Goal for Good Health Is Goal Of Home, School

Courtesy: General Mills, Inc.

Teachers and school officials are well aware of the urgent need for constant improvement in the nutrition and health of America's youth.

There is ample scientific evidence of the relationship between good diet and good health. There is ample evidence than many children and at times their parents, do not have adequate diets.

School life reveals the relative vitality personality, and performance of children. It reveals directly the physiological results of the home and community environment and of the American family diet.

In disturbingly large proportion, these results are negative — lassitude, ill health, bad teeth, retarded progress, irregular attendance, inattentiveness, restlessness or insufficient ability to meet the problems of school and life.

To alleviate this handicap, under which some of the American youth labors, is a big job, and at the same time a challenging one. It cannot be done by our schools alone—although the schools and the individual teacher deserve much credit for progress already made—but only by mobilizing the resources of the whole community in attacking the problem of health and nutrition.

Buoyant health is one of the greatest gifts than can be bestowed on a child. His happiness in school, and indeed in life, depends in large measure on his health.

PTA Officials Express Approval Of Legislature's Bond Measure

Satisfaction with the $185,000,000 school bond measure approved by the special session of the Legislature and with the restricted provisions to control its spending was voiced this week by Mrs. P. D. Bevil, president of the California Congress of Parents and Teachers. Mrs. Bevil, whose home is in Sacramento, and Mrs. Max Colwell of Pasadena, legislative advocate for the California Congress, have been representing the organization at the special session.

"Although we do not consider multiuse rooms an extravagance," Mrs. Bevil said, "we are nevertheless pleased with the restrictions placed upon them by legislators, since this will permit, we realize, very much needed additional classrooms. School districts," she added, "may still build multiuse rooms with state moneys if they wish to bond themselves a maximum of 40 years instead of the present 30 years."

"We think it a fine thing that the bill contains certain restrictions," the PTA head continued, "so that an already burdened tax public may be assured there will be no extravagance in the program and that every effort will be made to make the money go as far as possible. Locally," she said, "we will urge PTAs to support their school boards in this type of economy planning."

The scchool measure which will be placed on the November ballot will continue state aid to school districts for building purposes. The California PTA was one of the groups requesting the special session because surveys revealed that many areas with excessive pupil growth are seriously in need of additional building.

Not only are children in these areas crowded in regular school rooms but many are unsatisfactorily placed in basements, garages, and other inadequate housing. The California Congress has consistently favored multiuse rooms particularly in communities where these are especially advantageous, and has been in favor of leaving this decision with local school districts.

Stenotype Courses Offered at El Camino

El Camino College is emphasing training in stenotyping in its business department, stated Dr. W. H. Harless, director of instruction. Stenotyping is a system of machine shorthand that is coming into broader use, since it seems more adaptable for special purposes than the older methods of taking dictation. Skilled persons are in demand for court reporting, recording conferences, and other activities that last for extended periods.

Two courses, the beginning and advanced, are scheduled for evenings during the fall semester.

American Enteprise, Ingenuity Not Inherited, NEA Reports

Seventh Annual Report of the Profession to the Public, released Wednesday by the National Education Association, warns that American enterprise and ingenuity are not inherited by the children and youth of the nation but can be kept alive only by the American program of public education.

Report, entitled "The Public School," is released by its author, Willard E. Givens, executive secretary of the NEA, as thousands of public schools throughout the nation prepare to open their doors for another academic year.

"American enterprise and ingenuity are known around the world," says Secretary Givens. "They are envied by some, misinterpreted by others, respected by all. At work in a free nation they have produced the wealthiest and most powerful nation in the history of mankind.

"These traits must be consciously cultivated. One of the purposes of the modern public school is to keep them vigorously alive. The public school does not regard the Three R's as the whole of education. It places great emphasis also upon those robust qualities of initiative, self-dependence, and imagination which have meant so much to the material success of the American people."

Describing the school as a "vital center of community life," Secretary Givens says, "The public school upholds for its students those freedoms which brought their ancestors to this continent. The school that subjects its students to the yoke, produces citizens who are willing to wear it."

Calling attention to the attempts being made today to weaken American ideology and to destroy American freedoms, Secretary Givens emphasizes that freedom is more important today than at any time in the nation's history.

"Our ability to withstand the menace of Communism may well depend upon the vigor with which we demonstrate the vitality of our belief in our freedoms, and the persistence with which we resist the encroachments of dictatorship upon our free public schools," he adds.

Report discusses the necessity of close cooperation between the home and the public school. "Time has greatly changed the home and the public school as educational institutions," it continues. "The large family home and its domestic economy in which youth were prepared for an identical domestic economy are far behind us in the stream of history.

"Modern life takes the members of the home to the office and shop and factory as well as to the field to earn a living in skills that are highly specialized. Even a large percentage of the mothers are employed. The public school has taken over in some measure many of the educational activities of the home.

"However, parents have not abdicated their responsibility," the Report emphasizes. "No school operates effectively very long without a high level of community understanding, interest and participation, which involves not only parents but other citizens . . . Its program supplements and reinforces the educational opportunities which the home and the community afford. The public school is not a detached institution . . . The close relationship of the public school to home and community is a protection against its use to promote the interests of a powerful party or the propaganda of a dictator."

Discussing the unifying effect of the public school, Secretary Givens emphasizes that no other institution except the public school touches the life of every citizen.

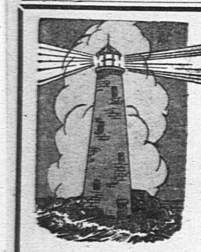
Moral Values Must Be Guide To Behavior

Though moral and spiritual values may seldom be found as titles in the educational program . . . understanding and appreciation of these values are among the objectives of school studies.

History tells the story of the development of these values. Drama shows them in action. Biography depicts them in the building of character. Civics and sociology relate them to the problems of government and society. The moral and spiritual values are extolled in great literature and great music.

They are a guide to behavior on the playground; they are discussed in the homerooms; they constitute the topics of assembly programs. Respect for these values is developed in the fair play of school sports, in the judicial decisions of student government, in the activities of school clubs.

The school furnishes a climate and a soil in which the moral and spiritual values can grow.



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There Is No Rule of Thumb For Choosing Children's Books

By DOROTHY CANFIELD FISHER

. . . I invoke the memory of a long-ago crusader for children's rights, whenever anybody speaks about the art of choosing books for children. "What children?" I ask.

. . . There are as many different kinds of readers among children as among adults, naturally, since children are people. Among my own children, one devoured eagerly every available fairy tale, the more fanciful the better. Another found it a boring waste of time, as he put it, "to read about things happening that never could have happened." Wouldn't a brilliant success have been made if somebody had tried to choose books for them without knowing them individually!

I am sure that a good deal of the youthful resistance to our well-meant adult reading inculcations comes from our approaching a child with the particular kind of book he does not like, and has as much right to dislike as we have to dislike books not to our taste.

No . . . there is no set rule-of-thumb for choosing books for this or that child, which can be followed by parents. To help your children in the right reading, right for them, requires everything you can bring to the effort—and rewards you with a golden way of sharing life with your sons and daughters.

A parent can't expect to get along without some of the helps provided as a matter of course, by librarians and teachers. And no parent needs to. Nothing is simpler than to secure such help.

Fire Safety Education Must Start at Home

Fire safety education is presented as a thread of experience centered in the school, home and run throughout the entire school program.

Through the cooperation of leading educators and administrators, together with the National Board of Fire Underwriters, a fire safety education program has been formulated to make the study of fire in its beneficial and harmful aspects, vital to the interests of children, and related to their own experiences.

Fire safety education centers in the school. Opportunities for active participation include fire drills, school inspections for hazards, movies and demonstrations, plays and stories, and science experiments.

Through a wide range of expressive activities such as painting, writing, and construction, fire safety becomes a part of the child's life. The school is also a center for pooling fire knowledge and experiences, and for establishing habits and attitudes that will function in the home and community.

Tenth District PTA Conference Opens Today

Today will mark the opening date of Los Angeles Tenth District of Parents and Teachers' annual regional Schools of Information, when the newly established West Region division will hold its first general conference from 9:30 to 12 noon at the Venice High School, 13000 Venice Blvd., Venice.

This initial conference is expected to demonstrate, among other things, the effectiveness of the District's recent organizational plan of localizing administrational procedures as much as possible in order to effect the maximum economy of time, energy and cost to members.

Mrs. Willis O. Marcom, director of the new area, will be in charge with Mrs. L. S. Baca, Tenth District's First Vice President, presenting the opening address.

The Valley Region will conduct its School of Information tomorrow, Sept. 5, under the auspices of regional director Mrs. William Robertson, at the Van Nuys High School, 6535 Cedros Ave., Van Nuys.

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