

Hazel Harrower Interview – May 2, 2008

HR – Helen Raptis (interviewer)

HH – Hazel Harrower (interviewer)

L – Lillian (daughter of HH)

HH: You now I'm very honoured to have you come here. Isn't that...

HR: The honour is mine.

HH: No it's a thrill! I'm nervous because I'm talking to a university professor. But anyway, I loved my teaching and I'm always happy to say anything about it, and I'm looking forward to the Murrayville reunion, and well it's a nice little do that we're having on May the 31st.

HR: Oh it is on the 31st?

HH: But, but, no I'm sad over one thing, they're closing Murrayville School. They can't do it! But they are.

HR: It's mentioned in all of the newspaper clippings and things. That was very sad. What are they going to do with it?

HH: I don't know what they'll do with the building, but it's a very—it's the oldest school in the municipality in Langley and it's a, it's a crime to close it. And not just because I taught there, but my whole—all my family went there, Helen. And, and as I've had written and told you I taught there a regular teacher, I was a heritage teacher, I was a relief teacher, and I was a substitute teacher.

HR: What do you mean by a heritage teacher? I saw that written down here and I'm not sure what that means, is it a substitute or a regular teacher?

HH: Oh because I taught a way back there in 1940, that's when I did my substituting. I am a pioneer of Langley. I've been here 70 years.

HR: Mm.

HH: So, they call me in to teach—to tell the little ones at Murrayville School what it was like in my day, how I used the jelly pads. How I didn't have a library, there were no books, there were only my books. See this was interesting—Oh! And air raid drills!

HR: Oh! Tell me about that.

HH: Oh my, that was a very important thing because the war was on, and this—I had air raid drills at Country Line School first of all. And the principal would ring the—we didn't know when it was going to happen—would ring the bell. But, all the little children had identification tags on them. And...

HR: Always? They wore them all day?

HH: Well no. But for air raid drill we'd, we'd know it was going to be a certain day but I wouldn't know when. So that they would have an identification tag and and we were very anxious because I had Japanese pupils, you see.

HR: Okay.

HH: And I had Tasuma Yokayama, Kerri Yokayama, Ukea Kekegan, Hiromi Kekegan, and oh, they were good pupils. Oh, they were conscientious and the parents were so good with me. I always got nice asparagus in the springtime, I got nice strawberries. And I was sad when four little smiling faces were gone. But they had to go.

HR: Do you remember that?

HH: Oh! Yes I remember. I was at Country Line School.

HR: And what, what happened? Did somebody come and tell you that they'd be gone, or...

HH: No I, I can't tell you how I knew. Maybe the, the principal. But we knew we did not want any of the Japanese. They had to go into the—where, at the Vancouver where we...

HR: Hastings Park?

HH: Hastings Park, yes. Well there was a war on and the Japanese, you know, were fighting with the Germans so there was trouble. But, we didn't know there was a war on except for that and...

HR: Except for the air raid?

HH: Yes.

HR: And also the Japanese students.

HH: And, and so when it was air raid drills, you asked me about air raid drill? All right, air raid drill. I had to—they had these identification—I would go out with them and they would run out into the back of the school and hide. There were a lot of bushes and I had to put—go down on my stomach with the children. I had my—and I taught them to get their hands over their ears,

over their head, and we lay there until we heard the signal. Then I had to count them to be sure one of them didn't slip home. [laughter]

HR: [laughter]

HH: All right. Anyway, I'd round them up, get them back into their room, we marched out, we marched back in. When I went to Murrayville School it was the same thing. I had to—it was the same. Air raid drill, that was the big thing. That's how I knew there was a war on. Really, except for a little bit of rationing of stockings and—but we didn't know.

HR: Mm-hmm, mm-hmm. So did any of them get away? Did any of them get away?

HH: [laughter] I did lose one pupil because for a while he went home. This wasn't to do with air raid drill, but they—we were told that a nurse was coming and she was going to give them shots for, oh I forgot it, I've forgotten what it was, some disease. And so this boy, Teddy, had big brothers and sisters. And they said to him, "You just wait 'til that nurse comes, she'll take a great big," oh they explained, "a great big needle. Put it in your arm and turn it."

HR and L: Aww no.

HH: He got so scared that when the nurse came I looked around, where was Ted? Somebody said, "He's gone home." And he never did get a shot! [laughter]

HR: [laughter] Aww, poor little guy. What grade was that, Hazel, what, what grade did you have at, at—was that at Murrayville?

HH: At Murrayville, at Murrayville I had 53 pupils in Grades 1, 2 and 3.

HR: All in one room?

HH: It, yes. I had 25 in Grade 1. I've forgotten the number in Grade 2, and that, and that—and you know I had so many that I couldn't even sit at my desk to mark the register. And I said, "If one more comes in I'll have hang that one from the ceiling!" [laughter] So here I am sitting, with I, I had—I couldn't sit down. And so I wanted to mark the register and I'd say to that one who ever it was in my desk, "Would you mind standing up please so I can mark the register?" And then I would say, "Thank you, now you can sit back there."

HR: But you had enough desks?

HH: Only, only if my desk was used.

HR: In yours. So you did all the standing?

HH: And 53 is a lot. And I can remember when we invited the Grade 4, 5 and 6 in. She had more, she had 55, I think, 50—she's still around. She still lives in Langley. She reminds me all the time that she had more pupils than me. And, and I got her room, her class, all the children in and, and my little—we crowded together over a 100 students to have a little party, to have a little concert in our room.

HR: Aw.

HH: We always had Christmas concerts.

HR: Yeah. Just, just before you, you tell me about the concerts, I'd like to hear about the concerts, because they figure prominently in a lot of teachers' stories.

HH: Oh, the concert was important.

HR: I was wondering if you could just tell me a little bit about the school itself. So you were in one room the other teacher was in another.

HH: Now are you talking about Murrayville?

HR: Yeah, yeah.

HH: All right, Murrayville. All right, that was four rooms.

HR: Four rooms?

HH: Yes, four room school. And I had 1, now at that time I had 1, 2 and 3. The other teacher had 4, 5 and 6. Grade 7 was by itself. That teacher had been only a senior that came and that was sunk, but she was able to get back to Canada.

L: Yeah, you told me about that. What was her name?

HH: Oh, now...

L: Oh, it doesn't matter.

HH: Just at the moment I've forgotten. When I was at the school Grade 7 teacher received a telegram to say her husband had been killed in action in Italy.

HR: Aww.

HH: Alright. Mackay was their last name. Ethel Mackay was the Grade 7 teacher. No, no, no she wasn't. Yes she was, Grade 7 teacher. And then, and then the other—who'd I say that was? That came—oh that was another teacher that came and her husband, Nancy Pardeau. All right, Ethel MacKay taught Grade 7 and then after she left Nancy Pardeau came. And I remember that day at the school when she got the telegram to say her husband had been killed overseas in Italy. My principal died at a very early age at Murrayville. Mrs. Clark, she died at age 45. And a Mr. Tom, Tom Thumb, Mr. Thumb came in. [laughter]

HR: [laughter]

HH: That's right, I forgot Tom Thumb. And he came in and he was the principal. At sometimes, you know, when this great Mrs. Clark was sick there'd be a knock at my door. And she'd say, "Hazel I'm sick, will you please send—can I send one of my Grade 8 students," she'd say Grade 8, "can I send them into your classroom? Will you come in and take my Grade 8 class?"

HR: A Grade 8 student would take your kids.

HH: And my Grade 8—a Grade 8 student would come in and take my class, might be in my room, and I would go in and take the Grade 8s.

HR: What did she have cancer or something like that?

HH: Uh it, it wasn't cancer, no. I've forgotten exactly what she did have. Oh I should know, something. The doctors...

HR: Whatever it was though it was difficult.

HH: Doctors still had no reason.

L: Was she on her own then? You called her Mrs. Clark, but was she or—some women...

HH: She was the Grade 8 teacher.

L: Some women were allowed to teach if their husbands didn't have income, wasn't that it?

HH: Oh! Oh! Oh! I got an—I wasn't allowed to teach when I married Bob in 1946 but they changed that policy. In the next 2 or 3 years they allowed married—because Becky, my sister-in-law, taught when she was married. They allowed married teachers then to come in. I was just at a bad, bad time in the teaching. Anyway, then eventually, you see, I had three grades. Grades 1, 2 and 3, 50 some students, 53-54. Now, I decided that was too much. And I had my EA certificate, good inspector's report. I didn't like it, so I went to Vancouver and there was—oh I forgotten that teacher's name. And the head of the primary department I spoke to her and I said...

L: McManus.

HH: No.

L: No, who was that?

HH: She was the music teacher.

L: Oh okay.

HH: And I said—Miss Roy, Miss Roy. I said, “Would there be a chance would you have an opening for a primary teacher?” And she said, “If there is an opening,” she said, “we’ll give the boys, the service people, the first chance. But if there’s an opening, we will hire you.” When I went back to the school board and told them what I was doing they took my Grade 3 class away from me and they opened a room in the basement.

HR: For 1, 2?

HH: For Grade 3.

HR: Oh I see.

HH: And only had 1, 2. I had...

HR: Good for you!

HH: Now there’s a school out there called James Hill Elementary right next to Murrayville. And I taught his children. He was black. The first black man, have you heard of him?

HR: No, but I read about him in the book.

HH: All right, James Hill.

HR: The book that you gave me.

HH: James Hill, and he had two children, Calvin and Doreen. I had both of them in my class. I had—I taught Grade 1, I taught Doreen in Grade 1 and today I’m very proud of her, she lives in Chicago, she plays in a, in a an orchestra. Clever girl. I have her address, she writes to me. Calvin works in a logging camp up the coast. My, he was a big boy. And I heard that when I went to Murrayville, I—the last, the previous teacher had left me a report to say, “You’re going to have trouble with two pupils. They jump out of the window whenever they feel like it. They do anything.” And, and this teacher Maisie Payne wrote and she said, “I can’t control them. So I’m

giving you, I'm telling you about them. And be prepared for them." So, when I—that day that I walked up to Murr—when I came to Murrayville school they lined up outside. The pupils always lined up outside and marched into the classroom.

HR: Ah.

HH: That's the way they did it. All right. So now I knew the names of these two boys. I knew one was Calvin Hill and I knew I'd recognized him. The other one, Sylvester Nessruck, what did he look like? Who was he? Well I looked down. I looked at the rope and there was a little fellow at—standing at the back of the row, and he was dancing up and down and he was prancing up and down. So I walked up to him and I said, "Hello."

HR: [laughter]

HH: And he looked at me. I said, "Are you Sylvester?" [laughter] And his eyed popped out and his flashing eyes and he said, "Yeah". I said, "All right, I am your new teacher. I am Miss Harding. And when you answer me, from now on you will say, 'yes Miss Harding, no Miss Harding.'" So I said, "Are you Sylvester?" He looked, "Yes, Miss Harding." I had him.

HR: [laughter]

HH: Alright, now they marched into the room and they could sit where they liked. Calvin sat up in the front seat, Sylvester sat at the back. That was just okay, but I was prepared for them, 53 of them. And there were the windows, I knew that they could jump out at any moment. (inaudible) So I only—I never—oh I said—I found out that Sylvester was a pretty smart kid. Give him something to do. So he was Grade 3. So I needed help with Grade 1, I had 25 of them. I assigned him different things to do. Never had any trouble with Sylvester, I had him. Now the other one! He sat up at the front, he was a great big fellow. And I said to them one day, right at the end of the day, "Please take out—Grade 3, take out your spelling books." He sat there and he wouldn't move. I said, and I walked up to his desk—you know, I always smiled, I was never was cranky with my pupils. And I smiled and I said, "Calvin please take out your his—your spelling book." He sat there. And, you know, today I would have been fired, because I grabbed him by the shoulders and I shook him. I said, "You take that book out!"

HR: [laughter]

HH: He took the book out. I never had any more trouble with Calvin.

HR: [laughter]

HH: But I would have been fired today for laying a hand on him. I never had a strap. Didn't...

HR: How come? You never had one in the school, or?

HH: Oh you didn't need a strap, I could handle them. I looked at them. If, and I was a happy teacher, if I was happy and smiling everything—but heaven help them, if they did something wrong. I never had bad troubles at Murrayville, but I had children's aid children at County Line.

HR: So you were at Murrayville for how many years? Just 1 year at Murrayville?

HH: And that was Murrayville School. Three years, three years at Murrayville.

HR: Three years at Murrayville. From 1940 to...

HH: From 1943 until 19—until I married in 1946. You know, they had trouble with the children's aid because—poor little souls. I wish I had been better with some of them. I didn't understand, I was young. And I would see them doing something and I'd say, "John did you do that?" "No, Miss Harding." Well I saw him do it, but they were used to lying. That was the problem I had at County Line. And they would lie to me. Now I'm not going to say anymore.

HR: And what, what years were you at County Line?

HH: I was there from 1940 to '43. Those were my first 3 years.

HR: Okay. And did you want to talk about the Christmas concert from Murrayville before we talk about County Line, or?...

HH: I'll talk about—what was it again?

HR: When we were talking about Murrayville you mentioned briefly the Christmas concert.

HH: Oh you want to hear about the...

HR: Do you want to tell me about that?

HH: Oh! I always had concerts. At County Line too. And I remember having a May Pole dance and, and the star drill. And I would have them—there'd be the pole, and I would dress my little—have my little girls in little white dresses and the little boys. And this was common. Have you heard about the May Pole dance?

HR: Yes I danced the May Pole dance as a child. I've never taught it though.

HH: [singing] “Come, lasses and lads, get leave of your dads, and away to the maypole hie. For every fair has a sweetheart there and the fiddler’s standing by. For Willy shall dance with Jane, and Johnny has got his Joan. To trip it, trip it, trip it”—that’s what you danced.

HR: I remember it. And did you sing it for your children?

HH: I had a tape. I had a record.

HR: Did you sing along or, or you just memorized it after all the years?

HH: No I just happened to (inaudible) and then we would go—I don’t know where did we perform that May Pole dance? But, County Line I would have the children, even though I was crowded, low ceiling. I told you about what my room was like. And I would have them dance the, the, the star dance.

L: I remember the school, Murrayville School, had a permanent May Pole.

HH: Yes it did!

HR: Really?

HH: Yes it did.

L: Because we learned how to do that dance on that permanent May Pole.

HH: Yeah.

L: And then remember they used to have it—I think they had the performance down in Douglas Park.

HH: Maybe.

L: I remember you were sick one year and dad had to take us to Douglas Park. I went to Douglas park and we did—I think that’s where we did the May Pole dance.

HH: Yes and you wrote a letter to your—and you said that. Did you write the letter to your dad? And you said that mother, mommy was mommy’s sick, isn’t that right? Or was it the other way—somebody was sick. But you said you did a good job. You said I danced well.

L: I think I wrote it to you.

HH: [laughter]

L: Yeah, yeah you were sick.

HH: Yeah. But we didn't have—now at Murrayville School, oh I was pleased. Now going back to Murrayville. Murrayville we put on concerts and we bought a piano. Thanks to my group we bought—and, and that was something in those days. And even though we didn't—and I have, oh I have letters thanking me from, for the concert saying that it was a very good concert. You know, some of the mother's were very nice with me.

HR: Did they help out, or?

HH: No.

HR: No.

HH: No, I never remember having any help from the mothers. But maybe I never asked for any. See, I would be quite independent. I wasn't married I had all day to do everything all night to—if I had to make little costumes.

L: And you loved doing that, I mean you've loved that all your life.

HH: Oh yes. I was so happy when you were doing all those things when you were a little girl at Murrayville. Lilian went to Murrayville School. My whole family attended Murrayville, it wasn't just that I taught there. But Lillian was there and, and my son Jim was there.

L: And Dad had been a student there.

HH: Oh yes! And your dad attended Murrayville School. The whole family. And Robbie.

HR: No wonder it's very hard for you to see it closing down.

HH: It hurts, It hurts. I have—and I've got to give the—what they have. Aw it's sad.

HR: Oh, the newspapers.

HH: End of an era. Murrayville Elementary closure marked by fun night. No, fun night! An open house. And there's the school.

HR: Oh yeah. Actually, I made a copy of this.

L: So why are they closing Murrayville School?

HH: Because, (inaudible) didn't have any children. Not enough pupils. They can't—there is not enough attending Murrayville School;

L: That area has become a retirement area more than a young person's area.

HH: That's right. And they closed Alder Grove school, they've closed Langley Elementary. See, Langley used to be known as—remember when it was in was Langley Prairie.

L: Right.

HH: So, it was Langley Prairie School. There is something wrong in that paper about the timing.

L: But, you know, that area has become—look at all condos up there. That area has become more a retirement, than the young families.

HH: Here it is Murrayville School 1890. I've brought this for you, you can keep it.

HR: Oh that's lovely. What a beautiful picture.

HH: And you know who designed this, Rose Mary Genyer. I should have brought one for you.

L: No, I'm fine.

HH: Well anyway. But this the room, my room was at the back. I walked up here and up these steps. So did you. We walked up—those are the—is this is what we know. And I don't know what they'll do with the building, it's sad. "As a chapter in Langley's history will close at the end of the school year we invite you to join us in celebrating Murrayville Elementary School at our open house." Oh. I said the 31st. "May the 29th, 4:00 to 8:00."

HR: 4:00 to 8:00, wow.

HH: So, yeah it's sad. The First County Line school burned down. Then they built another. Anyway, does that tell you anything?

HR: It does. How did you buy the piano? How did you buy the piano? Tell me about that.

HH: Oh, by putting on the concert. Putting on our program. And, and we—and there would be donations.

HR: Hmm.

HH: So, that we got—I just remember what the piano—I don't remember much about it. Do you remember? I was asked to play it at Murrayville School. I remember "Raindrops are Falling on my Head."

HR: [laughter]

HH: I was supposed to play. Actually I taught the music as a relief teacher. I taught Grade 4, 5 and 6. I taught the flutophone. Did you—you've heard about that? 19—had I had you about that time?

L: Mm-hmm.

HH: 1937, I would go to Murrayville School.

L: Not 1937.

HH: I mean 19 whatever it was.

HR: '57?

HH: I was 37 years of age.

L: So that would've been '57.

HH: I guess before Robbie was born. And I would leave you in the morning and I would drive. I only went for one morning a week.

L: I do remember you doing that.

HH: And I went for Bob McGovern. I applied and I got the job, and I taught music.

L: Yep, I do remember.

HH: And I taught the—at that centennial, BC Centennial song. And all the schools were to get together at a mass sing-song. And it poured rain, I was so disappointed. My children couldn't—we knew it. Then Bob McGovern said to me, but Robbie was coming, but he said to me, "Will you teach music throughout the school?" But I wasn't that good I, you know, I knew a little bit. But I never felt—I didn't major in music.

L: Well your specialty was in the primary.

HH: My specialty was primary. But I had some music.

HR: Class of 53 kids, three different grades. What did you do Hazel? How can a starting teacher today even imagine what it was like? Where did you begin? What did you assign?

HH: All right.

HR: How did you manage them?

HH: We had these desks. You know, wooden desks that they sat in. And I'll tell you what, oh I was so happy for this. When I lost Grade 3, I made (inaudible) I made a great big shoe for the "Old Woman in the Shoe."

L: Yeah I do remember that.

HH: "The Old Woman in the Shoe." See I had no books, I only had my own books. We had no library, nobody gave us books.

HR: Oh goodness.

HH: All right, now I had this. And it was a little hideaway for those pupils. I had the door on the, on the shoe. And I had books inside that was my little library. I was proud of it.

HR: And what, what was it made of? How did you make it?

HH: Card board.

HR: Card board?

HH: Yeah, I pieced it all together. Great big, great big sacs because that's the best. But I only had two grades. I only...

HR: Only! [laughter]

HH: Yeah only! I only had two grades it, it, it was heavenly. I would only have—gosh I wished I'd brought my inspector's report. I would only have maybe 40 pupils. See, that was easy. No, might have 45, but that was easy. That's a lot different than 53. And, and I didn't have to worry about Grade 3 Arithmetic. You know it was nice. Grade 1, I taught them to print. Grade 2 I, they wrote with ink. And we had straight pens, fountain pens, you know. Now that was easy. What else did you ask me?

HR: With that little shoe did they go in behind? Was it like a barrier, or...

HH: Oh they went—the shoe was a big shoe like this, and It was—I had a door so they could, they could walk in. And I had little tables, a little table couldn't—they wouldn't have too much room, you know, I was limited. And they would—but they could sit at a table and I had some books, I made certain I had books. And, and they could take a book out and they could sit and read. If they did that would be their reward. If—because I had to reward them somehow. Another reward I had was they could wear my jewellery.

HR: Oh, wow!

HH: And I would deliberately wear something nice. I would not—I didn't wear anything like this, no short chains like this. I would wear beads. And I often gave up my watch for a little while because they'd done something nice. So I'd take my watch off, "You wear my watch." But if I had a ring on, "You can wear my ring." I forgotten what I gave the boys because they couldn't wear my beads of course. I forgotten what I did for them, did something. But that was the—they needed a little encouragement. But I got the—I always had good parents. Who would have done—oh at County Line, going back to County Line. Course, I had a stove, a wooden coal stove. Now that was—I was always afraid of burning down the school. Because that sat, as I told you, that sat in a corner and the children's clothes, coats, were hung very close to it. And I had to keep the room as, as warm as I could in the winter. And I had to put the wood in.

HR: Mm-hmm.

HH: I could never leave the room. The other teachers would come down at noon. Come downstairs 'cause we're basement room. They would come down and sit in the little desks with me and eat their lunch.

HR: Because it was warm, or because you had to watch the stove at noon?

HH: Oh I couldn't leave.

HR: You had to stoke.

HH: I couldn't leave. I couldn't leave students, little little Grades 1s and 2s with, with the, with the stove. Oh no!

HR: So what was that school like? How many rooms were in County Line?

HH: Ah.

HH: Was in an up and down?

HH: I wasn't upstairs. That would go from 1 to 8.

HR: Ah okay.

HH: It would go—and the teacher before me would have Grade 1, 2, and 3. Now she wouldn't be given—this is Marjorie, Marjorie Sink. Marjorie, not Sinclair. Yeah she was Sinclair, she was, and she would be given Grades 3 and 4.

L: Was that Marjorie Hansen, was that?

HH: No, no, no. Mrs. Leed's daughter, I don't think you knew her.

L: Oh no.

HH: She would be given—and then the Grade 8 teacher—you know I didn't—I'm downstairs—Grade 8 teacher. Mrs.—Hilda Jude was my principal in County Line school, my she was good with me. I probably mentioned her in—and you'll see something about Hilda Jude.

HR: In the...

HH: Oh she was good. I had, I had excellent teachers with me. And that was worth a lot.

HR: Which grades did you have at County Line?

HH: Just Grades 1, 2.

HR: 1 and 2.

HH: Now I got a promotion to Murrayville School. Grades 1, 2, 3 and 53 pupils. [laughter]

HR: That was the promotion.

HH: It was the best school in the municipality. Everybody wanted to teach Murrayville. And, and look what I walked into? But, we had a basement and we had plumbing. I didn't have to go out, there was no out house. So you see how well off I was.

L: Plus you were a lot closer to home.

HH: And I didn't have to put any wood in the stove because we had a furnace.

L: And you could walk.

HH: Oh and I could walk from where I lived up, up to Murrayville.

HR: At County Line when you had to put the wood in the stove did someone chop it for you?

HH: Oh yes! Oh yes, there was a janitor.

HR: Oh a janitor.

HH: Oh he was very nice, his name was Bill Harris. And he used to—before I got to school every morning he would have the fire, he would have the stove lit. And, oh yes, and my room would be nice and warm.

HR: Oh that's good.

HH: Oh yes he was a good—and, and chopped nicely. Nice, nice blocks of wood that I could handle easily. But I was always—I was afraid of it. And I was glad really after my 3 years that I didn't have to watch it. I was—had to be very careful. That was, teaching, looking after the children was nothing compared to watching the stove. [laughter]

HR: [laughter] Did you, did you ever find—well you said you had no books. Did you ever feel like you were short handed when it came to materials?

HH: I don't think we were—I don't think I was smart enough to know that. I don't think that the, the children are different today. The children have books, I know all about—they, what is that one. This little girl, George's little grand daughter. They know—she has books, she has cupboards all over filled with books. We did not have, we, we didn't have all the books.

L: You know what we had, and I remember this because as kids we didn't have anything, but we didn't know that we were poor.

HH: That's right.

L: But, what we had was, and I learned this from working so much with the Native people, like really what we had was the oral history. We had all the oral stories. You used to tell us stories, Grandma and Granddad told us stories. I mean we were never short of stories, were we? And we were never short at poems. Dad used to go round citing poetry all around the house, at any location.

HH: That's true.

L: And so we had—so I mean I'm older than the kids that you were teaching but when I think of those days, that is what you must done with your kids was given the oral history and their parents must have because that's what you did with us.

HH: Yes.

L: And we never knew, we never for one second thought we were poor.

HH: We didn't know.

L: And yet, I know now we were very poor. But, we never knew we were poor.

HH: The book that I was most interested in, did you have "Jerry and Jane?" Well that—I still have the reader the very.

L: Not Jerry, "Dick and Jane." Not Jerry.

HH: "Jerry and Jane," and there was Dick and something.

L: No it was "Dick and Jane."

HH: No mine's "Jerry and Jane."

L: Oh I don't know.

HR: So maybe one step back from.

HH: I have "Jerry and Jane." And then Cecil and somebody.

L: Oh I don't remember that.

HH: Oh yes. And when I have—you know who wants my book? The heritage teacher, Irene McKegg, would like to have it. I may give it to her.

L: She retired now, isn't she?

HH: Yes she, she was the teacher at Murrayville. One of the heritage—they had me go as a heritage teacher.

HR: Did the kids have these readers? Or were there class sets?

HH: Oh yes, everyone had a reader.

HR: A reader, okay.

HH: And at County Line School, of course I keep switching back, but at County line there was a long table and I had all little chairs around the table. And I would take them and I would sit on the little chair, wasn't very big in those days, I would sit on the little chair with them. Oh, and I would take one that—I'd take the little one sometimes, I'd pull their teeth out. I pulled many teeth. I'd tie a little thread, very—have a little thread and tell them you know about the good, I'd be talking away telling them about the good fairy. I bet they wouldn't let their mothers pull them.

HR: [laughter]

HH: And all at once, out! They trusted me.

HR: Oh that's lovely. Were there other things like that that you had to do? Other things that were outside of schooling but more mothering? That you remember?

HH: No. Nope.

L: I think that mothering is a very good word, don't you think so Mom? Like there was—I guess I, I, I'm just thinking back too. There was a lot of mothering that went on.

HH: I suppose...

L: Even when I was teaching there was a lot of mothering that went on.

HH: Well I...

L: And a gentleness I think.

HH: The mothering I would do would be—we had to go to the outhouse, you see the back house. And, and, and it would be raining. And, and I would be, now I—if they went out at, at say at recess, no, yes at recess or at noon and they didn't wear a coat or wear their gum boots and they came in and I saw them, they would be in trouble.

L: And you would have them sit on your knee, you told me.

HH: Oh I had them sit on my knees often, yes.

L: So I mean—but I just don't know what they do today, but I don't know that people do that today.

HH: Oh, oh.

L: But you did all that and...

HH: Oh yes, I loved them.

L: I don't think that disappeared for a long time. That was still going on when I was there.

HH: And I still meet some of them. But a little boy in—he was a bus driver, in grade—Frank Brawn?

L: Oh yeah.

HH: Frank Brawn, I taught him in Grade 2 at Murrayville School. He's about 6'6". Big, huge. And I've been to the Murrayville cribbage banquets and he is the, the president of the Langley Cribbage Club now. And I always have to stand with him and he says, "This is, this is my little Grade 2 teacher." And we sing "O Canada" together.

HR: [laughter] Now did you sing it with the kids?

HH: Oh yes, yes, but I sing, I sang it at the cribbage banquet with Frank Brawn and he wasn't too bad a singer.

L: I, I think you must have done quite a lot of mothering because when I've met these people, you know, now as an adult they, they in a sense, I never thought of this mothering, but they do treat you as a mom.

HH: Oh! Here's an interesting—this is what I learned. You know I—when I was at, this is Murrayville school again now, when I was at Murrayville School I had to teach English to I think think little kids came in. Four of them—no Cansions, remember the Cansions? I had Maury Cansion, Sophie, Willie, and what was the other one? Willie and—well anyways, there were four of them. And they came to me, and they were Cansions and I thought they were Italian. Except they didn't—I didn't know they were Native. See I didn't—I was naive, I didn't recognize that they were little Natives. But they couldn't speak English. So I had to contact Mrs. Cansion and I asked her if she would please let me keep them after school. I said, "They'll never be able to read their—no use me giving them a book. No use me teaching, trying to teach, until they can speak some English." So every—and then—so I had them, I taught them English. Then I had the Ibergs who were Swiss. They had little ringlets, and they had ribbons in their hair. And they came and they couldn't—I had quite a time with them too. So I was—but you had to do it this way. But oh they, they, they had good parents. Good parents who cooperated with me when I said, "May I please keep them after school?"

HR: And that's when you worked with them on their reading or their speaking or...

HH: Oh yes, everything.

HR: Everything.

HH: Everything, oh my.

HR: To catch them up.

HH: Oh yes because they—how could they, how could I give them a book if they couldn't, if they couldn't speak any English. If they couldn't read any of the letters.

HR: How many were there of the Ibergs? How many?

HH: Oh I guess, how many?

HR: Ibergs.

HH: Oh I just had three.

HR: Three of them.

HH: Yup. Oh and I remember at Murrayville School, no I think maybe was County Line, mothers teaching their children. Mothers thinking they know how to—what children should have. So I sent them to the—these little ones to the board. And there was one little boy who's name was Dawn, but it was D-A-W-N, a girl's name. But (inaudible) and he was, oh he was—he went marched up to the front, “D-A-M-N”.

HR: [laughter]

HH: All capital letters. [laughter] So I looked at his—and, and now, mothers never, ever did anything wrong. I would just do it a little differently. But mother, mother did a good job, mother did it right. You have a good mother! Always had a good mother. It was, “But, would you do it my way?” And that's the way, that was my discipline.

HR: That's a really important point, that's a really important point. Because I find sometimes with some of my pre-service teachers they go out and they encounter something and they see themselves as being in opposition to the family.

HH: Hmm.

HR: And that's a really nice, subtle way to say, “I'm not in opposition we're working together, but...”

HH: Just do it my way. Can you do it my way? We didn't have much blackboard space, but oh I used to like to send them to the blackboard. And print—and they loved to go. But we were—especially County Line I had very little. I used to have to get—go to school early to get the three classes now, now see—arrangement, no not arrangement, but keep them busy. So I'd have to have seat work, that's the word I'm looking for, seat work, and get it on the board first thing in the morning when I went to—oh, and I'll come back to that. I remember one day at Murrayville, the little Kathleen Bartel, you know the Bartels, came up to me and she said, "Miss how are you? Can I ask you a joke?" So, here and it wasn't very nice. Oh aha.

HR: [laughter]

HH: And so I listened to it and I said, "Oh." I said, "Do you want me to give you a message?" "Yes, Miss Harding," I said, "Did your brother Ralph tell you to ask me that?" "Yes, Miss Harding."

HR: [laughter]

HH: That's it, that's it. I had to battle the children, the brothers and sister because I knew them all. I was in Young People's with them. I would be with them at night, the next day I'd be in the class. Oh and I had a neighbour boy, Peter. Peter, that lived opposite. Alder! Remember the Alders?

L: Oh yes I remember them.

HH: Peter, "Hello Hazel!" Oh then I had to say to him, you know, this happens, this happens with teaching in a community. "Do you mind, you can call me—after school you can call me Hazel but at school, Peter, would you mind calling me Miss Harding?"

HR: What, what was the organization, Young People's?

HH: Oh at the Lan—the Church. Yes, Young People's Society.

HR: Society, okay.

HH: Yes Young People's Society from Sharon United Church and, and the brothers. The time that I (inaudible) and Ted, Teddy Barry went home, that was his brothers and sisters who said, "Don't go you know she—that, that nurse is going to take."

HR: Oh right.

HH: That was brothers and sisters scared him. Again, it was—whenever there was a problem, like Bartels, Ray and Ralph, they told Cathleen all sorts of things. She would come to me, very

innocent, a lovely little girl in Grade 1 and ask me. And I would turn—I got to know, “Did Ralph tell you to ask me that?” And she’s so happy, “Yes Miss Harding.”

L: [laughter]

HH: See have you ever had to deal with—contend with that?

HR: Yes the older sibling influences. You always know they’ve put them up to it. [laughter]

HH: Anyway, how does that sound?

HR: Wonderful, it sounds wonderful. It’s interesting to me. And so, you see, I didn’t know when you said you had four native students. I didn’t know at that time, would that have been—that was before ’46?

HH: They would be, that would be when I went to Murrayville in ’43. And they were taken in as as,as adop—I think they were—no I don’t think they were...

L: Yes, they were adopted cause they were Cansion. They weren’t...

HH: Yes they were adopted. And you know, Lillian I still see Marie and George will tell you, Marie comes wherever he is. Marie comes up to me and, and writes me and thanks me.

L: Ask Marie if she or if her daughter rather has written a book because...

HH: Could have, could have.

L: I picked up a book, oh jeez I don’t know when it was and I meant to ask you, not too long ago and it is a First Nations book and it was, it is written by a Cansion.

HH: Smart, they were smart.

L: And, and it was very inter—I can’t remember if it was an article or a book or something, and it was the name because the name to me was not a familiar name.

HR: C-A-N-C-I-O-N?

HH: C-A-N-S-I-O-N.

HR: S-I-O-N.

HH: And, you know, Marie will come up to me over at the Legion if I go to hear George sing. And she'll come up to me and she's come up several times and, George has heard her, and she said, "You know, Hazel, sometimes the little ones that I went to school with teased me because I couldn't speak English and they teased me out on the playground. And I thank you for this, if you heard them you always, you always reprimanded them." I would—if I heard them, god help me, I would bring them into the classroom and they would stay in after school. They would not get away with teasing these little children. And today they thank me for it. They remember that! I couldn't—I, I will not have anybody, body teasing and being mean. I don't like, I don't like the grownups, I don't like people being mean. And we live in a mean world; we live in a tough world right now. This isn't an easy world. Not easy for me. We just had our, in Langley, we just had our senior centre torched. It's caused a tremendous trouble next to where we live. They found ciga—they found cigarette butts and they found beer cans, and they've done tremendous damage out there. So you see it's a cranky world or a...

L: And you and I have been talking about this...

HH: It's an unhappy world isn't it Lilian. It's an unhappy—there's a lot of, there's a lot of anger out there. I never saw that anger in my day. I never saw anger except on the playground where they teased these little ones at Murrayville school. That's the only time I ever remember anger.

L: But, you know, when I think about that community because I was a student there. I mean in the in the scheme of things not that many years later after you had been there, really, because I went there for Grade 1.

HH: Yes.

L: So that was 7 years after you were there.

HH: I still meet your teacher Miss Hollinger.

L: Yeah.

HH: Mrs. Graham.

L: And I don't recall there being the anger in that community.

HH: No, no. Much as you described...

L: Or anything either. In your, in those years before I was born continued into the time when I was a little student there.

HH: With it there wasn't the anger and—you're saying there wasn't anger?

L: No, I, I, I'm saying I'm agreeing with you, yes.

HH: Good you're agreeing with me.

L: I don't recall—I recall the world that you have described even though I wasn't alive at that time. That world continued that you have described. It didn't stop with the end, with the end of the war. That world in that community still kept going.

HR: Hm and I wonder when that—would you say that was, well obviously not now because your community centre was torched. So I'm wondering if it's size or the times or what it is that...

HH: A lady that does my hair at Harrison Langley and when I went there I told you she told Maggie, Maggie said, "My grandparents' school at Mission was torched, last week." So they're going after schools too, you know. And if they hadn't got this one just when at, at the senior's centre when they did, it would have burned to the ground.

L: I remember when Langley centre though was burnt, and that was quite a number of years ago.

HH: Kind of forgotten that.

L: And that was arson.

HH: Oh, this was arson.

L: Yes, but that that was arson and that was maybe 20, 20 years ago and they never redid, did rebuild it. Remember that?

HH: One area that we haven't talked a lot about and that is your experiences at normal school. So maybe after lunch you could talk a little bit about that.

HH: Yes. I was lazy at normal school.

HR: [laughter] But I find that absolutely fascinating. And I'm really—you lived at home didn't you?

HR: Oh yes, I lived at home.

HR: Yeah.

HH: I boarded with my mother and dad partly I wan—I was glad to live at home because they needed the money too.

HH: Right yeah.

HH: And I did not—I had the chance to go to Vancouver. I had a phone call and and, and a Mr. Thomas was the inspector at the time. And—but Murrayville, the chairman of the board said, “No you stay here we’ll take the Grade 3 class on you.” But I almost went to Vancouver.

HR: They didn’t want to let you go. [laughter]

HH: No, no.

HR: That’s obvious.

[continued]

HR: When I—when we were talking about the influence, some of the women I spoke to their mothers were very influential and some cases their fathers were very influential. I was just wondering, in your decision to become a teacher and to go to the normal school can you remember anyone who influenced your decision to do that or was it just a given that you would?

HH: I liked a teacher, my Grade 1 teacher, yeah. I think I would say I did very well in Grade 1. My mother and dad didn’t have the education. They had, well, the same—they probably had about Grade 8 but they were very encouraging, yes. Now my brother, I have a, I have, I have a brother. My brother didn’t want to look at a book, my brother didn’t want to look at a note or sing a note on the piano, nothing. He wanted horses. So why we were so different I’ll never know. I always wanted to study. I always wanted school work. And well that’s the way I was. But I, I always had very good teachers. And, and I got—I did well in school, but I was a worker. I wanted—you can see from that, I could have given up. I don’t know why I didn’t give up when I came from Saskatchewan, found it very difficult. I had to be doing Grade 12 work as well as senior matric. I think I would have would have found it easier to go to university than to do this senior matric, this Grade 13. But I couldn’t because dad didn’t have the money, so...

HR: So did you do it mostly through self-directed learning or did, did, did you have teachers for that Grade 13?

HH: Oh teachers for Grade 13. I took two subjects by correspondence. Literature was separate from composition. Literature I had to pass two separate subjects. And and I wasn’t used to correspondence. But you see I thought I didn’t have anything to do. Here I only had—I was used to working a full year all the subjects, in Saskatchewan. Now I came out Grade 9 art. What was I going to do in Grade 9 art? I went down with the kids in grade, in Grade 9 they thought I was a curio. And then I did Grade 12 arithmetic and that was, am I using the word right, prerequisite?

HR: Yes.

HH: I had to have that before I could go to normal school. Can you believe—and then after I passed it that was cancelled out. So then—but it doesn't matter I've got Grade 12 arithmetic.

L: But mom look it, look it, I can see why you did it. Look at, I mean I like (inaudible), look at what Granddad did. He came from England and he started that farm with nothing.

HH: That—he was a pioneer, yeah.

L: Your mom, she had been a confectioner. Is that what she called herself? A baker, a bakery person.

HH: Yes, confectioner.

L: And she ran this little—she made all the baking for weddings and various things.

HH: Decorated the cakes, beautiful.

L: Out of this kitchen, people wouldn't even consider a kitchen today and I mean it was just amazing what she did and and you look at that and you look at, you know, the initiative that they had and how were you going to be any different? I mean the initiative that they had...

HH: Oh yeah!

L: And the determination they had how...

HH: And they lost the farm.

L: So I can see why you kept going because you wanted to do that and they showed...

HH: (inaudible) I liked school work.

L: That if you wanted to do it you could do it.

HH: Yeah, but they encouraged me but they didn't have the knowledge, they didn't know what to do. When I came to take Grade 12 I went to the high school they couldn't, they couldn't (inaudible). But I think they were pleased I went to—you know, I don't remember them ever telling me that I did a good thing, though, that they were pleased. I think that they would be (inaudible) a bit. It was beyond, beyond them, Lilian, because none of their family had that.

L: No, but they would know that if you want something and you set on and you are determined to do it, then that's good.

HH: Mind you they wanted my brother to go through to be a vet. Bernie was very clever with the livestock. My brother, oh oh he wasn't going to study. They sent him to Winnipeg, Manitoba Agricultural College; they wanted to send him to Guelph. I wouldn't have got the education.

L: I have his first year biology notebook with his drawings in it, they're fantastic.

HH: He was—and he was smart he should have been (inaudible).

L: And he knew all the, all that.

HH: But anyway, we were entirely different, really.

HR: And so in your—after, after Grade 13 you decided to go to the Normal School.

HH: Oh I, oh I knew I had to. I had to be a teacher.

HR: You always knew that?

HH: I had to have that—I was told when I came out here in Grade 12 the principal told me—I would say then that I wanted to go to normal school. Not that there were different things that you could be after you got Grade 12. There was Grade 12 graduation, Grade 12 something else, what was the other thing? And then gr—and then normal school. There were three of them, I can't remember what the second one was. But I didn't want just high school graduation. That would have been just Grade 12 don't do anything else go work in a store or something. That wasn't it, no I had to go to normal school. And I was a little girl from Saskatchewan. Five hundred hundred people in the flesh and I came out of there into Murrayville and then took senior matric at (inaudible) straight into this big city. And, you know, there were so many young women and men who were much older than me. Some of them had been here at university for 1—had put in 1 or 2 years, came back to normal school and, and took normal school training. And here was I, I don't know.

HR: How did you get there? How did you go from Langley to the normal school?

HH: Oh well I—from Langley to normal school.

HR: Did you live in town, or?

HH: Yes I had to, I batched. I paid—first of all I worked for my board. And this old Mrs. Hamilton, she was a battle axe. I couldn't go to school if there was a thread on the floor. I had to pick up the thread and everything—and I had three kinds of soap to use all the time. You didn't use just one kind of soap for the dishes. This dish had this soap, this dish had another soap, this had another. And I was supposed to be company for her. So she was out all the time and I was

left alone. Then I couldn't invite Bob who I knew at that time, even for my birthday. She wouldn't let any of my, anybody I ever I knew come in to visit me. And I, and I wasn't allowed to go home. I was supposed to be company for her. One day I thought I've had enough. Now my mother and dad couldn't afford a phone so—but the neighbour had a phone. So unknown to Mrs. Hamilton, I only had two or three dresses I didn't have many clothes. But I put all what I had out of the clothes closet in a suitcase and I phoned home to Winchesters next door. Winchester I said, "Please tell my dad to come a get me." We only had an old 1926 Chev. This is 1940, but I said, "Tell my dad please to come and get me I'm going home." And our dad—and so she came, Mrs. Hamilton, came in and saw my suitcase, "Where do you think you're going?" I said, "Mrs. Hamilton I'm going home, I'm leaving." But I happened to have a very good, two very good girlfriends who one was going to normal school with me, a towny. And I told them my plan. I went over to them and they just—they had one bed. Three of us slept in the bed then. They said, "You're going to stay with us if you haven't got a place to stay." I said, "I'm not coming back to normal school." "Oh yes you are." So the three of us slept together and I stayed with them 'til Christmas. And then I batched with a young woman who was completing her normal school training. She was from Saskatchewan. So I got her room and I figured that was good. I paid \$7.50 a month for the rent and I batched. And then my brother got married. He was getting married and I was to be the bridesmaid. Well I had a dress from Saskatchewan that I could wear. A little blue print dress, that would do. But I wanted a hat. There was no money for a hat. How would I get a hat? So, Evelyn Nutdale was the girl I batched with. Evelyn and I said, "All right we'll never go out to eat, we'll buy spaghetti, we'll buy all dried food and we'll cook our own, and you won't go home." The tram went from Langley. "Save your money if you don't go home now on the tram that's so much saving." We saved, we cooked and batched with—ate hardly anything. I got my hat for the wedding.

HR: Wow.

HH: You see, and when I made \$78 a month didn't you think I thought I was pretty smart and well off?

HR: Rich, wow. Now do you remember anything about normal school? Your instructors or what you did?

HH: Oh, oh yes.

HR: What, what did they teach you that you remember that was important?

HH: Very good.

HR: It was very good?

HH: Very good. Mr Lord, but now he—then he became Dr. Lord. Dr. A. R. Lord was the principal. Now here I am, remember I was a little country girl going to this normal school. All right, scared stiff of everything, of these teachers too. Overpowered. There was a Dr. Morrison. He was the geography teacher and he...

L: I sure don't remember the he ever taught me.

HH: Oh, oh yeah and, and he was geography. And he said, this Dr. Morrison said to me, "Miss." We always got called miss. Our name—we were Miss we never, never a first name. "Miss Harding I want you to come up to the front to this map up"—yes a big map on the board around the front he said, "and point out where is Prince Rupert." I was just from Saskatchewan. Prince Rupert, where—I don't. Anyway I must have done reasonably well, I must have put it on somewhere but I bet I shook all the way up because I did not know my BC history. I'm Saskatchewan. So that was one thing. Then Miss McManus the music teacher liked me. And I sang in the glee club there. And she chose me to sing at the banquet.

HR: Yes you wrote that here.

HH: Oh yes, and that was a great honour. And Mr. Martin was the math teacher. He taught me arithmetic. Did you ever hear of him?

HR: No, I know of Mr. Lord and Miss McManus though, lots of stories about them.

HH: Mr. Martin taught the math and I was fine with—one day I sang "Cherry Berry Bin" with a girl, a friend, who I got to know in—at the normal school. And Doris and I sang and when we went back to class he asked, "Who sang," he said, "somebody sang our room, from in here, sang this morning at, the first—the opening exercises."

HR: Oh ah.

HH: At—you tell me the word I'm looking for. At...

HR: Assembly.

HH: Assembly. He said, "Who was it?" And it was Dor—it was Doris and I and then they—oh I had a tough time in the cooking class. I had a Miss, Miss Maynard taught, taught—getting to that may I—she taught cooking. Well my mother was a confectioner and my mother was English. And all her recipes were in ounces.

L: Imperial.

HH: Ounces, so many ounces of this. And so—and she didn't like me in the kitchen. She used to say, "Hazel, I'll look after this. I'll do this, you go in the—you go do your school work or your music." Now I faced in normal school, now I have to cook. Well of course—so I wasn't very good in cooking. I came very close to having distinction, to having medal and there were two teachers that were against me. I was in the top 12 for teaching, which out of a 180.

HR: Wow.

HH: All right, I've told you that before. Anyway, Miss Maynard didn't like the way I cooked. I don't blame her, I couldn't cook a thing.

HR: [laughter]

HH: And then, then I had the other one, the Lees. Mr. and Mrs. Lee and they taught phys. ed. Well in Saskatchewan in that four room school and on cold days, I didn't even—I'd never heard of volleyball 'til I came out here. And there I was supposed to do volleyball and in the classes they—I had to do, I had to waltz. Waltz? My mother and dad wouldn't let me go to a dance. I never went to dance so they allowed me to go with my brother as a chaperone when I—for my Grade 12. No, no my Grade 13 graduation. All right I went. I didn't know how to waltz. And ask me to do exercise, I might had to do the (inaudible). I never even heard of, you know—so I didn't get along very well with the Lees. And I, I'd made up my mind when I knew that I was in line. I was told in line for distinction if I pull my mark in phys. ed. for the exercises and the cooking. And I remember going and getting right to Miss Maynard's door, and I was a little girl from Saskatchewan my hands went like this, and I ran away. And I went to the Lees. Got up, ran away. I wouldn't do that today, but I did. I did it and so of course I passed without—in the, in the top. But that—I (inaudible). The teachers were right, I was no good in phys. ed. I didn't even, as I said, I didn't even, I didn't know how to waltz. See, now Lillian is a good dancer.

L: Well it's really funny when mom says phys. ed. and home ec. because I tossed up sitting phys. ed. and home ec., being a phys. ed. or a home ec. teacher. And I went in the home ec. lineup at UBC because I had all the prerequisites for both. And the lineup was too long and I went oh well what the heck I like both I'll go, I'll go in phys. ed. and it really didn't matter which one because I loved both. And that made up my mind to be a phys. ed. instead of a home ec. teacher. But it's funny you saying that those were your two weakest, because those were always my strongest.

HR: [laughter]

HH: I know, I know!

HR: And those were the days when you registered by going and registering right?

L: Yes, I went along to the line-ups and I had—oh I forget what it was for. I think I had to get a—there were certain core subject in each that you had to get, and I had to get into that because I

thought I would like to go into the interior design in the home ec., so the textile end of home ec. And, but it—and you know it didn't matter because I, I did think that whatever it is, just like you put in you story, whatever it is in your life it's not a matter of what you do it's just in what order you do it. So in—like with little John when he said, “Oh I don't know whether to do this or that,” and I say, “Well don't discard any of them John just start—do one of them then you'll do the other one later.”

HR: Hmm it'll come around again, yeah. That's interesting, that's an interesting way to look at it. It's never sort of tossed right out.

L: No it's not an either or it's just a when, when, when are you going to do it. Which one first, what one first. Anyway, sorry.

HH: Then the primary teacher. Now I got along very well with primary teacher because that's doing the the actual school work. That's doing the theory. That's doing the practical teaching and all that. Miss Ballard, did you ever hear of her?

HR: No.

HH: Oh, all right. She was a nice lady, a little elderly.

L: You know I, I'm amazed—I couldn't tell you, I couldn't tell you...

HR: This also amazes me that almost to the letter people remember the names of their teachers form normal school.

HH: Oh.

HR: It's amazing they remember and they remember things about them. For example Mr. Lord, people remember that he was little standoffish and people were a little nervous around him and...

HH: And he told us we'd go to clean a clean.

HR: Clean a clean, I don't know how many times I've heard that! [laughter]

HH: Yes and that was hell.

HR: Before you, before go and marry someone make sure you take them home first. Did he tell your class that?

HH: No.

HR: I've heard from many people that at the Monday morning assemblies he used to warn people about going out to the rural areas because, "Don't go falling in love with the first cowboy or cowgirl that you meet, take them home to your parents first." [laughter]

HH: Oh my, and then there was another one, Mr. Hall, have you heard of him?

HR: Mr. Hall, yes.

HH: Yes was he psych, phys, psychology.

HR: Psychology, I believe.

HH: Psychology. And, and, you know, these teachers used to come in when we were practice teaching. I went to Edith Cavell and my first school was, Grade 5 at Carlton. Carlton at George road. I had taught at Carlton and I taught at George road. And I remember them coming in, I remember once oh it was a boring class that I was teaching I was teaching math and I just—and I was trying to drill something into them and I went over it and over it (inaudible) but I gave up. Apparently my personality carried it but I was told that I was young—but I was told never mind you'll be old, you'll look old soon enough.

HR: [laughter]

HH: I was told that by one of them. But so normal school was fine. I was just going to say when you were—of course she wasn't born then, I mean—but normal school, I had good days at normal school. I, I look back at that and I—and I got the dress that I wanted. My mother couldn't afford it. It was \$13 and I said, "I can't, I'm the princess I have to have it." I don't know how they got the money. I don't know where they got it from. But I got the dress. Remember when I was married Auntie Irene—oh no you, how would you know that? But I can tell you this, when I was married Auntie Irene wore my old net dress, if you look at the wedding pictures.

L: You showed me some of the pictures.

HH: And the little, little hat on top. And when I sang...

L: And she looked gorgeous I didn't know that was your dress.

HH: Oh that was my...

L: She showed me all those pictures.

HH: Oh wasn't it beautiful?

L: Mm-hmm.

HH: And I said, “Mom I have to have it.” I sang with Merlyn Bundt, I think Merlyn is dead. His dad was the minister. I used to go to Town Memorial Church. I sang in the choir under Berton L. Kurth, did you ever hear of that name?

HR: No.

HH: Oh he was a Vancouver School inspector.

HR: Oh.

HH: Berton L. Kurth.

HR: Normal school—do you remember any of the, any of the advice they gave you or any of the teaching?

HH: Oh horrors I’d better be careful what—[laughter] what advice did they give me?

HR: One, one of the teachers that I interviewed remembered having the psychology professor lecture out of a book on motivation and she said to me, “I felt like asking him how in the world does he know anything about motivation he’s lecturing out of a book.” [laughter] I’m just wondering if there was anything that you recall then?

HH: I remember in the going to the model school and my teacher there most of the time was a Mr. Truax. I remember all their names, T-R-U-A-X.

HR: [laughter]

HH: Mr. Truax at the model school. Oh and what was that ladies name at the model school, well known too I think it started with an M, but I can’t tell you. But the model school was a big thing for us. But, you know, everybody didn’t pass on their practise teaching. My best friend, the girl I was teaching with was so easy, didn’t have any discipline. This was at Carlton School. That was Bertha, you know? Didn’t have any discipline, she laughed if the kids did anything wrong she she laughed. And I was with her, this is Grade 5 and you don’t laugh at Grade 5. You don’t laugh at any of them if they’re misbehaving or something isn’t just right. Well, wasn’t right and I feel very sad I can’t talk to her about my normal school days. I was with her in Grade 12, I—she took me in and I stayed with Bertha and her sister June. June now has Alzheimer’s you know, anyway.

HR: And she didn’t pass? And was that, was that, was there quite a high percentage that didn’t pass? Would you say it was 50/50 or there was a small number that didn’t pass? Do you remember?

HH: Oh I can't tell you that.

HR: Okay.

HH: I can't tell you who passed. I really don't know.

HR: Okay.

HH: No, I remember the banquet because I said I sang at it, sang in Hotel Vancouver. It was a big thing. But I, you know—just remember—here's a little, I call myself a little girl because I was a little girl in those days. From Saskatchewan. And in with the university several were there, as I said earlier, several were there with 1 or 2 years of university now that—I did well. I'll tell you one that I sang with in the ch—at, with the reunion, Bell Morris. She became—did you ever hear that name?

HR: No, no.

HH: Oh Bell Morris well she, she was—oh I have forgotten her name now, her married name. But she sang with me. She had a troop after—she organized a troop of singers and they went around different places. She never did dances. Well anyway, so I remember who I sang with at the, at the reunion that was in the hotel. No, no it wasn't it was in the faculty club at UBC and there we had your cous—your dad's cousin Flory.

L: Right.

HH: Florence McVeigh. Florence Veigh, not McVeigh, Florence Veigh taught at at UBC. Did you ever hear that name?

HR: No.

HH: Remember Flory?

L: But that was many, many, many, years ago Mom.

HH: Okay, but you knew, you knew Flory?

L: Yes, of course I knew Flory. But I think she retired in the early '70s.

HH: Maybe.

HR: Can you think of anything else that I haven't thought of?

HH: Don't you think that...

HR: [laughter]

HH: Don't you think I've bombarded you?

HR: There's a lot, there's a lot here and there is a lot I think that will be very interesting to new teachers. For example the, just the comment about, about Bertha and the fact that, you know, in Grade 5 you don't laugh, right, you don't laugh when someone does something out of line. You've got to put on the, you know, the disciplinary role. Although, the kindness and the nurturing are still there.

HH: Discipline, if you can control naturally, so important isn't it?

HR: Yeah.

HH: It—as I said I never had a strap and I had all these pupils. But the little ones, I had a rule by hoping that I could smile. There's a difference between smiling and being nice. A frown.

L: Well I must have gotten some of that from you because I'll tell you what Norma Murphy told me. The feedback that she gave me was, "Lilian you control with your eyes."

HH: Yep.

L: And that was that was her words she said, "You never have to raise your voice to the students you never," she said, "most of the time you don't need to say anything to them. They just know by the, by the eyes."

HH: That's it, all right.

L: So maybe that's what you did.

HH: That's what I did.

L: The feedback she gave me, and it's just the eyes and the, you know, the slight hand motions. I, I know I've used my hands to just go like that, you know, if the kids were in an assembly and somebody was chatting with somebody else. And they'd always look to see if I was looking and sure enough I'd be looking and I'd just go. And no one else would see it, just them, and so anyway that's what she told me.

HH: Well that's what I did.

L: You control totally with your eyes. And I had other people come into the classroom and say, “Oh these kids don’t even need a teacher, you don’t do anything do you?” And, like, they’d come from SFU or various places and, and I’d go, “That’s right they can—they’re pretty good, they can run this class,” but it really was. (inaudible) Little things, and maybe that’s what you were doing but—and then probably got that from you but they didn’t—you didn’t know what you did unless somebody pointed it out to you and that’s probably what you did.

HH: And little ones want to please a teacher. A frown was a terrible thing. You—I couldn’t frown. If I did, if there—I feel that little ones generally, they’re so easily hurt.

L: Yeah, but even the older ones cause you had Grade 7 and they were older ones.

HH: Oh I taught Grade 7 at Murrayville.

(inaudible)

HH: Yep, Murrayville I had Grade 7. That was my first time at Murrayville school. I taught Pat Mumford, Gwen Lee, the, you know. Then Gwen Lee, one of my little girls that had in Grade 7, stepped off the bus from Vancouver in front of Barry’s store. Heart attack. Died. Right there. I sang at her funeral, boy that was a tough one.

HR: Oh.

HH: You know. So oh and Mrs., did you ever hear of her?

L: Oh definitely.

HH: (inaudible) The principal.

L: From Dad, from Dad. I think it was Dad who talks about Mrs.

HH: Everybody was afraid of Mrs. and when she came to the school and I was substituting, and she came to another class mine would come to me and when I taught—I even when she came I had little grade ones they’d come, “Miss Harding (inaudible),” that’s how scared they were of Mrs. That was—so I had to tell them, “She’s all right, she’s kind you just do what you think is right. You don’t want to try and do that. She’ll be fine with you.”

HR: Mm.

HH: But she’d...

HR: Yes we’ve all had them, [laughter] terrifying moments.

HH: There can be terrifying people in, in a class room.

HR: That's right there can be and you get every—every one's different, teachers are different.

HH: Yes.

HR: You get teachers that are, are...

HH: Well she sure had discipline.

HR: Yes. [laughter]

L: Terrorizing is not discipline. [laughter]

HH: And when I was at Murrayville school, you know, and I had the little black children, little Calvin and Dorene, sometimes the dad—he was a good dad, the first black man in Langley. I told you that right.

HR: Mm-hmm.

HH: And Jim Hill would come to meet his children. If it was a foggy night or it was raining out with a cold for nights he would come, and instead—he wouldn't wait outside, he wouldn't knock on my door, he'd go into the basement to wait. And that's when I would get them, they'd go to the washroom and then someone would come running, "Miss, you know, there's somebody in the basement." They were terri—well we weren't used to a to a black man.

HR: That was—somebody wrote their recollections of the first time they saw him and ran screaming down the road. [laughter]

HH: Really?

HR: And that's how I knew about him. Out of that book, Murrayville School it was a, yeah.

HH: Terrified of Jim Hill. But anyway, the School James Hill. That's where the Murrayville peoples are going now to James Hill School. They're going to...

HR: So it was named after him because he became a trustee or a mayor?

HH: No, no it was his property.

HR: Oh, It was his property. Okay.

HH: Yes it partly—it was his property where the school is built. And the first—and I don't—I think too if, you know, if you wouldn't—if, if you were prejudiced you wouldn't like him. But if you weren't prejudice he was the first black man in Langley. Okay, so...

HR: So that ends all of my questions for the time being.