

Faye Eccleston Interview – March 3, 2008

HR – Helen Raptis (interviewer)

FE – Faye Eccleston (interviewee)

HR: So where are you right now, Faye?

FE: Where am I living?

HR: Are you in North Van?

FE: I'm in North Van. And I, I live in Forest Hills. I used to be in a house up Skyline Drive. We were there for over 50 years and then 5 years ago we sold it and came down to a condo in the same area on Capilano Road, Capilano Road and Ridgewood Drive, it is right by the Capilano swinging bridge.

HR: Oh yes, the suspension bridge.

FE: Yes.

HR: I bet it's raining there today. Is it?

FE: It's what?

HR: Is it raining there today?

FE: Well it should be. It was raining when I looked out before. I haven't looked out since.

HR: It's raining here so I thought if it is raining here must be...

FE: That's the forecast isn't it.

HR: Yes.

FE: But we have had some nice days lately.

HR: Oh that's good to know. And were you born in, in the Vancouver area?

FE: I was born in Grandview in Vancouver.

HR: Oh I see.

FE: Grandview is the East end of Vancouver, it is an old established community. I think it's taken over by an Italian community now, but that's where I went to elementary and high school and, and was married there and then came and moved to North Vancouver after I was married.

HR: Do you have any memories of your own schooling at—in Grandview?

FE: Oh yes, oh yes. I went elementary school on Broadway, Alexandra. And they are having their 100th anniversary in May, and then I went on to Britannia High School and they are having their 100th anniversary in May.

HR: Oh, you went to Britannia.

FE: Yes.

HR: That's a very well known high school.

FE: Yes, yes. Well, it's changed a lot since I was there. I played grass hockey on the pebbles on their little school grounds and now they've got big fields and they have a nice rink and, and oh all the trims. They brought up a lot of houses around and, and built it up.

HR: And they expanded. So were you active in high school in sports or other activities?

FE: Oh yes, yes, I—that's been my life: sports. I found when I started to teach that sports helped me a great deal and I just—I was in five different schools the first four years I taught.

HR: Oh wow.

FE: Yeah I, I started out of town, you know. Near, near Vernon, 24 miles from Vernon in a rural school and I had eight pupils and I was there for 1 year and then...

HR: What year was that?

FE: '40-'41.

HR: '40-'41.

FE: Yes, and I went into Vernon for the teacher's convention at Easter and the speaker was the head honcho from the BCTF. What was his name? I can still see him. But he was the main speaker and when he was speaking he kept looking at me and I wondered, you know, if some people do that I didn't think too much of it, but then when he finished he headed straight for me and he said, "What are you doing here?" And I said, "Oh I was teaching." And he said, "What is Headlands going to do?" And that was my sponsor, I used to play a lot of softball and I said,

“Oh, I’ll be home at the end of June and I’ll play for Headlands this summer.” “Oh that won’t do,” he said. So he went home and phoned the school inspector from Burnaby and when I got home I had this call, “Would I like to take a school in Burnaby?” So I went into elementary school there for a year and then I was advanced to a junior high there and 4 months later I went out to the Vancouver School Board because I really wanted to teach in Vancouver because it was a good inter-urban trip out to Burnaby. And when I got into there, there was this opening at Point Grey Junior High just, a teacher just left at Christmas. So I taught there for 6 months, and then my former Britannia High School principal, Ernest Munro, was at McGee which is next door to Point Grey Junior High and he got me to come to McGee. So I was at McGee 5 years and then my normal school principal—we used to go to teacher training at normal school, you know.

HR: Right. Was it Alex Lord at the time? Was that his name, Dr. Lord?

FE: Yes, Yes, and he phoned to see if I would teach the teacher training group physical ed. and so then I was there 4 years before I got married.

HR: Oh my. Let me see if I got this straight—you were in Vernon at...

FE: Outside, 24 miles from Vernon.

HR: And what was the name of the community there?

FE: Creighton Valley.

HR: Creighton Valley. And the school’s name?

FE: That was it. Creighton Valley School.

HR: Creighton Valley School, okay.

FE: It was just a little one room. I only had eight pupils, five grades and eight pupils.

HR: The head honcho of the BCTF wanted to know what the Headlands were going to do. Was that the name of a team?

FE: The Headlands were a meat packing company, and in those days—like I played softball, and basketball. We were, well we were Canadian Champions in basketball and in softball we were B.C. Champions. And during the war you know it was really good to have a sponsor because all our money was going to the war effort. But they were very good sponsors and they made sure that if we won we carried on to defend our title, you know. And so he used to come to Centre Park which was over on Granville Street and watch the games. So I guess he was a Headlands supporter. I had never met him before that but, but this, this was the thing in those days, you

know, amateur sport was so important and people knew me all over because of it, you see. And so I would get advanced on my sporting ability and teach physical ed.

HR: Isn't that interesting. So then he brought you down to Burnaby and do you remember the name of the school you taught out there?

FE: The first one I've just forgotten the name but the second one was Kingsway West on, on Kingsway. But the first one was on the corner of the Grandview Highway and I just—if I could just remember that cross street, but I just forgotten it. I should've looked up on the map and I could have probably found out where it was.

HR: That's, that's okay. Don't worry about that. So I've got the sequence here, that's very interesting to me. So during your high school years you were on championship basketball and softball teams.

FE: Yes, after high school too, you see.

HR: And you continued?

FE: Oh yes, because I taught—I played basketball to well, until 1946. I was—but then I went to normal school, I stopped then because I couldn't keep up too it, you know. But all the time I was playing—teaching at McGee I was also playing on an outside team, you see.

HR: And McGee was a high school?

FE: Yeah.

HR: So how did you make the transition from the elementary up to the junior and senior high school? Did you have to have extra courses or...

FE: Yes, we, we had what we called a specialist and I had a p.e. specialist which entitled me to teach junior high school. However, in those days they was no physical ed. degree in B.C., you see, and I was one of seven children in my family, so I couldn't go to—I went to UBC for 1 year and then I had stop and go to normal school because I couldn't afford to, you know. And so there were few degrees as PE teachers around, so they—I was able to take on these jobs just teaching physical education and health and then I would coach the teams, you see.

HR: Oh.

FE: So it was quite different to today, we have the specialized—we have the degree people now.

HR: Right. So you did your Vancouver Normal School in '39 to '40?

FE: Yes.

HR: And then when—after that did you have to do two summers in Victoria?

FE: Oh, yes. I taught at Creighton Valley 1 year and then we went to summer school and then I taught the next year and went to summer school again. I've forgotten—but and then I went across the line I went to Washington State College for a summer, went to the University of California for a summer. In those days during the war we couldn't get money to go travelling. We couldn't take money out of the country, you see So it was a good way—I could get my phys. ed. education plus take a holiday around, you know. It was a nice way of getting away and seeing the country and so I went to Washington State, and then the University of California and then I went to Colorado Springs another summer. So, by that time I guess the war was over.

HR: So, so that's where you were getting more and more certified in phys. ed.?

FE: Yes, yes.

HR: And Washington State University, what year was that that you went? Was the war over by then?

FE: Let's see now that would be after—about 1943, I guess. But I know it was during the war, you know, and—but it was very good.

HR: So you saved up on your salary, you saved up enough?

FE: Yes, I made \$68 a month.

HR: Wow.

FE: And I saved up for—but mind you my mother was a help to me. If I ran out of funds she usually could help me because we didn't get paid all summer of course and we would have to wait until the end of September for our cheque.

HR: Right so that was...

FE: She often came to my rescue.

HR: That was long stretch I guess.

FE: Oh yes, it was a long stretch especially when we had to pay for summer school and, and our room and board and so on.

HR: What do you remember from your normal school experiences?

FE: Well, I, I enjoyed normal school, but it wasn't—didn't mean the same to me because I was disappointed that I had to stop university. However, it was an interesting year because they—we went out for teaching the month of January and the month of May. And in January I taught Grade 1 and I got top marks for it and I enjoyed it so much so I went back to the normal school and I said I was going to be a primary teacher. And so the, the phys. ed. teacher said, "Oh no you're not Faye. We'll get you a good school in May to teach phys. ed. and you'll like it." So I went to—in May I got this Brock School and I had nice classes in phys. ed. and I knew I'd like it but I liked the young ones too, you know.

HR: And the Brock School was that for older children?

FE: It was just Grade 8. But it was just for the one month of May, you know.

HR: And you specialized, you specialized in phys. ed.?

FE: Yeah, and then I had—well I had to teach all the subjects, of course, but then I had some phys. ed. And then while I was at the Brock School I got a call from my basketball coach saying that we had been—our team had been invited to Edmonton to play against the Edmonton grads for the Milk for Britain Fund.

HR: Oh.

FE: That was a war effort, you see, and could I go? And I said, "Oh I don't know whether I can get out of this." So I phoned my school principal, Dr. Lord, and told him what I was offered. He said well, he said, "You're up for distinction now but if you go to, to Edmonton some of the teachers won't have seen you teach," some of the normal school teachers. And he said, "You probably won't be able to get distinction because there won't be enough that know you." So I said, "Oh well I want to go anyway." I was captain of the team and I really wanted to go and so I went and we had good time and, and I didn't get the distinction but I, you know, I passed well.

HR: And the proceeds from that tournament went to the war effort?

FE: Yes, yeah the war effort. It was the Milk for Britain Fund and they were—I don't know what all, I guess they you know Britain was pretty tough, hard up right then for food and so they were going to send milk over to the British.

HR: Oh isn't that interesting.

FE: Yeah, yeah.

HR: When, when you were at university for that first year what were you studying then, were you in a...

FE: Oh I was taking a general course. I was going to take four years and then get my teaching. There was no phys. ed., you see.

HR: Okay.

FE: I just had to take a general course and then become a teacher that way, you see. We all had to specialize in phys. ed. and just get special courses, if we wanted to—you know, there was no degree course in B.C. then.

HR: Oh I see so it would be a general program with an emphasis on, on p.e. Okay.

FE: Yes.

HR: And when you were at the normal school do you recall any of your classes or your instructors or...

FE: Oh, yes. Oh, yes. Dr. Lord was the principal and Roy Hall was the second—was vice principal. He was a school inspector up in, in the interior before he—well, actually Alex Lord was a school inspector too and, you know, every, every week, one day a week he would—we always started out the day in the auditorium, the whole school. And we had programs and talks so I'll tell you about but Dr.—Dr. Lord would speak to us one day a week on his experiences up as a school inspector up in the Cariboo.

HR: Oh, yeah.

FE: And oh, they were so interesting. We'd hear about these Kleena Kleene was the name of one place and Lac la Hache was the name of another and these funny names, you know, and he'd have the most fascinating stories to tell us because, you see, that was where we were going to be going to teach. So he would lay the groundwork for us.

HR: Oh interesting.

FE: And then at those morning programs—I have forgotten how many classes were in the school. But we would take turns, a class a morning and put on some program and sometimes it was skits and sometimes, you know, it was all sorts of—and we'd get up on the program and—up on the platform and that and act the fool or whatever. But it was a good way of getting us out of our, our inhibitions and all that sort of thing and give us a chance to express ourselves.

HR: When did you prepare those? Was that in your own time?

FE: Oh yes, it was just in our own time. We'd stay after school and, and get together. Oh yeah, we'd have lots of fun doing it.

HR: So it would be the entire class?

FE: Pardon?

HR: The entire class, so...

FE: Well, no we'd just—we'd take turns you see maybe there be six or ten one week and then the next program there be another. Of course some of them were shy about doing it and it was hard to get them involved but the rest of us, you know, we would, we would all participate.

HR: Oh I see. Isn't that interesting. That is a very good way to get people used to being in front of a group.

FE: Oh yes. Yes because people came from all over the province, you know, and some of them were from rural areas that were really shy and then some of the rest of us were from city schools and had had lots of opportunity, you know. So it was very good training that way and then when we went out to teach—like, the staff of the normal school would come around and they'd walk in on our class you know and listen to us teach and then they would give us a criticism after. It was mostly encouraging of course. But give us good practical hints on how we taught and what we need to do to better it.

HR: When you do did the little programs at the assemblies for the whole normal school group were you marked on them in any way or were you just required to do them?

FE: Oh no, we weren't, we weren't told we had to but we, we, we were encouraged to include everybody. You know, to give everybody a turn and so they'd be—they'd have the experience too. But there were no set rules.

HR: So in, in general you felt very prepared but your...

FE: Oh yes, yes. Sometimes the effort wasn't as good as other times and sometimes it was sensational, you know. But they had a lot of fun doing it and it did get us out on and talking to, to a crowd.

HR: So tell me about your first school that you went to just outside of Vernon.

FE: Oh well, I lived with a family; he was the school trustee actually the woman and it was a wonderful family, English family and I ate and lived with three of my pupils. And, and I would walk up to the school which was about 5 minutes away every morning and one of my students

would go early and light the stove in the school house and he would be—he would keep it—logs going on and everything and then another one did, did janitor work, swept the floor and made sure it was kept clean. And then the, the other pupils, there were two other families and we all gathered at 9:00 and it was just, similar to other schools except when they went out to play they used to want me to go out play with them. [laughter]

HR: Oh.

FE: And I always remember one of the little boys said, oh he said, “Miss Burnham, I’m not going to get the strap from you; you hit the baseball too hard.” [laughter]

HR: So Burnham was your maiden name?

FE: Pardon?

HR: Burnham was your maiden name?

FE: Burnham, B-U-R-N-H-A-M. I had—my eldest brother was a school principal at John Oliver for years and one of my sisters taught too.

HR: Oh. Younger or older or...

FE: There were three in the family, but the others were engineers. They, I don’t know—teaching was a good thing during the war you know like my eldest brother wanted to be an engineer but there weren’t any jobs then.

HR: Ah yes, and I guess after the Depression it took quite awhile...

FE: Yes, yes.

HR: ...to get the economy to get going.

FE: Oh yes, the only thing that we suffered from during the war, I guess, was—well we were all used to the Depression, you see, we’d just come through a big depression, all the ’30s and so we didn’t expect much and we didn’t have a lot of equipment and so on, but we managed, we were used to managing, you know. And it was surprising, I guess, this day and age we’d notice quite a difference but it—and then I’d have to take the train home at the holidays and we’d all have to go home at Christmas and Easter, you know, you couldn’t—I was so lonely up there because all the people my age were off at the war effort, you see. And I just had pupils and my landlady and her husband. So, however you get through it.

HR: Were there any kinds of community activities or anything that you felt?

FE: No, no, well at Christmas I would put on a—we'd have a Christmas entertainment and a party after, but apart from that there weren't any, any parties. You know, they were, they were very quiet.

HR: So it was a—was it a Christmas concert you did with the children?

FE: Yeah, we put on, we put on a Christmas concert and I trained them in a play and so on, you know.

HR: What was—do you remember the play?

FE: I've forgotten what the play was all about.

HR: Did you have any help from anyone in the community to put on that play or...

FE: Oh no, oh no. I was on my own.

HR: All alone. Okay, so you went back home at Christmas time.

FE: Yeah, we went home for holidays at Christmas and holidays at Easter. And I always remember—you know, I didn't mind it at all but I knew I was lonely, but when I went to go back after Christmas, after the holidays, of course I came home and had such a wonderful time that I came downstairs and my father was going to take me down to the train and I burst into tears.

HR: Oh.

FE: At just the thought of it you know. And he said, "Well, you don't have to go Faye." I said, "Oh I'm going, I'm going." But it was funny, it just hit me all of sudden and the thought of going back there for 4 months and I knew we'd had too much snow and I wouldn't get out of the valley. Because every once and while my landlady and husband would take me into Vernon, you see, when they'd go in for groceries and things. But over the, the January, February and March there was a lot of snow and, and they wouldn't get in very often.

HR: Oh, what...

FE: So I wasn't looking forward to the loneliness.

HR: How big was this community would you say? Creighton Valley.

FE: How big was what?

HR: Was the community?

FE: Well, it was sort of a valley—it was farming and most of it was just the three families that had children and I know it ended up at the end, it was called Echo Lake. A lovely lake where we had a picnic. I guess it wasn't a school picnic but I, you know, my landlady would take me up on a picnic, you know. But it was a, it was a lovely valley but sometimes you can't live on the scenery alone can you?

HR: The beauty of it. [laughter] That's what Marion told me; she kept insisting that it was absolutely beautiful.

FE: What was that?

HR: When I spoke to Marion last week, Marion Acedo.

FE: Oh, well, she—did she tell you about the liver sandwiches?

HR: No.

FE: Oh gosh when she'd—they gave her liver in her sandwiches and she'd been used to well, a wonderful cook as a mother, you know. She didn't last very long. Oh gosh.

HR: You can't live on the beauty of it, that can't be all of it.

FE: No, no that's right.

HR: Well, when, when you were at the school and I guess also at the other schools did you—were you able to cover the curriculum? Did you have enough resources to do that?

FE: Well, we thought we did. You know, I guess if we'd had more we would have done a better job, but we, we felt we covered it, you know. You just, you sort of made do, you know.

HR: Okay, and do you remember any of the advice you got from the normal school instructors about how to work with a multi-grade classroom?

FE: Oh yes, oh yes. As a matter of fact there was a rural classroom attached to the normal school and we used to go in there and observe how she taught and we'd get practiced teaching then and, you know, you'd put one group—a couple grades together and they would work on their own while you taught another group, you know. And you just went from one to the other all day and sort of supervise as you're, as you're teaching one you're supervising the other, and it isn't as bad as it sounds.

HR: Okay. And did, did you get any help from anywhere? For example, was the inspector helpful?

FE: Well, no he—that year that I was up at Creighton Valley the inspector came about April or May and all he did was hand out tests and test the kids. [laughter]

HR: Oh, goodness.

FE: Yes, and then he sent us a report. We were supposed to know what to do, you see, so but oh I guess we did okay.

HR: What were the tests he gave?

FE: Well, he'd give them tests in math and oh there was, I guess, I guess, most of the subjects that were important to him, you know.

HR: Okay. [pause] So do you, do you remember anything particularly positive or memorable that you think of fondly after all these years?

FE: What years?

HR: After all these years looking back over either your time at Creighton Valley or Burnaby?

FE: Oh yes, well you know it's—well I think there were lots of positives about it. But, you know, I used to go for some wonderful walks, you know, and that. But I had to make my own time as it were and every. I don't know how often I went, but I would have to go and visit the other two families, you see. So I would after school I'd walk up and have tea with the mother, you know, that was important to keep, to keep the relationships with them, you know, 'cause they felt it was quite an honour for the teacher come and have tea with them. And it was nice for us too, for me to go and speak to someone, an adult again.

HR: And was that something your normal school instructors had recommended?

FE: Oh no, I think it was just something you kind of realize is—maybe they did, I don't know. But they, they used tell us a lot about what we should do with the community and everything but mine was such a small community that there weren't the same things happening that is in others. And, and then after I'd been there for a month I learned one of my best friends was over the mountain on the other side of the mountain—my valley, and we had to go all the way into Lumby 8 miles and then go back out to her place so it wasn't much use her being so close to me, you know.

HR: It was really quite far I guess.

FE: Oh yes well we never could climb the mountain over, it was a huge mountain. Camel's Hump they called it.

HR: Oh.

FE: Yes, so here I thought, “Oh boy Amy’s so close to me.” But she wasn’t.

HR: Oh no.

FE: But she never could get into Vernon when I could get in, you see.

HR: Oh.

FE: We were dependent on others to take us in.

HR: Was Vernon, was it quite a little town at the time?

FE: Oh, yes., oh yes Vernon was lovely place to go to and a friend of the family lived in Lumby which was just 8 miles from Creighton Valley and that’s where our post office was and it was on the way to Vernon, you see. And I remember one weekend and being able to go in and stay with them but it was hard to get there, you see. I had to be taken.

HR: Oh I see.

FE: Yes.

HR: So one of the families had to take you in.

FE: Yep that’s right, but she was a good friend of my mothers and, and so it was kind of fun and she had a daughter pretty much my age so it was a nice weekend away.

HR: Do you remember doing things with the children specifically for the war effort either at Creighton Valley or in Burnaby?

FE: Oh yeah, let me see now. We must have done things like that you know, but...

HR: Did you save paper or foil or anything like that?

FE: Did we which?

HR: Did you collect—help the students to collect tin foil or paper or anything like that?

FE: No, no we didn’t do that that sort of thing I don’t know whether it was the circumstances. Well of course there wasn’t much foil, there wouldn’t be tin foil around in those days they wouldn’t be, be packaging things in tin foil they would have something else, I don’t know what it

was but oh any tin foil was very valuable for war effort, you see. I don't, I don't think it even got to us in the packages. But I am just trying to think, I don't remember too much about that but I remember knitting for the war effort and knitting socks to send over to friends in the army and so on and—but the children were kind of young to—they didn't. I had one in Grade 9 but oh she was busy farming. Well, you know, she be busy after school, she and the Grade 8 would have to go out into the fields and, and work, you know.

HR: Help out their families.

FE: Pardon?

HR: To help out their families?

FE: Yeah that's right. Yeah and they would be up early milking the cows and so on.

HR: Were there any—what were they called, war savings stamps or anything like that? Do you recall any...

FE: Oh yeah, there would be. Yeah I've forgot, forgotten the details about those but oh yeah all of that was going on. It's funny, you know, you forget it.

HR: Yeah, well it's been so long I'm amazed at how much you do remember.

FE: Yeah, that's right.

HR: Is there anything else that you think I should know or what future teachers should know about that time, about that era?

FE: Well, it was, it was tough, you know, but, but we didn't think anything of it but, you know, when I think of the little bit of money we had to do things and get home and back again, and to study and, and to pay fees and so on, you know, it was—we didn't have too many shackles then but of course nothing cost as much.

HR: Mm-hmm.

FE: And that was good.

HR: And when you were teaching at the normal when you were there for 5 years did you also continue to teach in the public schools?

FE: Oh no, oh no that was a full time job.

HR: So you were full-time?

FE: Yeah full-time because you see we would teach and we would supervise them teaching and criticize their teaching, you see, too. But I would have classes in the gym and put on a model lesson and then I would have them teaching part of it, you know, to, to demonstrate. And it was a lot of back and forth helping one another, you know. And then I would go out and supervise them in January and May and of course I supervised the classrooms too, but any that were teaching in the gym I would go in there and, and supervise it.

HR: And you were at the normal school for 5 years?

FE: Yes.

HR: How long were you at the normal school?

FE: Yeah I, I taught there for 5 years.

HR: For 5 years.

FE: Oh no, wasn't it just four? Wasn't McGee five?

HR: McGee was five, sorry.

FE: And the normal school was four. I would have gone on. It went out to the university a couple or 3 years after I got married. I stopped when I got married.

HR: And was that a choice or did you have to?

FE: No I, I could have carried on but I was, I was 32 and my husband didn't want me to teach and I wanted children so I, I was glad to, to...

HR: To start a family.

FE: ...start family life.

HR: And what did you think of the move to the university from the dissolving the normal school and moving it.

FE: Well, I, I thought that it probably was good as far as education; they could go on from there, you know, they would be introduced. But as far as the practice teaching and so on I don't think it could be as good as the normal school was because we gave a lot of individual attention at the normal school and development of individuals whereas at the university, you know, they just

have the 1 year teacher's training and all of the rest of the years they just sat in classes of 100 or so, you know, and but it was a very individual thing at the normal school. We knew everybody in the school and we tried to bring them along.

HR: I think we have lost a few things over time.

FE: The which?

HR: I think that over time we've lost a few of those elements.

FE: Yeah, that's right and we all realized that it would be difficult for a university to do the same thing, you know, as we did. Ours was a longer year for one thing and we had those long sessions, 2, 2 months of practice teaching and there was so much help then.

HR: Well, I appreciate all of the input that you have given me. Are there any words of advice you might have for future teachers or...

FE: Oh well, I found it a wonderful thing to do and, you know, I just enjoyed it thoroughly every year I was teaching. But I think you have to like children, you know. I wouldn't advise anybody that's lukewarm about little children to take it up, but, but all personalities for older ones. You know, you have to be used to—you have to be interested in the individual to, to take up teaching. Don't you think?

HR: Yes, yes.

FE: If you don't have that interest then go off something else. But I, I really, I really think it is an interesting profession if you enjoy people and children in the younger grades, of course.

HR: Mm-hmm. And do you have, do you have any—were there any experiences, negative experiences, that you recall that you wish you had done differently, something differently, or that you would caution teachers against or...

FE: No I don't real—I didn't have any bad experiences. I don't know, I'd probably could have, could have thought of things I could do, you know, better. Nut no I just had a wonderful time at it. I enjoyed every minute of it and I would advise anybody that enjoy people and children to do the same.

HR: Oh that's great.

FE: Yes.

HR: Well, I appreciate that very much, Faye. One of the things that a number of people have done is they've rummaged through some old photo albums and come up with pictures either of themselves teaching or their kids and I am wondering if, if that is something you might be interested in doing? If I was to send you an envelope—people have sent me some photographs. I scan them and then I send them back.

FE: Sure, what was it you would send an envelope with?

HR: Yes, if I send you a self-addressed envelope would you have any photographs that you would mind putting in and sending down to me?

FE: Sure.

HR: For lending to me and then I can scan them and when I get around to, when I finally compile all this information, I think it would be a nice touch to have some photographs with the stories.

FE: I see, yes. I'll look and see if I have anything meaningful. I of course have different photographs of, well of course I have lots of team photographs, but I have like I use to put people in displays, group displays and that sort of thing and I have pictures of that sort of thing. But I don't have anything in the classroom, I don't think.

HR: Do you have any of yourself from that time either playing on your softball team or in...

FE: Oh I've got lots of that.

HR: Yes.

FE: Yes.

HR: That might be a nice touch as well because there, there are just a couple of you that had those kind of outside interests. Many of the people I had spoken to were teaching and that was all they could manage and in the high school they weren't involved really in the same. So it might be a nice touch to see...

FE: I must say when I was at McGee and, and playing, playing basketball every—we would try to arrange Canadian Championships at Easter because there were three of us that were teachers.

HR: Oh.

FE: And so, so we could travel at Easter. Although the school board would let me off other, other times, like, one fall I went back to Cleveland to the world softball tournament and I was away a

whole month. But I lost my salary because of it. You know, they didn't pay us. And then they got so they were more generous they would give, give me the difference between my salary and the substitutes salary. So that was a little bit easier but they, they of course couldn't—in those days they couldn't pay for when I wasn't there.

HR: When you weren't there.

FE: No. And I didn't expect it either, you know.

HR: I wonder if times have changed?

FE: Pardon?

HR: I wonder if times have changed?

FE: I wonder, I don't know. But oh we didn't, we didn't think anything of it, you know, we didn't expect anything from the school board. The fact that they let us go was something; didn't condemn us for it.

HR: So you were glad that they acknowledged it and let you go?

FE: Yeah, that's right and of course I—because of it I was in—I was promoted in my teaching very quickly because of it, and so I never resented them taking off my pay.

HR: So your, your experiences outside of teaching in the, in the sports were very beneficial then?

FE: Oh very beneficial, yes, because in those days as I said amateur sport was more highly—now it is all professional, you know. The papers are full of professional sport. But in those days our amateur teams got a lot of publicity, and our pictures would be in the paper, you know, and so on. And then we played softball and at this park on—at Granville and Broadway and there were seats all around it, you know. And people would come in the nice evenings, and watch. They had to pay to get in. And oh yeah, we had lots of fun.

HR: Well, it sounds wonderful.

FE: Yeah, Oh yeah I have wonderful life.

HR: Well, I appreciate so much the time you have taken to talk with me.

FE: Not at all.

HR: Thank you, you so much Faye.

FE: You're welcome.

HR: Have a nice day.

FE: Bye-bye.

HR: Bye-bye.