

Celia Dowding Interview #2 – February 11, 2008

HR – Helen Raptis (interviewer)

CD – Celia Dowding (interviewee)

[continued]

CD: That and everything. And because of, because the Depression that was very, very, very difficult, difficult years, yes.

HR: Did he manage to raise the cattle or...

CD: Yes, yes. Oh yes, we did and he was the, he was the milkman for the, for the little town for, for the first few years. But, but the, the Depression was such that, that there—there was, there was, as a farm family, there was always something to eat and, you know, we didn't have the kind of Depression they had in cities. But on the other hand there was no money and I mean none! [laughter] If you were to, if you were to ship a pig, for example, to get money likely the shipping would cost more than you received for the, for the pig.

HR: Oh goodness.

CD: That kind of thing, yeah, yeah. So it was very, very difficult years and really years that, that, that my dad never, never recovered from, yeah, yeah. But as far as the schooling part of it went I, I remember nothing but, but absolute positiveness. I went to first it was a two room school. They developed the basement and so it became a four room school with three grades, three in each room all the way up through, through twelve.

HR: And what was the name of that school again?

CD: It's Beaverlodge.

HR: Beaverlodge.

CD: Beaverlodge, it's all one word.

HR: Right, and that was in Beaverlodge.

CD: Yeah Beaverlodge, Alberta, yeah. So that's, that's about 50 miles south of Dawson Creek in B.C., yeah. Mile 0 of the Alaskan Highway, Dawson Creek was.

HR: Okay and just, just before we get to the schooling, you said your dad never recovered. Was that financially from...

CD: Financially, yes.

HR: Did your mother have to work?

CD: No, no, no, never. And women didn't very much those years. I don't really remember any of the, any of the moms working.

HR: Okay.

CD: A man, a man wasn't suppose to get married until he could support his wife and his family. And it was, it was definitely something of a, of a disgrace if, if, if a woman had to work. It, it sort of signalled the inadequacy of the man in those years. Yeah, yeah, yeah. But, work mom certainly did because every, every bit of food and clothing and gardening and all of that was, was a continuous, continuous work for both, both my mom and my dad. They, they just worked like slaves to, to keep things going. The only thing important to them—they eventually had three, three girls. Seven years before Sally was born, and then, and then 5 years before Maureen was born. Daddy always said he couldn't afford us any sooner, yeah, yeah. And, and so it was, it was, it was canning, and it was, and it was raising, raising, raising food. There was practically nothing, nothing bought. There was a little bit of, of, of sugar. We tried to grow sugar beets and couldn't really, couldn't really manage that so we had to buy some sugar. We had to buy some salt. And we had flour ground, you know, so that, so that there was very, very little need, need of money. The one story I tell that I tell—did I tell you the story of the milk—the crème separator?

HR: No.

CD: Yes. Well, since there just was no way of, of, of earning, earning actual money at all including, you know, what you, you sent in, in oats and wheat and that kind of thing it still, still didn't, didn't bring in the money. So the only thing that could be sold for something was cream, and so you, you took the cream off the top of the milk and, and then you could, you could sell it. But you lost an awfully lot of cream that way. And so Daddy decided that he, he had to have a cream separator and so we, we went to—he did, went the bank manager to see if he could borrow enough money for a cream separator. And the bank manager knew my dad and, and, and would certainly have given him money but, but he, he wasn't able to, to lend farmers any money, there was no money for, for farmers those, those years at all. And so he gave, he gave my dad the money for it out of his pocket and we brought a cream separator.

HR: Wow.

CD: And so all of that, that, all of that fall and all of the winter and all of the spring and all of the summer I would, I would bring something to school almost every, every day to help pay off this, this debt. I'd bring a turkey or a chicken or a dozen eggs vegetables. You know, all that kind of thing.

HR: Wow.

CD: And, and that was also pride. Pride was a big thing. There was no, there was no welfare or, or, you know, any of those kind of, kind of things those years at all. Neighbourly, neighbourly helpfulness there was, there was plenty, plenty of that. I remember we sending carloads of, of oats to Saskatchewan prairies those years because they, they just didn't have nearly as much as we did even. But anyway, I went to the back door of, of the bank manager's house because, you know, you didn't want to be, be seen taking, taking vegetables and what not in the, in the front door. In other words it was not something you were proud of doing. It was something that certainly had to be done but, but you didn't tell people very much about it. And eventually it was paid off, I imagine, knowing my mom and dad three or four times and it was \$14.

HR: Oh goodness!

CD: Yes, yes, yeah. But it made—one, one day I, I left—I lost the cream cheque. I would bring it home from, from the post office in my school bag and, and I lost it. And it, it was absolutely a, a devastating thing. My mom and I tramped around through the, through the snow drifts and everything trying to find it.

HR: What was the cream cheque for?

CD: For selling the cream.

HR: Okay. So who would you sell it to?

CD: It went on the, on the train. It must have been—I think it was the province. I am sure it was the province.

HR: And they would issue a cheque to you?

CD: Uh-huh. A cheque, yes.

HR: And how was it that you picked it up? Where would you pick it up from?

CD: At the post office.

HR: At the post office?

CD: Yes, at the post office. I was small enough at that time, so I had to ask for the mail through the letter slot. So when they heard somebody asking for the mail through the letter slot they knew it was me and gave me the mail. [laughter] You're getting a lot of irrelevant material here but...

HR: No it is relevant because, you see, it is hard for me to imagine all of the sequence of events.

CD: Yes, yes.

HR: It's so foreign to me.

CD: Oh, well I am, I am pleased, I am pleased that, that it's something that's, that's not known. And, and back then, of course, we didn't ever admit these kind of things either very much. You know, all our clothes were made overs and made do and all of these things. But anyway, that cream cheque was eventually replaced. It must have been government because it was replaced and it was \$8. But it just meant, it meant that there was \$8 that you could, that you could buy something with.

HR: Right.

CD: Yes, yes.

HR: Wow.

CD: Yeah. So that's, that's a little bit of what the Depression was, was really like. Yes.

HR: Goodness. And did you or your sisters help out as well on the farm?

CD: Not, not nearly as much as, as most kids did. We always helped but a lot of kids would have to stay home from school. Especially the boys, well the boys and the girls, at, at, at threshing time because they had to help their, their, their parents, help out during threshing time. Help their parents with the, with the, with the food and help out in the field. My, my husband that I eventually married really started working as a man at 12, 12 years old.

HR: Wow.

CD: Yeah, yeah just working, you know, in the fields and in the woods and logging and that kind of thing. A lot of children did but my, my dad was very forward looking according to today's. Quite a few of my friends would tell you, "Oh my dad didn't, didn't think that there was any use of me going to school because I'd just get married anyway," that sort of attitude.

HR: Mm-hmm.

CD: But my, my dad was not at all like that. His, his sisters—he was one of twelve, in in New York State and, and most of them were teachers. And he really respected education and, and wanted to make sure that, that his, his girls had a warm coats, and warm shoes, and they got their

education. That was—he wanted us to be able look after ourselves whether, whether there was a man in the picture or not, you know.

HR: And would you say that your dad was a big influence on you then?

CD: Oh tremendous, tremendous influence, yes, yes. I, I would think that we and, and many of the people around us too, people that are still my, my, my friends, would say the same. That we just had about had the most ideal upbringing that you could possibly, possibly imagine as far as, as respect for, for other people, helpfulness to other people, lack of, lack of criticism or, or gossip. We, we sort of grew up with a, a deficit of critical thinking or something, though. I still can't imagine what goes on in the world. We, we just, we just thought everybody was perfect and they seemed to be as far as helpfulness and honesty and, and all of that kind of thing went.

HR: Isn't that wonderful.

CD: Yeah, yeah, yeah

HR: And you're mother, you would say that about your mother as well? Both mother and father?

CD: Yes, yes. One thing too that, that, that was very different was how close families were, especially, I think, farm families because you, you were, you were there by yourself. There was, there was a coal oil lamp in the middle of the table and you all sat around the table always, you know, nobody was, was gone for meals or anything like that. You were all together and, and we would, we would read books from the time the littlest one could, could read. She would read for awhile of the story about riders of the purple sage or something like that and, and, and then she would pass it on to the next person and the next person, and round and round the table and talking about the book and taking turns readings. And my dad would, would reach on one side and pat, pat that daughter's shoulder and then reach on the other side and pat the, pat the other daughter's shoulder. It was just, just so close, you know, and so, so understanding and, and helpful, and helpful with our, with our arithmetic or anything that was going. I think Mom and Daddy both just had—I am not sure if they had Grade 11 or Grade 12 but they, they certainly had the, had the respect for, for education and being able to, to look after yourself. Yeah, it wasn't a religious family. Went to Sunday school, and went to church but, bit it, it wasn't centred around religion. I think it was centred more around education than religion.

HR: Which, which church was that? Do you...

CD: United Church mostly. There was an English church in town and, and a United Church in town.

HR: Okay.

CD: And there was, there was Catholic services held in, in some of the homes I know, I know. But, yes. And CGIT, Canadian Girls In Training, that was with the, with the United Church.

HR: Oh, I don't know about that.

CD: CGIT. And we, we—it was, it was quite widespread I'm sure. Summer camps, summer camps for, for, for girls and, and picnics and that kind of thing. Yeah, yeah, yeah. Now what are we talking about?

HR: I was just wondering when you were at school did you have any teachers that you felt were influential or had an impact on you in the same way that your mother and father did?

CD: Definitely our, our, our Grade 1, our Grade 1, 2, and 3 teacher. Her name was Miss McGinn and we, we all called her Miss Agin, sort of, sort of shortened itself to that. But a really, a really wonderful, wonderful teacher that we all adored. The, the intermediate teachers there were, there were several, not quite so influential. And then there was a high school teacher that—all sorts of names escape me these days, so the fact that this name escapes me at the moment doesn't matter. But a wonderful, wonderful high school teacher.

HR: He? She? Do you...

CD: She, yes, yes. She, a woman.

HR: Do you remember what she taught? Do you remember what she taught?

CD: Well, there were, there were two teachers for Grades 7 to, to 12. One two three, four five six, seven eight nine, and ten, eleven, and twelve in the four different rooms. So everything that was taught they, they taught. There wasn't any, any exchanging teachers or specialists or, or anything.

HR: So she taught all subjects to you?

CD: Well, the two of them, the two of them.

HR: Between the two of them?

CD: Yeah, between the two of them. Yeah, yeah.

HR: And what, what made her and Miss McGinn wonderful? What were the qualities or their abilities? [pause] Was it their human side? Or was it their teaching skill?

CD: Oh definitely their human side, definitely their human side. The, the—oh dear, it's annoying when you can't come up with their name. The, the high school teacher, for example, taught, taught some home e,c. And there wasn't any stoves or, or sewing machines or, or anything like that. She, she made whole, whole dresses with a coat over it, I remember, for herself all by hand, all by hand.

HR: Wow.

CD: Just needle and thread, yes, yes. And our science experiments and all that kind of thing were really very, very basic. I was, I was—my, my one son inflicted me with a computer a few years ago and I was complaining to him about how difficult it was. I didn't succeed in that project, by the way, I have thrown it out the window in the meantime. But anyway, I'd say, "Earl, you know, I can't even type it's, it's just more difficulty." He'd say, "Mom it's, it's logical." "No Earl, to me it was not logical. No logic." Anyway, he said, "Mom, I can't—I'm surprised at you, that you wouldn't take typing, you know, as interested as you are in, in education." And, and my answer to that, of course, was, "Earl as I grew up through Grade 12 I never saw a typewriter. I never saw a typewriter." I am sure their must of been a typewriter or two in town, but, but I certainly never, never saw one let alone ever had the opportunity to, to, to learn it or anything, you know. Yeah, different, different times.

HR: Different era, definitely. At the high school did you have any extra curricula activities or any sports or anything you were involved in or was it basically you're course work?

CD: It was, it was just, just, just school yard pick up ball games or that kind of thing. Skating, skating, some swimming, river, river kind of swimming, swimming in the river. But as far as, as organized sports, very little except I think some of the boys in, in some hockey those, those days.

HR: Okay.

CD: But I was very, very poor at most, most sports except dancing. Dancing was a big, as big social, social, dating, and everything experience. We, we, we just, just enjoyed the dancing so very, very much.

HR: Through the school or through the community centre?

CD: The community.

HR: Through the community.

CD: Barn dances in barns. They, they would clean out the hay in the hay loft in, in the, in the spring, you know, when most of the hay was gone. And, and it was all, al very fragrant with, with, with hay and very clean and very slippery, slippery kind of floors in the hay loft. They

would, they'd bring piano up by the hay lift the outside of the barn up into the barn. And the stairs up to, up to the loft and the grandparents and the mothers and the fathers and babies maybe on a, on a, on a quilt behind the bench while the rest of us were all dancing. Yeah, yeah, it was wonderful. So I guess dances were, dances and plays like I mentioned in my, my first year teaching, play, those kind of things were very, very homemade, homemade entertainment, yeah.

HR: So when, when you were at Tate Creek one of the things I was wondering about—you gave me the pamphlet, the cut-outs from the reunion in 1989.

CD: Yes, mm-hmm.

HR: And one of the things that you pasted in you had written at top of it Lydia Hinky. And it was, I guess Lydia Hinky's memories of Miss Meade. I don't remember if—I am not sure if you were there when Miss Meade was there but she, she implied that Miss Meade was living on her own in a cabin. I am just—I am wondering did you know Miss Meade? Or did you know...

CD: No, I didn't meet any of them at all.

HR: Okay.

CD: And they, they apparently were experienced teachers and one of them I know spoke German.

HR: Okay. So maybe that was Miss Hinky. Okay. I just wanted to check that with you because she writes about her there but I wasn't sure if you overlapped at all.

CD: No, no, no. Not at all, not at all.

HR: The other thing I was wondering is when you said, for example, that it was considered shameful, I guess, for a woman to work if her husband was working. I am wondering about male and female relations during the time that you were teaching. Did you ever, ever feel that there was, I don't know, any kind of discrimination or any kind of tension between the men and the women in the community? Or the...

CD: At Tate Creek, at Tate Creek?

HR: Yeah.

CD: My, my impression was that I knew I didn't want to marry any of those fellows. [laughter] That was for sure. There wasn't too, too many of them around, you know, because so many of them had, had joined up for, for the army and everything. But, but I found that the, that the men seemed to really miss their, their coffee houses and, and, and that kind of thing. And they would,

they would go away to Pouce Coupe, Pouce Coupe or, or to Dawson Creek to get a bolt for the plow or something and they'd be, be gone all day and the women were left at home with, with the animals to look after and, you know, pigs to feed and the garden to look after and goodness knows what besides having to make all of their own, their own bread and their own butter and, and everything else. They just seemed to be left with, with so much of the work. And, and the men certainly worked, there was no doubt about that. But, but they also got in a lot more entertainment and, and free time and everything than, than the women did.

HR: Okay.

CD: Yeah, that was, that was the general impression because there were, there were some opportunities when I might have, might have decided to stay there but I knew better than that. [laughter] Yeah, yeah.

HR: Okay. So—and then with respect to teaching, I guess, there were no men around really except the inspector when you were teaching?

CD: No, no, no.

HR: And did you ever feel any kind of tension between the inspector and the teachers he was inspecting, being predominately female and the inspector being male?

CD: No, not at all. I don't know whether I mentioned how, how, how important the inspector was to me that, that year.

HR: Yes, you mentioned that he helped you a lot, for example for working out the math problems.

CD: Yes was there anything else, you know, well I guess that was all was the, the, the academic part of it. The fact was there was so little in the the way of, of library materials or, you know, there was no telephone, there was no, no computer certainly or anything, anything like that, you were really on your own and, and determined to try to get things right. Sometimes there was a book of some kind that would have the answers in the back and the answers weren't right! And I knew they weren't right and, and yet, you know, how can you prove it, what can you do about it and, and, and what can you do to get it right. And so the inspector was right there. He was, he was absolutely nothing but helpful. I can't imagine him being any other way with anything else and I felt no—I didn't feel that he was looking down on me, or, or, or being overly critical or, or anything. I thought he, he the inspector that year, anyway, was, was nothing but, but helpful and cooperative, yeah.

HR: Okay. The last thing that we didn't really touch upon when I last saw you was your experiences at the school in Surrey after you left Tate Creek.

CD: Okay. Now there is an awful lot of space in there that I'll, that I'll just mention in passing and if you happened to hear anything that you, you think is interesting because there was, there was—what, well there's an awful lot of years in there. After I left Tate Creek I, I was married at the end of the next year and I spent that, that next year in Surrey in a, in a school just above the Pattullo Bridge there. So then we went back to Ontario and, and that's when I, when I took my course in—it was called Auxiliary Education and that led to, to later on getting a Masters Degree in, in Special Education, Learning Disabilities and ESL and EMR and TMR and, and reading, that kind of thing.

HR: Okay.

CD: And I, I started—then we moved in 1956 down to California and I started a little school, a private school, run by the, the parents in the area of severely handicapped children that, that could not, could not get into the school system at that time. And so we had a, we had a school for a couple of years of very, very handicapped children. One, one sort of discovery we made while, while I was at that school was that—and it was just sort of a little house school at the back of a, of a, of a school, school ground that was. But PKU for example, phenylketonuria, and, and it, it was discovered that in my little class of about, of about 12 children there were three children who were affected by that. And, and it's a very, it's a very easily, easily discovered disease too with a urine, urine sample at that time it was. So, so we were able to, to follow that and helped out a few, few families with what could, could be done with, with that.

HR: I have never heard of that before. What, what are the symptoms?

CD: The, the children were not, not, not uniform in their problems. Autistic, autistic you hear a lot about autism these days and, and with very, very repetitive tics and, and, and things that, that they, that they had. And it seems to be any, any even mother's milk that, that, that the child has it affects—sort of eats away at the part of the brain and, and it, it, it can't be, can't be repaired, repaired or replaced. I've, I've kept up with, with one family slightly through the years and there were four children in the family. The first, first girl wasn't affected and the second little fellow I had and, and he was, he was in care and in foster homes and everything the whole of his life, they couldn't, couldn't manage him the whole, the whole of his life. I had one, one little boy who, who had be tied up in, into a little, little stroller kind of thing, poor little guy couldn't even, couldn't even sit, sit up. Lovely happy little, little, little smile and, and, and couldn't even, couldn't even hold his head up properly himself. So that's that, I did that for 2 or 3 years. Let's see. I, I, I taught ESL too in, in, in Vancouver when my eldest was child was, was small for quite a few, few years in the Vancouver School District. One of the, one of the things that I, I did though, starting in, in 1973, was teach in the Yukon.

HR: Oh yeah, that's right.

CD: Yeah.

HR: I remember you telling me about that.

CD: Yeah, yeah. And, and that's a certainly very, very interesting episode of my, of my teaching life because I became the, the coordinator of the—of YTEP. Have you heard of YTEP?

HR: I, I believe that you gave me information about that when I was over.

CD: Yeah, yes.

HR: The teacher education program in the Yukon.

CD: Uh-huh, yeah. And if you don't think it was important I am just looking at a, at a pamphlet here that I, I have in my book and it says, "In November 1977 the President of the University of British Columbia and the Commissioner of the Yukon Territory formally opened the Yukon Teacher Education Program based in Whitehorse, Yukon Territory." And at the opening ceremony there was, there was the Dean of Education and, and Dr., Dr. Kenny, president of the University and all of these people and at, at—I was there the first 3 years. Helped, helped get it started and then it carried on for a couple of, of, of more years, maybe 3 years. I came, came down here to B.C. because my mom was elderly and I wanted to spend time with her. And anyway, that's really what's become the University of—well now that don't call the University of Canada North they were going to call it—they wanted it to be the first university north of the 60th parallel. But it's really, really become the University of B.C. at Prince George.

HR: Oh right.

CD: Yes, yeah, yeah. So, so that was the, that was the beginnings of that and that was, that was 3 years there, very, very, very, interesting years. Yes.

HR: And then when then when did you officially retire, Celia?

CD: When I was 65 and a half. And the reason for that was that I had, I had been in California for 20 years and my normal school teaching certificate was, was no more good down there and so I had to get, I had to get a degree and I worked in, in private schools for awhile, very bad experience.

HR: Oh!

CD: Yes, very bad.

HR: Why was that?

CD: Well, I think, I think, there that—I think here if it's, if it's a private school or Catholic school or some other kind of school it needs to properly certified and everything. Doesn't it?

HR: Yes.

CD: Yeah. And there it didn't.

HR: Oh I see.

CD: I think, I think I was, I think I was the one of the, the very few in, in the school who had actually taught school or had a teaching certificate at all. And, and quite a few things went on as, as a church school that, that weren't proper and dangerous, actually. Yeah because, because the, the teachers weren't, weren't properly, properly certified or, or held responsible so things—for example, like, I, I, I really always regretted that I, I hadn't followed through on a, on a case with my daughter whose, whose 5th Grade, Grade teacher would bring the students up by the desk, the girls, and then reach up out under their skirts and pat their bottoms and things like that.

HR: Oh dear.

CD: Yeah. And I reported it and I, and I took her out of the, out of the class, but I didn't follow through really to see if that person should have been prosecuted. Yeah, just, I just didn't, didn't, I don't know, I just didn't realize the importance of it or something at that, at that time. So, so anyway, that, that wasn't—that was one of my not so good experiences and a lot of the teachers just, just weren't qualified. I remember one fellow chasing kids around the school grounds to, to try to make them turn in their, their, their homework or some silly thing like that.

HR: Oh goodness.

CD: Yeah, yeah, yeah. So that's enough of that!

HR: So you retired at 65 and then moved down to where you are now in White Rock?

CD: No, I, I retired, I came—I moved from the Yukon down to the Lower Mainland 1980, 1980. I was in the Yukon from '73-'80. And then I, I moved down to, to Langley and I taught, I taught for, for a couple of different schools in Langley and I just, just, just about didn't get that, that position. When I, when I, when I went up to the, the, the Peace River country, for example, there was a shortage of teachers and teachers were, were teaching with Grade 10, or something, you know. And, and then when I, when I moved down in, in '80 down here the, the, the opposite was, was sort of, sort of true. They thought that since I had, I had been in the administration end of things I wouldn't be satisfied to, to go back to, to the classroom, which was, which was quite the opposite. I was delighted to get back with the, with the little children those few years, those few last years. Yeah, yeah.

HR: Yes, well I remember the '80s because that when I began teaching and that was the time of the recession in British Columbia.

CD: Uh-huh, uh-huh.

HR: It was very difficult to find work at that time.

CD: Yes, yes. I was very, very fortunate to be able to make that move when I wanted to.

HR: So I guess the only question I have left is—I am trying to work out dates here. When, when were you born? Do you mind me asking that?

CD: No, not at all. 1924, yeah. January 5, 1924 in Peace River, Alberta. Yeah.

HR: Okay. Well, that's it from my questions, Celia. I can't think of anything else to ask that we haven't covered. Can, can you think anything that I might have missed or that you would like to have for the record on the, on the books.

CD: No, I, I think in my, in my mind I had quite an interesting teaching career because it, it took several, several branches. I was talking to my girlfriend in, in Vancouver and, and she, she started out her first year in Surrey and then she went to Vancouver and she was there the rest of her life and pretty well the same, the same little, little primary grade, Grade 2 or something usually. And, and mine seemed to take, take jumps, you know, all over the place and it made it pretty interesting in my, in my—and the idea to, to get in on starting that, that new university was, was just the icing on the cake, you know, that was, that was really interesting. These last years in Langley I taught what was a language delay kind of, kind of little, little group about 10 children and I could really, really specialize and I had a, I had a teaching—wonderful teacher's aide and so it was, it was really, really a lovely way to, to end my teaching career. One thing that was really nice, not for the records particularly, but just really nice, I had real trouble with my back that, that last year of teaching. And, and so I got a substitute and took, took most of, most of the year off. And my, my teacher's aide and the, the lovely substitute teacher, I guess because of the children having grandparents and asking questions like, "Is, is Mrs. Dowding dead?" That they, that they decided, they decided to have a party for me. So yes. So that, so that the children would know everything was alright and that I was okay and, and, and they made me, made me cards and the, and the moms came to the, to the party and had this wonderful, wonderful party for me. Isn't that a delightful, a delightful ending to a career?

HR: It is, yes.

CD: Yes, yes, yeah.

HR: A marvellous career too.

CD: Yeah, just wonderful, just wonderful. I, I just, just appreciate it so much. Since, since I, I talked to you about normal school and what not I, I have remembered, you know, a lot more of the, of the, the people and what happened at normal school too. My—Kathleen was, was saying to me, “Celia,” she said, “you wouldn’t have been able to handle that school if you hadn’t had the kind of normal school you, you had.” She said, “Don’t you remember we, we taught classes every week.” We taught classes every week, we, we prepared and, and learned how to thoroughly, thoroughly prepare. We had a, we had a country school that we, we, we could teach in sometimes too, you know, to get the idea of, of several grades. And...

HR: Was that the demonstration school?

CD: Uh-huh, yeah.

HR: And where was that? Do you remember Celia?

CD: Where was it?

HR: Yeah.

CD: It was right beside normal school. It was, I think, it was right on, on—facing Broadway just, just, just kind of back of the normal school.

HR: By Cambie?

CD: No, not on Cambie. On, on Broadway. Not Broadway, 12th.

HR: 12th, okay. And when you said that you taught every week, did you teach at the demonstration school or did you teach somewhere else?

CD: I think it was mostly, mostly the demonstration school and, and, and places, places close by but we had the opportunity to, to prepare for a class and, and, and see it though every week besides the, the practicum.

HR: Okay.

CD: Yeah, yeah, yeah. So I am, I am grateful for it all and I’m, I’m delighted to have someone be interested in it.

HR: I am very!.

CD: Oh good, good.

HR: Thank you very much.

CD: Well you're surely welcome and I hope to eventually hear from you again. You're a delightful young lady and, I love what you're doing.

HR: Thanks Celia, thank you so much for your contributions and I will get back to you.

CD: Thank you.

HR: Take care.

CD: Okay dear, bye-bye.

HR: Bye-bye.