

Come visit us! Doors Open Toronto

On Saturday, May 26th and Sunday, May 27th, 2018, the Dr. Eric Jackman Institute of Child Study (Jackman ICS) will be one of approximately 150 sites that will open its doors to the public. In partnership with the City of Toronto, Doors Open Toronto provides Torontonians and visitors with the unique opportunity to visit some of the most architecturally, historically, culturally and socially significant buildings across the city, many of which are typically closed to the public. Jackman ICS is proud to be a part of this accessible cultural event, which, since its development in 2000, has provided over 1.7 million residents and tourists with an opportunity to learn about and celebrate the history and built heritage of our city. We hope you will consider taking part in one of the many guided walking tours, exhibits, speakers' series, and activities – and we hope you will visit us!



Electronic rendering of the new building at 56-58 Spadina Rd.

*With excerpts from <https://www.toronto.ca/explore-enjoy/festivals-events/doors-open-toronto/>

Alumni Survey

Dear Jackman ICS Lab School Alumni Parents & Graduates,

We are conducting an anonymous survey of graduates (former students) from the Dr. Eric Jackman Institute of Child Study Lab School (Formerly ICS). The findings will be used by the teachers to inform our practice. Please share this with others from your cohort. Here is the link to the survey: https://www.surveymonkey.com/r/Lab_School

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ALUMNI ECHO NEWS

LABORATORY SCHOOL
ST. GEORGE'S SCHOOL
WINDY RIDGE



Spring 2018
Commemorative Issue

The Laboratory School
Dr. Eric Jackman Institute of Child Study
UNIVERSITY OF TORONTO

Celebrating our History and our Future

By Richard Messina

It gives me great pleasure to invite you to enjoy this special commemorative issue of the Dr. Eric Jackman Institute of Child Study Laboratory School *Alumni Echo*. Now in its 18th year of publication, our celebrated alumni newsletter has shared hundreds of stories, reflections, and updates from our rich and storied history with our community of educators, families, and friends.



building included children and parents of the Lab School, teaching faculty past and present, alumni families and loyal friends of Jackman ICS (p. 6). Our building campaign was challenging, but we were in good hands with then-principal Elizabeth Morley and capital campaign director extraordinaire, Robin Farb. They never lost sight of the possible and inspired thousands of friends to share in our dreams of creating a space we are elated to enjoy today.

Over the past year alone, we have enjoyed a long-awaited building opening, a highly anticipated educator resource book launch, a record-breaking tuition support fundraising gala, and a first-time ever win of the TDSB Girls Basketball Conference Championship, all while continuing to deliver on a mandate that makes us the “school of schools” – creating and disseminating exemplary early childhood education, cutting edge research, and teacher education.

And what a space it is. Our city block-wide building features light-filled classrooms and amenities for Lab School students, and study and lecture spaces for the Institute's graduate program, culminating in a holistic learning design that promotes the acquisition of 21st Century skills. Many **current and alumni families** helped make this happen, despite some knowing that their children might graduate before it came to be. These families will always be welcomed back home to the Lab School. Special thanks to **Dr. Eric Jackman**, whose

The official opening of our amazing new

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Celebrating our History

Continued from pg 1

2010 donation of \$5 million was the largest gift in Canada for early development and childhood education. Along with the McCain family, whose generosity is manifest in the new **Margaret and Wallace McCain Pavilion**, such contributions have resulted in a 27,000 square foot, three story addition that connects our historic McCarthy House at 45 Walmer Road to 56 Spadina Road, resulting in a unified, barrier free facility.

It was Margaret McCain's wish that an expanded institute featuring a large public assembly hall would raise the bar for quality community research-based outreach programs. In our new building we endeavor to do just that, envisioning the external community coming in to enjoy, participate, and learn with us. New spaces such as the beautiful **J. Fraser Mustard Assembly Hall**, generously named by an anonymous

donor after the world-renowned Torontonians researcher, will make this long-held dream a reality.

Architect Michael Taylor and his team from Taylor Smyth picked up every piece of the challenging puzzle that a new build is with remarkable thoughtfulness. Many others, such as Daniel Awrahim and Buttcon Construction, and UofT Project Management – in particular Sean O'Molloy, Helen Huang and the OISE senior administration – helped join two existing properties while “school was in session”; a challenge they will undoubtedly never forget.

We followed our building opening with the launch of *Natural Curiosity 2nd Edition: A Resource for Educators* (p.4). This book represents our commitment as a learning institution and a community to our goal of improving teaching within a framework of reconciliation and reciprocal learning. We thank Niigaanwewidam James Sinclair, keynote speaker of the book launch, and Michael White, who conducted the land-based ceremonial introduction of the resource, for the integral roles they played in the launch.

Emphasizing “The Importance of Indigenous Perspectives in Children's Environmental Inquiry” the resource demonstrates how, together, we are responding to the burning need to bring Indigenous perspectives into the heart of Canadian educational settings and curricula.

This issue of the Alumni Echo is a celebration of many incredible milestones, and those who made them possible, including you, our community. We invite you to pore over these pages, sharing in our triumphs and hearing about our new endeavours, such as the new Jackman ICS Endowment Fund (p.10), which continue to fulfill our public purpose. The continued support of our community will enable us to continue delivering on our mandate while extending our reach, making a difference not only in the lives of our immediate community and their families, but to children and families beyond our doors.

All the best,

Richard

Jackman ICS families, for providing this support¹. However, current funds have not been able to support a child financially in an earlier grade through to graduation.

With this in mind, and with the support of the Jackman ICS community of current and former parents who share the school's commitment to diversity, the Lab School is actively working to expand student economic support for its students. It is our goal as a ground-breaking, progressive learning institution to financially support a child from the early years through to graduation.

¹ Led by a committee consisting of the principal, vice-principal, two current parents, three alumni parents, and one external member (vice-principal of UTS), the Diana Rankin Muncester Family Tuition Support fund is guided by a set of principles that were developed through consultation with other independent schools.



Child Study at the University of Toronto

By (Professor) Rick Volpe, PhD

The Dr. Eric Jackman Institute of Child Study (Jackman ICS) at the University of Toronto is 93 years young this spring, and has a storied history worthy of revisiting. Jackman ICS began as project guided by Dr. Clarence Hincks, who along with Dr. C. K. Clarke founded the Canadian National Mental Hygiene Committee in 1918. Mental hygienists saw great promise in preventing mental health problems through child study and early interventions. The Rockefeller Foundation was also committed to advancing mental hygiene through child study.

1924: Hincks approached the Foundation to see if they were

interested in funding Canadian research and development projects in this area. The meeting was successful.

1925: In June, the University was awarded a five-year grant to establish a child study and parent education centre called the St. George's School for Child Study. Nursery and parent education programmes became the two major divisions of the School.

This interdisciplinary group of like-minded scholars quickly formed the University of Toronto Interdepartmental Nursery School Committee. What would eventually become the Dr. Eric Jackman Institute of Child Study was first located in a house on 47 St. George St. near the Department of Psychology. This

proximity was important because the first nursery school class was largely children of members of the department. The leadership team of Professor Edward Bott, first chair and founder of the Department of Psychology and Dr. William Blatz, the first Director of the School, had the foresight to commission a Professor of Architecture to design a custom space for the child study laboratory building. However, there was not yet funding for capital projects and this vision would have to wait to be realized.

The nursery division doubled in size from four to eight children, while the parent education division grew rapidly from twenty to thirty mothers and eventually from two to six courses. Although nursery schools had been in

Expanding Our Reach



The interest funds generated by the endowment fund will be managed by the DRMF Committee, a committee that has almost 10 years of experience.

The “Endowment Fund of the Jackman ICS Lab School” will help us to tackle the challenge that comes with being a fees-dependent institution that is committed – both philosophically and in practice – to all forms of diversity, allowing us to provide financial assistance to students in the early years (Nursery/Kindergarten) through to graduation. The endowment fund will enable the Lab School to allocate approximately \$200,000 towards financial support for its students on an annual basis.

We urge our alum and friends to join us in this exciting new endeavour. With an anticipated combined lead gift of \$1,000,000 from current and former Jackman ICS families, we are poised to create a \$5,000,000 endowment fund. The opportunity to increase all forms of diversity strengthens Jackman ICS, and our community as a whole, and marks the beginning of an exciting new stage that will allow us to continue to make a difference in the education of young children, and to those who teach them.

Please consider making your generous gift today by using the online donation form at <https://donate.utoronto.ca/give/show/40> or by contacting Sim Kapoor at 416.978.5047. All donations will be eligible for a charitable tax receipt.

THANK YOU for your support!

Jackman ICS Lab School Endowment Fund

By Richard Messina

From its earliest days in 1925, the Lab School has fulfilled its mission to provide exemplary elementary education, teacher education, and research to the University of Toronto's Faculty of Education, now the Ontario Institute for Studies in Education (OISE).

Today, the school serves to support the Master of Arts in Child Study and Education graduate degree program at OISE, and is a hub for international and local educational research. Educators from far and wide come through our doors to learn, share, and explore best practices for young children. Designated as a self-funded unit within the university, the Lab School has enjoyed the many benefits of its university setting and mandate, while supporting a designated portion of its own operating costs with fees.

In 2008, two changes occurred at the Lab School. The first was to articulate and implement an intentional and unwavering commitment to all forms of diversity. This has been addressed through policy and practice that brings all learners together (students and faculty), respecting the race, ethnicity, socioeconomic situations, religion, gender, sexual orientation, national origin, family composition, learning approaches, and physical/health differences of everyone. The second change, which has a notable impact on the first, was the university expectation

It is our goal...to financially support a child from the early years through to graduation.

that the school provide its operating costs more fully. With these two commitments in view, the school began to raise and earmark funds for diversity, making possible tuition assistance and enabling economic diversity.

Since these changes, Jackman ICS has worked collaboratively with community partners to identify, admit, and serve the needs of new students on full tuition support in Grades 4 – 6, supporting the student through to graduation. We are incredibly grateful to the Muncaster family and other visionary donors, as well as current and alumni

expansion of programs, the increase in classes for children through Grade Six, the development of an in-house journal, and an increased use of radio and television to share the Institute and Lab School's collective wisdom. This sudden growth of the Lab School's student base, now housing children from age two to twelve, prompted concerns about adequate space, and an architect was hired to draw up plans for a new child study building. With this came a move in 1953 from the St. George St. site to a space offered by the University at 45 Walmer Road, the current location of Jackman ICS. This mansion, now named after its previous owner Leighton McCarthy, was remodelled to incorporate some of the earlier building plans initiated by Bott and Blatz. With the help of private donations, a substantial addition with modern classrooms was created.

1971: The Institute became part of the Faculty of Education at the University of Toronto, enabling the Institute to add research faculty and support staff, acquire much needed electronic equipment, and greatly bolster the research library. As a result, for almost a decade the Institute offered the only two-year advanced elementary teacher preparation program in Canada. As well, the separate mental health diploma further aligned the Institute to the field of education as it evolved into an MA-equivalent assessment-counseling program that produced most of Ontario's psycho-educational consultants.

1977: Holders of the post-graduate Childhood Education Diploma qualified for an Ontario Teachers' Certificate.

1991: At the bequest of Dr. R.G. Laidlaw an endowment was established to ensure the long-term research presence and importance of the Institute. This endowment was provisionally administered by the Laidlaw Foundation and in 1994 led to the establishment of The Dr. R.G.N. Laidlaw Research Centre that had been carefully designed to support the research mission of the Institute. The Centre's unifying theme

existence for a decade, the idea of someone other than a mother taking care of a young child was still considered radical. Here, the focus was on studying normal children at home and in school, and the Toronto projects flourished.

1930: As a result of this growth, the School moved into buildings purchased and renovated by the University at 96-98 St. George St.

1930s: The School came into national and international prominence for its role in the early education of the Dionne Quintuplets and as an important contributor to Canada's war effort, helping to establish the war nurseries in England. By 1939, the School's work with children was recognized throughout the world. Wartime nurseries were also needed in Canada, and the child study team were called upon as experts. After the war, the School became the source for legislation enabling nursery schools to be set up in Ontario. The parent education program had achieved such a prominent reputation that professionals in education and social work began to look to the School for in-service opportunities.

1938: The Ontario Department of Education recommended the parent/adult education component of the School be granted autonomy from the Department of Psychology and the name was changed to the Institute of Child Study. A separate governing committee of the Academic Senate was established, and the budget was assumed by the University of Toronto's President's Office.

1944: The Institute started offering its own graduate degree, a one-year post-graduate program leading to the Graduate Diploma in Child Study.

1950s: The original nursery division combined with Windy Ridge School to form the elementary school called the St. George's Laboratory School. This consolidation enabled an



the second home of Child Study at UofT : 96-98 St. George St. 1930-1953.

of moving research into practice continues to be realized, with the Institute's researchers focusing their Inquiry in Education Practice, Family and Community Systems, and Learning Processes and Cognition

1996: The Institute joined the Department of Human Development and Applied Psychology as part of the amalgamation of the Ontario Institute for Studies in Education (OISE) and the Faculty of Education. This Department (now called Applied Psychology and Human Development) helped expand the faculty base, research, and graduate school involvement of the Institute. This period also saw the melding of the Lab School and graduate academic programs into an inseparable unit and the successful conversion of the Diploma programs into a Master of Arts in Child Study and Education.

2010-2018: Donations from Dr. Eric Jackman and Margaret and Wallace McCain combined with a highly successful capital campaign have enabled the transformation of the Institute into a modern, multi-function facility, and in 2018 a beautiful new building joining the present McCarthy House on Walmer Road with two additional properties on Spadina Road was opened. In appreciation for their remarkable gifts, the Institute was renamed the Dr. Eric Jackman Institute of Child Study and the connecting wing designated the Margaret and Wallace McCain Pavilion. Bott and Blatz would undoubtedly be pleased with the way the Institute's tripartite mission of research, graduate education, and exemplary childhood education are now manifest in high relief as significant human and physical resources.

The Lab School is actively working to expand student economic support for its students.



Natural Curiosity Book Launch



Resource Highlights Importance of Indigenous Perspectives in Children's Environmental Inquiry

"[This resource] offers an encounter with Indigenous perspectives that challenge us to think in very different ways about our place in the world."

By Becky Stewart & Julie Comay

The new J. Fraser Mustard Assembly Hall at the Dr. Eric Jackman Institute of Child Study (Jackman ICS) was buzzing with excitement on Thursday, March 1 as the *Natural Curiosity* program launched its latest resource for educators, titled *Natural Curiosity 2nd Edition: The Importance of Indigenous Perspectives in Children's Environmental Inquiry*. The launch featured Indigenous voices and calls to action for educators, seamlessly interwoven in a warm, welcoming evening.

Niigaanwewidam James Sinclair (St. Peter's/Little Peguis), an Associate Professor in Native Studies at the University of Manitoba, delivered a stirring keynote address, calling upon the audience of educators and community members to bring children into the natural world and recognize their dynamic and reciprocal relationship with everything around them. The award-winning writer, editor and activist called the resource "a remarkable achievement in honouring

our traditions and honouring who we are as Anishinaabe People, as Indigenous Peoples on this territory."

Sinclair deemed the book "revolutionary", noting that Indigenous perspectives "used to exist in the children's literature section, or fantasy, or fiction. And now, we exist in classrooms. That kind of revolutionary change can truly change the past 150 years and the path forward."

Since the release of the first edition in 2011, *Natural Curiosity* has gained widespread implementation in schools across the country and internationally.

The driving motivation for a second edition was the burning need, in the wake of strong and unequivocal

recommendations by the Truth and Reconciliation Commission (2015), to bring Indigenous perspectives into the heart of Canadian educational settings and curricula, most notably in connection with environmental issues.

The second edition of *Natural Curiosity* focuses on a stronger awareness of Indigenous approaches to environmental learning and is brought to life through exemplary educator stories from across the province.

In consultation with Indigenous colleagues, Doug Anderson, a writer, Indigenous educator, and Lab School parent, beautifully interweaves an Indigenous lens on environmental inquiry at the

"We used to exist in the children's literature section, or fantasy, or fiction. And now, we exist in classrooms."

ALUMNI ECHO - Dr. Eric Jackman Institute of Child Study Laboratory School

Spring 2018 Commemorative Issue

experience the uncertainty and heartbreak of a continent in turmoil. Her reporting also played out against the backdrop of a Canadian election, in which refugee issues featured prominently. In short, Slater's reporting was timely, significant, deeply moving and memorable – the exemplars of great journalism".

When she speaks about her work, Joanna conveys a mix of humility, excitement and responsibility, emphasizing above all that it is a privilege to have people entrust her

with their stories and to bring these back to her readers in a way that can influence thinking and, sometimes, policy.

Joanna is one of four members of the Slater family to have attended the Lab School. Her brother, Ali, was two years behind her, and her cousins, Maya and Emma Guttman-Slater followed several years later. I reminded Joanna that, as a token of gratitude to the Jackman Institute of Child Study for the unique learning experience provided to their four

grandchildren, her grandparents Elaine and James Slater had made a donation in the children's names for the school library several years ago. When reminded of this gift, Joanna said: "That was perfect, and I'll thank them again, right away!"

Responding to news about the new building and the recent *Natural Curiosity* book launch, Joanna said she hopes the school community will enjoy the new space and the exciting changes it brings while continuing to thrive as she did – among a diverse group of kids and educators learning and growing, together.

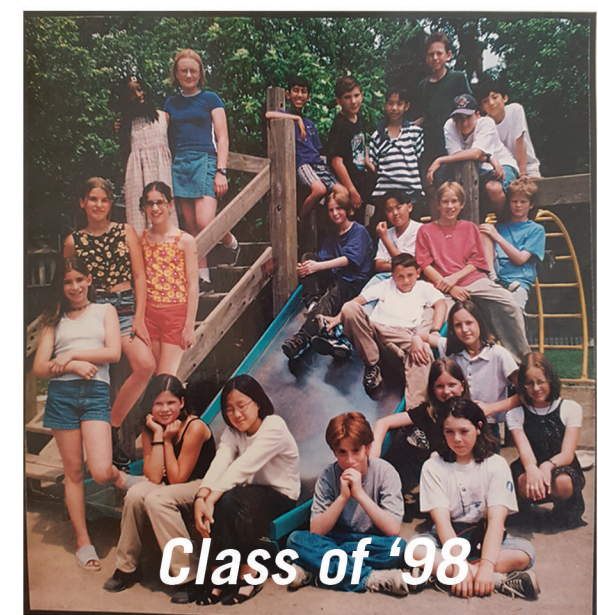
To the current grads from her vantage of 30+ years since graduation, she says, "Stay in touch with your friends and your teachers. They will be a support and resource for you for years to come". With a chuckle, she adds, "...and be nice to your parents".

When she speaks about her work, Joanna conveys a mix of humility, excitement and responsibility.

Where Are They Now?



Class of '97



Class of '98

We want to hear from you!

Hello to the class of 1997 and 1998!

We want to hear how you are doing! Please send your updates to tara.rousseau@utoronto.ca and we will publish them in our next issue.



Joanna Slater

“[The Lab School] prepared me for everything”

Joanna Slater

Class of 1987
Foreign Correspondent for *The Globe and Mail*

After her graduation from Jackman ICS, Joanna attended UTS, Smith College in Northampton, Massachusetts, and Columbia University in New York City.

For *The Globe*, she has reported on major financial, economic and political news, covering the 2012 and 2016 presidential elections, the shootings in Newtown, Orlando and Las Vegas, and the Boston marathon bombing. Prior to her current post, she was based in Hong Kong, India and New York to cover business and politics for *The Wall Street Journal*.

Alumni Profile

By Elizabeth Morley

Before we can even begin talking about her work as a foreign correspondent for *The Globe and Mail*, Joanna Slater has something she wants me to know. A graduate of the Lab School’s Class of 1987, Joanna has two children now and she says it’s unfortunate that they can’t come to school at the Jackman Institute of Child Study. It’s not an apology – after all, Joanna and her family live in the U.S. and have good schools available to them – but rather a reflection on what is so important to her about her time as a Lab School student. Her memories are of the nurturing, the warmth and the fun she had from Kindergarten to Grade 6.

“It prepared me for everything.” Joanna credits the school with giving her confidence and important learning tools, along with emotional and academic balance. Smiling widely, she adds that she also remembers the thrill of Hot Dog Night, endless recess soccer games, and her wonderful teachers, Anne Cassidy, Anne Tough, Robin Ethier, Ann Jaffary,

Ted Hunter and all the others. One of her best friends to this day is from her ICS years.

Two pictures come to my mind as she speaks. First, I see Joanna, standing by the door of the then-Kindergarten room in the fall of 1980. I am a new student teacher, and she is a tiny, poised, smiling, bright-eyed child with big, compelling ideas and impressive ways of expressing them. The other picture is on the National Newspaper Awards website. In it, Joanna is accepting the 2015 Journalist of the Year Award for her coverage of the refugee crisis. Her work is cited as “several months of exceptional reporting that took Canadians inside Europe’s swelling refugee camps and into the homes of sponsors, thereby heightening our awareness of the strains dividing Europe. She travelled by train, bus and on foot, giving us the poignant story...Slater showed there is no substitute for being on the ground. Her writing allowed us to smell the fear of the dispossessed, to



Lab School, focussing on four foundational branches: Inquiry and Engagement, Experiential Learning, Integrated Learning, and (Moving Toward) Sustainability.

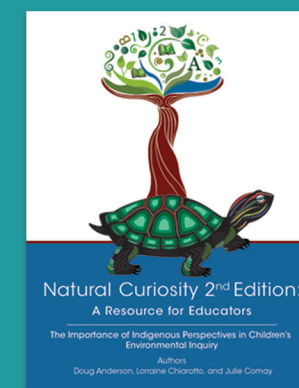
A week before the official launch, a small Indigenous ceremony led by Michael White was held to commemorate the resource. The *Natural Curiosity 2nd Edition* team, Lab School educators and staff, and members of the Indigenous community gathered at the Teaching Lodge at Awnjiktigaan (Eglinton Flats) on the Humber River to bring the resource into the world in a good way.

During the launch in March at Jackman ICS, Lab School principal Richard Messina thanked White “for leading us in an Anishinaabe small ceremony on the land to feast in celebration of this new resource and set our intentions for what we hope this book and tonight’s gathering can contribute to.”

Quoting the resource, Messina shared that it “offers an encounter with Indigenous perspectives that challenge us to think in very different ways about our place in the world. The Indigenous lens in this edition provides a starting point in a conversation that opens educators’ eyes to Indigenous

perspectives as their students build lasting connections with the natural world.” The *Natural Curiosity* resource provides a framework for environmental inquiry shaped by students’ questions and theories – their natural curiosity – as they explore their environment. This book encourages educators to find their own ways to build upon children’s sense of wonder and to create a culture of community learning that is purposeful, responsive, and deeply engaging. This book supports a stronger awareness of Indigenous approaches to environmental learning.”

About Natural Curiosity: 2nd Edition



Headed by Project Lead, Haley Higdon, the Natural Curiosity program is run in collaboration with the Laboratory School at Jackman ICS, part of the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Development of the second edition of *Natural Curiosity* was funded by the generous support of TD Friends of the Environment, The Norman and Marian Robertson Foundation and private donors.

Natural Curiosity 2nd Edition: The Importance of Indigenous Perspectives in Children's Environmental Inquiry is currently available for purchase through the Natural Curiosity website, naturalcuriosity.ca



Haley Higdon, Natural Curiosity Program Lead

Our New Building January 26, 2018.

At long last, the Jackman ICS community came together to celebrate a new era in the school's history. The new building includes classroom and amenity spaces for the Lab School, and study and lecture spaces for the Institute's graduate program. These updates incorporate a holistic learning design which continues to promote collaborative knowledge building, democratic discourse, and reflective contemplation.

Our recent celebratory event featured Elder Nancy Jones of Nigigoonsiminikaaning First Nation and Elder Mike Kabatay of Seine River First Nation performing a smudging ceremony. It was a blessing ceremony for the school, friends, family, members of the OISE and University of Toronto community, and supporters from far and wide who gathered in our new J. Fraser Mustard Assembly Hall.

"Miigwech to Elders, Nancy Jones & Mike Kabatay for offering prayers for our new building this morning with the children, and for your presence here this afternoon. We value our relationship with you and your communities that began in 2013, and deeply appreciate your generosity and expertise in our shared goal of improving teaching within a framework of reconciliation and reciprocal learning. It is in large part through our work together that we are responding to the urgent need to bring Indigenous perspectives into the heart of Canadian educational settings and curricula."

-Lab School Principal, Richard Messina



"The opening of this wonderful complex will reinforce the Institute and OISE as world leaders in multidisciplinary research and teaching. It will facilitate the development and dissemination of cutting-edge theory and practice. And it will extend the great tradition of leadership in childhood education that began here in 1925, with Dr William Blatz' trailblazing work in developmental psychology.

That tradition has had a profound influence – on the academic disciplines involved, and on teaching and public policy across Ontario and around the world. From the beginning, the Institute has helped us to understand that children are not mere bystanders when it comes to their education – they are inquisitive, thoughtful leaders in their own right."

-University of Toronto President, Meric Gertler

"...this is all about supporting better futures not only for individuals but for a collective benefit for society more generally, as we develop new and better ways to ensure that education is about ensuring a more just, healthy, respectful and prosperous future for the many not just the few."

-OISE Dean, Glen Jones



OISE Dean Glen Jones, Sara Jackman, Dr. Eric Jackman, Victoria Jackman, and Richard Messina.

"JICS is about building new and lasting relationships and collaborations. It is about building a sense of community and having a building that reinforces this sense of community. On the surface, as you tour this wonderful space, you note the obvious great design and the ingenuity and talent of great architects and builders. In this case, look more closely at the space and you will see and feel the influence of educators who wanted this new environment to support collaboration and creative problem-solving among and between students, educators, scholars and community partners."

-OISE Dean, Glen Jones



"We were one of the first interdisciplinary institutions established at the University of Toronto. Often folks know one part of JICS but in fact it has three parts: Lab School, Master of Arts in Child Study and Education, a teacher education program, and the Laidlaw research Centre. We are doing what is advocated in the literature – we are connecting the silos of research and teaching. Our shared space supports collaboration, mutual learning, and bridging research and practice."

-Jackman ICS Director, Clare Kosnik

MOTHER HUBBARD GOES TO SCHOOL

by Dr. Eric Jackman for the Lab School Children

There was an old woman who lived in a shoe.
 She had so many children, she knew not what to do.

But along came a young man named Billy Blatz
 Who said he could teach them lots and lots.

Old Mother Hubbard thought this so cool.
 Lay down for a nap and dreamed of the school.

Blatz built on St. George St. a nursery lab.
 With teachers, Marg Fletcher and Millichamp, so fab!

The children did follow, the Pied Piper did blow.
 So many they were the school had to grow.

To McCarthy, he said, a big house I do need.
 So to Walmer – the children followed indeed.

The big university noticed a good thing going.
 Let's add it to OISE and keep us growing.

Thorough the hallways and classrooms the children did flow.
 Bursting the seams, so the school had to grow.

How big could we make it, how grand would it be?
 A basketball court? To shoot from the key?

A gymnasium perhaps so large it would be.
 To hold all of us, and both you and me.

To the school came teachers, so neat and so fun.
 The judges voted it the world's #1.



Elder Nancy Jones