Officials Estimate That 10,000 Children Will Reach School Age During Next Three Years

It is encouraging that throughout the confused years that followed World War II, Americans worked harder to improve the public school system that already stands as one of the greatest social triumphs in history.

Here and now in this country, we have come closer than mankind has ever before to the goal of equal educational opportunities for all.

But all thoughtful citizens recognize that we are still a long way from perfection and that much remains to be done.

The task has been intensified by the rapid and continued growth of our school population with the consequential development of serious inadequacies.

We still face the reality of an increase of ten million school children in the next decade—ten million additional pupils for whom at this moment there are neither seats to sit in, nor teachers to teach them.

Here are the incredible statistics of increased enrollments . . . this year elementary school enrollments totaled 23,500,000. That is 920,000 more than last year; it is a 2,100,000 above two years ago; it is 3,600,000 above five years ago.

Now, let's look ahead: approximately 10 million children will reach school ages in the years 1953, 1954 and 1955; we can expect a record elementary school enrollment of more than 30 million with a continued increase for the five years after that. These are national figures, but the percentages can be safely applied to any community.

Thus there are two compelling reasons for pressing our efforts for better education. One is that this work is far from finished. The second is that this work tests the integrity of our own democratic processes.

Community action for a good school system must mean cooperation among all elements of a community, with integrity and unselfishness of purpose. Business, labor, all religious and racial elements, all civic and cultural organizations, and all polifical parties, must be represented.

. . . And when such a community action develops, something exciting, new and good is already working to strengthen the life of that community.

To decide what kind of schools they want, citizens of a community will inevitably be deciding what kind of community they want. They have begun to crystalize a vision of their ideal community.

And since our communities are the nuclei of our national life, those citizens have also begun to create a vision of the kind of nation they want to live in and ultimately the kind of world they want to live in.

Colds Increase As Children Go Back to School

As children congregate in school rooms, play areas and spend more time indoors, susceptibility to the common cold increases.

There is yet no sure cure for colds, but there are precautionary measures that can be taken to insure good health.

Make sure that children avoid being chilled or wet . . . don't overdress them . . . too many blankets are not recommended for covering . . . rest is most important.

Learn to recognize the symptoms of the common cold. Sneezing, difficult breathing, muscular fatigue, dry, sore throat and lethargy are all signals of warning.

A child on a well balanced, wholesome diet is well-equipped to ward off cold infections. Keep your children isolated from crowds when colds develop.

Kind of Parents Teachers Like Described by Noted Educator

(Reprinted by special permission from a publication of the Child Study Association of America).

by Irvin C. Poley

In thirty years of being a school teacher and administrative officer I have known, well, many parents as parents, and talked intimately with them. So I wonder if it might not be diverting to list five characteristics of what seems to me to be the kind of parent teachers like.

First of all, a good parent from a school's point of view is objective. If something goes wrong with one of his youngsters; he hears what has happened objectively, suspending judgment till he has heard the school's side too. An objective parent senses when to be casually sympathetic and when to be merely casual.

A good parent in a teacher's eyes is also frank; his friendly criticism of school procedures is often valuable even though it is not professional. One mother told me once that her son thought I was never satisfied with what he did. The truth was that he had appealed to me so especially that I was afraid of showing partiality, and had apparently stressed the "good, but could have been better" note. In the next two classes I had with him, I carefully omitted any suggestion of even finer work.

The kind of parent teachers like also has respect for his child's individual capacities.

We teachers want parents to be cultured, not in the sense of collecting beautiful little things and putting them out of general circulation, but cultured in the larger sense of having appreciation of spiritual and intellectual values. Such a parent wants to know his teachers as people, not as purists in grammar and conduct. The kind of parental attitude which is resented by teachers who respect their profession, was betrayed rather amusingly some years ago by a mother who was discussing with me her son's mental gifts and his unwillingness to use them.

I finally said, "I wonder if you know how he is likely to turn out if he doesn't change soon." Her answer was one of rueful desperation: "Of course, I know how he'll turn out. He's bright and he's lazy; he'll be a teacher."

Such attitudes are much less common than they used to be. Increasing public regard for education is helping to make more parents find it natural to respect their children's teachers as defenders of things of the mind and of the spirit.

The fifth characteristic which teachers appreciate in a parent is the ability to keep a sense of balance. Such mothers and fathers are persons as well as parents.

The list of characteristics may seem rather formidable — being objective, being frank, wanting a child to develop his own potentialities, being cultured and keeping a sense of balance. Surprising as it may sound, however, the kind of parent we teachers like is the kind we meet in annually increasing numbers.

THE DANGER LINE

The curb line is the danger line for pedestrians — young and old. Look both ways and be sure the way is clear before you cross.

Good Breakfast Is Sound Planning, Officials Say

It is sound planning, particularly for school-going youngsters, to have one-fourth to one-third of the day's food at breakfast; to include good sources of protein, such as eggs, lean meat or milk.

One thing is certain—going without breakfast is a bad start for the day. Some studies show that workers and students who skip breakfast get less done in the first working hour than those who tuck away a good meal before . . . and, it's particularly true for children. A child who eats a good breakfast has a better chance to do well in studies and games.

What's In A Good Breakfast?

Here are some patterns, all the way from light to hearty: fruit . . . cereal or bread, milk to drink . . . other beverage if desired; or fruit . . . bread . . . eggs . . . beverage; or, fruit . . . cereal . . . eggs or meat, such as sausage cakes, hash, fish . . . bread . . . beverage.

Milk is part of a good breakfast. It's hard to get enough calcium — important mineral for good bones and teeth—without a regular supply of milk in meals. The same is true about the B vitamin, riboflavin—milk is one of the best sources, and a good source of protein as well.

Here's a three-point test of a good breakfast:

- **It gives you materials for body building and repair and to help keep you healthy.**
- **It provides fuel for body energy.**
- **It tastes good.**

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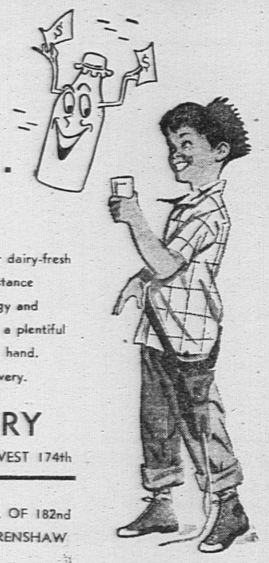

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Nutrition Requirements For School Lunch Given

Courtesy: National Consumer-Retailer Council, Inc.

Johnny is off to school, his lunch tucked under his arm. Is his lunch a good one? Good to eat and good for him?

There are four requirements that a school lunch should meet. It should be good to eat. It should be nutritious.

The school lunch should provide its share of the proteins, vitamins, minerals and calories children need for good health and growth. If one meal out of the day is deficient in nutritive value, it is often difficult to pack enough food value into the other meals to make up for the deficiency.

There should be enough of it. This requirement is important for children of all ages, but especially so for teen-agers. Both boys and girls of this age have high food requirements — higher than those of their parents or younger brothers and sisters.

If their lunch is not hearty enough, they are apt to be hungry by mid-afternoon and fill up on candy or other sweets, then lack appetite for a good meal at night. The day's meal may, therefore, fail to provide the proteins, vitamins and minerals needed for normal vim and vigor.

Ideally, the school lunch should provide more than a third of the daily food needs since many children eat no breakfast or a very skimpy one.

It should provide variety. Each individual lunch should provide variety and the lunches from day to day should vary. This is important both for appetite appeal and for food nutrition. Foods differ in the nutritive values they provide.

The wider the variety of foods that are eaten regularly, the more likely it is that the diet will rate as good or excellent.

What Goes Into The Lunch?

The first step in packing a good lunch is to give thought to what you need to buy. That's why the foods for the lunch deserve an important place on your shopping list. Read food store advertisements and other materials for new ideas and suggestions.

Keep a corner of the cupboard for lunch supplies and check on how well it is stocked before you shop. Possible food for this corner are tuna fish, canned luncheon meat, sardines, salmon, peanut butter, a can of Boston brown bread, mixed pickles, mustard, a can of peanuts and possibly a can of the nut bread for the occasion when the cookie jar is empty. Also keep in this corner, equipment needed in packing the lunch, such as sandwich bags, waxed paper, toothpicks, and paper bags.

A wholesome school lunch will consist, in general, of sandwiches, milk, a raw vegetable, fruit, and perhaps cookies or a piece of cake.

Understanding Moral Values School Object

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.

School is life itself—an important segment of it—and the student, members of school society discover, apply, and revere the high ideals to which men aspire in much the same way that these ideals are recognized and become part of the pattern of adult society from generation to generation.

Traffic Accidents Annually Kill More Children Under 14 Years of Age Than Any Other Cause

Traffic accidents annually kill more children from 1 to 14 years of age than any other single cause. Responsibility for child safety is three-pronged: and the child, the parents and the motorist must each assume his proper share.

National Safety Council statistics disclose that the total cost in lives and injuries among traffic victims under 15 years of age are as follows:

For 1950	Deaths	Injuries
Pedestrians	1,900	85,000
Bicyclists	370	15,500
Others	1,630	64,000
	3,900	165,000

These startling figures point out that the safety of every child is everyone's concern. Every death and injury of a child in traffic is reflected on every parent and every motorist. Adults must be willing to set an example by safe driving and safe walking, not just before their own child, but before all children.

The National Safety Council urges that children, motorists and parents to be safety-conscious at all times and follow these rules for safety-first:

CHILDREN must be taught to recognize and obey traffic signs and signals, traffic officers, school crossing guards and school safety patrols.

They must stop at the curb, look both ways and for turning traffic, before venturing into the streets. They must cross the street only at legal crossings and when the way is clear.

PARENTS must teach their children those safety habits that will make them self-reliant and capable of protecting themselves in traffic. They must teach their children to play in safe places. They should be sure that their children have the necessary skill and maturity before allowing unsupervised use of a bicycle or motor scooter. Above all, parents should set a good example in safety habits for their children.

MOTORISTS must drive carefully in all areas where children can be expected: in residential areas, near schools, playgrounds, athletic fields, etc. They must be on the lookout for youngsters on tricycles, roller skates, scooters, sleds.

Motorists must give bicycles a wide berth and resist temptation to blow their horns when close to a rider.

Safety habits must be instilled in children from earliest childhood on. By the time a child is ready for school, he should have developed good habits which will protect him in his daily trek to and from school.

As schools open and children are taking part in more school and playground activities, it is even more important that drivers be on the lookout for them. And it's the parents' responsibility to see that children learn, remember and practice their safety lessons.

The National Safety Council urges the community safety projects be established in co-operation with police departments, school officials and local safety council. It is only through concerted, co-operative efforts in behalf of safety, that many children's lives can be spared.

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