

"Education Is Everybody's Business" Is Slogan For Education Week, March 4th - 10th

Conservation Conciousness Feature Of Richmond Hill's Public School Grade 7 Pupils

Cur Grade Seven says — Conservation — Means Trees, jobs, money, Canadian prosperity. Means Moisture, life, growth, Canadian future. Means Rainfall, crops, food, Canadian living. Means Water, power, manufacturing, Canadian industry. Means Pleasure, lakes, parks, Canadian comfort.

A FULL CANADIAN LIFE. Its teacher asks —

How can he with his insignificant but a second in the hour of unborn generations insist he owns his land and can do with it as he wishes? His deed only represents provisional tenure for the untold generations of tomorrow.

How can he with his insignificant allotment of time feel he has the right to steal the heritage of millions who will follow?

This very day most of the remaining bush of our townships is being indiscriminately cut with not one momentary thought for any preparation to establish anything for the future.

You, the governments of the past generations, have often helped one man to accumulate a fortune from denuding the sandy ridges of our county. A fortune usually dissipated in one genera-

tion leaving a worthless inheritance for the increasing population of the future.

We, the government of the present, are struggling to open our eyes to the scars of erosion that our temporary leaseholders are leaving across the face of Canada's future greatness.

The present, however, can never heal the past, it is always left as a duty to the future — so, let us teach this generation — this generation which is to be the government of the future — let us teach what other generations have failed to teach us — LET US TEACH THEM CONSERVATION.

H. Grant Nighswander

Old Kate

By Joanne Johnson
Grade XIA
Richmond Hill High School

This story is one that will not be believed and it deserves this fate, owing to its fantastic contents.

Have you ever seen an eighteenth century character in a busy city market? You think this is funny? It is not funny; it is pathetic and very moving and such is our character old Kate.

Old Kate is a wretched woman of perhaps thirty years of age. They call her old Kate, but we mean not old in years but in misery and poverty. Kate works in the St. Lawrence market in Toronto. When I say "works" I expect you will understand that she works the pockets of the busy farmers and shoppers. Dressed in filth and rags, Kate roams the market and with her agile hand dips her living here and there. In every person's life there is one yearning: Kate's is liquor. For liquor Kate will do anything. When under influence of it our heroine is the youngest and prettiest debutante in the city, she is out of this world. There is no poverty or misery when she seeks her only relief. Now you are thinking, "Why isn't she corrected?" The answer is simple. Many policemen have ended up with bleeding faces and smarting shins when trying to correct Kate's faults, and many of them even now look the other way just for safety's sake when Kate is pilfering before their eyes.

In every person's life, no matter how low she sinks, she has a friend and so has Kate. This friend is Jake the hunch-back who sells pencils in the market. Selling pencils and picking pockets are not the only ways of making money and Jake and Kate both found a way of making a lot of money fast. Both their bodies belong to the University of Toronto. This will save the City the expense of burying them and will also buy many things for Kate and Jake. Thus live two characters few people dream are living. Is my story still fantastic?



Guest speaker at last week's meeting of Richmond Hill Lions Club, DAVID HOGG shakes hands with Lion President MEL MALTBY. His address dealt with his recent trip to New York — of which a visit to the United Nation's organization was a feature. Members of the Richmond Hill, Thornhill District and Maple Lions Clubs co-operated in making the visit possible.

Phonetics And Spelling

By Junior Teachers Richmond Hill Public School

We shall assume that a child, on reaching his seventh year, will have obtained a satisfactory standard in reading ability.

Spelling then, becomes the next most essential subject on the school programme. Phonics, already familiar to the child in his Primary Reading, now become most useful in acquiring skill in Spelling. The child who is given assistance at home is sometimes permitted to call the letters by name in oral spelling. In the classroom, emphasis is placed on the phonetic method rather than the oral method. As an example the word "peach" is broken into three parts, p-e-a-ch. The child recognizes each phonetic sound or group of sounds from previous study. Spelling orally does not help the child, either to recognize the word or to keep the phonetic picture in his mind for future use in written English work.

Some suggested aids to improvement in Spelling in Junior Grades are:

1. Be certain that the child recognizes the word to be spelled.
2. If he does not grasp its meaning, this should be clarified.
3. Have him pronounce the word clearly before attempting to write it.
4. Assist him in dividing the word in phonetic sounds or groups of sounds.
5. Familiarize the child with other words that can be grouped in the same "family" as — round, around, found, sound, etc.
6. Do not confuse the child by attempting to teach him more new words than he is capable of grasping at one time.

The proper foundation in spelling leads to improved work in English as the child progresses. After learning to write a correct sentence, he learns how to compose a paragraph or a short letter.

Learning to spell should be made a meaningful and interesting process, so that it will seem important to the child to learn to spell well.

September Reopening Of High School Will See Large Extension Of Courses

With the opening of school in September, Richmond Hill District High School will have undergone a period of renovation and will blossom forth in its new finery as a well equipped, modern high school.

At this time it will be able to offer two other courses in addition to a much expanded General Course. The courses offered will be:

- (1) General Course leading to high school graduation in preparation for University, Normal School, Ryerson Institute of Technology, Nurses Training, etc.
- (2) Agricultural Course—Stressing practical and experimental agriculture suited to the farming area of the community — of definite value to farm boys.
- (3) One Year Special Commercial Course.

The enlargement of the General Course involves the offering of a wider range of options which will be as follows: —

- Languages — (French, German, Latin).
- Mathematics
- Agricultural Science (General Science with some special applications to agriculture).
- Art (to the end of Grade 10).
- Music (end of Grade 10)
- Shop (in 9 and 10 leading to credit continuing into Grades 11 and 12 for credit in succeeding years).

In Grade 10 a minimum of four options, in addition to the compulsory subjects (English, Social Studies, Physical Education and Health), Mathematics, Agricultural Science, French, Art and Music, Shop or Home Economics, will have to be selected from Latin, French, Art, Music, Mathematics, Agriculture, Science, Commercial Option, Shop or Home Economics. (In a few cases a fifth option may be permitted.)

As at present art and music are not taught beyond Grade 10, students intending to graduate (i.e. complete Grade 12) are advised to select them only as a fifth option. Students who plan to secure their Intermediate Certificate only (complete Grade 10) may select them as one of four required options.

For the most part all students are advised to select mathematics and science as two of their options.

A Canadian Christmas

Written by Rosemary Cozens, NC Richmond Hill High School, for Christmas examinations.

One could tell it was Christmas morning. It was one of those glorious days of sunshine on glittering snow, with a light breeze drifting gently, ruffling the feathery tips of the evergreens on the ridge. The sun peeped over the horizon, making purple shadows in the hollows, welcoming this awaited day. From the distance, the chimes pealed out, clear and joyous, echoing over the hills. A lone skier paused in his early morning jaunt, drinking in the fresh country air. And then came the children, rocketing gleefully from the houses, loaded with skates, sleds, skis, and drunk with happiness, making for the slopes to "try out" their gifts. And above it all stood a great tamarack, laden, not with glittering baubles of man's cheap ornamentation, but with Nature's decorations, ice-covered cones and shining caps of snow. Standing there, surrounded by snow-helmeted stumps, and a solitary cottontail, it was, in a way, symbolic of this great day. Again the chimes rolled out, summoning people from near and far to "Rejoice, and be ye merry". For it was Christmas.

Our Investment In Education

Canadian Education Week is being observed in all parts of Canada from March 4 to March 10. Education is being stressed as the foundation of good citizenship. All of us in this community are interested in improving the level of prosperity and our standards of living. But perhaps we have not been sufficiently concerned with the community investments in education required to bring about this improvement.

Providing education is under present conditions a community responsibility. The problems of administration, finance, and sources of revenues; the problems of adequate planning and budgeting for future growth and development; the problems of securing and retaining the most capable men and women teachers; recognition of their important status in the community; and close co-operation among parents, teachers, church, business, industry, and farming, are all matters which concern us vitally, because we are all partners in shaping the all-round development of the child.

During Education Week, as opportunity is given to the citizens of this community to consider how they can best assist those charged with the responsibility for education in our towns, cities and villages, to do their work better and to bring about a better appreciation of what is being accomplished, and of the task that lies ahead. Clearly, Education, as an investment in our people, is Everybody's Business.

Primary Reading

By Miss Margaret Fockler
Richmond Hill Public School

The basic requirement of education is the ability to read. Instruction and practice of all school subjects depend largely on reading ability. All normal children learn to mouth the printed word symbols orally or silently, but unless that word conveys an idea the child is not reading, and hence is not able to receive the information.

The Primary teacher finds that teaching children to read is her chief task. And what could be more rewarding than the opening of the whole new world of our printed language to the child? However, learning to read does not begin in Grade One. It is necessary that a readiness for reading be built up through the preschool years. This is done by parents who:

1. Read to their children
2. Answer all of their questions as patiently and accurately as possible.
3. Do not suppress a healthy imagination by calling it untrue, but by enjoying his make-believe with him and making sure he recognizes the difference between the real and unreal and the place of each.
4. Help their children to be observant.
5. Teach their children to express their thoughts in understandable language.
6. Enlarge their experiences through local trips to various types of stores, the service station, the bank and other places.
7. Discourage baby talk and help them develop good clear diction and speech habits.

The Kindergarten plays an important part in providing a multi-ty of experiences which help to develop this readiness for reading. A normal child is not ready to read until after his sixth birthday and sometimes much later.

Forcing a child to read before he has reached the stage of readiness will greatly retard his understanding in reading as well as his interest and pleasure.

Grade One reading consists of stories of the everyday happenings of six and seven year olds. Even the beginning stories of twelve or fourteen lines with interesting pictures will have an element of surprise or a bit of humour to delight the reader. Many times it is an experience familiar to the child and he lives it over again with the children in the story. A story which holds meaning for the child is read much more easily and acceptably than a mere repetition of meaningless phrases such as appear in the older readers.

If the story introduces something new to the child then experiences must be provided to give meaning to the story. When "Elmer" arrived in town we became greatly interested in elephants. Many of the children had not seen one, so through pictures, discussion, and a very comprehensive film showing the many ways in which an elephant uses his trunk, we learned a great deal about these interesting animals. Soon after this, the children read a story of a little girl who saw an elephant at a zoo and thought the animal had two tails. Because of the previous experience the children understood the humour and were delighted with the story, as a result the oral reading was excellent.

Now, why is it important to bother learning about elephants in Grade 1? To allow a child to continue to read words which do not convey correct ideas or call up pictures of past experiences is to develop a habit of meaningless reading which leads to lack of interest and retarded reading.

A reading vocabulary is built up by teaching sight words at the beginning of the year and then using word building techniques to enlarge the reading vocabulary.

The six year old with normal health and regular attendance will in his first year read and enjoy from 30 to 40 books.

In this day when radio, television, movies and comic books are taking the place of much intelligent reading, we need more than ever to help children realize the information and pleasure derived from the printed word.

Recently a six year old boy said to me, "I like to read, it's fun to find out what happens."

If we can teach at home and school so that every child will have that interest at six and sixteen, the education of our children is assured.

Christmas Day In Korea

Written as part of the Christmas examination in English by Carol E. Babcock, IXB, Richmond Hill High School.

Everyone knows what another war will mean. Poverty, terror and death. Some of our soldiers are tasting the bitterness of battle now. On the far-off shores of Korea, men are fighting and dying. In a few days it will be Christmas, but these brave men will not be able to come home to a turkey dinner, brightly lit Christmas trees, and gaily wrapped gifts. Their Christmas will be spent on a battle-field soaked with the blood of their companions. Their Christmas dinner — well, there may not be any Christmas dinner for most of them. Their only real joy will be the satisfaction of piercing the enemy lines and strengthening their own defences.

It will not be fun, but they are doing it for our country and they know it. Because of this, they will fight on. On Christmas Day, amidst the clash of battle, may be heard the familiar greeting: "Merry Christmas! Merry Christmas!"

Trustee, Teacher, Parent, Pupil Co-operation Is The Foundation

By James Pollard
Chairman, Richmond Hill Public School Board

"As the twig is bent so is the tree inclined" — a well-known old saying asserts.

And perhaps in no way is that saying more applicable than it is when applied to elementary education. For what the child learns then means everything to it as its future is shaped.

The old days when school was a hardship are, we hope, gone for ever. Today we like to think that education is no longer a "chore" but something which the child enjoys — that it will look back on with pleasure all its life.

That doesn't mean, of course, that school time is nothing but playtime. It means work — hard work. But, in Richmond Hill Public School we are trying to combine two things — to educate our children thoroughly and, at the same time, to make them take pride and a pleasure in that learning.

One thing above everything else will help us to achieve that goal — the co-operation of members of the school board, of parents, of teachers and of the pupils themselves. I should like all those associated in any way with our school to feel that we are working as a team, plugging away consistently and cooperatively to reach our goal. That is my message to all teachers and parents in Richmond Hill as we observe Education Week — and I know that I speak for all members of the board in expressing it.

Preparation For The Future

By Morley J. Kinnee
Chairman, Richmond Hill District High School Board

The members of Richmond Hill District High School Board are desirous of recognizing Education Week. The traditions and principles of Richmond Hill High School have always been held in high regard. With the formation of the High School District two years ago, this influence has now extended beyond the borders of Richmond Hill Village to include four municipalities, namely Vaughan Township, the westerly portion of Markham Township and the villages of Richmond Hill and Woodbridge.

In this area there reside 490 students who look to this Board for their educational facilities. In an endeavour to meet this response and to give greater educational advantages, the addition to the present Richmond Hill school will play an important role. With the opening of the Fall term we shall be able to offer greater variety of subjects for study, as well as better conditions under which to carry out these studies.

Plato exclaimed, "The direction in which education starts a man will determine his future life." It is therefore the sincere desire of every Board member that the students who come under the influence of Richmond Hill District High School may be better prepared to fill their place in their vocations of life.

MORLEY J. KINNEE, Chairman, R. H. District High School Board.

The Primary Child At School

By Miss Jean Lee
Richmond Hill Public School

Before a child enters the primary grades there are certain basic requirements that make his school life a success or failure.

These requirements should be accomplished before the child enters Grade One to such an extent that they are just daily routine.

Most important of all is its attitude to his fellow pupils. The child who can play well with others on the playground and enjoys sharing in classroom games will gather a wide circle of friends. The child who is not socially adjusted will find great difficulty in gaining friends, and later on in life in finding his place in the world.

Secondly is his attitude to all of his school work. All children cannot attain the same goal of success. Most important is that he do his best and be rewarded for it. Primary pupils are eager workers. They like to draw, paint, cut, print and read. Each room is divided into several groups, each one doing its own task. Our main objective is to teach each pupil to concentrate on his own task and do his very best. Accuracy in drawing and printing is not as important as neatness.

How can parents prepare the child at home for his primary school work? There are several ways: —

- (1) Train your child to button up his coat, tie his shoelaces, to see that he has a clean handkerchief in his pocket daily.
- (2) Encourage your child to cut pictures from magazines accurately and paste them neatly on paper to make their own pictures.
- (3) The child and all his clothing should be clean and kept tidy. Children who suck their fingers and get dirty at their play cannot have neat books.
- (4) Listening attentively to stories and obeying class instructions mean that the child has had good home training.
- (5) Parents often like to see their children at home with their numbers. Having them count beans, etc. and giving them number sense helps greatly.

Above all, parents should see that their child is well-rested and attends school as regularly as possible.

When these points are accomplished your child should be ready for a happy school life.

The U.N. And The Atomic Bomb

By David Hogg, Grade 12, Richmond Hill High School

During the autumn, the war in Korea had taken a turn for the better, in favour of the United Nations. From a narrow beach-head around Pusan the American and South Korean armies had surged ahead over the thirty-eighth parallel and right up to the Manchurian border. Then, from out of bleak Manchuria, appeared vast hordes of well-trained, experienced troops, who drove the U.N. forces back, inflicting heavy losses and many defeats. It was then that President Truman came out with the statement that the atomic bomb might have to be used.

Arguments sprang from all quarters. Some of these will be mentioned here. It is only fair to assume that Russia has the atomic bomb, and is ready to use it, because our secrets are poorly kept. Therefore, if the atomic bomb were dropped, it would incur Russia's wrath and they would probably annihilate whole towns in Eastern Germany and the other countries they control.

Such an act as dropping the atomic bomb would most certainly mark the opening of a third World War, more terrible than any war the world has yet experienced. It would probably include almost all the countries fighting either for democracy or communism, Russia and her satellites behind the "iron curtain" would take exception to such a move, and would force another war. This war would end when one side had completed the total destruction of the other side.

Before the atom bomb is dropped, the question, "What will we gain?" should be asked. It is very true that if the bomb were dropped on a concentration of Chinese troops, the effect would be the total destruction of the force. However, the troops the Chinese would lose in such an attack would be merely a drop in the bucket when compared to the troops they can mass. It would stun the army for only a moment and new soldiers would be rushed to the front immediately.

A bomb dropped in Korea would complete the destruction of Korean homes, and should the atomic bomb be dropped in unfavorable weather conditions, and if should be impeded in its movement towards the Chinese, vast numbers of either U. N. troops or Korean refugees could be killed at the same time.

It is my feeling that the war in Korea should not necessitate the dropping of the atom bomb. In all countries pitched in with it, to the gallant United Nations forces now fighting in Korea, the need for the atomic bomb would probably be averted.

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