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WILLIAM F. BERGAN
Pastor

Rev. Bernard Cleary
Rev. Harold Rogers
Rev. John J. Treacy
Assistants

ASSES:

Sunday: 6:30, 7, 8, 9, 10, 11, 12:15.
Holy Days: 5:30, 6:15, 7, 7:30, 8, 9
and 10. First Fridays: 5:30, 6:45, 7:30
and 8. Baptism: 1:30 P. M. Sunday.

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Pastor

Rev. Donald Luk
Rev. Paul Wehrab
Assistants

ASSES:

Sunday: 6, 7, 8:30, 9:45 and 11
High Mass.
Weekday Masses at 7 and 8 o'clock.
Holy Day Masses: 5:30, 6, 7, 8:30
and High Mass at 9:45.
Baptisms at 3 o'clock.

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PENNY BAZAAR PLANNED

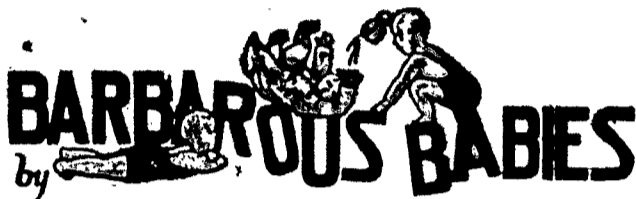
By MARGERY BERNARD
The Sodality of Our Lady held its regular monthly meeting Tuesday evening, March 10, in the school hall. Plans for a Penny Bazaar in the near future were discussed.

A meeting of Cub Pack No. 13 was held in the school hall last Monday evening. Five new cubs were inducted into the pack during the evening by Howard Selvert, Cub Master. An amateur program was the highlight of the evening's entertainment, with Lawrence Corcoran taking the honors with a novel tap dance. Refreshments were served later in the evening.

The first meeting of the Lenten Study Club under the capable di-

rection of Fr. Charles Boyle was held last Tuesday evening after Novena-Lenten services. Many have already joined this club but anyone who is interested in learning more of his religion and the Bible itself is cordially invited to attend.

Because of the inclement weather, the regular monthly meeting of the Rosary Guild was postponed to Tuesday evening, March 10. Over 60 new members were welcomed into the Guild as a result of its recent membership drive. Mrs. Emmett Moore, President, presided at the meeting. A book review was given by Mrs. Eileen Leary Gibson and plans for the card party to be held the week after Easter were discussed. Mrs. Laura Culligan accepted the chairmanship for the affair.



Right Rev. Msgr. Peter M. H. Wijnhoven

Editor-in-Chief, Catholic Action of the South

FIRST YEAR AT SCHOOL

When a youngster graduates from school with high honors, it is a proud day. When daughter, so lovely and sweet in her bridal gown, walks up the church aisle, these are moments of deep emotion.



When big brother, in young manhood, leaves the parental home to accept his first position in a distant city, that happening is of grave concern. Still far more important than graduation, marriage or career is the time when five-year-old George goes to school for the first day. On his adjustment and adaptation to school life in its beginnings will greatly depend his future fate, his happiness and success.

This step is more serious and of greater consequence than the average parent seems to realize. It can, to a considerable degree, make or break a child. The mother whose dominant thought that day is a hidden but sad reflection that she is losing her baby and will miss him during the day, is not correctly concerned about her child's welfare. Father and mother should grow up with the child and find each step in his progress interesting and exciting. Beginning school should be a thrill for them as well as for the child rather than a good way of getting rid of him for a five- or six-hour period, as sometimes the parental attitude happens to be.

Going to school for the first time is something enormously momentous for a child. It is his first great experience in life. During the early year of his existence, he learned certain ways of reacting to people and things; now he has to readjust himself; he must reconcile himself to the change from the intimate life of the family to the institutional life of the school. As he leaves the shelter of the home, where he received all attention, he comes into an existence of a more complex nature, where he has to share direct personal interest with thirty or forty other children whom he does not know. His entire behavior has to be changed. His freedom is curtailed. As Mr. Eikind puts it, "It is a difficult jump from relative protection of the family and a few playmates to the rough and tumble of the early grades."

The child is bewildered. The change to close relationship with a person other than the parent but who shows similar authority, control and interest, somewhat perplex him. He loves his teacher. He tries to classify her with his mother. But still there is something wanting. He does not understand; he cannot figure out why she is different from his mother. She is not all to him. He does not realize that he has to share this mother person with other children of the same classroom group.

It is his first social adventure, the reactions to which must be closely watched and guided. This transfer for a considerable portion of the waking day into a new and larger society, ordered and governed as it is by new sets of rules involving many new kinds of competition and a different setting for

carrying on the old ones, will have to be explained in a simple, natural and sympathetic way to the immature, still-unreasoning mind.

The main requirement for the child's successful adjustment to the school situation is the parents' attitude. They should reason away any objection or aversion the youngster may unreasonably entertain. If there is a well-founded certainty that an expressed dislike has some merit, a consultation with the teacher should be had, because, as a rule, she does not want to fail any more than the parents will enjoy failure. A revelation of a child's background, constitutional peculiarities or handicaps, often causes a teacher to change her approach to the particular child.

Unless a child loves his first teacher, the battle is half lost. Therefore, the parents should do all in their power to make the youngster look up to her as a semi-goddess, an angel from heaven. If the child is somewhat backward, and does not easily mix with other children, special care should be taken to make certain that he meets a few of his classmates and gets chummy with them. In this matter, particular efforts should be made, occasions actually should be created to bring about the desired end. And, with this program a success, the child will, as a consequence, acquire the confidence and self-reliance necessary to happiness in his school associations.

It is wrong of parents to expect little ones in their first year at school to bring home a report that is excellent in every respect. Such an expectation will tend to push the child beyond his capacity of absorption; it is likely to create in him a strong fear of failure, with which, in his first year of bewilderment and adjustment, he is unable to cope.

Never mind his academic attainments. The principal objective of his first-year school experience is that he should like school. Irrespective of the otherwise tangible results achieved, this is the most important step forward. From there on, with the proper encouragement of his parents and the kindly interest of his teacher, he will soon catch up on any little time that may have been lost.

A child's first-year teacher does not have to set the world afire with intellectual brilliancy. Her chief stock in trade should be good common sense, discernment, and a motherly approach to the child.

500 Teams In K. C. Bowling Tourney

NEW YORK — More than 500 five-man teams representing 100 cities of the Eastern States will compete in the Knights of Columbus National Bowling Tournament, eastern section, opening here April 18. Entries will close on Wednesday, March 18.

"Good Fellowship" prizes regardless of bowling skill, constitute more than 50 per cent of the awards.

There are no "rookie" dollars. Send yours to the front! Buy U.S. Defense Savings Bonds and Stamps!