.



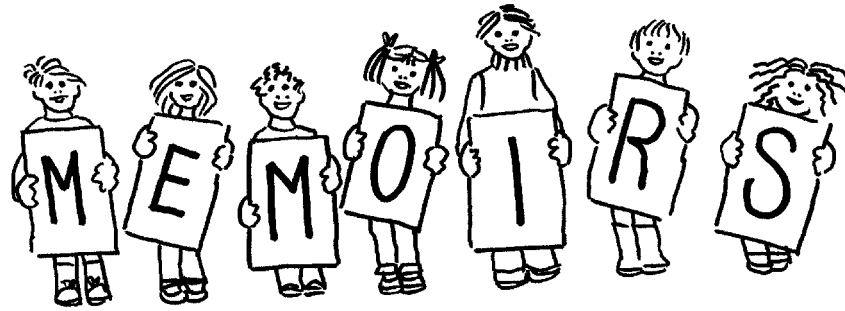
JIM MAURICE'S GRADE 6/7 CLASS 2005

Back row, left to right: Jazmyn Mari, Christina Bowie, Hugh Mackie, Richard Boisvenu, Esrah Boulton, Sasha Mann, Salma Ferdowsi Middle row: Jacob Leggatt-Ewing, Emma Graham, Holly Lamb, Carley Wachtin, Leo Marchand, Kelsey Stanger, Ariel Poole, Jazzy Elliot, Jim Maurice (teacher) Front row: Justin Hamilton, Jace Gelfant, Forest Vey, Zosha Eccleston, Brian Romero, Amanda Millar, Jesse Harvey-Mckean, Mikayla Hawkins, Diana Draker, Isaac Kool, Selena Martin



THE TERRY FOX RUN 2005

Left to right: Emily Aylward, Sarah McMurdo, Zaria Channer, Hazen Platt, Amy Vanden Berg, Tess Imhoff



1987~2007: KAREN ABEL

Parent and Teacher

I have 20 years of memories at South Park but some of the most vivid ones revolve around our whole-school studies. Usually every second year, the staff decided on a theme, often choosing a subject that co-ordinated with a special exhibit that was scheduled at the Royal BC Museum or the Victoria Art Gallery so we could schedule visits to enrich our programs. We worked with our parents to develop the study so we could take advantage of the many talents in our community. I loved the opportunity to exchange ideas with a group of people who were so creative. Each study usually lasted from six to eight or more weeks and culminated in a celebration where the students could demonstrate their learning, display their projects and art work, and visit all the classrooms and special exhibits. We often altered the school hours to the late afternoon and evening so that parents could attend with their children.

I remember building rocket ships, creating space cities, and making a comet for our astronomy study. We had a long cold walk

along Dallas Road as we all travelled through a replica of the solar system. But my favourite memory of our astronomy nights (we had several over the years) was when the children came in from the big field and, in voices pitched high with excitement, told me that they had just seen the real rings of Saturn or the moons of Jupiter through the huge telescopes of visiting astronomers.

I can still smell the salmon cooking over big pits and feel the gym vibrating from the Unity Drummers during our First Nations' celebrations. I remember the button blankets and story telling and dancing in the Thunderbird Park longhouse. The children were exposed to beautiful art and in turn created masks, totems, villages, prints and drawings that showed the depth of their understanding, respect, and appreciation.

An evening that I will always treasure was our Renaissance Night. Almost everyone arrived in costume. It was magical. Every student displayed a science project and several wonderful pieces of art. We enjoyed jousting, dancing, and singing, but most of all we delighted in each other's costume creations.

There were many more studies such as Emily Carr, Beacon Hill Park, and mapping, to name a few. I loved to see the children's confidence as they showed what they had learned and to witness their parents' pride in a job well done. But most of all, I loved the sense of community that pervaded the whole experience. We all worked hard together to provide a rich and varied experience for the children and then came together to celebrate.

1987~2007: MICHAEL ABEL

Parent

I have been very fortunate to be part of the South Park community as a parent of Jenny Abel who attended South Park for seven years and as the husband of Karen Abel during her twenty years as a teacher at the school. I also volunteered as a special student assistant at South Park, which gave me a start on my own career in the District.

How I have enjoyed helping Karen in the classroom: papering the boards, helping put up the incredible art work, making huge paper spider nests in a corner, releasing butterflies

and salmon, and helping on field trips. One thing I will not miss are the report card writing times which took Karen three weeks solid, morning to night, weekends included, three times a year!

I have so many happy memories. I especially enjoyed watching Jenny perform in the school productions. I remember her as the Queen of Hearts in "Alice in Wonderland." Jenny has gone on to pursue a career in acting.

I watched Jenny learn in a loving, caring school without letter grades. Jenny was diagnosed with a severe learning disability, but teachers helped her develop her strengths and found her the help she needed. Her self-esteem remained positive. Jenny went on to win many scholarships and was on the academic honour roll each term at Reynolds High School. Thank you, South Park!

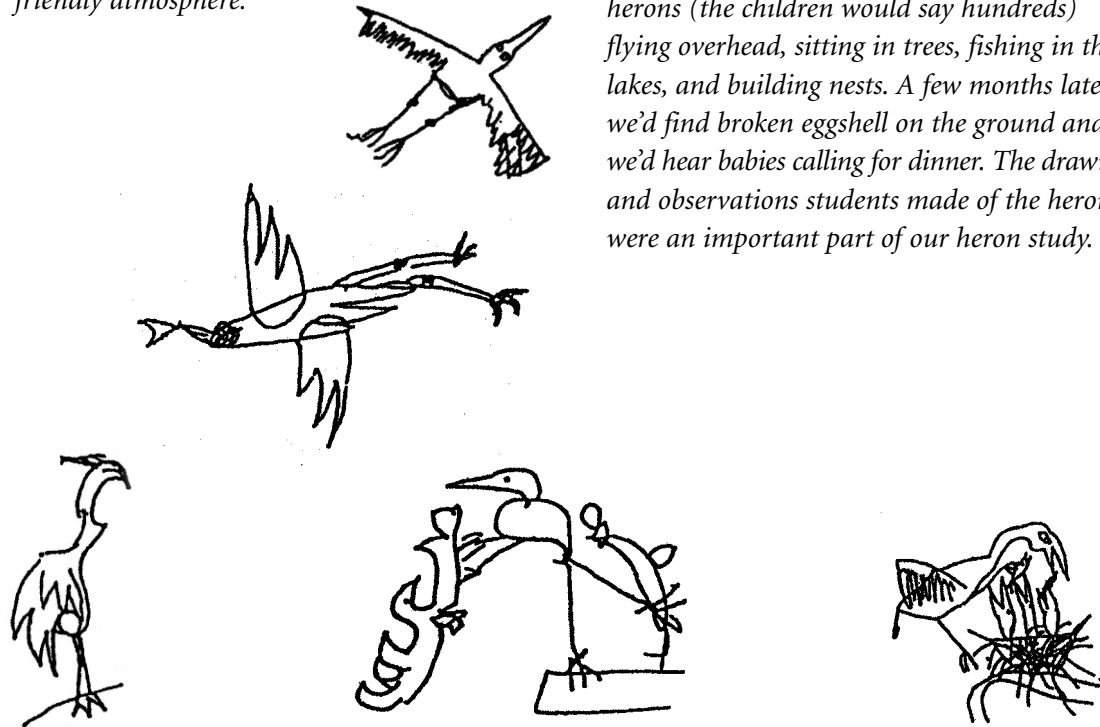
1994~2001: MARIAN MIDDLETON Grandparent

I used to pick up my granddaughter, Sophie, after class at South Park. There was always a happy, chatty scramble for coats, gloves, and lunch pails. I met her friends and many of the parents and teachers. Some of those friendships still carry on.

The Spring Fling was a big event, with lots of stalls inside and outside. The plant stall was my favourite. There was entertainment and

all kinds of things going on, including a silent auction! Then there was the Emporium close to Christmas. In Grade 1, Sophie bought me a pair of travel slippers, complete with a case. I think she paid all of 25 cents for them! I still wear them.

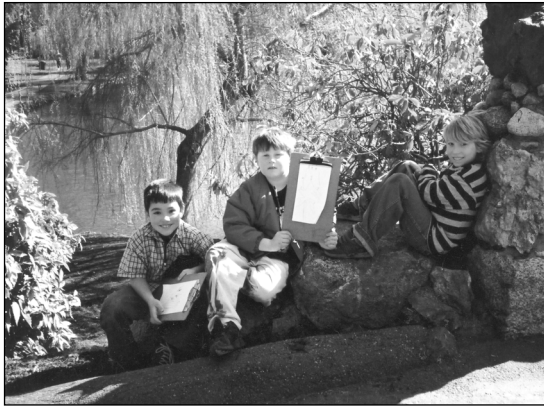
During this period, there was a boy who had to use a wheelchair. An elevator was installed to make it easier for him to get about. I became friendly with the girl who was his caregiver and we sometimes took the children on little outings after school. South Park School always seemed like a very happy school with a warm friendly atmosphere.



1994~2007: VIVIAN JUBB Teacher

When I first came to South Park, I was told that it had the best location in town. It turned out to be true. Over the years I have taken my class on a variety of walking field trips. When we visit Beacon Hill Park, students pick up their clipboards with drawing paper and pens and we set off with a parent or two at the end of the line. The park is just across the street! In the spring when the herons return to the trees in Beacon Hill Park, we'd see dozens of herons (the children would say hundreds) flying overhead, sitting in trees, fishing in the lakes, and building nests. A few months later we'd find broken eggshell on the ground and we'd hear babies calling for dinner. The drawings and observations students made of the herons were an important part of our heron study.

STUDENT DRAWINGS: HERONS



**SKETCHING IN
BEACON HILL PARK 2004**

*Matias Rossouw-Holland, Hazen Platt,
Jack Legoff*



**A FIELD TRIP TO
WITTY'S LAGOON 2006**

*Left to right: Sarah McMurdo, the park
naturalist, Kendra Murphy, Luca Schaller,
Vivian Jubb (teacher), Cole Haddock,
Markus Daly*

Every spring for thirteen years my class participated in a butterfly study. We raised about 30 Painted Lady butterflies from tiny caterpillars to adults. When they were ready to fly away, we walked to the park with our box of butterflies. We searched for the perfect "butterfly habitat" so we could say goodbye, knowing that they had water, shelter, sunshine and nectar plants for food. In the park, we also visited the playground and the Petting Farm, drew the camas fields along Dallas Road, and painted the lilies that grow near Southgate Street as Emily Carr had done. We walked through the oak meadows on the hillside to identify the indigenous and alien species. One fall we went orienteering, running around with maps trying to find trees with ribbons tied to them. On rare snowy days, we went for walks, made snowmen, built forts, and had snowball fights.

South Park is just a block away from the Provincial Museum. I always signed up for the special shows, such as Leonardo, Emily Carr, Speed, and The Titanic, and for their wonderful school programs. Sometimes we were offered extra programs when other school groups failed to arrive for their bookings. We reviewed IMAX films, officially opened the student lunchroom, and drew birds of prey for a Robert Bateman program.

Downtown Victoria offered many other walking field trips. In December, we walked to the Royal Theatre for the annual Naden Band concert and on the way back to school we

stopped at the Empress Hotel to admire the decorated Christmas trees. Sometimes we walked to the public library for author presentations, or to the Maritime Museum for tours and rides in the ancient elevator. At the Parliament Buildings, we welcomed Michaela Jean, our Governor General, to Victoria. We loved to go to the now-closed Crystal Gardens to visit the butterfly room and to observe the bats. It was a wonderful way to enrich our classroom studies.

Walking south from South Park, we could visit Emily Carr House to draw or have a tour, and then walk around the corner to see Emily's "House of All Sorts." When we studied about sea animals, we could walk to look into nearby tide pools or go to Ogden or Clover Point to view sea creatures brought to us by parents who were divers.

In June, all the primary students with many parents walk to Fonyo Beach at the foot of Government Street for our annual primary picnic for day of exploring, building forts, and relaxing at the end of another busy school year.

**1995~2007:
MICHELE AYLWARD**

Parent

For about five years from 1996~2001, many South Park families enjoyed weekend class camping trips on the Koksilah River at Bright Angel Park. South Park parents managed to block-book camping weekends from the end of

May through June and often every weekend a South Park class would be enjoying the comradeship of group camping.

Bright Angel Park was a perfect location: not too far from Victoria (less than an hour), a large flat field for tents, a covered picnic area with tables, a huge communal fire pit, a private playground, endless paths for hikes, a wobbly suspension bridge and the beautiful Koksilah River – cold, but fresh.

As a family, Justin, Natasha, Zack, Emily and I camped at Bright Angel Park for at least 10 weekends. Each time brings back vivid memories of burnt marshmallows, freezing river swims, baseball and soccer games, camp fire sing-a-longs, Saturday night potlucks (when the teachers would visit), bat watching from the suspension bridge, rides through the forest on the caretaker's tractor, and in general the freedom and fun of being outdoors with good friends. Happy memories, happy times.

1997~2005: LEO MARCHAND

I have many fond memories of attending South Park from Kindergarten to Grade 7. Whether my class was on a field trip, in the classroom, or out for recess, I almost always had fun. For field trips, one of my favourites was the yearly trip to the Tom Thumb Safety Village. Up until Grade 4, our class would always visit this marvelous place some time during the school year, and it was always a much-anticipated

event. The place was set up like a small town, as the name suggests, with restaurants, gas stations, and mini roads complete with traffic lights and signs. After a brief chat about the rules, we would be escorted to a lineup of small but realistic pedal cars, and be allowed to drive our way around the village. There weren't enough cars for everyone, though, so we had to take turns. Those who didn't get a vehicle were pedestrians and had to wander around on foot and count down the minutes until it was their turn to drive. The only good thing about being a pedestrian was that you got to work in the small gas station and fill up others' cars with imaginary fuel. By the time we were finished for the day, I, for one, was already looking forward to our trip back the next year.



Robert Willey, Myles Archer, Jesse Khan,
Mari Kool, Emily Windebank



TOM THUMB
SAFETY VILLAGE
Leo Marchand

**1995~
LOUISA ELKIN**

Parent and Teacher

A message to staff and students when her daughter Annachie left South Park to attend middle school:

...I want to say how grateful I am to the staff and other parents here who truly live the belief that it takes a community to raise a child. I thank you for giving our kids such a strong foundation of attitudes, skills and knowledge to take with them. Learning is life-long, and these kids know how to ask a teacher for help, how to find out what they need to know, and how to enjoy school in the process.

“I thank you for giving our kids such a strong foundation of attitudes, skills and knowledge to take with them.”

For the students who are leaving South Park, you may not realize the richness of your experience here until years down the road. You haven't had letter grades, you've called teachers by their first names, and you've had more field trips, guest speakers, enrichment opportunities and hands-on learning than any other kid you'll encounter. Every school has strengths and weaknesses. South Park's strengths far outnumber the areas that need to be addressed. One of the

school's strengths is that staff and parents meet to identify areas that could be improved and then work together to find solutions.

I wish you all well as you venture forth to new experiences in different schools. I hope that you will keep your positive attitudes and will continue to treat your classmates with respect and understanding.

**1998~2006:
ZOSHA ECCLESTON**

Graduation Speech

I think South Park has been the most amazing school. The teachers have always been helpful and kind, and they supported me in everything I've done since I first came here in Kindergarten. When I first came to South Park, I was very shy. I was scared, but the teachers let my mom stay all day until I felt more comfortable. I remember in Grade 1 I was nervous about going to other classrooms. I didn't want to go to Rainbow Wednesday. The teachers supported me and let me stay in my own class until I felt brave enough to join in. I'm proud to say that, thanks to their support, I'm finally ready to go into other classrooms!

Teachers and staff have helped me with music, coached me in running and other sports, and guided me through my education. But they haven't helped just me – they've been there for every student in South Park. I find it's one of those schools that make students and even parents happy and safe.

I am very sad to be leaving South Park. I think it's the most loving school. It has prepared us well for entering the next stage of our lives. Thank you teachers and staff of South Park.

**1998~2006:
ISAAC KOOL**

Graduation Speech

I loved the way you could ask anything and not feel dumb. Your friends would not care about how smart you were, because they thought you were cool for who you are. I think that it was a good environment for learning. I felt really safe as a student who wasn't able to read very well. Now I can, but no one made fun of me when I couldn't. My favorite memory was with Linda when we went to the Tom Thumb Safety Village. I will miss all the field trips we went on. But life moves on. Moving on to Oak Bay High School, I will take the South Park lesson of treating people as you would like to be treated and treating people as fairly as you can.

**1998~2006:
CARLEY WACHTIN:**

Graduation Speech

I've been around South Park School since I was two years old, so this school has always been a big part of my life and my family's life. I have many fond memories of South Park.

South Park is not like any other school. I will miss being part of a community where everyone knows one another and is kind. We have had the chance to do many things over the years because of parents who come in to volunteer. I'm grateful for the time and work they give; it's what helps make South Park such a special school.

I like that we call teachers and staff by their first name, I think it helps build a closer, more personal relationship with them. I wouldn't have wanted to go to any other school and I know all of us will miss South Park next year.

**1999~2003:
DHANA ANDISON**

On February 14, we entered the classroom bustling with excitement. Each one of our small Kindergarten bodies was filled with joy. Out of all the young children, so eager to distribute and receive valentines, there was one who was bursting with uncontrollable happiness: me. Valentine's Day has always been extremely important to me. Not only is it the day for love, hugs and chocolate, but it's also my birthday. Now, you can imagine how exciting this could be! In any circumstance I would have been joyous, but South Park provided an extra special experience. Inside the now-crowded room, we glanced around at the lacy heart shaped envelopes we had made in class. After greeting one another and getting a satisfying peek around the classroom, we took our seats on the carpet.

My mom Margot, the Kindergarten teacher, sat in front of the class. We went through our daily calendar routine, and I sat on a stool beside her because I was the special helper that day. There were parents all around us, setting out treats and beverages. It was almost unbearable waiting to hand out our valentines. Everybody sang Happy Birthday to me in both English and French. After carpet time, we jumped up and traded gleeful glances as we took out our packages of Valentine cards. Walking to every heart-shaped envelope, we slipped in our unique cards, giggling the entire time. Once all the Valentines had been passed out and everyone's envelope was bulging full, we grabbed our own and headed back to the carpet. We dumped everything we had received onto the ground and sorted through it. At the end of the day, we were each given a scroll which listed nice comments from our peers.

For the next three years, South Park provided many good memories. I look back on those days fondly.

**2003~2005:
GALIT SHARI**

Parent

What always comes to my mind when remembering South Park is the fact that I found there a similar education, atmosphere, and teaching methods to those I had in the kibbutz in Israel in the sixties and seventies as a child. Whenever people speak about

alternative education and diversity as the latest news of the new millenium, I tell them that I studied in an alternative and diverse system 30 years ago. I was lucky to be part of a school in Victoria which has implemented these ideas for at least 25 years now.

**1997~2007:
MARIANNE BOULTON**

Parent

From a letter to the South Park staff
June 2007:

Dear South Park Staff,

Years ago, before we were parents at South Park, a time I now think of as the "Dark Ages," we attended a performance of "The Wizard of Oz." I had phoned South Park to inquire about tickets and was put on hold while the person in charge of ticket sales was located. After some time, a quiet, shy young child answered the phone to take my request. A student was handling the tickets. Students were the very heart of all aspects of the performance. The play was held in the Oak Bay High School auditorium. Viewing was easy over the heads of so many children gathered in the audience. The excitement was electric. The performance was fabulous. The best part was enjoying the interaction of students, staff, and parents. I felt at that moment I had finally found the community I was searching for.

“The excitement was electric.”

After three long years on the wait list, we moved into the South Park community. We have been so blessed during our time at South Park. We have been welcomed warmly as a family into the most amazing place of learning. I think it is no coincidence that our family motto is the same as South Park's: Be kind and do your best.

Through your kindness, my children have done their best. You have supported them with all their interests: encouraged and cajoled, cheered and applauded. You have helped them unravel the mysteries of math. You have inspired them to seek truth and justice, to love learning, to question, and to find answers to those questions. They are not afraid to speak up. Because of the rich music experience at South Park, my children know a second language. They can all read music. The notes on a page elude their mother, but the music they make speaks to my heart. You have let them demonstrate their knowledge in ways that make sense to them. They have felt respected. Because of you, my children know what excellence is. You have been their mentors and their role models.

How do I thank you all for everything you have done for my children? Surely it has been everything. Our South Park family spent real and meaningful time with my kids. The teachers and staff spent time to get to know my children. You knew when to push and when

to ease off. You knew just how to bring out the best because you were always looking for the best in my children. You recognized their strengths and helped them to believe in themselves. You saw their challenges, never gave up, and celebrated their successes.

Our children have made lifelong friendships at South Park, as have we. Our collection of

coveted South Park schoolhouses is now complete. Leaving South Park is like losing part of myself. I do know that when we leave, we take a little of South Park with us.

Thank you for helping me to raise three wonderful kids. It's been a marvelous journey.

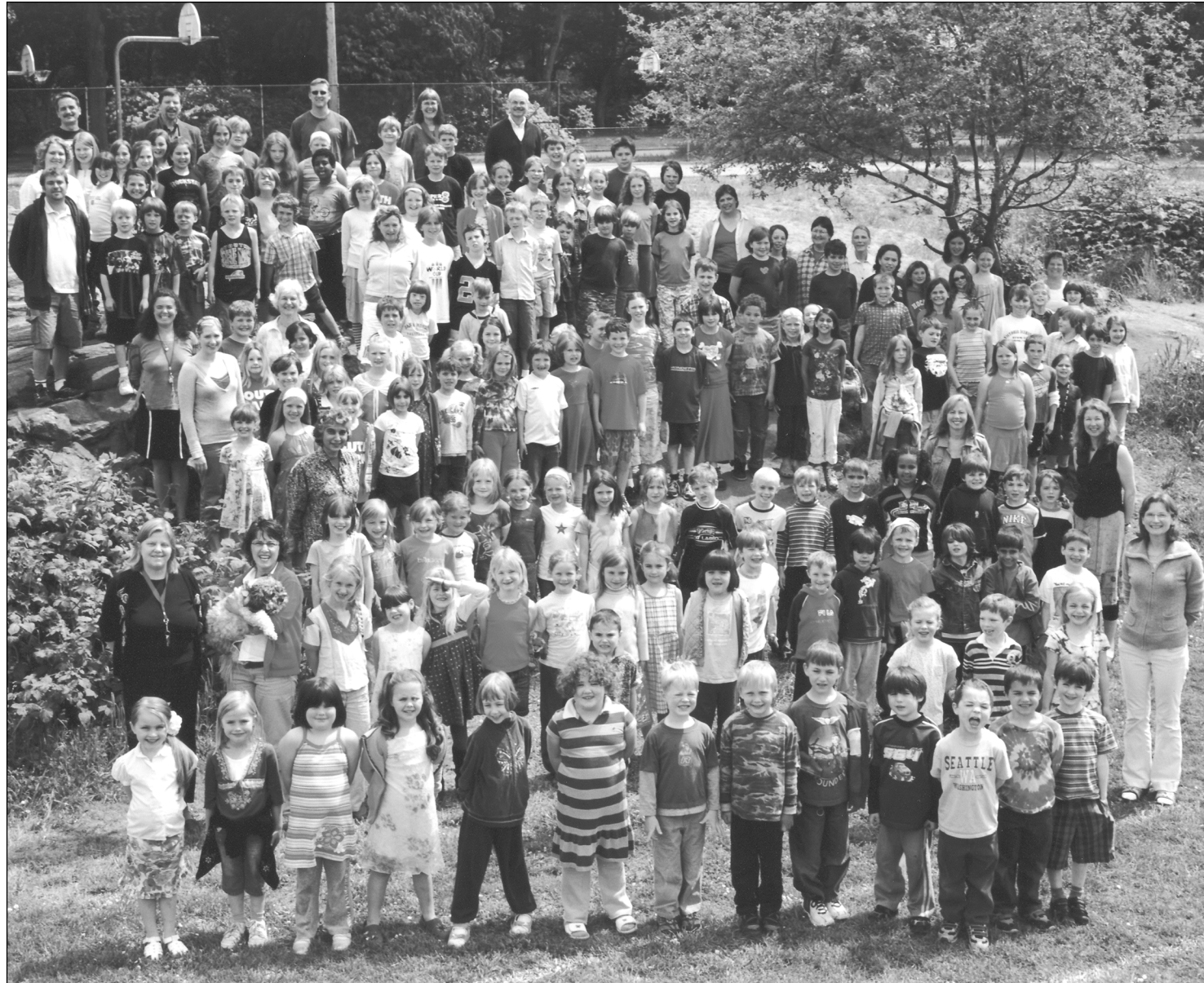
“It's been a marvelous journey.”



MODELS: MADE BY LINDA PICCIOTTO

SOUTH PARK SCHOOLHOUSES

‡ THE MEMORIES CONTINUE ‡



SOUTH PARK FAMILY SCHOOL 2007

PRINCIPALS

1894~1905	Agnes Deans Cameron
1905~1908	W.N. Winsby
1908~1910	J.R. Pollock
1910~1947	A.A. Campbell
1947~1949	J.J. McKenzie
1949~1955	C.A. Michell
1955~1971	Wilf Orchard
1971~1974	Dave Allan
1974~1979	Pam Senese
1979~1982	Andy McMorland
1982~1986	Barbara Stansbury
1986~1991	Trevor Calkins
1991~1996	Liz Hamblett
1996~2001	Brenda Simmonds
2001~2006	Elaine Dolan
2006~	Jeff Mitchell

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