National Safety Council Urges that All Safety Rules be Observed as School Opens

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.

Motoritst 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 that community safety projects be established in cooperation with police departments, school officials and local safety council. It is only through concerted, cooperative efforts in behalf of safety, that many children's lives can be spared.

Reliable insurance agents are always ready to advise parents on the best means of insuring college for their young children.

DON'T BE GUILTY of HURTING A CHILD!

Now, with school open again, you'll find children everywhere . . . Yours is the responsibility of watching out for them . . . of seeing that they don't get crushed under the wheels of your car. Yours, too, is the responsibility of keeping your car in top notch shape . . . especially your BRAKES! . . . for the protection of BOTH you and the children of Torrance.

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SCHOOL DAYS ARE PLAID DAYS . . . in these authentic tartans in miniature. Shown above is the miniature Menzie tartan. The blazer and pleated skirt is smart and simple. The box pleated skirt combines with a plaid trimmed bolero.

Educator Lists Five Characteristics Teachers Like Parents to Possess

(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.

EMPHASIZE NUTRITION TRAINING

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 that 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 that can be bestowed on a child. His happiness in school, and indeed in life, depends in large measure on his health. The goal of good health is not an easy one to reach, but it is a goal for the home, the school and community.

"THREE LITTLE GIRLS IN SCHOOL ARE WE" . . . in smart, new frocks. Left: fine combed yarn gingham plaid with bright, white pique collar and cuffs . . . center: a one-piece dress with weskit look in woven gingham plaid, combined with solid-color broadcloth . . . right: a one-piece suspender with two-piece look . . . the blouse is attached.

Music and Visual Arts are Important School Subjects

The school of the Twentieth Century recognizes that it is vitally important to know how to make a living. It stresses also the importance of learning how to live fuller, richer lives. It provides students with experiences in the enjoyment and satisfaction of many cultural opportunities. Among them are music and the visual arts, which have a well-defined place among our school studies.

The fine arts are no longer planned only for the talented child, they are available to all students; not because all are equally gifted, but because every normal boy and girl has the capacity to enjoy these arts.

There is perhaps no school experience which is carried over more completely to adult life than music appreciation and performance. Long-continued, capable leadership in school music is evident in the operas and symphonies that have become a tradition in some cities which are nationally known as centers of musical culture.

In few other parts of the school program has more progress been made than in music and the visual arts. Much of it has been made during the last twenty-five years. This has been due in part to the fact that teaching of art and teaching of music have become part of the profession of education.

Advancement in teaching the arts has also been due to the recognition given them as an integral part of the school curriculum, not as mere "sidelines," often pursued in after-school hours.

Music and the visual arts courses in the modern school include not only development of the skills involved, but study in the arts in their relation to social progress, and appraisal of the current trends in these fields.

MOTHER SHOWS . . . the way for Junior to use his vision properly. The light is evenly distributed throughout the room, and he draws big sweeping lines with a heavy crayon. Over-concentration and reading fine print should be avoided by pre-school children, according to the American Optometric Association.

Rules for Young Bike Riders - -

There's probably no greater thrill in a youngster's life than when he receives his first bicycle. It's his first major step forward independence and there's a keen pride in his sense of ownership.

Rarely ever, do children consider that a bicycle leads them on new pathways to danger. That's why the National Safety Council has established the following rules for bicycle safety.

1. Always ride on the right side of the street.
2. Don't stunt or weave . . . ride in single file.
3. Don't carry passengers.
4. Stop for red lights and stop signs and obey signals.
5. Don't hitch onto autos, trucks or street cars.
6. Avoid riding after dark. If you must ride make certain your lights and reflectors are in good condition.
7. Above all, know and obey all traffic laws. They pertain to you as well as to auto drivers.

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