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SAFETY EDUCATION

Course of Study for Grades
and High School

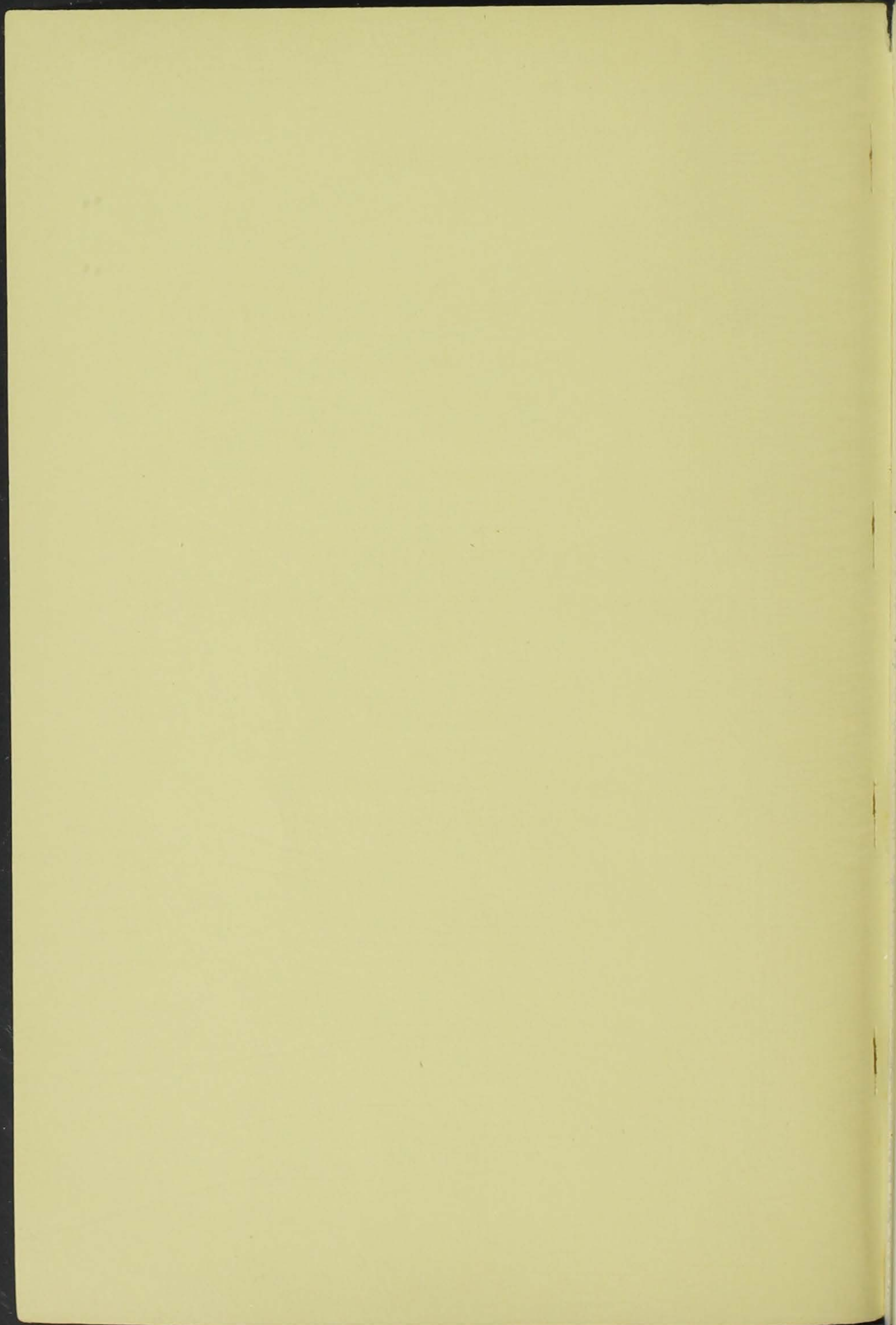
Revised Edition

(For Temporary Use Pending Publication of New Course
of Study)

Department of Public Instruction
Jessie M. Parker, Superintendent

Formerly Published by
THE IOWA DEPARTMENT
AMERICAN LEGION

Revision Published by
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Department of Public Instruction
and State School

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PREFACE

"To inculcate a sense of individual obligation to the community, state and nation."

The Preamble of the Constitution of the American Legion, which includes this clause, sounds a clarion call of peace-time duty to the members of our organization. Appalled by the awful toll of highway accidents in our beloved state, The American Legion of Iowa launched a great safety program at the suggestion of Robert W. Colflesh, of Des Moines, when he was elected our department commander in 1931.

Commander Colflesh appointed W. Earl Hall, managing editor of the Mason City Globe-Gazette, as state American Legion highway safety director and Sheriff C. E. Cress, of Mason City, as adviser. These two veterans named a director in each of the state's Congressional districts, who selected 99 county chairmen to coordinate our 565 posts in an educational movement to make the people safety conscious.

The work of this group, with the cooperation of the American Legion Auxiliary, many other organizations and agencies, the press, the radio, and Miss Agnes Samuelson, superintendent of public instruction, has been far reaching and effective. It will continue to grow, we believe, for the saving of lives and the prevention of injuries must appeal strongly to all true Iowa Legionnaires and other citizens.

The efforts put forth to present this volume are dedicated to that end.

IOWA DEPARTMENT, THE AMERICAN LEGION.



ACKNOWLEDGMENT

This course of study in safety education has been a project in which the department of public instruction and the Iowa department of the American Legion have cooperated with the purpose of providing some definite materials for the schools in teaching safety education. Special acknowledgment is given to Commander Robert W. Colflesh of the Iowa department of the American Legion, and to Mr. W. Earl Hall, chairman, Legion Highway Safety Committee. Without their constant assistance in this project it could not have materialized. We are also very much indebted to the National Safety Council for making it possible for Miss Marian L. Telford, field worker, to spend some time here in this state as a consultant in organizing this bulletin. Her service was invaluable and we are very grateful for her expert guidance.

The bulletin is organized in two parts, one dealing with the problem from the standpoint of the school administrators, and the other outlining units of instruction for the primary grades, intermediate and upper grades, and for the high school. Some useful information and statistics as well as other items have been included in the appendix.

Miss Clara M. Wallace, state normal training supervisor, was in charge of the preparation of the course of study. She was assisted in the preparation of the introduction by Miss Telford. Mr. R. A. Griffin, state inspector of consolidated schools, and Miss Telford helped with the administrative unit. Members of the advisory committee serving in governmental capacities have checked the facts in the administrative unit. In the preparation of the grade units Miss Olive Pearl Ritter, primary supervisor, Iowa State Teachers' College, contributed generous service. The following training supervisors sent in suggestions for the grade units: Miss Grace Hiler, Atlantic; Miss Maria Pingrey, Correctionville; Miss Janet Wilson, Centerville; Miss Elsie Wallace, Davenport; Miss Edna Luce, Hampton; Miss Ethel Standing, Ottumwa; Mrs. Myrtle Morton, Oskaloosa; Miss Lucille Douglas, Sheffield; as did Miss May Holmes, supervisor elementary grades of the Davenport public schools.

We especially appreciate the valuable suggestions given us by Professors Ernest Horn and T. J. Kirby of the State University of Iowa, Miss Bessie Bacon Goodrich, director of curriculum of the Des Moines public schools, and Miss Zina Fessenden, superintendent of the Howard County schools. Mr. J. Dillard Hall, Mr. Wm. A. Stevens, superintendent Iowa Motor Vehicle Department, Mr. John H. Strohm, fire marshal, and Mr. T. Jay Hubbard, traffic inspector, police department of Des Moines, gave timely helps. Major Harding Polk, Mr. Frank Miles, editor Iowa Legionaire, Miss Telford, and Professors A. B. Lauer and E. S. Baird of Iowa State College gave special help in connection with the high school units of instruction.

If the use of this course of study results in a keener interest in the child safety problem and makes our youth more safety minded, it will have been more than worth while. If it bears out the conviction that "in the education of children lies the greatest possibility for solving the national accident problem," in the words of Doctor Albert W. Whitney, vice president in charge of education, National Safety Council, in *Safety Education*, March, 1929, it will be no small contribution to the cause of safety.

AGNES SAMUELSON,

Superintendent of Public Instruction.

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- Stevens, William A., superintendent, Motor Vehicle Department, Des Moines
- Strohm, John W., state fire marshal, State House, Des Moines
- Urlick, A. L., labor commissioner, State House, Des Moines

INTRODUCTION

"For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly."—*Article XII, Children's Charter, White House Conference on Child Health and Protection.*

STATEMENT OF PROBLEM

In Nation: Accidents are the most important cause of death to children of elementary school age, second in importance as a cause of death among high school pupils, and third in importance to pre-school children. The major types of accidental deaths to children are: automobile, conflagration and burns, falls, drowning, railroad, suffocation, firearms, poisoning.

In Iowa: In 1928 the Iowa death rate from all types of accidents was approximately sixty-three per 100,000 population while the death rate from automobile accidents was about 15. By 1939 the death rate from all types of accidents had risen to almost 70, while the rate of automobile deaths was slightly over 20. The major types of accidental deaths to Iowa children are occasioned by: automobile, railroad, street car, other vehicles, burns, conflagration, poisons, other external violence, machines, mechanical suffocation, cutting and piercing instruments, gas, electric shock, drowning, firearms, falls, animals, fractures, lightning, landslide, airplane, excessive heat, excessive cold, and mines.

PREPARATION OF THIS MANUAL

United States Census Bureau reports were studied and the most common types of child accidental deaths determined. Twelve state and city courses of study in safety education were analyzed and their objectives tabulated. The reports of the Iowa Department of Health were consulted and the causes of child accidental deaths and injuries in this state determined. Material, particularly suited to meet the needs of Iowa children, was developed and submitted for rigid examination to a representative committee. Hence, the contents of this publication have been secured by a careful study of the best existing materials in safety education, validated by an analysis of of the child accident situation as it exists here and enriched by the addition of original material.

OBJECTIVES

To provide maximum protection for children while at school.

To educate children so that accidental deaths and injuries among them will decrease.

To train a generation of informed and safety conscious individuals as workmen, homemakers, motorists, etc.

PROCEDURES

For administrators: The administrators of a public school system are frequently able to influence their communities in the selection of safe school sites and the construction and equipment of safe buildings. Through supervision they should protect children while on school property and they should influence their faculty to strive toward the development of safety attitudes and skills among all pupils.

For teachers: Safety will not have a special period during each school day. It will be taught in correlation with other subjects and through activities. The most common subjects in this correlation will be safety and the activities program on which are based experience reading, oral and written language, health, citizenship, and manual arts. Activities utilized will be those routine activities common to every school, such as passing through corridors and doors, up and down stairs, etc.; special activities such as fire drills, general assembly meetings, and the like; and extra-curricular activities organized by pupils and teachers, such as safety clubs, motor traffic clubs, and safety patrols.

Fundamental philosophy: A safety program is a definite and positive program designed to develop certain attitudes and skills among children. It is not a negative, "fear" program. It does not interfere with the normal emotional development of a child nor does it result in physical inactivity. In truth, it aids in increasing activity for it aids in teaching children how to do many things, for example, how to swim, how to drive a car, how to cross a busy street successfully. It teaches children how to meet unexpected, even critical, situations successfully. It saves children from accident for purposeful, adventurous living.

Anticipated results: It is believed that the program of minimum essentials set forth in the following pages will result in fewer accidental deaths and injuries to children. In the seven-year period from 1922 to 1928 accidental deaths of persons of all ages increased nearly 25 per cent. In the same period accidental deaths of children increased less than one-tenth of one per cent. It is significant that this period, one of the first to show the results of safety work, was coincident with the development of countless child safety programs. The development of a specific program for this state will doubtless bring results in the saving of lives of Iowa children.

CLARA M. WALLACE,
MARIAN L. TELFORD.

PART I—A GUIDE FOR SCHOOL ADMINISTRATORS

Children are required by law to attend school. This causes them to spend a considerable amount of time in a specified, limited area. It necessitates their passage along highways and streets, in most cases unprotected and unguided by adults, at regular intervals of many days of the year. Therefore it is a first duty of a community to safeguard children on school property and while en route to school. The desires of the community are ordinarily expressed and put into practice by the board of education, the superintendent of schools, and the teachers. The safeguarding and training rests upon these groups, functioning as a unit in the community, and working in close cooperation with parents of school children.

Safeguarding a Child at School

The National Safety Council is studying the causes of accidents to school children through the use of a student accident reporting system. This study now covers nearly one-half million children. It shows that accidents do occur in schoolgrounds and in school buildings. Reports of this study and other available surveys and data indicate the need for directing the attention of local school administrators to the following specific points.

1. When Securing a New School

a. Location

School buildings should be readily accessible to the children they serve. However, school sites should be selected with regard for safety as well as many other factors. A one-room rural school need not front directly on a paved national highway or stand next to a grade crossing. A town school should not face the most heavily traveled street in town. The traffic conditions children face en route to school are of special importance in buildings housing small children. In general, it can be said that every effort should be made to avoid locating schools immediately adjacent to farm buildings, quarries, water hazards, railroad tracks, boulevard streets, and national highways.

b. Size of Schoolgrounds

The area needed for a school depends upon the type of building to be erected and the number of children it is to serve. In every case enough ground should be provided to give children adequate play space, thus discouraging playing in street and highway.

c. Construction of School Building

It is doubtless unfortunate and uneconomic that the state does not have a division of schoolhouse planning in the state department of public instruction, so that local communities might readily avail themselves of the advice and assistance of workers trained and experienced in this special construction field and the department be enabled to inspect and approve the plans of proposed buildings. In the absence of such a reasonable and planned procedure, buildings of varying type, value and suitability are being

constructed over the state. To those in charge of construction in the near future, the following points are recommended for consideration:

- (1) Buildings should be fireproof throughout. If it is impossible to make them so, outer walls and walls separating the rooms should be fireproof.
- (2) Stairways should be fireproof as an aid to their being usable in case of fire. As an aid in the prevention of falls and the easy and orderly movement of children, steps should be of uniform width and height and finished with satisfactory non-skid treads. Corridors and stairways should be adequately lighted.
- (3) Fire escapes are necessary. These are required by law on all school buildings of two stories when such buildings are not provided with two stairways located approximately at each end of the hallway of the second story.¹
- (4) All schoolhouse doors, including classroom doors, must open outward.² Doors and exits must be unlocked during school hours.³ It should always be possible to open them easily from within.⁴
- (5) Furnaces and boilers should be located in fireproof rooms equipped with fire doors. In the event this is impossible, fire resistive ceilings should be constructed over the heating plants. When repairing is done ceilings of this type should be placed over the furnaces in buildings already constructed. (About two-thirds of our school fires break out in basements.)
- (6) Fire gongs should be so located that the fire alarm can be turned in from any one of several points throughout the building.
- (7) If many films are shown, fireproof booths should be constructed for the projector.

d. **Laboratory and Shop Equipment**

All equipment placed in laboratories and shops must be made safe through accompanying safety appliances. Saws, planes, tumbling rods, shafting, belting, and gearing must be guarded or housed.⁵ Mechanical means must be provided for throwing belts on and off pulleys. Burners and stoves must be carefully installed. Fire blankets should be placed in all kitchens and laboratories when fires are used extensively, particularly by children.

e. **Playground Equipment**

Such equipment should be selected by a trained playground worker or under the guidance of such an individual. Many factors will influence the selection of equipment, including the age and number of pupils, the amount of play space available, and the extent of supervised play and game activities. In general . . .

¹*Iowa School Code*, Section 1662 for additional details.

²*Iowa School Code*, Section 1667.

³*Iowa School Code*, Section 1651.

⁴*Iowa School Code*, Section 1667.

⁵*Iowa School Code*, Section 1487.

- (1) Low slides, low swings and teeters are common and considered satisfactory. High slides and high swings are not recommended.
- (2) All equipment should be located away from open playing fields so that both can be used at the same period without interfering one with the other.
- (3) Equipment especially designed for the use of small children should be located apart from that intended for the use of large children.

f. School Fences

The law provides that boards of directors shall maintain a fence between schoolgrounds and adjacent improved lands and directs that this fence shall not be of barbed wire.¹

2. Protecting Children on School Property

The safety of children while on school property depends largely upon the type of building and the character of its equipment and surroundings and the sort of activities in which children participate. Children may be endangered or actually injured, while on school property, because the community failed to provide a safe school. Again children may be endangered, or actually injured, while on school property, because the school faculty failed to provide adequate and continuous supervision of pupil activities. While the foregoing section dealt largely with matters to be considered especially by those responsible for the construction of new schools, many of the points covered therein merit study by all who are responsible for giving to children the maximum of safety while on school property. Many buildings already in use may be made safer by reasonable and economical changes. The following are the minimum essentials that must be incorporated in school equipment and management if children are to be adequately safeguarded.

a. Fire Protection

- (1) Monthly fire drills are required by law.²

A definite procedure should be developed for such drills. It should be clearly understood if the teacher is to lead her pupils through the corridors to an exit or if the children are to be led by older, responsible pupils and followed by the teacher after she has checked to make sure that all pupils have left the room.

- (2) Instruction on the causes and dangers of fires should be given at reasonable intervals throughout the year.

The state fire marshal is required by law³ to prepare a bulletin on this subject and deliver it to the public schools throughout the state.

¹*Iowa School Code*, Sections 4377 and 4378.

²*Iowa School Code*, Section 1651.

³*Iowa School Code*, Section 1652.

- (3) Exits must be unlocked so they can be opened with ease from the inside whenever buildings are in use.
- (4) See preceding section for comments on outswinging doors, fire gongs, and separate room for heating apparatus.
- (5) The use of candles should be prohibited at all school celebrations and functions and at all meetings held within school buildings.
- (6) Hand fire extinguishers should be located at strategic points throughout school buildings. These extinguishers should be of a size easily handled by an individual. They should be refilled at least once a year. Teachers should be instructed in their use.
- (7) Fire blankets should be provided in laboratories and kitchens where pupils use various types of gas burners, stoves, explosives. Schoolrooms are not equipped with small rugs nor do they ordinarily contain heavy clothing which can be used to smother a fire in an emergency.
- (8) Waste paper should not be allowed to accumulate in quantity.
- (9) Floors should not become oil soaked from dust-laying preparations used by janitors.
- (10) The custodian's store room should be clean and orderly, oily dust mops and rags should be kept in tin containers.

b. Safety in Gymnasiums

Perhaps it is natural that more accidents should occur here than at any other place in a school building. This fact, established by a study¹ of accidents to thousands of school children, indicates the need of:

- (1) Continuous supervision of gymnasium activities.
- (2) The incorporation of reasonable safety precautions in all such activities as:
 - (a) Placing mats for children using rings or jumping over "horses."
 - (b) Requiring on all occasions the removal of hard soled shoes before engaging in gymnasium work.
 - (c) Giving instructions before activity begins.
- (3) The careful selection and regular inspection of gymnasium equipment, for example
 - (a) Standards and walls against which pupils are likely to fall, should be padded.
 - (b) The floors should not be allowed to become slippery.

c. Safety on Stairs and Stairways; in Corridors

The study referred to above indicated that accidents, serious enough to result in absence from school, occur with surprising frequency in the corridors and on the stairways of school buildings. These accidents call attention to:

- (1) The need of properly constructed and lighted stairs.

¹Made by National Safety Council. In the school year 1930-31, 423,767 pupils were included in this study.

- (2) The need for the orderly movement of pupils up and down stairways and through corridors.

Regulations governing the movement of pupils about school buildings will be governed by the number of stairways and location of stairways, the number of pupils moving about and other factors peculiar to individual buildings. In general pupils should be allowed to move through the building with reasonable freedom and allowed to participate in the development of whatever specific rules are required.

d. Safety on the Playground

In general, playground accidents can be grouped as follows: 40 per cent occur to pupils using some piece of apparatus; 40 per cent occur to pupils participating in some organized game; the remaining 20 per cent occur during unorganized, unsupervised play.

Insofar as we are able to generalize from the data now available, slides, swings, and bars are the pieces of apparatus in the use of which pupils are most likely to be injured. Perhaps that is because these pieces of apparatus are the ones most commonly found on school playgrounds. The accidents which have been reported suggest that:

- (1) Apparatus should be selected with care. High swings and high slides should be avoided.
- (2) Apparatus should be located with care. The use of one piece of apparatus should not interfere with the use of another. Equipment for older children should be separated from that for younger children.
- (3) Apparatus should be inspected regularly.
- (4) All pupils should be instructed in the use of all existing play equipment.

Accidents are most likely to occur to pupils playing football and baseball. Football accidents are somewhat more likely to be severe than those received in other games, while baseball accidents are somewhat likely to occur more frequently than others. Definite safety rules should be developed for each sport. It is essential that students be carefully examined, properly equipped and adequately instructed before engaging in football. Before a baseball game starts all batters should be instructed not to throw their bats, scorekeepers should be safely located, and the spectators removed from possible danger. Other reasonable rules and requirements will grow out of observation and experience.

e. Safety in Shops and Laboratories

The requirements necessary for the protection of pupils in shops and laboratories is directly dependent upon the type of equipment installed in these rooms. Vocational school accidents are common, averaging, in one study,¹ one accident for each student each

¹By Max Henig in *Safety Education in Vocational Schools*, National Bureau of Casualty and Surety Underwriters, New York.

year. The following general regulations should be required of all shop instructors:

- (1) Machinery should be properly guarded.
- (2) Instruction should be given in the use of tools and machinery before any work is done.
- (3) Rules should be developed governing the use of each machine and no exceptions permitted.
- (4) All shops should be neat and orderly at all times, since many accidents can be traced directly to poor housekeeping.

f. Care of the Injured

Practice varies as to the disposition of accident cases occurring on school property. Every school should be equipped to care for minor injuries and, when necessary, to render first aid to the seriously injured. A first aid kit for schools should include the following materials:¹

- 2½-inch gauze bandages
- sterilized packet of gauze
- absorbent cotton
- tourniquet
- adhesive plaster
- aromatic spirits of ammonia
- mercurochrome or iodine
- scissors
- miniature first aid chart

Serious injuries should be referred to a physician and an immediate report made to the superintendent on the cause of the accident, the nature of the injury and the disposition of the case.

g. The Importance of Studying Child Accidents

The causes of all accidents to children are of importance to all who are charged with their protection and training. The more specific the information available, the greater success administrators and teachers will have in developing programs to meet the needs of particular groups. In order to make it possible to localize the information and adapt the instruction, a study of all accidents to school children is highly recommended. Such a study is now under way in several school systems,² and the necessary efforts have been amply repaid. Information is gathered through the use of a student accident report card and summary report sheet. The report card, 4 x 8 inches in size with printing on both sides, asks for information as shown on the sample form. These cards are sent to the principal of each school; in some cases to each classroom teacher. When a child has been absent as a result of accident and returns to school, he makes out a report on the accident. His teacher or principal (whoever is responsible for securing this information) checks his report for complete-

¹Recommended by Dr. C. O. Sappington, National Safety Council, Chicago.

²The public schools of Baltimore, Kansas City, St. Louis, Pittsburgh, St. Louis County, Minnesota, and others.

ness and then signs it. Reports on fatal accidents are made out by principals or teachers as are all reports on children unable to write. Where the study is made in a single school, the reports are tabulated each month on a summary sheet. When the study covers an entire system, monthly tabulations may be made in the office of the superintendent from individual cards or building summaries forwarded by principals. When a combined report is made for all schools in a system, a copy of the summary should be forwarded to the Statistical Bureau, National Safety Council, 20 North Wacker Drive, Chicago, so a nation-wide study may be made. This activity has the following merits:

- (1) It is, in itself, a specific teaching device.
 - (2) It aids in the development of a safety conscious faculty in showing teachers that the accident problem is one of their own groups of children.
 - (3) It gives to teachers and administrators specific information on what children in any locality need to know.
 - (4) Finally, it supplies a measuring stick on the success or failure of a program of safety instruction and activities.
3. Providing for the Protection of Children En Route to School
- Children ordinarily reach school in one of the following ways:
- By walking.
 - By riding with parents.
 - By riding in school busses.
 - By driving their own cars.

In every case care must be taken to provide the maximum protection to pupils on their way to and from school.

a. The Child Pedestrian

The most reliable and constant protection that can be placed about the child who walks to and from school lies in his education. If he has been educated to appreciate the hazards and meet those hazards, he will be able to meet successfully the majority of the problems he encounters. Certain definite external safeguards can be provided, however, that will aid the child in his effort to avoid accident. These consist of the following:

(1) Safety zones near schools

Such zones contribute to the protection of children by giving special warning to motorists approaching schools. Iowa law has already recognized the importance of providing special means for traffic control near schools when large groups of child pedestrians use the streets and highways at special hours of school days. Section 5018.14 of the Iowa School Code reads as follows:

"Cities and towns shall have the power to establish school zones and provide for the stopping of all motor vehicles approaching said zones, when moveable stop signs have been placed in the streets at the limits of the zones, this notwithstanding the provisions of any statute to the contrary."

STANDARD STUDENT ACCIDENT REPORT
School-Jurisdiction Accidents



In the event of a pupil accident, however slight, on the school premises or on the way to or from school, the principal will fill in this blank and send it at once to the Superintendent of Schools. It may be advisable to keep a duplicate copy in the principal's office.

Name of person injured..... Home address.....

Age..... Sex..... School attended..... Grade.....

Date of accident..... Exact time.....

School employee in charge at time of accident.....

Where did accident occur? (Be specific).....

Describe accident (What was person doing? Just how did accident occur?)

.....

.....

Kind of injury (Broken arm, cut finger, etc. Be specific.).....

.....

Was first aid given? By whom?.....

.....

Accident caused by another person? Name..... How?.....

.....

Name of person giving facts as to time and nature and manner of injury.....

.....

Persons present at time:

Name and address.....

Name and address.....

Where was child taken?..... How?.....

..... By whom?.....

.....

*Name and address of doctor handling the case.....

Parent or guardian notified?..... State how.....

Other pertinent facts.....

How could this accident have been prevented?.....

*Data to be added when child returns to school: Days kept from school?.....

Permanent injury? Describe.....

Non-School Accidents

Report on this portion of the form every accidental injury which requires a doctor's attention or keeps a student out of school one-half day or more even though the accident did not occur on school property.

Name..... Address.....

Age..... Sex..... School attended..... Grade.....

Date of accident..... Exact time.....

Where did accident occur (Be specific).....

Describe accident (What was person doing? Just how did accident occur?).....

Kind of injury (Broken arm, cut finger, etc. Be specific.).....

*Name and address of doctor handling case.....

*Days kept from school..... Permanent injury? Describe.....

(*) All cases requiring a doctor's attention or keeping a student out of school one-half day or more should be included in a monthly summary of accidents made on the summary sheet of the National Safety Council. Place an X in the box at the upper right-hand corner if this accident should be included in the summary.

Principal's signature.....

The law does not specify the type of "moveable stop signs" to be used. Several types have been used. Hard rubber signs have been inserted in pavements but such signs are not portable. Heavy planks have been used to form the base of an inexpensive portable sign consisting of this base plus a flat surface of sheet metal giving the necessary directions such as "Stop—Order of Police." In at least one known case basket ball standards were used to form standards supporting a round shield giving the "Stop" direction to traffic. The cost factor is important in the selection of these special school zone signs. The ideal sign, of course, is durable and inexpensive. The value of uniformity in street markings should not be overlooked in the selection of these signs. In so far as possible street markings should be uniform as to appearance, location, and meaning. It would be well if a uniform sign could be agreed upon for use throughout the state. In the absence of such a standard care should be taken to keep these signs uniform from school to school within a particular city or school system. The care of portable signs presents a problem. An answer must be found to the question: Who is to be responsible for placing a portable sign in the street prior to school dismissal and who will remove it after it has fulfilled its purpose? Sometimes school building custodians are directed to be responsible for the placing and removal of these signs. Sometimes they are cared for by schoolboy patrols. In such an event the signs must not be so heavy that boys cannot move them readily. The plank metal face sign mentioned above has the advantage of being light. The sign made from the basketball standard has the advantage of having a round base and as a result the whole sign can be tipped sideways and rolled into position with ease. Where boards of education or school trustees take the initiative in securing portable signs for school zones they should proceed only after consultation with the local authorities charged with traffic direction.

(2) Special traffic officers near schools

Frequently special officers are supplied for school zones at dismissal times and during those periods when pupils are assembling at schools. In the event of a shortage of officers, school building custodians are sometimes commissioned as special officers for traffic duty at these particular periods and places.

(3) Limited speed and school zones

Additional protection may be given pupil pedestrians by establishing a maximum speed for school zones. The present law directs that the speed of motor vehicles in school zones shall be limited to 15 miles per hour.

(4) Special routes to school

Children may be protected indirectly by being encouraged to avoid particular hazards. In the case of young children it is well for parents, teachers, and pupils to agree on the specific route to be followed to and from school.

(5) Schoolboy safety patrols¹

Over a period of 26 years schoolboy safety patrols have assisted in the protection and instruction of children on their way to and from school. Patrols have functioned successfully under a wide variety of conditions and are considered valuable by many school people who have had experience with them. They represent an extension of training beyond the walls of the classroom. Patrol members are "educators" in that they assist in the training of their fellow students. They are not substitutes for traffic officers.

(6) Pedestrian tunnels

In very unusual cases tunnels may be located under very heavily traveled streets for the use of school children. Tunnels provide protection for those children using them. They also aid in speeding up the movement of motor traffic by removing hundreds of pedestrians from the surface of busy streets. Measured in terms of dollars, they represent, on the whole, expensive protection.

b. The Pupil Passenger in the Automobile of His Parents

The pupil passenger in the automobile of his parents is at their mercy. Whether or not he is safe depends upon whether or not his parent is a good driver, general traffic conditions in the community, the condition of the car, and the child's opportunity to board and alight from the vehicle in safety.

c. The Pupil Passenger in a School Bus

In 1930-31 sixteen hundred school busses carried thirty-two thousand Iowa children to school. The conditions under which transportation occurs should be healthful and safe. School busses should be so constructed and operated that children are protected from physical dangers as well as moral temptations. The Iowa law with regard to maintaining and operating school busses is not as exacting as in several states. The law directs² school boards to "contract with as many suitable persons as it deems necessary for the transportation of children of school age to and from school." Additional provisions of the law are as follows:

Contracts³ must be in writing, state route, compensation, and provide that all bus operators are subject to the rules of the board.

Age of drivers⁴—School bus drivers must be at least 16 years of age.

¹See pages 70-71 and 114-15 for details on how patrols operate.

²Iowa School Code, Section 4182.

³Iowa School Code, Section 5032.04.

⁴Iowa School Code, Section 5032.02 (12).

Signs¹—District "School Bus" signs must be placed on the front and rear of each vehicle, with special signs after September, 1941. Stops required of motorists²—All motorists are directed to come to a full stop when meeting or overtaking a bus halted for the purpose of loading or discharging of passengers.

Entrances³—Vehicles used as school busses must have front and rear entrances except in the case of horse drawn vehicles and automobiles with two doors.

The present laws governing transportation of pupils to school by bus has several weaknesses. Its major weakness is its failure to provide for the supervision and control of school busses by the state department of public instruction. If it were empowered to act by general statute the department could then promulgate definite rules on (1) contracts, (2) operating practices, (3) types of drivers, and (4) types of vehicles.

In the absence of authority to act, the department can only make the following suggestions for the guidance of local authorities directly charged with providing adequate transportation for school children.

(1) Contracts

All contracts between school officials and bus operators should possess the following characteristics:

- (a) They should be as specific as possible.
- (b) They should require the observance by all drivers of the regulations of the board of education or other school official entering into the contract.
- (c) They should require, as a condition of the contract, the observance of the Iowa Vehicle Act.
- (d) They should provide for the carriage of adequate insurance.

(2) Operating practices

- (a) No passenger should occupy a position in the vehicle that will obstruct the view of the driver.
- (b) School busses shall come to a full stop before crossing railroad tracks.
- (c) Drivers shall not carry on unnecessary conversation while the bus is in motion.
- (d) Busses shall be inspected by the driver before operation to make sure brakes, lights, and horn are in good condition.
- (e) Competent mechanics should overhaul vehicles at reasonable intervals.
- (f) Trailers shall not be permitted on school busses.
- (g) Vehicles must be kept clean and sanitary.
- (h) Order must be maintained within the bus at all times.
- (i) Drivers should refrain from smoking when school pupil passengers are in the bus.

¹Iowa School Code, Section 5032.02 (12).

²Iowa School Code, Section 5032.01.

³Iowa School Code, Section 5032.02 (3, 4, 5).

(3) Types of drivers

Drivers must be 16 years of age. They should be in good health, reliable, calm in the face of emergencies, and able to maintain discipline.

(4) Types of vehicles

Section 5032.02 of the Iowa Motor Vehicle Code outlines completely the requirements for construction of school busses, as follows:

“Required construction. Every school bus, except private passenger vehicles used as school busses, shall after September 1, 1939,¹ be constructed and equipped as follows:

1. It shall be painted a lemon yellow color for the body, with the fenders in black.
2. There shall be but one compartment.
3. A door or doors at least twenty-four inches wide and forty-eight inches high, the lower panels of which shall be composed of safety glass, shall be placed at the front, right-hand side opposite the driver.
4. The front door or doors shall be under the control of and operated by the driver.
5. There shall be an emergency door in the rear, at least twenty inches wide and forty-eight inches high, provided with an easily operated safety-catch not controlled from the driver's seat but protected from accidental release.
6. There shall be ample windows on both sides and ends.
7. There shall be ample roof ventilators.
8. It shall be heated either with hot water radiator heaters or hot air heaters. The hot air heaters to be iron pipes with all screw connections and guarded by one-half inch meshing wire, three-fourths inches from the heating element which is located in bus body.
9. There shall be a comfortable seat for each pupil.
10. The fuel tank shall be located, filled, drained, and vented outside of the bus body.
11. Bumpers both front and rear shall be fastened directly to the chassis.
12. ²Every school bus shall bear thereon, both front and rear, a sign with the words “School Bus” in black letters at least six inches high, on a lemon-yellow background. After September 1, 1941, all school busses shall be equipped with an additional stop signal with the word “Stop” printed on both sides in black letters at least five inches high on a lemon-yellow background. Such signal shall be at least twenty inches long and shall be manually controlled by the operator of the school bus so as to be clearly visible from both front

¹Time extended to September 1, 1941, provided that one-half or more of the busses used by any school district for the transportation of children to and from school on September 1, 1939, are constructed and equipped as required. 48th General Assembly, chapter 132, section 3.

²Paragraph 12 is a substitute for section 398, chapter 134, 47th General Assembly.

and rear when extended from the left of the body of the bus and shall be displayed only when passengers are being received or discharged from the bus. When such vehicle is not in use as a school bus, the signs with the words "School Bus" shall be removed or covered.

When passenger cars are used as school busses, the same will apply except that it is not necessary for them to be equipped with the manually controlled "stop" signal. [C31, 35, §§ 5079-c9, -c10, -c11; 47GA, ch. 134, §§ 398, 399; 48GA, ch. 132, §§ 1, 2, 3.]

Referred to in sections 5032.07, 5032.08, 5032.09.

All pupils shall be received and discharged from the front, right-hand entrance of every school bus, and if necessary for said pupils to cross the highway, they shall be required by the driver to pass in front of the bus and stop and look in both directions before so crossing and the driver shall not start the vehicle until he has seen that such pupils have safely crossed the highway. [C31, 35, §§ 5079-c10, -c11; 47GA, ch. 134, § 400.]

Referred to in sections 5032.07, 5032.09."

In some places school administrators help to make transportation of pupils safer by appointing bus patrols. Two patrols are appointed for each vehicle; one takes his position on the seat opposite the driver and the other a position well to the rear of the bus. Their duties are as follows:

1. To see that all pupils are aboard before bus leaves school building.
2. To see that all children who come from their homes and cross the road toward the bus do so with due care.
3. To see that in loading the children step well to the right of the road and those who desire to cross wait until the bus has pulled away and there is a clear view of the vehicles approaching from the opposite direction.
4. To permit no one to get on or off the bus while it is in motion—All children should be inside, seated, and door closed before bus starts.
5. To allow no one to move about in bus while it is in motion.
6. To see that aisles are kept clear of books and lunch baskets.
7. To see that hands, legs, and heads are kept inside bus at all times.
8. To permit no one, including bicycle riders and roller skaters, to hitch on bus.
9. To observe and report any reckless driving of the bus, especially any case where driver fails to use every precaution in crossing railroad tracks.

d. The Student Driver

The student driver has been quite generally accepted as a safe driver. It is unfortunate that statistics are now appearing indicating that young people are surprisingly bad drivers. A recent study of the accident experience of four million drivers showed that those under 20 years of age had an accident record 39 per cent higher than the average. The young driver, like the pupil pedestrian, can best be protected through education. Later in this manual appear suggestions on a method of presenting street safety to high school students for the purpose of developing in them an appreciation of the rights and responsibilities of motorists. In addition to providing instruction for young drivers, school officials may aid the courts in caring for the youthful violator of traffic rules by cooperating in the sponsorship of Saturday morning classes to which violators may be sent in preference to being fined or given jail sentences.

In the whole problem of protecting pupils en route to school it is necessary to bear in mind that education of pupil pedestrians and motorists is essential. That no pupil pedestrian or student motorist is alone in the use of streets and sidewalks is likewise true. The relationship of general traffic conditions and problems to the problems of school children must be appreciated. Above all, the need for thorough instruction, constant care, is so evident when the results of failure are so tragic.

21.	"	—soccer																		
22.	"	—track events																		
23.	Other organized games																			
24.	Unorganized Activities	Running																		
25.		Scuffling																		
26.		Other falls																		
27.		Other																		

GOING TO OR FROM SCHOOL

28.	Motor vehicle—bicycle																			
29.	Other motor vehicle																			
30.	Other bicycle																			
31.	Other																			

HOME

32.	Falls																			
33.	Burns, scalds, explosions																			
34.	Cuts & scratches																			
35.	Other home																			

OTHER

36.	Motor vehicle—bicycle																			
37.	Other motor vehicle																			
38.	Other bicycle																			
39.	Other street & sidewalk																			
40.	Playgrounds (not school)																			
41.	Other places																			

ENROLLMENTS AND DAYS LOST

42.	Enrollments																			
43.	Days lost—This month's accidents																			
44.	Days lost this month from previous month's accidents																			

PART II—UNITS OF INSTRUCTION

SAFETY EDUCATION IN THE PRIMARY GRADES

Safety education in the primary grades may be made a part of the activities program on which experience reading charts are based. Visiting experience lessons, dramatizations, etc., preliminary to making experience charts may be carried on in rural schools with the first, second, and third grades combined. The reading charts and seat work may then be worked out in the separate grades, the activities being selected, from the general outline following, to suit the respective grades. These charts and booklets may then be read and explained to other rooms and to parents on visiting days.

Safety education may also be taken up as a phase of citizenship training taught at the time allotted for citizenship.

It is suggested that each teacher take advantage of her own local situation in teaching safety. If, for example, it is known that certain children are going fishing on Saturday with their parents the teacher may use this opportunity to teach the proper way to handle fish hooks. A fish hook may be shown and the proper way to handle it discussed.

The five units in safety education for the primary grades based on accidental deaths in Iowa since 1926 are safety in the streets, safety against fire, safety at home, safety at school, and safety in play and recreation. The main purposes to be accomplished are found under specific objectives. Informational materials and teacher procedures are expected to furnish the teacher with safety information, needs for making children safety conscious, and some suggestions for teaching. Pupil activities are intended to give the children as many experiences as possible along the lines in which we wish them to be safety conscious.

STREET AND HIGHWAY SAFETY

UNIT OBJECTIVE

To teach Safety in the Streets and Highways

SPECIFIC OBJECTIVES

To develop in children habits of carefulness and obedience to safety rules when on the country roads or in the city or town streets.

To create right attitudes with regard to

Being responsible for the safety of self and others:

Taking part in classroom and other organized efforts to secure safety.

Respecting law and officers of the law.

To eliminate all preventable accidents

In crossing streets and walking on streets and highways

With automobiles.

With bicycles.

With railroads.

With street cars.

With live wires.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND
PUPIL ACTIVITIES

1. Teaching Children Their Names and Addresses

Informational Material and Teacher Procedure

Children should know their names and addresses. In case they get lost, are ill, or injured, this knowledge is a means of identification. Personal history experience charts may be worked out with the children in which each child gives his name, street or home address, age, telephone number, name of school, father's name, mother's name, and the names of his brothers and sisters. Interest may be stimulated by letting each child find and cut out pictures of the members of his family from magazines. These may then be pasted on the chart.

Pupil Activities

Finding or making pictures for the personal history chart.
Labeling these pictures.

2. Walking Along Streets and Highways

Informational Material and Teacher Procedure

Children should walk on sidewalks, or at the left side of the road if there are no sidewalks. The left side is the safer side because the automobiles using the same side of the road as pedestrians are then coming toward them and are easy to see. In walking to and from school on the highway children should avoid wandering across the middle of the road or crossing back and forth. They should stay off the paved highway, or get off it as soon as a car is in sight. When a car is passing children should keep well over on the left shoulder so that there is ample room for cars to pass. A car may come from behind just as the car in front is meeting the children. (See elementary state course of study, page 84.)

Discuss walking on the streets and highways with the children at the beginning of the school year. Let them help determine the things to do to be safe in walking to and from school. Check often to see if they are following the rules which they have laid down for themselves.

If possible, the children should be taken on a trip to the post office, fire station, grocery, pet shop, depot, farm, library, or dairy. What they see may very well be used as experience for a reading or language lesson. Before starting let the children dictate rules about how to make a trip safe for themselves and for others. Such things are brought out as:

Go quietly.

Walk rapidly but do not run.

Keep to the right on the walk.

Avoid running into people.

Look both ways before crossing the street.

Follow the signal, which may be the lights or leader's signal.

Obey the traffic rules.

Use care in crossing driveways and alleys (cars backing out).

Pupil Activities

Demonstrating the proper places to walk when on the road or highway.

Telling of occasions when street and highway safety rules have been followed.

3. **Crossing Streets and Highways**

Informational Material and Teacher Procedure

Streets should be crossed at crosswalks. When crossing the street one should look both ways; watch for automobiles that are turning the corner; obey safety officers and patrols; obey stop and go lights, and walk across the street. Most accidents to children occur while they are running in, or across the street. Children walking on the highway should cross it only when necessary; look both ways; watch for automobiles which may be turning the corner; do nothing to attract the driver's attention, and help the smaller children across. It is important to look both ways before crossing an alley and to avoid reading a book or paper while crossing the street. (See elementary course of study, pages 84, 87, and 190.)

Drill when possible at an actual street intersection. Under the teacher's supervision the children may show individually and in groups the safe way in which to cross the street.

Following this drill let the children formulate such standards as the following:

Look both ways and then to the left.

Cross to the center of the street.

Look to the right and cross directly across the street to the walk.

Use care in crossing driveways and alleys (cars backing out).

If there are white or yellow lines, cross between them.

Write to Safety Department of the American Automobile Association, Penn Ave., 17th Street, Washington, D. C., for Loose Leaf Lessons in Safety Education with regard to crossing the streets.

Pupil Activities

Demonstrating on the way to and from school how to cross the streets and highways in the safest manner. Children chosen by the room for this purpose may make reports each week.

Dictating Standards for chart.

Copying dictated standards into booklet (third grade).

4. **Following the Safest Way to and from School**

Informational Material and Teacher Procedure

A child should learn the safest route to and from school and follow it.

Discuss in language or citizenship class the reasons why certain routes to school are safe. Are members of the class agreed that these are the safest routes? Simple maps may be made to show each child's route.

Urge the children to suggest to parents the best routes for use when the children are brought to or taken away from school in a vehicle in order that they may get out or board the vehicle without having to cross the street.

Pupil Activities

Making charts to show the safest routes to follow in going to and from school.

Taking home charts which the second and third grade children have made of the schoolgrounds showing safe loading zone.

5. **Knowing the Meaning of Traffic Lights and Signs**

Informational Material and Teacher Procedure

It is important that children learn the meaning of simple signs such as Stop, Go, Keep Out, Slow School, Danger, etc., and the meaning of traffic lights, red—stop; green—go; amber or yellow—wait.

Acquaintance should also be made with the traffic officer. His duties may be discussed.

Write to the Safety Department of the American Automobile Association, Penn Avenue and 17th Street, Washington, D. C., for Loose Leaf Lessons in Safety Education on the Policeman.

A traffic light may be made which shows red on one side, yellow on another and green on the other side. This may be placed on a rod which may be held and turned by a member of the group. Children may be lined up and permitted to pass as at a crossroad as the traffic light flashes. (See elementary state course of study, page 84.) Safety signs and signals may be put on drill cards. The children read these silently and follow directions.

Pupil Activities

Showing through the use of the traffic light device and drill cards that traffic lights and safety signs are understood.

Making street and highways signs for the bulletin board.

Finding pictures of traffic officers for the bulletin board.

6. **Running into the Street**

Informational Material and Teacher Procedure

Many accidents to children happen from running into the street or across the highway after balls, caps or playthings, and from behind parked cars. A car cannot be stopped immediately. It always moves forward after the brakes have been set. As a result motorists cannot always avoid running into children who dash into the street from behind parked cars. Sometimes children are injured when they run into cars that are moving down the street. Children should avoid running in front of any moving vehicle unless to rescue a smaller child in danger.

Children should be taught that running in front of a moving vehicle endangers the life of others as well as themselves. In order to avoid striking the child the driver may strike the curb or another car and thus injure not only himself but other occupants of the car or

cars. Children should learn to discriminate between a foolhardy risk and a risk taken to save a life.

Discuss for the language and citizenship lesson the importance of avoiding running into the street after balls, caps, and playthings. An experience reading lesson may be worked out showing the importance of care along this line.

Stories of heroism and foolhardiness may be read to the children.

Pupil Activities

Finding pictures or making illustrations for the experience reading lesson worked out on running into streets or highways for playthings or from behind parked cars.

Citing instances of accidents caused by running carelessly into the street and how these might have been avoided.

7. Refusing to Accept, Beg, or Steal Rides

Informational Material and Teacher Procedure

Small children are sometimes lured into a stranger's car and kidnapped. Children walking on the street or highway should not accept a ride from anyone who is not known to them.

Wise people do not beg rides from those whom they do not know. The driver often does not wish to slacken his speed to pick up a pedestrian. Wise people avoid hanging on to cars and other vehicles or hooking sleds to cars for a ride.

Discuss the above with the children, drawing from them reasons why it is unwise to accept, beg, or steal rides.

Stories may be used to illustrate the above points. These may be found in books and magazines or may be original stories made by the teacher.

Pupil Activities

Illustrating by drawing what to do when asked to ride in a stranger's car.

8. Riding on a Street Car

Informational Material and Teacher Procedure

When boarding a street car one should stand in a safety zone until the car stops. When riding in the car all parts of the body should be kept entirely inside of the car at all times. When leaving the car, signal it to stop, wait until it has done so, then step off facing the direction in which the car is going, look both ways before going from safety zone to sidewalk. If it is necessary to be on the other side of the street, go directly to the sidewalk on the side of the street where the car has stopped. Then cross the street when the way is clear.

Safety in riding the street car may be taught in the city when taking the children on an excursion where it is necessary to use the street car.

Children may set up standards for riding on a street car. Some of these may be:

Stand in the safety zone while waiting for the car.

Keep all parts of the body inside the car.

Stay seated while in the street car.

Pupil Activities

Making charts, diagrams, or pictures to show where one should stand in boarding a street car, also how to reach the walk or cross the street upon alighting (second and third grades).

Riding on the street car when going on an excursion.

Setting up standards for riding on a street car.

9. Riding on a Bus

Informational Material and Teacher Procedure

One should sit down before the bus starts to move and keep all parts of the body inside of the vehicle at all times. After alighting, stand at roadside or intersection until the bus has passed and the view is clear in both directions if the street or highway must be crossed to reach the destination.

(See teaching procedure for street car.)

(See Safety Education Magazine, Vol. XI, p. 19, on School Busses.)

Pupil Activities

Making charts to show where to stand in boarding a bus and how to reach the walk or side of highway or cross to the other side of street or highway upon alighting.

Riding on busses to and from school.

Setting up standards for riding in a bus.

10. Keeping Away from Railroads Except When Necessary to Cross Them

Informational Material and Teacher Procedure

A railroad is private property and therefore not to be used in place of a street or as a place to play. Children should avoid loitering around cars or railroad stations, or crawling over, under, or between cars.

In crossing railroads one should obey the signals if there are any. If not, he should stop, look, and listen before crossing.

Keep off the railroad. It is not meant for a street.

Let the children give reasons why they should keep off railroads and away from railroad cars. These may be used on charts or be put in booklets.

Pupil Activities

Showing through drawings and pictures the kinds of signs and signals railroads use.

Dictating reasons for keeping off railroads and away from railroad cars.

11. Using Roller Skates, Scooters, and Sleds*Informational Material and Teacher Procedure*

Children need to realize the danger of playing in the streets with roller skates, scooters, and sleds. They should stay on the sidewalks or other safe places, but should understand that others have rights on the sidewalks. Older people may be injured by children who are careless and discourteous on the sidewalks with their playthings.

Let the children dictate standards for the use of roller skates, scooters, sleds, etc.

Make available to the children stories illustrating the proper use of roller skates, scooters, and sleds. The teacher may also read such stories to the children.

Discuss courtesy on the sidewalks with the children. Let them decide upon the courtesies they may extend to others when using their playthings on the walks.

Pupil Activities

Discussing and listing with the teacher things to do when using roller skates, scooters, and sleds on the sidewalks.

Finding by use of table of contents and reading stories from the library about the proper use of roller skates, scooters, and sleds, etc. (second and third grades).

12. Carrying Umbrellas*Informational Material and Teacher Procedure*

Accidents are sometimes caused through children carrying umbrellas carelessly. If the view is obstructed while carrying an umbrella the child is endangered. Swinging an umbrella endangers others. A closed umbrella should be carried point downward.

Let children practice carrying umbrellas properly on rainy days.

Write to the Safety Department of the American Automobile Association, Penn Avenue and 17th Street, Washington, D. C., for Loose Leaf Lessons in Safety Education on Carrying Umbrellas.

Pupil Activity

Making pictures of proper ways to carry open and closed umbrellas.

13. Avoiding Live Wires*Informational Materials and Teacher Procedure*

One should avoid handling any wires which may be seen on the street or road. If a boy or girl sees a wire dangling in the street, an older person should be told at once. Some one should guard a wire lying or dangling until help arrives.

When flying a kite, if the string becomes entangled in the wires, a child should find an older person to help get it loose rather than climbing the pole, which may have a live wire on it. Always use string rather than wire for holding the kite.

Pupil Activities

Making kites correctly.

Talking about what to do if a broken wire is observed dangling in the streets.

EVIDENCES OF MASTERY

Children are interested and take the street safety program seriously.

Favorable reports when the teacher or home room leader asks for reports on what the children have done the past day or week for making themselves and others safe in the street.

Such tests as the following and others made by the teacher may be made useful in checking mastery.

TESTS FOR SECOND AND THIRD GRADES

1. Put a circle around the kind of light that means go.
The green light means go.
2. Put a circle around the kind of light that means stop.
The red light means stop.
3. Put a line under the word that tells where to cross streets.
Cross streets at crosswalks.
4. Put a line under the word that tells how to get across the street.
Walk across the street.
5. Put a circle around the word that tells in what kind of place to coast.
Coast in a safe place.
6. Put a cross above the kind of track on which we do not walk.
We do not walk on railroad tracks.
7. Draw a picture of the thing from behind which we do not run into the street.
We never run into the street from behind a parked car.
8. Make a picture of the plaything for which we never run into the street.
We never run into the street for a ball.
9. Put a circle around the ways we look before crossing the street.
Look both ways before crossing the street.
10. Put a cross on the word which tells where we use our roller skates.
We use our roller skates on the sidewalk.

Directions: Write yes or no in each blank found in the sentences.

-1. Should I know my street address?
-2. Should we look both ways before crossing the street?
-3. Do the green lights mean stop and the red lights go?
-4. Should children obey the policeman?
-5. Is it a good plan to hitch rides?
-6. Does the street make a good place to skate and coast?
-7. Should we avoid handling any wires in the street?
-8. Should we keep our hands and heads inside the windows when on the bus?
-9. Should we ever run into a street after a ball from behind a parked car?
-10. Should an umbrella be carried so one can see ahead of him?

Directions: Put a line under the proper thing to do in each sentence.

1. When the red light flashes one should (stop, go, look).
2. In crossing the street one should (run, walk, hop).
3. In going home from school one should choose the (shortest way, longest way, safest way).

4. If a ball or other plaything goes into the street one should (run after it, ask an older person to get it, send the dog after it).
5. If there is no sidewalk one should walk on the (right, left, middle) of the road.
6. We should use roller skates on the (sidewalk, left side of the street, right side of the street).
7. The safest place to play ball or coast is (in the street, in a field, on the walk).
8. Before crossing the street look (to the right, to the left, both ways).
9. In getting off a street care face (toward the curb, the direction the car is going, the motorman).
10. If a stranger asks you to ride (refuse, accept the ride, be saucy to him).

FIRE SAFETY

UNIT OBJECTIVE

To teach safety against fire.

SPECIFIC OBJECTIVES

To develop habits of carefulness in the prevention of fire.

To train the children what to do in case of fire.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Avoiding Playing with Matches, Fire, Firecrackers, Blasting Caps, and Explosives

Informational Material and Teacher Procedure

Children should know the results of playing with matches and fire and also safe places to keep matches at home. Many children have been severely and fatally burned through starting fires with matches. A lighted match will readily set fire to dry grass, furnishings in the home, hay in the barn, etc.

Matches should be kept out of the reach of small children.

Discuss with the children the reasons for not playing with matches and fire and from the discussion get sentences for a reading or language chart, as:

I will not play with matches, fire or explosives because:

I may burn myself severely.

I may get my clothes on fire.

I may burn others.

I may cause the loss of property.

Develop rules for the care of matches in the home. Some may be dictated by the children and written on the board by the teacher.

After using a match break the stem between the fingers before throwing away.

Safety matches should be used at all times because they ignite only by striking on the box.

Matches should never be thrown down carelessly after lighting.

Strike matches with the stroke away from you or downward.

Matches should be kept in metal, china, glass, stone, or tin containers. Give a demonstration in which the children suggest the places for the teacher to light the ordinary match. Then let the teacher prove that safety matches are the best kind to use by trying to light them in the same places as the ordinary match. Following the demonstration let the children set up rules for lighting matches. These may be hectographed and given to the children for their safety booklets. Some of these may be:

Children should not play with matches.

If you drop a match, pick it up.

Never carry matches in your pocket.

Buy only safety matches because a safety match will strike on nothing but the box.

(See elementary state course of study, pages 82 and 88.)

Many accidents are caused each year by firecrackers and fireworks. Towns have been known to be almost wiped out as the result of fire starting from fireworks. The sale of firecrackers and fire works is now prohibited in many places.

Helpful material on Safety in Patriotism may be obtained by sending for "Safety Education," Section One, for June, 1932.

Let children tell how firecrackers cause accidents. Some of these may be:

Permitting small children to hold sparklers.

Holding lighted firecrackers in the hand.

Picking up firecrackers which did not go off.

Lighting a firecracker while holding other firecrackers in the hand.

Carrying firecrackers in the pocket.

Putting firecrackers under cars, and in the way of pedestrians.

Let children tell some of the things firecrackers do.

Some of these are:

Destroy eyesight.

Make cripples for life.

Destroy homes by fire.

Cause fatal clothing burns.

Cause gasoline explosions.

Waste money.

Cause neglect of better fun.

Injure other people.

Give wrong idea of patriotism.

Pupil Activities

Making a booklet or fire chart. As this portion of the safety program is studied a booklet or fire chart may be made, each lesson contributing its page. When the unit is completed the booklet may be bound in suitable cover.

Putting into the safety booklet sentences from the reading or language chart on reasons for not playing with matches or fire. These may be written or printed on strips of paper to be pasted in the

notebook by the children who cannot write. Other children may copy them.

Copying into the safety booklet reasons for not playing with firecrackers (second and third grades).

2. Avoiding Vessels of Hot Liquids

Informational Material and Teacher Procedure

A number of primary children are burned or scalded to death each year by tipping over, or falling into pails, tubs, boilers, and kettles of hot water, or by handling hot tea or coffee pots. Water which is not uncomfortably hot to the hand of an adult may scald a small child. Make use of children's past experiences by letting them tell about when and how they have been burned or scalded. Let the children tell how accidents of this kind might have been prevented.

Pupil Activities

Telling of experience with burns and scalds.

Dictating and illustrating ways to prevent such accidents.

3. Knowing What to Do in Case the Clothes Catch Fire

Informational Material and Teacher Procedure

Discuss with the children ways in which clothes may catch fire and how to prevent such.

Children should be made thoroughly conscious of what to do if the clothes catch fire. Discuss and draw from the children what to do in case a child's clothes catch fire. Some of these may be:

Avoid running but drop to the floor or ground.

Roll over and over slowly with the head as low as possible.

If possible, get hold of a rug, coat, or blanket and wrap up in it to smother the flames.

If another's clothes catch fire throw him to the ground, pull off your coat, or other garment, and beat out the flames.

Let the children dramatize what to do if the clothing catches fire.

Pupil Activities

Telling stories about how a child saved himself or someone else by knowing what to do when the clothing caught fire.

Telling how to prevent clothes from catching fire and what to do in case of clothing catching fire.

4. Knowing What to Do in Case of a Fire in a Public Building

Informational Material and Teacher Procedure

Talk to the children about:

Public buildings which may catch fire while people are in them (schools, theatres, churches, hotels, etc.).

Why doors in public buildings are made to open outward.

Meaning of "Exit" and red lights.

Importance of always locating exits and fire escapes upon entering a public building.

Responsibility for the safety of themselves and others.

Being quiet in case of fire alarm.
Leaving the building by nearest exit.
Avoiding crowding.
Walking rapidly, rather than running or pushing.
Going far away from the burning building when outside.
Keeping the face near the floor in case the building is filled with dense smoke.

Rules which the children set up for leaving a burning building may be put on the chart or into the safety booklet.

Stories and pictures may be used to teach how to leave a burning building.

Pupil Activities

Making exit signs, red lights, and diagrams of buildings showing where exits and red lights should be placed.

Putting rules for leaving a burning building into the safety booklet to be taken home to parents.

5. Knowing Something About a Fire Station

Informational Material and Teacher Procedure

In order that the children may know something about a fire station and its importance, plan to take a trip to the fire station. Before going have the children set up standards which they will observe on the trip and while at the fire station. If possible, have the firemen talk to the children. Also have the children note the care and use of apparatus. Some of the things about which the children will probably want to ask are:

- Why firemen slide down the pole.
- Why firemen sleep in the fire station.
- How firemen know where the fire is.
- Why firemen hurry when there is not a fire.
- What apparatus is used.

This visit may be followed by an experience chart or language lesson on "Our Visit to the Fire Station."

Early fire apparatus may be compared with the present equipment. (See elementary state course of study, page 88.)

Pupil Activities

- Discussing the fireman and his duties.
 - Talking about and illustrating how the fireman dresses.
 - Talking about and making pictures of the fireman's apparatus.
 - Drawing pictures of firemen at work.
 - Collecting pictures of firemen.
 - Collecting pictures of fire apparatus.
 - Constructing a fire engine house or a fire engine.
- (See elementary state course of study, p. 88.)

6. Knowing What to Do When the School Fire Alarm Sounds

Informational Material and Teacher Procedure

Teach children what to do when there is a fire drill. Each child should know the designated hall and stair for exit of his room. Children nearest the doors open them.

Let children work out and illustrate such rules as:

The bell rings. Ding! Dong!

We stop our work.

The doors are opened.

We do not stop for wraps or books.

We close our lips and step into line.

We know which doors and stairways to use.

We walk rapidly but never push nor crowd.

Our teacher follows us.

We go to the street and turn around.

When the bell rings we come back in.

The children may then copy the rules for the fire drill in their booklets. Let them dramatize the various parts of the drill so that they know exactly what to do when the alarm sounds.

Pupil Activities

Illustrating type of local school fire alarm and its location in the school building.

Giving and illustrating things the children do when the school fire alarm sounds.

Writing or copying rules for the fire drill into the safety booklet (second and third grades).

Leaving the building quietly and quickly when the fire alarm sounds.

7. Knowing How to Give a Fire Alarm

Informational Material and Teacher Procedure

Children, no matter how young, should know how to give a fire alarm. Teach how this should be done in the community where you are teaching. If in the city discuss the location of the fire alarm box. Have each child locate the alarm box nearest his home and one near the school. Talk about how to use an alarm box:

Break the glass.

Open the door with the key.

Pull down hook.

Stay until the firemen come.

In towns or in the country where there are no alarm boxes one should telephone for help and notify older persons. Call central, give your name, address and telephone number clearly to report the fire. Be sure the children know the telephone number of the fire department.

Pupil Activities

Drawing pictures of an alarm box and copying directions for use into the safety booklet.

Dramatizing the calling of the fire department by use of the telephone.

EVIDENCES OF MASTERY

Children seem to have developed a knowledge and appreciation of the dangers of fire and an interest in prevention of fire.

Favorable reports from the homes as to what children have been doing to prevent fires.

Children show through demonstration that they know what to do in case of fire.

Such tests as the following and others made by the teacher may be used for checking mastery.

TESTS FOR SECOND AND THIRD GRADES

1. Draw and label pictures of four things which will cause or spread fire.
2. Draw a picture of what you will do if your clothes catch fire.

Directions: Write yes or no in each blank found in the sentences.

1. Should children play with matches?.....
2. Is it safe to play with the tea kettle of hot water?.....
3. If the room is full of smoke can you breathe better near the floor?
.....
4. If your clothes catch fire is it best to run outdoors?.....
5. Should you move from your seat immediately and in an orderly manner when the fire alarm at school sounds?.....
6. Is it safe to hold small or short firecrackers in your hands?.....
7. Should you know where the exits are in public buildings?.....
8. Should fire alarms be turned in for fun?.....
9. Should children know how to give fire alarms?.....
10. Should one push and crowd others when the fire alarm sounds?
.....

Directions: Put a line under the best thing to do in each sentence.

1. If you see a house on fire the first thing to do is to (1) run for a policeman, (2) notify the people at the house, (3) run home and tell your parents, (4) tell the first adult to be found.
2. If the fire alarm at school sounds, (1) march out quickly, (2) look out of the window, (3) stay in your seat, (4) ask if there is a fire.
3. If your clothes catch on fire, (1) run to your mother, (2) rush outdoors, (3) roll on the floor, (4) jump up and down and scream.

The following check-up on evidence of mastery by the child helps to bring about an interest on the part of the parents with regard to safety against fires. This blank for the report of the parents may be sent out at the close of the term or semester with reports which are sent at that time.

REQUEST TO PARENTS

Kindly check on this report the points which.....
has either demonstrated to you or talked with you about with regard to fire prevention and a knowledge of what to do in case of fire.

1. Danger of playing with matches.....

2. Importance of keeping away from vessels of hot liquids.....
3. Danger of playing with firecrackers.....
4. Knowing what to do if clothes catch fire.....
5. Knowing what to do if the room fills with smoke.....
6. What to do at the fire drill.....
7. What to do in case of fire in a public building.....
8. How to give a fire alarm.....

SAFETY AT SCHOOL

UNIT OBJECTIVE

To teach safety at school.

SPECIFIC OBJECTIVES

To develop habits of carefulness in the use of apparatus, tools, and construction materials in the classroom.

To develop habits of safe conduct in school buildings and on school grounds.

INFORMATIONAL MATERIAL, TEACHING PROCEDURE, AND PUPIL ACTIVITIES

1. Developing Habits of Carefulness in Use of Apparatus, Tools, and Construction Materials

Informational Material and Teacher Procedure

Children need to learn care in the use of scissors, pins, and other sharp objects. Broken skin always carries with it the danger of infection. Often the injury which is the least painful and appears unimportant, at first, becomes infected and causes serious trouble.

Lead the children to tell of experiences they have had, or of which they know, concerning accidents with sharp pointed instruments.

Let the children give reasons why injuries from sharp pointed objects are dangerous.

Let the children tell how accidents with sharp objects may be prevented. Some of these may be:

Always carry scissors, knives, forks, and other pointed objects with the points downward.

Always walk when carrying a sharp object.

Hand scissors to others with the point toward self.

Keep pencils, pens, pins, and other objects out of the mouth.

Pick up and put in proper places empty tin cans, loose nails, tacks and nails in boards, pins, and needles.

Always close jack knives when carrying them.

Let the children tell what first aid measures to employ in case of minor injuries, such as washing the injury and using a disinfectant. Make use of mounted pictures and labels for teaching this unit.

Pupil Activities

Dictating and illustrating the ways in which accidents with sharp objects may be avoided. This work may be put into the safety booklet. Making pin cushions for holding pins and needles at school.

Making a rack for holding the scissors when not in use. A cardboard box with holes cut in the lid or bottom makes a good rack for scissors. Listing in the safety booklets reasons why injuries from sharp objects should be avoided.

2. Keeping Crayons, etc., Away from the Ears, Nose, and Mouth

Informational Material and Teacher Procedure

The writer knows of an instance in which it cost fifty dollars and much suffering to extract a penny from a child's throat. Nose bleed causing death has been known to result from foreign objects being pushed up the nose.

Let children tell why foreign objects should be kept out of the ears, nose, and mouth.

Let children list foreign objects which should be kept away from ears, nose, and mouth. Some of these may be: corn, beans, buttons, peas, money, pins, pencils, crayons, pens, chalk, etc.

Pupil Activities

Dictating and copying into booklet reasons why foreign objects should be kept away from ears, nose, and mouth.

Making posters to carry out such an idea as "Things we keep away from our ears, noses, and throats."

3. Using Work Bench and Tools

Informational Material and Teacher Procedure

If there is a primary work bench and tools to be used, it is important to teach the children how to handle the tools and how to care for them.

Before the tools are handled by the children:

Teach the use of the tools.

Show how they are handled.

Show exactly where they are to be kept when not in use.

Discuss the dangers of not handling tools properly. Let children demonstrate before the group the proper use of each tool.

Pupil Activities

Demonstrating the use of each tool before the class before it is used. Making a diagram of the place where each tool is kept when not in use.

Using tools properly in construction work.

4. Avoiding Falls from Tripping

Informational Material and Pupil Activities

Children should be led to appreciate the fact that serious injuries may result from falls caused by tripping.

Let the children list and illustrate things which may be done to prevent themselves and other from tripping, such as:

We keep our feet out of the aisles.

We keep our toys in place.

We keep our wraps hanging on the hooks.
 We keep our shoestrings tied.
 We fasten our galoshes.
 We throw all food refuse where others will not slip on it.
 We keep the chairs in their proper places.
 We carry our chairs so that they will not trip ourselves or others.

The above sentences which have been dictated and pictures which have been drawn by the children may be placed on a chart for future reference. Second or third grade children may put them in the safety booklet.

The children may read and explain the chart or booklets to other grades in the building. They may also be used to show parents on visiting day. (See Elementary state course of study, page 83.)

Pupil Activities

Dictating and illustrating things which may be done to prevent tripping.

Explaining and reading charts and booklets made in this unit to other rooms in the building and to parents.

Carrying chairs safely to and from class. (This means that the chairs are carried in front of the children with both hands on the backs and the legs down.)

Keeping the feet out of the aisles.

Hanging up wraps.

Picking up toys.

Keeping shoestrings tied.

5. **Developing Safe and Courteous Conduct on Stairways, in Hallways, and in Toilets**

Informational Material and Teacher Procedure

Serious accidents sometimes occur as the result of pushing, crowding, and colliding in the halls, on the stairways and in the toilets.

Let the children set up standards of conduct in each of the above named places. Such may be:

We keep to the right in meeting others while using the stairs and hallways.

We walk in the halls or on the stairs.

We use care in going through swinging doors.

We keep our hands and feet to ourselves.

We watch where we are going.

We are always polite at the drinking fountain.

Pupil Activities

Placing on the hall bulletin board standards set up for safe and courteous conduct in hallways, stairs, and toilets.

Explaining standards and reasons for such to other rooms.

Making signs for halls and grounds such as "Keep to the Right," "Slow," "Play Safe," "Danger," "Exit," "Out," "In."

EVIDENCE OF MASTERY

Less school accidents.

Interest in developing habits of being careful in the use of apparatus, tools, etc., at school.

Improvement in conduct in schoolroom, halls, and on playground.

HOME SAFETY

UNIT OBJECTIVE

To teach safety at home.

SPECIFIC OBJECTIVES

To develop habits of conduct which will enable children to meet the situations of daily life without unnecessary accident.

To instruct children in order to eliminate all preventable accidents in the home.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Keeping Sharp and Pointed Articles in Proper Places

Informational Material and Teacher Procedure

It is important that children develop the habit of picking up articles which are harmful. These should be placed where they cannot harm people.

Let the children tell of accidents from needles, pins, tacks, rusty nails, glass, old safety razor blades, etc., which they have experienced or about which they have known.

Let the children tell what they can do to prevent such accidents. Such may be:

We can pick up all pieces of glass and old razor blades and put them in a box.

We can pick up or turn over every board with nails sticking up in it.

We can keep needles, pins, and tacks off the floor and ground.

We can be careful to put needles and pins in the right place after using them.

We can help our parents get rid of all rubbish.

Items concerning what has been done to prevent accidents with sharp and pointed objects may be contributed to the school newspaper.

Pupil Activities

Cleaning up the basement and yards at home and at school and reporting on same.

Reporting on what has been done at home to prevent accidents with sharp and pointed objects.

Dictating to the teacher what may be done to prevent accidents with sharp and pointed objects.

2. Handling Sharp and Pointed Instruments

Informational Material and Teacher Procedure

Infection may be the result of cuts and scratches from careless hand-

ling of scissors, knives, sticks, nails, tacks, and sharp tools. Most people who are injured by sharp objects are injured through their own carelessness, although some are injured through the carelessness of others. When carrying scissors, forks, knives, pencils, pens, or other sharp objects, walk, and keep the points down. These things should be put away in safe places when not in use.

Discuss with children the reasons why we use care in handling sharp or pointed objects.

Let children relate accidents of which they know as a result of being careless in handling sharp objects.

List reasons for keeping sharp or pointed objects out of the mouth. (Stress especially sucker sticks and pencils.)

(See primary section on Developing Habits of Carefulness in the Use of Apparatus, Tools, and Construction Material in School for suggested activities.)

3. Preventing Falls

Informational Material and Teacher Procedure

A great many home fatalities are caused by falls. Children should know that serious injuries such as severe sprains and broken bones result from falls and should be interested in reducing accidents of this kind both to themselves and others.

Children may dictate ways in which people may be injured through falls. These may be made into a chart and put into booklets. Some of these may be:

Climbing in high places where there is not safe footing, such as on window sills, trees, haymows, etc.

Attempting to stand in rocking chairs, on ladders, boxes, etc.

Playing on stairways.

Playing practical jokes such as tripping with the foot or pulling the chair from under one.

Leaning out of an open window or against a window screen.

Walking in a room in the dark.

Leaving playthings strewn about the floor.

Leaving playthings on the walks.

A language or reading lesson may be worked out about helping mother by putting away toys.

Pupil Activities

Illustrating and dictating ways in which people may be injured through falls.

Organizing a "Help Mother Club" for keeping playthings off the floor when through using, hanging up wraps, keeping playthings off the walks, etc.

(See section in primary unit, "Safety in the School," on Avoiding Falls from Tripping.)

4. Going Up and Down Stairs Properly

(See section on "Safety in the School," in the primary unit on Developing Safe and Courteous Conduct on Stairways, in Hallways, etc.)

5. **Keeping Small Objects Away from the Ears, Nose, and Mouth**
(See section on "Safety in the School," in the primary unit on Keeping Crayons, etc., Away from the Ears, Nose, and Mouth.)

6. **Preventing Accidents with Machines**

Informational Material and Teacher Procedure

Many accidents are caused to children in the homes by meddling with machines when they are in motion or standing still. Children need to understand how valuable labor saving machines are in the home and also the importance of keeping away from them, especially when they are in motion.

Children may list with the teacher labor saving machines in their homes and on the farms. Some of these may be sewing machines, wringers, washing machines, electric fans, electric irons, lawn mowers, and farm machinery such as tractors, discs, corn cutters, corn shellers, corn pickers, feed mills, threshing machines, and hullers, grain elevators, mowers, etc.

Work out with the children different ways in which machines injure people and how these accidents may be prevented.

Pupil Activities

Dictating different ways in which machines injure people and how these accidents may be prevented.

Making scrapbooks of both household and farm machinery. Pasting labels and dictated sentences about preventing accidents with the machinery under the pictures.

7. **Preventing Poisoning**

Informational Material and Teacher Procedure

Many children die each year as the result of poisoning from tasting the content of bottles, eating pills, unfamiliar berries, etc.

Stress the importance of eating only safe food, candy, and berries.

Posters may be very helpful in teaching this unit.

Children may be taken on a trip to the woods to see poison ivy. Before going let them set up standards to be observed in order to make the journey in a safe manner. Such standards may be:

We will stay with the group.

We will wear long hose and shoes to prevent scratches and bites.

We will eat nothing unless we are sure we know what it is, because it may be poisonous.

We will keep our hands away from our faces, eyes, and mouths.

We will wash our hands well with soap when we return from our trip.

We are going to watch for poison ivy and learn to know it whenever we see it. We can tell poison ivy because it runs on the ground or clings to shrubs and bushes. It has only three leaves.

(Safety Education, Section One, for June, 1932, shows pictures of poison ivy and tells how to recognize it.)

An experience reading or language lesson and chart may be worked out, telling what was seen and done on the trip.

(See elementary state course of study, pp. 82, 86, and 204.)

Pupil Activities

Taking a trip to the woods.

Dictating and illustrating what was seen and done on the trip to the woods.

Making and displaying posters to illustrate points brought out in this unit.

(Teachers should make sure before taking children to the woods that the area is a safe place to go. Swollen streams, dangerous animals, and dense undergrowth should be considered.)

8. **Preventing Accidents with Stoves**

Informational Material and Teacher Procedure

Accidents often occur to children as a result of playing with gas, kerosene, or gasoline stoves. They should learn to keep away from stoves. When the gas-cock on a gas stove is open without being lighted, gas escapes into the room. This gas soon overcomes one and makes him unconscious. One cannot always detect the smell of escaping gas, but when it is detected it should at once be reported to an adult. Children should keep away from a gas, kerosene, or gasoline stove which is lighted. The door or window beside a gas stove should not be opened, thus permitting the wind to blow out the flame.

Let children list with you the advantages of gas, kerosene, or gasoline stoves. Let them also give reasons for keeping away from these stoves. Posters, stories and conversation will be helpful in teaching this unit.

Pupil Activities

Displaying home safety posters, free-hand drawings, pictures and slogans on the bulletin board.

9. **Keeping the Home Safe from Disease**

Informational Material and Teacher Procedure

From early childhood there is need to emphasize with children the importance of cleanliness in keeping the home safe from disease. Children need to know how we are protected from impure food and water and how waste may be disposed of properly. They also need to know something about contagious diseases, what they are, and how they may be spread.

Let the children tell things they may do to keep the home safe from disease. Some of the things they may tell are:

We will wash our hands often with soap and water.

We will always wash our hands after using the toilet.

We will always wash our hands after playing with our pets.

We will carry a clean handkerchief, cloth, or paper napkin each day.

We will cover our noses and mouths when we cough or sneeze.
We will never enter a building where a quarantine placard is posted.

We will not let others enter our home when we have contagious diseases.

Pupil Activities

Making handkerchiefs for use at home and at school.

Washing the hands after using the toilet.

Washing the hands after playing with pets.

Checking individually on a daily health chart to show health rules observed.

Telling what may be done to help keep the home safe from disease.

Making health posters and scrap books.

(See elementary state course of study, pages 88, 93, 187, 204, 206, and 215.)

10. Keeping the Baby Safe in the Home

Informational Material and Teacher Procedure

Small children should take an interest in keeping the baby brother or sister as safe as possible in the home.

Let the children tell things they should know before they may be trusted to care for a baby or smaller child. These may be:

Keep matches out of baby's reach.

Keep pins and other sharp objects away from him.

Prevent him from falling out of bed or from high places such as the high chair.

Keep him from running into the street or highway.

Keep tea kettles and buckets of hot water out of his reach.

Keep medicine where he cannot get it.

Keep blankets and pillows off his face to prevent smothering.

Keep small objects out of his mouth to prevent choking.

Take no chances of dropping baby.

Pupil Activities

Making a baby book to show how he is kept safe in the home.

Telling and putting into the baby book things children should know in caring for a baby or smaller child in order that he may be safe.

EVIDENCE OF MASTERY

A knowledge on the part of the children of the ways accidents happen in the home.

An attitude of carefulness and an interest in preventing home accidents.

Favorable reports made by parents.

The following questions may be enclosed as a part of the regular reports to and from parents at the close of the semester or term:

Kindly answer yes or no to each of the following questions with regard to the results of the Safety in the Home program in which.....
.....has taken part.

1. Is.....careful to avoid falls?.....
2. Does he put away his playthings?.....
3. Is he interested in keeping the premises clean?.....
4. Does he know how to go up and down stairs properly?.....
5. Is he careful to let machines about the home alone?.....
6. Is he careful not to taste contents of bottles nor eat unfamiliar berries?.....
7. Is he careful not to run with a sharp or pointed object in the hand or mouth?.....
8. Does he let the gas or oil stove alone?.....
9. Is he interested in making the baby or other members of the home safe?.....
10. Is he interested in preventing accidents to himself and others?
.....

SAFETY IN PLAY AND RECREATION

UNIT OBJECTIVE

To teach safety in play and recreation.

SPECIFIC OBJECTIVES

To develop habits of thoughtfulness and care in play and recreation.

To develop a desire for choosing proper places for play.

To lead children to understand the proper use of the public playground and play apparatus.

To develop habits of conduct which will function in difficult situations and at times of crisis.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Choosing Safe Places to Play

Informational Material and Teacher Procedure

Children should learn to choose safe places to play. In teaching this have the children tell the various places where they play. Let them select the safe places and the dangerous ones, giving reasons for the choice. Write these on the blackboard as they are given. Some of the safe places may be:

- In yards.
- In parks.
- In sand piles.
- In playhouses.

Some of the dangerous places to play may be:

- In ditches.
- In streets or busy roads.
- Around water (ponds, lakes, creeks, and rivers).
- In high places (bridges, ladders, roofs, haylofts, windmills, etc.).
- Around hot water (wash boilers, buckets of hot water, tea kettles).
- On stairways.
- Near fire.

- Around hot stoves.
- On railroad tracks.
- In barnyards.
- Around machinery.
- In pastures where there are dangerous animals.
- Around new buildings.

There are dangers in flying kites or playing near high tension wires. There is grave danger in putting fine wire, rather than string, on a kite. A string with a fine wire running through it is equally dangerous.

Children should find desirable places to coast. There are dangers in coasting into streets and of allowing small sleds and large toboggans on same hill at same time. Care should be taken to stay out of the path of sled riders, when returning to the top of the hill.

Let children make kites of the proper material.

Before going coasting with the children set up standards for safe coasting.

(See Safety Education Magazine, Vol. XI, p. 114, on Coasting Hazards.)

Pupil Activities

Discussing and selecting safe places to play.

Making kites of proper materials.

Making use of standards set up for safe ways of coasting.

(See elementary state course of study, page 87.)

2. Playing Around Water

Informational Materials and Teacher Procedure

Children should know the dangers of playing around water. Discuss with them these dangers. As such places are suggested they may be noted on the blackboard (horse troughs, rain barrels, cisterns, wash tubs, wells, streams, lakes, ponds, etc.),

Read or tell stories about accidents that happened to children playing around water.

Work out group or chart lessons with the children concerning the dangers of playing around water. The charts may be used as reading material.

Write the Safety Department of the American Automobile Association for Loose Leaf Lessons in Safety Education in connection with this unit.

Pupil Activities

Telling stories of accidents which happened to children while playing around water and suggesting how these accidents might have been prevented.

Placing posters, slogans, and pictures with regard to the dangers of playing around water on the bulletin board.

3. Choosing Safe Places to Wade and Swim

Informational Material and Teacher Procedure

Since drowning ranks very high among the causes of accidental deaths

in Iowa, children should be made as safety conscious as possible in choosing safe places for swimming and wading.

Talk with the children about safe places for wading and swimming and about cooperating with officials in charge of wading or swimming pools. After discussion let the children set up standards with regard to wading and swimming. Some of these may be:

We never duck anyone while wading.

We do not splash water in other people's faces.

We never make nor take a dare when wading or swimming.

We stay inside the life line when wading or swimming.

We do not go wading unless with an older person who can swim or where there is a life guard.

We never wade in strange places.

Pupil Activities

Writing letters to officials of a municipal swimming pool or Y. M. C. A. pool asking for "Safety First" material and rules concerning the use of the pool.

Writing standards for wading and swimming in "Safety First" booklets. (See elementary state course of study, page 202.)

4. Choosing Safe Places for Skating

Informational Material and Teacher Procedure

Children should be taught safe places for skating. They need to know how to protect themselves and others from injury while skating.

Roller skating should be done on sidewalks, in streets closed for play purposes, and on rinks provided for roller skating.

Children should know what courtesy should be extended to pedestrians when they are roller skating on sidewalks.

Children should know the dangers of sliding on their shoes while the older children are ice skating. They should learn very early the importance of skating only on ice which has been tested and declared safe by one competent to know.

Rule for Testing Ice:

"One inch, keep off,

Two inches, one may,

Three inches, small groups,

Four inches, O. K."

After discussion let the children list things they can do to prevent accidents while skating, such as:

We roller skate on the sidewalks, in rinks, or closed streets.

We never bump against folks when skating on the sidewalk.

We always have parent's permission to go ice skating.

We never go skating alone.

We stay in the safety zone when skating on river or creek.

We keep off rough ice.

We are always cautious about air holes and thin ice.

Pupil Activities

Setting up standards for making skating safe.

Making posters to emphasize safety rules with regard to skating.

5. Throwing Stones, Sand, Hard Snowballs, or Other Hard Objects*Informational Material and Teacher Procedure*

Children should be taught the dangers that may result from throwing stones, sand, snowballs, etc. Serious accidents such as broken glasses, loss of eye sight, a broken arm, and other injuries may result. Discuss with the children, if the need arises, the dangers of throwing objects on the school grounds or in other places.

Pupil Activities

Contributing to the class discussion and helping to set up standards for preventing accidents from throwing.

Preventing smaller children from throwing and reporting success along this line to the school newspaper.

(See elementary state course of study, pp. 84 and 202.)

6. Using the Playground Apparatus Correctly and Carefully*Informational Material and Teacher Procedure*

Children should be taught to use playground apparatus correctly and carefully. It is well for the teacher to be acquainted with kinds of playground equipment. She may get some help from "Layout and Equipment of Playgrounds," National Recreation Association, New York City, New York.

Children should be grouped according to their ages and sizes while they are using playground apparatus.

Before children use the play apparatus in the fall they should be taught definitely how to use each piece of apparatus on the grounds. Some of the following pieces of apparatus are commonly found on the school playgrounds of Iowa: swings, teeter-totters, slides, giant strides, and merry-go-rounds.

The following procedure may be used in teaching the children how to use swings. Let the children set up standards in the use of the swing to promote the safety of themselves and others. Some of these may be:

Sit up while swinging.

Hold on to the ropes.

Wise children do not swing too high.

Stop the swing before getting out.

Stay away from a moving swing.

Push small children gently.

The same procedure may be used for teaching the use of other pieces of playground apparatus.

Take snapshots of the children using playground apparatus correctly. Let the children make a poster of the photos and place it on the bulletin board.

Pupil Activities

Setting up standards for the use of playground apparatus.

Using playground apparatus safely.

(See elementary state course of study, pages 83 and 87.)

7. **Keeping Away from Animals (Except Pets)***Informational Material and Teacher Procedure*

Children need to learn that some wild and domestic animals are dangerous. Even pets will sometimes do harm by biting and scratching, especially if mistreated.

Let children talk about what animals they have at home. Raise such questions as: Which of these animals are sometimes dangerous? How may accidents be avoided?

Let children tell what animals they have seen at the circus, fair, or zoo. Raise such questions as: Why are these animals in cages? What care should children use while looking at these animals? Emphasize the importance of observing the signs placed near the cages. Stress the fact that these animals should not be teased and that they should be fed only by the caretaker.

Pupil Activities

Reading stories about both wild and domestic animals.

Discussing and telling how to care for pets.

Caring for pet at school.

Taking the children to the park (if possible) and having the caretaker talk to them about animals.

(See elementary state course of study, p. 86.)

8. **Preventing Accidents from Machines**

(See primary sections on Developing Habits of Carefulness in the Use of Apparatus, Tools, and Construction Materials in "Safety in School" and "Safety at Home.")

(See elementary state course of study, p. 86.)

9. **Preventing Poisoning**

(See primary section on Preventing Poisoning in "Safety at Home.")

10. **Handling Sharp and Pointed Instruments**

(See primary section on Handling Sharp and Pointed Instruments in "Safety at School" and "Safety at Home.")

(See elementary state course of study, p. 82.)

EVIDENCES OF MASTERY

Objective tests similar to the following and others may be used:

TESTS FOR SECOND AND THIRD GRADES

Here are ten questions. Answer them by yes or no. Should you:

1. stand up in a swing?
2. throw soft snowballs?
3. keep pins out of your mouth?

4. play near deep water?
5. climb on ladders?
6. throw sand at one another?
7. run with a sharp knife in your hand?
8. tease your pets?
9. skate on thin ice?
10. play in strange pastures?

A Matching Game. Make each sentence true by finding the right ending.

- | | |
|----------------------------|---------------------------------|
| 1. Never throw | high places for play. |
| 2. Always sit down | hard snowballs. |
| 3. Never choose | in a swing. |
| 4. Keep away from machines | for poison ivy. |
| 5. Never wade | when in use. |
| 6. Always watch | in strange places. |
| 7. Never skate | sharp things out of your mouth. |
| 8. Always keep | on thin ice. |
| 9. Never fly kites | a deep well. |
| 10. Never uncover | near high tension lines. |

From the list below find the correct word to put in each of these sentences.

1. Keep objects out of the mouth.
2. Never throw snowballs.
3. Never skate on ice.
4. Never go wading
5. Learn to know plants.
6. Keep away from water.
7. Always quietly in a boat.
8. Always obey signs.
9. Come down a slide first.
10. Carry scissors down.

hard	sit	poisonous	alone
sharp	feet	deep	thin
danger	point		

SAFETY EDUCATION IN INTERMEDIATE AND UPPER GRADES

The safety program in the intermediate and upper grades may be worked into the opening exercise, general lesson, citizenship, and language periods. It may also be used in connection with club work. These units for intermediate and upper grades should be an extension of the work done in safety education in the primary grades. Continual reference should be made to the primary section.

STREET AND HIGHWAY SAFETY

UNIT OBJECTIVE

To teach safety on the streets and highways.

SPECIFIC OBJECTIVES

To continue from the primary grades the development of safety habits in the streets.

To develop habits of conduct in the street which will eliminate accidents.

To study automobile accidents which occur in the school district, city or community; how, why, when, and where they occur, and what can be done to prevent them.

To have children understand the automobile and driver's license and their relation to safety.

To get the children to come to know and understand means used for the purpose of protecting themselves and others against dangers in the streets.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Being Careful in the Use of City Streets and Highways

Informational Material and Teacher Procedure

The primary unit on this subject should be reviewed. Note especially the section which gives reasons for keeping on the sidewalks and for walking on the left side of the highways when on the public highways. (See elementary state course of study, p. 84.)

Discuss with the children the dangers of playing in the streets, hanging on to moving vehicles, riding on running boards, and stealing rides. Discuss the danger of playing baseball in the streets. Show how not only those playing are in danger of being struck by cars, but pedestrians and passing motorists are in danger of being struck by a ball.

Talk with the children about the dangers of riding on running boards. What accidents from this cause have they observed?

Discuss the danger of begging rides from strangers. Let the children tell of any cases of which they know where children have been enticed away in cars by kidnapers or murderers. Discuss the questions of dangers which motorists sometimes meet as the result of giving rides to strangers. (Write to the National Safety Council, Inc., 20 N. Wacker Drive, Chicago, for "Accident Facts" in connection with this unit.)

(See elementary state course of study, p. 87.)

Pupil Activities

Filling blanks of safety story with free hand drawings or pictures cut from magazines is good exercise for fourth grade. Example—Children should not play in the (picture of street). Oftentimes children are struck by (picture of cars, street cars, trucks) while playing in the streets. Do not hitch on moving (picture of truck, cars, wagons). Many accidents may be avoided if (picture of girls) and (picture of boys) refrain from hitching their (picture of sled) to (picture of cars).

Working out a code for safe use of the streets and highways.

Discussing places provided by the town or city for children to play—where they are, why they are safe, and how they may be improved.

Discussing the dangers of playing baseball in the street.

Writing and giving a playlet for teaching children to avoid playing in the street and hitching onto a moving vehicle. (Suitable for fourth or fifth grade language.) This playlet may be given before other grades.

Finding out whether or not any of the laws of our state make any provision against standing along the road for the purpose of begging a ride.

Finding out whether or not motorists assume liabilities when giving rides to strangers.

2. Using Care in Crossing Streets

Informational¹ Material and Teacher Procedure

To further the teaching of care in crossing streets, emphasize crossing at crosswalks and looking to the left and then to the right before stepping off the curb. (See primary division.)

(See elementary state course of study, pp. 200, 204.)

Have pupil discussion on the importance of looking all ways before crossing the street.

Discuss with the children reasons why people do not always cross at the crosswalks or corners. Are they good reasons?

Discuss jay walking and why it is dangerous.

Be sure that the children understand such terms as intersections, diagonal, crosswalk, etc.

(Write to the Safety Department of the American Automobile Association, Penn Ave. and 17th, Washington, D. C., for Loose Leaf Lessons in Safety Education on School Boy Safety Patrols.)

¹The teacher may select certain pupils for a definite period of time to be stationed at corners near the school where there is heavy traffic. These will be responsible for the safety of the smaller children.

They will remind the children to cross the streets at the corners, to wait for automobile traffic to clear, and then to proceed directly across the street. These patrols will not direct automobiles but will stand on the curb and aid in the training of small children.

¹See *Standard Rules for Operation of School Boy Patrols*, National Safety Council, Park Avenue, New York, for detailed information on this activity.

(See Safety Education, May, Vol. XI, pp. 8 and 118, on Student Accident Reporting.)

Pupil Activities

Discussing the importance of looking all ways before crossing the street.

Discussing the dangers of jay-walking.

Finding out how many pedestrian-motor vehicle accidents occurred in the community during the past year, why they occurred, and the number of deaths caused by such accidents. The county clerk can give this information in rural districts.

Reporting on newspaper accounts of accidents which happened because the safe way was not followed.

Making rules for crossing streets or highways—the teacher may check pupils by reports on observance of these rules.

Making posters illustrating the right way to cross streets.

Organizing a Safety First Club, the purpose of which is to help prevent accidents. The club may have the following officers: President, vice president, secretary, and when necessary, a captain of patrols. It would have the following committees: Bulletin board (to arrange posters, newspaper clippings and other materials for display in classrooms and corridors), statistics (to gather reports on accidents in school, community, and state), membership (to recruit new club members), inspection (to inspect school property and keep it clear of rubbish), and playground (to assist teachers in supervision of playgrounds). Short meetings may be held at regular intervals for discussion of safety activities within the school.

Making graphs showing the per cent of accidents that have happened by not following safety first rules. This project may be based upon statistics obtained from insurance companies and other sources. Compare the number of accidents in 1931 with those in 1930.

Writing real experience stories about accidents pupils have seen at crossings and how these accidents could have been prevented.

Making acrostics, stressing safety rules in crossings, such as:

Cross crossings carefully.

Refrain from playing in streets.

Obey all rules.

Stop stealing rides.

Start taking precautions for safety.

Willingly help others at crossings.

Ask for information concerning safety.

Look out for cars.

Keep on the lookout for approaching cars.

Stand still when you see red lights.

Choose the safe way to cross streets.

Act the part of a good citizen.

Really do your best to avoid accidents.

Enjoy safety by obeying rules.

First look to left and then to right.

- Unite with others in observing rules.
- Learn traffic regulations.
- Lessen the responsibility of officers by observing rules.
- Yield to the wisdom of traffic officers.

4. Obeying Traffic Rules

Informational Material and Teacher Procedure

It is important to make children as safety conscious as possible, both for themselves and others, with regard to obeying traffic rules and regulations. To help do this discuss with them such topics as:

- Need for traffic regulations.
- Need for parking regulations.
- One-way traffic.
- Position of signal lights.
- Stop and go signs.
- Traffic outside the city limits.
- Signals in stopping.
- Right of way and courtesy.
- Automobile lights, glare, etc.
- State highways, signs, etc.
- Arterial highway approaches.
- Obeying the traffic cop.

Talk about and explain road maps. Discuss their markings as to different kinds of roads, how to use a road map, and where such maps may be secured.

Secure copies of the motor vehicle law from the Motor Vehicle Department at the State House. These laws may be read and used as the basis for class discussion and for test material.

Discuss the reason why it is safer to walk on the left side of a paved highway or road than on the right.

Talk about what precautions should be observed when walking on the highway at night.

(Write to Policyholders Service Bureau, Metropolitan Life Ins. Co., New York, N. Y., for their bulletin on "Promoting Community Safety.")

Pupil Activities

Obtaining and reporting on a copy of the town or city traffic regulations.

Studying and reporting on the rules of the road and motor courtesy.
Securing and reporting on a copy of the laws governing state highway motor traffic.

Studying road maps in order to be able to read them intelligently.

Observing and reporting on highway signs, markers, etc.

Discussing the placement of the signal lights, their importance, etc.

Explaining the parts of an automobile which are particularly important so far as safety is concerned.

Making tests which anyone who drives should be able to pass.

Keeping notebooks containing pictures, clippings of accidents, and slogans on accident prevention.

Making safety signs which may be placed on school grounds.

Making posters illustrating safety warnings.

Writing to insurance companies, local police, local health departments, and board of health for statistics on accidents and making graphs to illustrate the results.

Making a drawing of local streets and discussing the location of stop lights, street cars, crossings, etc.

Interviewing a traffic officer and reporting to the group on local traffic rules and the duties of the traffic officer.

Writing playlets on obeying safety rules, the best ones to be presented by the class at a P. T. A. meeting.

Contesting to see what pupil can write, in a given time, the most traffic rules that he has learned.

Making a trip to the city from a rural school to observe traffic rules and regulations.

Explaining why traffic officers and policemen are our friends.

4. Running into the Streets

Informational Material and Teacher Procedure

Training in using cars with regard to running out into the streets should be continued from the primary grades. (See primary unit on "Safety in the Streets.")

To emphasize the importance of avoiding running out into the street from behind parked cars, discuss with the children the frequency with which such accidents occur. What accidents of this nature have the children observed? Children should be made conscious of how carelessly running into the street may endanger the lives of the driver and other occupants of cars.

Discuss the inability of drivers to stop suddenly when a child darts out from behind a parked car.

Pupil Activities

Collecting accident facts with regard to running out from behind parked cars.

Writing compositions on the danger of running out from behind parked cars, the best one to be published in the school paper.

Listing accidents and collecting pictures of those which were caused by dashing out from behind parked cars.

Writing slogans and making posters to bring out lessons on the subject of safety in the streets, and posting on the bulletin board.

Working out a series of pictures showing accidents which result from running out from behind parked cars.

5. Doing Errands at the Safest Times

Informational Material and Teacher Procedure

Children should be encouraged to avoid doing errands during the rush hours of the day. Accidents are very apt to happen at this time.

Discuss the best time of the day for doing errands and the times of the rush hours. Talk about dusk as a time when accidents happen.

Discuss fatigue and inattention as causes of accidents, particularly during the evening rush hour.

Pupil Activities

Making a schedule for daily procedure of work, putting in the correct time for doing errands.

Checking the number of street accidents for a certain length of time as reported in newspapers. Determining the number occurring at rush hours.

Making a poster containing a series of pictures showing why we should avoid, if possible, doing errands at rush hours.

6. Riding a Bicycle

Informational Material and Teacher Procedure

A great many children of intermediate and upper grades age ride bicycles and learn how to ride them the safest way. Instruction should be given for the proper use of the bicycle. Points to stress are:

Have good brakes and signal devices on bicycles.

Have lights after dark.

Keep off the sidewalks.

Keep to the right side of the street.

Use hand signals to indicate the route intended.

Keep away from automobiles, street cars and other vehicles.

Carry no passenger on the handle bars of a bicycle.

Stop the bicycle when coming up to a street car which is unloading.

Discuss the danger of trying to ride across the street on toy wagons, scooters, tricycles, etc.

(See Safety Education, May, Vol. XI, Bicycle Accidents.)

Pupil Activities

Writing the National Safety Council for the number of accidents resulting from collisions between motor vehicles and bicycles last year. Finding out the provisions of the village or city ordinance with regard to bicycle riding on sidewalks, carrying lights at night, carrying an extra person, etc.

Making a list of safety rules for bicycle riding in town or on country roads.

7. Choosing the Safest Street

Informational Material and Teacher Procedure

Children should be encouraged to choose the safest streets in going to and from school and when doing errands.

To teach the location of the most dangerous streets and intersections in the school district and to avoid them, map out with the help of the children, the most dangerous streets and intersections.

Talk about ways of avoiding dangerous streets and intersections.

Pupil Activities

Drawing maps of the routes the children take to and from school. Indicate dangerous streets and intersections in red.

8. **Helping Others in the Streets***Informational Material and Teacher Procedure*

One of the most important things to be done through the safety education program is to make children responsible for the safety of others. They should be made to feel their responsibility for helping aged people and small children especially. Encourage them to help those who need help on the street and to report the times when they actually help people across the street. Consideration should be shown to older people at all times. This is particularly necessary on the part of bicyclists and skaters.

Pupil Activities

Reading and discussing the poem, "Somebody's Mother."

Making a memory gem booklet which will contain quotations that have been placed on the bulletin board. These may be supplemented by others collected by pupils. They may be accompanied by illustrations bringing out the idea of helping older people on the street.

Examples of quotations with reference to helping others:

"No one is useless in the world who lightens the burden for anyone else."—*Dickens*.

"What do we live for if it is not to make life less difficult to each other?"—*George Eliot*.

"How easy it is to do kindly things if we only want to."—*Dorr*.

"I'll help you and you help me, then what a happy world 'twill be."—*Selected*.

Discussing little acts of kindness to older people.

Making morning talks on the following subjects:

Good manners on the Street.

Politeness to Elders.

How to Treat Somebody's Mother.

Giving oral or written compositions based on proverbs.

Writing original stories on how the children or somebody they know, have helped people on the street.

H e l p o l d e r p e r s o n s o n t h e s t r e e t
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

If you are supposed to help little ones cross the street put the letter "h" in under spaces 1 and 20; if not, put an "i."

If you are supposed to use the safety zone put "e" in spaces 2, 8, 11, 21, 25, and 26; if not, put "d" there.

If you are supposed to watch for lights at a railroad crossing put "s" in spaces 13, 16, and 22; if not, put an "a" there.

If you are supposed to run across the street any place that is handy put an "x" in spaces 5, 14, and 17; if not, put an "o" there.

If you are supposed to play in the streets put a "b" in spaces 3 and 6; if not, put an "l" there.

If you are supposed to avoid hitching for rides put a "p" in spaces 4 and 10; if not put a "y" there.

If it is right to run from behind parked cars put an "o" in spaces 15 and 18; if not, put "n" there.

If you are supposed to look to the right and left before stepping off the curb put a "t" in spaces 19, 23, and 27; if not, put "g" there.

If you are supposed to avoid helping older people across the street put an "h" in space 7; if not, put a "d" there.

You now have a lesson on safety by arrangement of letters.

9. Crossing Railroad Tracks

Informational Material and Teacher Procedure

Children should learn to use care in crossing railroad tracks and know to keep away from railroad stations and cars. (See primary unit on "Crossing Railroads.")

Discuss what we should do before crossing a railroad track—Stop—look—listen.

Talk about why we should stop, look, and listen before crossing the track, even if there are devices which are supposed to warn at the approach of a train. Talk about times when we should avoid crossing the railroad track.

Discuss the dangers of hopping freight trains, climbing on freight cars, or crawling under a train which is standing still.

Talk about dangers in walking on railroad tracks or bridges and why one should look both ways even when a train has just passed a crossing.

Pupil Activities

Making a list of unsafe railroad crossings in the community.

Writing directions for crossing a railroad—Look both ways before crossing the railroad tracks—cross only when the gates are up. If the tracks are not guarded by gates or watchmen, look for automatic safety signal which will tell when train is on track.

Interviewing a railroad engineer, asking about causes of railroad accidents—reporting to class.

Bringing to class newspaper clippings of crossing accidents.

Writing to insurance companies for data on railroad crossing accidents.

10. Becoming Acquainted with Public Traffic Officials

Informational Material and Teacher Procedure

Children should know what public officials are charged with regulating traffic.

The teacher may, with the help of the class, work out an outline. The following one suggests dividing material among four groups, with a chairman for each. Let each group work out a way for teaching his part of the outline. Some may decide upon debate, others reports, pageants, posters, etc.

PUBLIC OFFICIALS

1. Names of Officials
 - (a) Policemen
 - (b) Patrols
 - (c) Mayor
 - (d) Sheriff
 - (e) Marshal
2. Duties of Public Officials
 - (a) To regulate street traffic.
 - (b) To take care of children and older people.
 - (c) To see that people obey laws.
3. Our Duty Toward Public Officials
 - (a) Obey the officers.
 - (b) Obey the traffic signals and traffic lights.
4. Penalties for Violating Laws
 - (a) Fines.
 - (b) Imprisonment.
 - (c) Removal of driver's license.

Pupil Activities

Discussing the importance of reporting accidents.

Inviting the policeman, patrolman, mayor, or sheriff to talk to **the room.**

11. Knowing About Driver's and Auto Licenses

Informational Materials and Teacher Procedure

Have some child bring a driver's license to school. Let all examine it and talk about its importance and how it may be revoked.

Discuss the automobile license, its cost and importance; children may report their county numbers.

Let the children find out how the colors for license plates are chosen, and the history of Iowa's numbering scheme and how it has changed.

Pupil Activities

Discussing the purpose of the law requiring a license of auto drivers.

Studying and reporting on the content of the driver's license.

Finding out how many have been revoked this year and why.

Inviting the sheriff or other officials to talk to the room.

EVIDENCE OF MASTERY

As a summary let pupils work out safety puzzle or acrostic.

A SAFETY PUZZLE

- First Word My first is the initial letter of that which we should all avoid.
 My second are those who should be careful before crossing the streets. My third is that which we should all do before crossing a railroad track. My fourth and last is those cars from behind which we should not run.
- Second Word My first is the initial letter of those who regulate traffic. My second is that which tells us when to drive and when to stop. My third is those streets which we should be careful of when

YES-NO TEST

- 1. Is it necessary to look up and down a railroad track if it is not train time?
- 2. Should one think of himself only on the street?
- 3. Should one avoid playing in streets?
- 4. Is the rush hour a good time for doing errands because everyone is in a hurry?
- 5. Should one look to the right and then to the left before crossing a street?
- 6. Is it always necessary to obey traffic rules?
- 7. If a car is not seen coming on a boulevard, should one stop before driving onto the boulevard?
- 8. Does the green light mean go?
- 9. Should one use the safety zone?
- 10. Should one learn the location of dangerous intersections and avoid them?

A CROSS WORD PUZZLE

	2	3		5	6	7	8	9	10	11	12
	14							21			24
	26							33			36
37	38	39	40			43	44	45	46		48
49	50		52	53	54	55		57			
61						67	68	69	70	71	
73	74	75	76	77				81	82	83	84
85				89		91		93		95	
97				101		103		105	106	107	108
				113	114	115				119	
121	122	123	124			127				131	
133								140	141	142	
145	146	147	148	149	150						

ACROSS

2. A word meaning the opposite of stop.
5. The name of the men who help guide the traffic.
37. The side of the road we should walk on.
43. The time of day we should avoid doing errands.
49. The opposite of out.
52. We should play in the safety
67. Opposite of wet.
73. What we should avoid doing on the back of cars.
81. A Biblical character connected with a flood.
105. One who is wise; a name applied to a careful driver.
113. A prefix meaning "for."
121. The word that means do as you are told by the traffic officer.
140. A moving machine that will hurt boys and girls if in the way.
145. Waiting to hear something in the distance, as a train.

DOWN

2. The color of the light that means the coast is clear.
9. A word often used instead of intersections.
12. The opposite of go.
37. What we should follow when crossing the streets.
43. Color of light that always means "stop."
71. Word that is the opposite of safety in meaning.
77. A kindness to older people when crossing the streets.
91. The word meaning to peer.
121. A word that names what is used to improve roads where they are neither paved nor graveled.

FIRE SAFETY

UNIT OBJECTIVE

To teach safety against fire.

SPECIFIC OBJECTIVES

To continue the development of carefulness in the prevention of fire.

To teach children what to do in case of fire.

To teach how to give first aid in case of burns.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Continuing the Development of Carefulness in Preventing Fires

Informational Material and Teacher Procedure

Training in fire prevention should be continued from the primary grades. Talk to the children about the dangers of playing with matches, firecrackers, the use of candles for Christmas trees, Halloween, and birthday parties, and the danger of playing near open fires, hot stoves, or lighted kerosene and gasoline lamps and lanterns.

Let the children list with you reasons why matches should be kept in a safe place. (Review primary section on "Safety from Fire.")

Emphasize the following rules with regard to the use of matches:

1. Use safety matches whenever possible.

Keep matches in a covered earthen or metal container and out of the reach of children.

Always strike a match away from you.

Get the latest bulletin from the state fire marshal and make problems from the figures given on fire losses in Iowa in the past year. (See elementary state course of study, p. 88.)

Discuss with the children:

Safe ways with candles with regard to candle sticks, drafts, and keeping away from curtains.

Danger of using a candle to look for something in a closet.

Dangers of lighted candles on Christmas trees.

How to decorate a Christmas tree without lighted candles.

Dangers of lighted candles at a birthday party and Halloween celebration.

Write to the Playground and Recreation Department at Los Angeles, Calif., for a bulletin on making candles from clothespins for Christmas trees.

(Write to the Safety Department of the American Automobile Association, Penn Ave. and 17th Street, Washington, D. C., for Loose Leaf Lessons in Safety Education with regard to a Safe Christmas and New Year.)

Discuss safe heating systems, danger of overheating, and banking of fires for the night.

Talk about special fire hazards on the farm, especially the storing and use of gasoline and kerosene, striking matches around hay or straw, and spontaneous combustion.

Discuss care in the use of kerosene and gasoline lamps and lanterns. A short answer or yes and no test may be made over the following:

Keeping lamps and lanterns clean.

Ways for cleaning burners.

Keeping gasoline and kerosene lamps in good condition.

Places to set gasoline and kerosene lamps and lanterns.

Keeping lamps away from curtains and other things liable to catch fire.

Leaving a burning lamp for a long time.

Leaving lighted lamps when going away from the house.

Use of kerosene lantern at the barn.

Use of kerosene soaked rags to thaw frozen pipes.

Talk about the proper places for storing gasoline and kerosene. Emphasize the law which calls for making all gasoline cans and containers red.

(See elementary state course of study, p. 88.)

Talk about dangers connected with cleaning with gasoline. Gasoline fumes will ignite and explode with friction.

Discuss the danger of reviving a fire in the stove with kerosene.

Talk about the importance of not allowing rubbish to collect and the dangers of having oily rags used for cleaning or painting lying about.

Talk about how spontaneous combustion might be prevented in hay barns. Send for the Farmers' Bulletin on "Spontaneous Combustion." (It contains information of value to farmers who have straw and hay to store.)

If possible, show the children a fire extinguisher and how to use it. Talk about the importance of disconnecting the electric iron when not in use.

Discuss safety in the use of gas.

Discuss how the installation of radios may be a fire hazard.

Discuss with the children the items which should be put in home and school inspection blanks and then have the inspections made. (This should come as a climax to the division of the unit on "Safety from Fire.")

See elementary state course of study, pp. 86 and 87.)

Pupil Activities

Finding out if fires in the community were started by the careless use of matches.

Making posters which show safe ways for the use of matches.

Demonstrating the proper way to strike matches.

Finding out what kind of match is approved by the Underwriters Laboratory, Inc., Chicago, Illinois.

Making a list of the various ways in which fires are started.

Making safety statements about each of the following:

Kind of matches to use.

Carrying matches in one's pocket.

Leaving matches lying about where children can get them.

Permitting young children to play with matches.

Throwing cigarette stubs into rubbish, waste baskets, or out of the car or train windows.

Smoking around inflammable materials.

Throwing burned matches into the waste basket.

Noting the difference between the common match and the safety match.

Finding out local laws concerning the sale and shooting of fireworks.

Writing safety statements with regard to the following in order to have a safe Fourth:

Gunpowder.

Lighted firecrackers.

Dynamite caps.

Throwing down a lighted match.

Sparklers.

Picking up a firecracker that didn't go off.

Carrying fireworks in the pocket.

Throwing firecrackers towards people, buildings, and automobiles.

Telling about accidents which were caused by firecrackers.

Making a list of safe ways with regard to Christmas trees and decorations.

Looking up accounts of fires at Christmas entertainments.

Writing stories about:

- A Safe and Sane Fourth of July
- Schoolhouse Fires
- Christmas Tree Tragedies
- How to Use Matches

Discussing stoves, furnaces, and fireplaces of different kinds and finding how many fires have been caused by defective flues in the community during the year.

Writing safety rules with reference to:

- Pouring kerosene into a stove to revive the fire.
- Putting ashes in wooden boxes or barrels.
- Using dampers and drafts.
- Making stove pipes red hot.
- Keeping stoves, furnaces, flues, and chimneys clean.
- Hanging wet clothing near a stove.
- Drying wood in the oven.
- Screening an open fireplace.

Reading to find out what percentage of deaths caused by fire in Iowa could be attributed to open flames.

Making a drawing or diagram of the heating system used at home.

Making graphs and problems showing the loss in Iowa caused by fires in the city, towns, and country.

Discussing the proper care of a chimney, how it may become defective, proper ways for building chimneys, necessity for cleaning them, and proper way to close flue holes into the chimney when not in use.

Listing uses of gasoline and ways for being safe in using it.

Showing by means of posters the following:

- Keep gasoline in a tightly closed red can.
- Shut off the motor while the gasoline tank is being filled.
- Avoid smoking when filling or having gasoline tank filled.
- Gasoline should be kept in a receptacle painted bright red.
- The word "Gasoline" should be printed on it plainly in large letters.
- Never use gasoline for cleaning clothes. Friction from rubbing may cause fire.

Discussing the danger of having stove pipes come in contact with woodwork.

Finding out what fires in the community were caused by spontaneous combustion and how some of them might have been prevented.

Finding out rules in factories concerning smoking, provision for refuse and arrangement of aisles.

Discussing in connection with schools the importance of keeping the halls clear, allowing no refuse to collect, and need for fire drills.

Writing to the National Fire Protection Association for estimates of fire losses occasioned by careless handling of electric irons.

Writing safety rules for the use of gas concerned with: pipe connec-

tions, what to do when a leak is discovered, lighting a match to look for a gas leak, and the use of rubber gas tubing.

Listing safety rules for installing radios, considering setting up outdoor aerials, radio installations, and the grounding of a radio set.

Making and using school inspection blanks. After pupils and teacher have decided what should be put into the blanks a certain length of time is given for inspecting the school building. Reports may then be made in language or citizenship class. A sample of such blanks might be:

SCHOOL INSPECTIONS

Name of School.....Date.....

Name of Inspector.....Grade.....

1. Kind of building.
2. Number of stories.
3. Kind of roof.
4. Number of exits.
5. Number of stairways.
6. Are halls kept clear?
7. Do doors open out?
8. How many fire escapes?
9. Are fire escapes in good condition?
10. Are doors and fire escapes kept unlocked?
11. Are fire drills held at least once a month?
12. Is the fire alarm effective?
13. How long does it take to empty the building?
14. Are there fire extinguishers and water hose located about the building?
15. Are fire extinguishers in good condition?
16. Is there a fire alarm box at your school and do you know how to use it?
17. Are the boiler room and basement clean and free from rubbish?
.....
18. Is the attic in good condition?
19. Is there proper disposal of waste paper?
20. Are the boilers in good condition?
21. Does the building heat well and easily?
22. Are chimneys kept cleaned out?
23. Is the fuel stored too close to the furnace?
24. Do electric fixtures seem to be in good condition?
25. Are the science laboratories, home economics and manual training departments provided with fire extinguishers and fire blankets?
.....

Home inspection blanks may be made in the same way and the children encouraged to make home safety inspections.

HOME INSPECTION

NameDate

Telephone numberAddress

1. Are matches kept in safe places?

2. Do you use safe ways with Christmas trees and on Fourth of July?
.....
3. Are fires properly banked at night?
4. Do you have asbestos shingles on the house?
5. Is the floor above the furnace protected?
6. Are chimneys in good condition?
7. Are chimneys cleaned regularly?
8. Do stove pipes pass through the attic?
9. Are unused stove pipe holes properly closed?
10. Is gasoline used in stoves and lamps?
11. Is the gasoline can the right color?
12. Is gasoline used for cleaning in the house?
13. Is the gasoline can kept in the house?
14. Are there any gas connections made with rubber tubing?
15. Kind of heating system used?
16. Are kerosene lamps kept in good condition?
17. Are fires started with kerosene?
18. Are the attic and basement free from rubbish and old papers?
.....
19. Are oily rags and paint buckets left in the basement?
20. Are there any fire extinguishers in your house?
21. Do you have a water hose?
22. Have you an electric iron?
23. Is your radio properly installed?
24. Are electric fixtures in good condition?
25. Have you any worn electric cords?

2. Knowing What to Do in Case of Fire

Informational Material and Teacher Procedure

Children should know how to assist in preventing injury to people in case of fire and to prevent spread of fire.

Discuss what to do if one's clothes catch fire. Wrap in a rug, blanket, coat, or canvas, and roll slowly on the floor or ground. Emphasize the importance of not running as that only fans the flames and drives them upward toward the face and mouth.

Explain the danger of breathing fire and smoke.

Talk about:

Attacking fire at its base.

Beating out fire with a wet broom or coat.

Avoiding the use of water in case of fire from gasoline, oil or grease. Smother this type of fire or use a fire extinguisher.

Discuss the points in giving a fire alarm. Children should know the exact thing to do if a fire is discovered in the city, town, or country.

If the fire is discovered in the city: Use the telephone to call the fire department or use the fire alarm box. All children should be taught the number of the fire department. When telephoning it is necessary to report street address of fire. When using fire alarm box, break glass, turn key, or pull lever clear down, wait for fire apparatus to arrive and then show the loca-

tion of fire. (Some alarm boxes have levers and not keys.) Discuss the importance of knowing where the nearest alarm box is located.

If the fire is discovered in the town: Use the telephone to call the fire department and the neighbors. Give the exact location of the fire.

If the fire is discovered in the country: Give the line signal on the telephone or call central and ask her to do it. Make use of fire extinguishers and hose. (Write to the National Fire Protective Association for *Safeguarding the Home Against Fire*, a fire prevention manual for school children, and to the National Board of Fire Underwriters for *Safeguarding the Farm Against Fire*.)

Talk about:

Looking for the nearest exit when going to the theater.

Avoiding crowding or screaming if in a public building which is on fire.

Finding the fire escapes before going to bed in a strange house or hotel.

Crowding near a burning building where firemen are working.

Saving life before property.

Importance of clear thinking.

Discuss how to escape from a burning building. Emphasize the following:

Close the doors and windows. (Fire cannot burn without air.) Put a wet towel over the face, or place a wet handkerchief in the mouth and breathe through it (to keep smoke out of the lungs). If the smoke is very dense crawl along the floor. Use the wall as a guide. Drag anyone with you that you see left behind. (Write to the National Safety Council, Inc., 20 N. Wacker Drive, Chicago, for *Accident Facts* in connection with this unit.)

Pupil Activities

Learning how to use a fire extinguisher.

Making a small fire extinguisher from sodium bicarbonate and sulphuric acid.

Demonstrating what to do in case your clothing or that of another catches fire.

Demonstrating calling the fire department by telephone, giving the correct number for the fire department.

Discussing best ways to escape from a burning building.

3. Knowing What to Do When the School Fire Alarm Sounds

Informational Material and Teacher Procedure

Children should know exactly what to do when the school fire alarm sounds.

Work with them in organizing a fire drill so that the exact procedure is understood. (See *Safety Education*, Vol. XI, pp. 31, 34, 133, and 177, on Fire Prevention.)

Pupil Activities

Organizing a fire drill—such organization as the following may be set up:

Children nearest the door are taught to open the doors quickly and hold them open.

When the alarm sounds all work is dropped at once.

No one stops for wraps or books.

Everyone quickly steps into line.

The exit is known by all.

Children pass quickly down a designated stairs and hall to the outside.

The teacher follows her group.

Go a safe distance from the building.

When the bell sounds, all come back to work.

Roll call taken.

4. **Using First Aid in Case of Burns***Informational Material and Teacher Procedure*

Children should know how to use first aid in case of burns and also what to do if the burns are severe.

Explain the need for taking care of burns and scalds.

Talk about the dangers of burns if care is not taken.

Discuss the ways of treating burns and scalds and emphasize the fact that the burn is slight if the skin is not broken but severe if the skin is broken. The air should be kept out and the burn bandaged loosely with a clean bandage. Cut around the clothing if it adheres to the flesh and in this way avoid pulling off a portion of the skin. Call a doctor if the burn is severe. In case of severe burns immerse the burned part in a water and baking soda solution at normal temperature until the doctor arrives. If soda bath is impossible apply gauze saturated with fresh salad oil, vaseline or pure petroleum or corn oil. Lard, cream, or motor oil may be used in an emergency.

Pupil Activities

Demonstrating the care of burns.

Learning what is in a first aid kit and purpose of each item.

EVIDENCES OF MASTERY

Children show a greater interest in fire prevention.

Interest and sensibility shown in inspection reports on home and school.

Improved self control at times of fire drill.

Ability to prevent burns and scalds.

Knowledge of the ways of treating burns.

SAFETY AT SCHOOL**UNIT OBJECTIVE**

To teach safety at school.

SPECIFIC OBJECTIVES

To have children study the causes of accidents on the way to school, and in the schoolroom, and on the playground, and how to prevent them.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. **Avoiding Accidents on the Way to School***Informational Material and Teacher Procedure*

There is need to train children for being safe on the way to and from school. Many accidents happen to them at this time. The unit on "Safety at School" in the primary section should be reviewed.

Stress especially the dangers of playing in the streets, hopping trucks, crossing at other places than intersections. Stress the importance of keeping to the left when walking on the public highway. (See elementary state course of study, p. 84.)

Discuss the importance of avoiding riding with strangers when on the way to or from school.

Talk about the conduct of the children in the bus when going to or from school. Emphasize waiting until the bus stops before attempting to get on or off, helping to keep the bus clean, helping to keep order in the bus, and doing nothing to distract the attention of the driver.

Discuss places to get out of car when parents bring children to school. They should drive to the curb directly in front of the school entrance, or stop at a corner near the school. If the car is stopped across the street from the school, the children should go to the nearest corner to cross rather than at the place where they get out of the car. (Write to the National Safety Council, Inc., 20 N. Wacker Drive, Chicago, for *Accident Facts* for use in connection with this unit.)

Pupil Activities

Listing all accidents which happened to children in the district on the way to and from school last year and telling how these accidents could have been avoided.

Writing the National Safety Council, New York, for a list of the accidents which happened to children on the way to and from school last year.

How could these accidents have been prevented?

Reporting on conferences with parents about places to stop when they bring the children to school in cars.

Reporting bus drivers who smoke while driving, and who do not stop for railroads nor regard highway traffic signs and who are otherwise careless.

2. **Avoiding Accidents in the Schoolroom***Informational Material and Teacher Procedure*

Serious accidents often happen as a result of carelessness in the schoolroom. In teaching this unit it is well to review the units on "Safety at School" and "Safety Against Fire" in the primary section. Stress the importance of avoiding falls and talk about the various accidents that result from falls. How may such accidents be avoided? Discuss the dangers connected with throwing objects in the schoolroom. Children have lost their eyesight as a result of throwing pencils, ink bottles, etc. (See elementary state course of study, p. 204.)

Explain how some kinds of running games are not used in the schoolroom because the children may collide with each other or with desks. Discuss the importance of health safety, emphasizing especially ways of preventing diseases. What to do when coughing and sneezing; how vaccination prevents some diseases; how to prevent the spreading of skin eruptions, and running sores.

Pupil Activities

Discussing each part of the school building from the point of view of safety.

Determining whether or not everybody in the school does his or her part in avoiding accidents and insuring the safety of others.

Relating the circumstances or causes of falls which caused accidents of which the children know. Talking about ways of preventing falls on stairways or walks.

Discussing the dangers of tripping in the schoolroom, hall, or stairs or of pulling a chair from under a person.

Talking or writing about the dangers of leaning out of upstairs windows.

Make a list of running games safe to play in the schoolroom. Some of these may be of the relay type which include running, hopping, and throwing relays in which soft balls or bean bags are used.

Writing to the State Department of Health for literature on common diseases. This information may be read silently and made the basis for a discussion on how to prevent diseases.

3. Avoiding Accidents on or Near the Schoolgrounds

Informational Material and Teacher Procedure

Children should learn safety ways on or near the school grounds.

Review the units on "Safety at School," "Safety from Fire," and "Safety in Play" for the primary grades. (Write to the National Bureau of Casualty and Surety Underwriters, One Park Ave., New York, for *Community Safety Activities from American Legion Posts*.)

Discuss accidents in playing ball. What accidents occur in football as a result of tackling, blocking, and kicking? Would touch football for boys be less dangerous?

What accidents may occur in playing baseball as a result of the ball, bat, and running to base? How may pitcher or catcher help protect themselves from the ball? What accidents may occur in basket ball? How may many of the accidents which happen in these games be avoided?

Discuss safe ways on playgrounds. Review the use of play apparatus in the primary division on "Safety at Play."

Emphasize the importance of safe ways in playing on the swings, teeters, slides, etc.

Discuss the danger of scratches, bruises, sprains, and cuts from accidents on the playground. What may be done in each case? How may such accidents be prevented? (See elementary state course of study, p. 204.) Explain the schoolboy patrol and try to interest the children in organizing such. Information for organizing and operating the

schoolboy patrol may be secured from the American Automobile Association, Washington, D. C., or the National Safety Council, New York. The following will need to be emphasized:

Work of the Schoolboy Patrol

Instructs, directs, and controls pupils in crossing streets near the school.

Does not direct traffic but calls attention of motorists to children crossing the streets.

Uses flag attached to a light staff for signaling.

Pupil Activities

Discussing the accidents which have occurred in your school in playing football, baseball, and basket ball.

Listing ways in which one may be injured in playing football, baseball, and basket ball, and naming accidents to avoid in connection with each.

Keeping a careful record of all accidents happening on the playground, classifying them under the different games, as baseball, hockey, football, etc., and studying how to prevent such accidents. School accident report blanks may be secured from the National Safety Council, New York City.

Padding dangerous pillars and posts which may cause accidents in the gymnasium.

Using mats under all apparatus work and not going on the apparatus unless the mats are in position.

Making safety rules regarding the use of the swings, teeters, slides, and other equipment.

Giving remedies for scratches, bruises, sprains, cuts, etc., and telling how to prevent such accidents.

Writing to the American Automobile Association, Washington, D. C., or to the National Safety Council for regulations for organizing and operating a Schoolboy Patrol.

Organizing and operating a Schoolboy Patrol

Wear the standard insignia for patrol members, which is the white Sam Browne belt.

Patrol officers wear special badges on the left arm.

What the patrol does on duty.

Stands on curb.

Does not enter street more than three steps.

Keeps back the pupils until he sees a lull in traffic and then signals them to cross.

Eligibility to be a patrol.

Appointed by principal or teacher.

Both boys and girls are eligible.

Patrols are usually sixth, seventh, or eighth grade boys or girls.

The police sometimes instruct and help the patrols.

Must be patient and courteous.

Must give strict attention to business while on duty.

Other duties of patrol.

Take charge of stairways and halls when pupils are passing out.

Responsibility for order in going in and out of building.

Help with fire drills.

Formulating a set of health rules for safety.

Practicing health rules at all times.

EVIDENCES OF MASTERY

Less accidents among school children on the way to and from school, on the playground, and in the schoolroom.

HOME SAFETY

UNIT OBJECTIVE

To teach safety at home.

SPECIFIC OBJECTIVES

To have children study the causes of home accidents.

To cultivate cooperation and service as a special form of safety education in these grades.

To study methods of first aid necessary in common accidents.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Reviewing "Safety at Home" for Primary Grades
2. Reviewing "Safety from Fire" for Primary and for Intermediate and Upper Grades
3. Preventing Accidents from Electricity
Informational Material and Teacher Procedure
4. Preventing Accidents in the Use of Gas Stoves and Carbon Monoxide Gas from Cars

Children should be taught to use care with regard to the use of electricity. They should know safety precautions in the use of electrical appliances, proper conduct during an electrical storm, the danger of touching live wires, and first aid for electrical shock.

Emphasize the importance of avoiding the touching of any two electrical appliances at the same time, such as turning on an electric light while handling the telephone.

Discuss with the children the danger of electricity. If a static machine or electricity is available, one may give the pupils an idea of electricity. One may also have them join hands to show how the current is carried from one body to another. This experience may be used for all the topics under electricity.

Talk about ways in which electricity makes life easier and more pleasant. (Write to the National Bureau of Casualty and Surety Underwriters, One Park Ave., N. Y., for *Community Safety Activities for American Legion Posts*.)

Explain how careless handling of electrical appliances, defective wir-

ing and overloading of circuits are the chief causes of fires started by electricity.

Discuss the importance of avoiding the touching of electrical fixtures with wet hands or a damp cloth or while standing on a damp or cement floor.

Talk about the danger of turning a light on or off while in the bathtub. Explain why frayed or worn electric cords should be replaced by new ones; when the insulation on wires becomes worn or frayed, or when connections become loose, there is almost certain to be short circuits. A short circuit causes a shower of sparks or a burst of flame. If worn cords were replaced promptly by new ones many fires and other accidents would be avoided.

Explain why ordinary pendant cord only should be used, dropped directly down from the ceiling and not around walls, over nails, along floors, through windows, etc.

Talk about the reason why one should not cover electric light bulbs with cloth or paper to serve as a shade. Let the children feel the heat from a light bulb. Take a magnifying glass on a day when the sun is shining brightly and direct the sun's rays through the magnifying glass. This may be compared to the electric light bulb. Would this affect the paper shade on the light bulb the same as that under the magnifying glass? What are used as shades for light bulbs? What would one use as a temporary shade? How would one fix it on a light?

Discuss why it is necessary to not only turn off the switch when through ironing but to disconnect the iron from the cord.

Discuss fuses and their use. Why should a fuse not be changed when the current is on?

What is the danger of replacing a fuse with a penny or a piece of wire? What should be done if the light goes off in your house as a result of a fuse blowing out?

Discuss proper conduct during an electrical storm. Places in the home which one should avoid during an electrical storm are in the open door or near an open window, or the telephone, radio, stoves, bathroom fixtures, and plumbing. Places outdoors to be avoided are telephone poles, wire fences, trees, and barns. The greater number of people struck by lightning are struck while moving rapidly or standing under a tree apart from other trees.

Send to the U. S. Department of Agriculture for a free farmers' bulletin No. 1512 on *Protection of Buildings and Farm Property from Lightning*.

Explain the danger of fallen wires and what to do when one is observed—Guard wire and warn others not to come near. Send someone to telephone the Police Department or Electric Company. Avoid touching anyone who has come in contact with a live wire. Try to remove the wire with a dry wooden stick.

Talk about high voltage lines and transformer stations, and the danger of climbing light or telephone poles.

Talk about how guy wires and ground wires which run down wooden poles may be dangerous.

Discuss the danger of installing radio aerials either over or under high voltage circuits.

Explain why one should keep off signboards which are lighted by electricity.

Discuss the importance of avoiding the use of wire in making a kite. Discuss first aid procedure for electric shock. The following points should be brought out in case of shock from contact with a live wire:

- (1) Get the patient loose from the wire without endangering yourself.
- (2) Avoid touching the patient's flesh.
- (3) If possible, notify the electric company to shut off the current.
- (4) If the electric company cannot be notified use a dry stick to push the victim off the wire or pull it away from his body.
- (5) If it isn't possible to get hold of a dry stick or board, throw a coat or other dry garment around some part of the patient's body and use for pulling as you would a rope.
- (6) Avoid use of wet sticks or any metal thing.
- (7) If the ground is wet try to find a dry board or newspapers upon which to stand.
- (8) Avoid getting closer than one and one-half feet to the wire.
- (9) As soon as the victim is loose from the wire and in cases of lightning shock start artificial respiration. (See unit on "Safety in Play and Recreation" for intermediate and upper grades.)
- (10) After respiration has been restored, treat the burns. (See unit on "Safety from Fire" for intermediate and upper grades.)

(Write to the National Safety Council, Inc., 20 N. Wacker Drive, Chicago, for *Accident Facts* for use in connection with this unit.)

Pupil Activities

Hooking up several dry cells so that there is enough current to give a slight shock. Explaining in notebooks how the current passes through the children's bodies and where it goes.

Giving examples of how one received a shock and incidents of which the children have known.

Explaining how it would be dangerous to touch two electrical appliances at the same time.

Listing all the ways in which electricity is used.

Discussing the hazards against which one must guard in putting up aerials, making connections, and handling radio equipment.

Finding out how many fires were caused by electrical wires, and faulty connections or appliances in the community during the past year.

Using the static machine to show how much greater the shock is when the hands are wet, and discussing and explaining the reason.

Answering the following questions and writing in notebooks:

What is meant by a good conductor of electricity? By a poor conductor?

What are some good conductors of electricity?

What are some poor conductors of electricity?

For what are some poor conductors used?

What does insulation mean?

What five rules will you follow concerning electric currents and electrical fixtures?

Writing safe rules for the handling of electrical fixtures in the home. Explaining why it is dangerous to touch a metal fixture when the feet are in water or in a damp place.

Showing through demonstration how a spark will fly across a small space to complete the circuit.

Showing how an electric cord may temporarily be fixed with tape if it is not possible to replace the frayed cord at once.

Computing the following problem and others:

In 1929 due to the carelessness in the handling of electrical appliances a fire loss of \$18,632,270 was suffered in the United States. Thirty-seven per cent of this total was caused by improper use of electric irons and old, worn cords. What loss was caused by the improper use of electric irons and cords?

Graphing the above and other problems.

Making posters showing the proper use of electric irons.

Discussing how an electric pad may be dangerous.

Showing how a paper will burn by being near an electric light bulb.

Making posters to show why care should be used in covering light bulbs.

Finding out how electrical fuses are made and how they work.

Making a diagram of a fuse and fuse box to show how it works.

Explaining how lightning rods work.

Finding out to whom reports concerning broken light and telephone wires should be made in your community.

Suggesting proper danger signals for transformer stations.

Explaining the safe way to make a kite.

Discussing safe places for flying kites.

Experimenting with the static machine to see how the current is carried from one person to another.

Noting the voltage signs and their meanings.

Showing the connection between wet hands and a wet stick in making greater shocks.

Dramatizing a scene showing a person who has received a shock from a fallen wire. He is discovered by a member of the class, who calls others to his aid.

Making posters concerning fallen wires, each poster carrying a safety rule.

Outlining first aid for electric shock.

4. **Preventing Accidents in the Use of Gas Stoves and Carbon Monoxide Gas from Automobiles**

Informational Material and Teacher Procedure

Children need to learn to exercise care in the use of gas stoves and to know the danger of carbon monoxide gas from automobiles.

Discuss how one may know when gas is escaping into the room. Emphasize opening doors and windows, children notifying adults and the necessity for promptly reporting gas leaks to the gas company.

The most common causes for gas suffocation are from gas escaping from light fixtures or from gas stoves, exhaust from automobiles, heaters in small rooms without proper ventilation, cracked domes in hot air furnaces, gas in sewers, in some wells, and in mines.

Talk about keeping the cocks closed on the gas stove only when the gas is lighted.

Emphasize the use of a flashlight when searching for a gas leak, and if possible, show the children how readily gas ignites when a lighted match is brought near it.

Talk about avoiding the use of rubber tubing as a connection between gas plates and stove. Find an old rubber tube and show why it should not be used. Let the children blow through it and see if the air doesn't escape through the little cracks. Find a new rubber tube and let them see the difference between the old one and the new one. Because it wears out rubber tubing should not be used. Metal tubing should be used and one should be sure that the ends fit securely.

Emphasize the fact that gas water heaters and stoves quickly exhaust all oxygen in a room. When burning them, open the windows unless the heater is connected with a pipe leading to the chimney. Avoid turning the gas burners too high.

Discuss the danger of starting an automobile engine in a closed garage. Automobiles throw off a tasteless, odorless, colorless gas which is deadly poison.

To teach first aid for cases of asphyxiation from gas emphasize the following points:

The rescuer must not breathe while in the gas filled room.

Open doors and drag victim outdoors or take him into another room with windows open and lay him on the floor.

If in a garage open the doors and drag the victim outside.

Apply artificial respiration. (See unit on "Safety in Play and Recreation" for intermediate and upper grades for applying artificial respiration.)

Keep the patient warm.

Pupil Activities

Discussing the uses and dangers of gas.

Finding out how gas is obtained.

Drawing a diagram of a gas stove showing how the cocks should be kept closed.

Demonstrating what to do in case of a gas leak.

Writing why a flashlight should be used when searching for a gas leak.

Visiting the gas plant.

Finding out why carbon monoxide gas, which is deadly poisonous, is produced by automobiles.

Demonstrating the safe way with an automobile in order to be free from the danger of carbon monoxide gas.

Practicing artificial respiration until it can be done effectively.

EVIDENCES OF MASTERY

Children are interested in the prevention of home accidents and reports show that what is being taught at school is being carried over into the home activities.

Children have a knowledge and can apply first aid in case of electric shock or suffocation from gas.

SAFETY IN PLAY AND RECREATION

UNIT OBJECTIVE

To teach safety in play and recreation.

SPECIFIC OBJECTIVES

To develop habits of carefulness when near or in the water.

To teach first aid in case of drowning and other accidents.

To develop habits of carefulness when on the playground, in the use of all play apparatus, and when engaging in out-of-door sports.

INFORMATIONAL MATERIAL, TEACHER PROCEDURE, AND PUPIL ACTIVITIES

1. Making Children Safety Conscious with Regard to Water Sports

Informational Material and Teacher Procedure

Children need to learn safety in connection with water sports.

Discuss with the children rules and regulations of bathing beaches and pools.

Discuss why one should learn to obey the regulations of the beach or pool which he is to enjoy.

Talk about the importance of learning how to swim at the earliest opportunity. Have the children make up a list of "Safe Ways for Swimmers."

Talk about the importance of knowing how far one can swim safely. Many swimmers meet with disaster when they become exhausted or are doing stunts.

Find out and report to the children places where they may learn to swim under supervision during the summer. Some of the places where inquiries may be made are: Park and recreation boards, Y. W. C. A., Y. M. C. A., Four-H Clubs, Farm Bureaus, Boy Scouts, Girl Scouts, Camp Fire Girls, and county agricultural and home demonstration agents. (See elementary state course of study, p. 202.)

Discuss the dangers of wading and of deep water. Emphasize keeping out of water which is over the head until the person can swim, and never going wading in unfamiliar places until the depth of the water, abrupt slopes, etc., have been determined.

Talk about accidents of which children know that have happened in shallow water.

Explain why little children need to be watched when playing around shallow water such as wading pools, bath tubs, wash tubs, etc.

Discuss the danger when wading of going out too far if one cannot swim.

Let the children read to find out whether or not the bed of a pond or stream is always the same, how long it takes for the bed of a stream to make a decided change and have holes in it where it was smooth before, and what causes abrupt slopes and deep holes in running water.

Discuss how to be safe in boats, canoes, and on rafts, and why a boat should not be overcrowded.

Discuss why it is dangerous to stand up in a boat or change seats when out on the water, and also the danger in rocking a boat for fun.

(See *Safety Education Magazine*, Vol. XI, pp. 199, 230, 262, and 272, on Swimming and Water Safety.)

Pupil Activities

Making a list of regulations which all should know and observe at a bathing beach or pool.

Sending for literature on swimming and water sports.

Making a list of "Safe Ways for Swimmers." Some of these may be:

Choose swimming places where there are life guards.

Use the Boy Scout "Buddy" plan of two swimmers always keeping near each other. Never go swimming alone.

Avoid deep water until you can swim well.

Avoid swimming just after a heavy meal.

Avoid going into strange water without first finding out about swiftness of the current, tides, undertow, holes, shore slope, and cold currents.

Have your heart examined if swimming makes you tired or weak.

Avoid swimming in stagnant water.

Avoid diving unless you know the water is deep enough and there are no sharp objects against which to strike the head.

Know how to perform artificial respiration.

Making such danger signs as should be posted near places in lakes, ponds, and streams that are unsafe for swimming.

Finding out how the number of deaths from drowning compared with the number from automobile and other accidents.

Finding out about life buoys and ropes and how to adjust a life belt, and bringing a life belt to school where pupils take turns in adjusting it.

Making a list of "safety rules" for observance when in boats or canoes:

Avoid going in a boat or canoe on deep water or a river unless you can swim.

Avoid canoes or boats that leak.

Sit in a boat so that it is evenly balanced. If necessary to move take care not to disturb the balance.

Refrain from playing while in the boat.

Know how to row before trying it by yourself.

Carry a life buoy for each person when going out into deep water.

2. Learning Safety in Roller and Ice Skating

Informational Material and Teacher Procedure

Children need to learn safety with regard to both roller and ice skating. Many children lose their lives every winter by going through the ice while skating. To teach this unit talk with the children about safe places for roller skating and the dangers in skating in the street or on a paved highway.

Let the children explain why one should remove his roller skates before crossing a heavy traffic street.

Let the children talk about and list courtesies which should be observed when roller skating on the sidewalk.

Discuss the dangers of ice skating.

Talk about how holes or dangerous spots in the ice should be marked.

Let the children read to find out whether a lake or river is apt to have more dangerous spots and why.

Let the children discuss tripping playmates when they are skating.

Discuss the danger of pouring water on the sidewalks to make ice for skating or sliding.

Discuss with the children how to rescue one who has broken through the ice. The following points may be brought out:

If possible, throw a stick tied to the end of a rope to the person so he can seize the stick and pull himself out.

If there is no rope push a plank or a pole toward the opening. A human chain may be made. The first person crawls on hands and knees toward the opening while the second person holds on to his feet. The next person holds on to the second person, etc., until the victim is reached and pulled out. Get the person who has fallen into the water to shelter as soon as possible. Keep him warm. If he is not breathing, when rescued, perform artificial respiration.

Talk about proper places to put skates when through using them, how leaving skates on the floor causes injury to others, and the best way to care for skates when not in use.

(Write to the National Safety Council, 20 N. Wacker Drive, Chicago, for *Accident Facts* in connection with this unit.)

Pupil Activities

Making a set of safety first and courtesy rules to be observed in roller skating for the hall bulletin board.

Making safety slogans for ice skating, such as:

One-inch ice, keep away.

Two-inch ice, one may.

Three-inch ice, shall group stay?

Four-inch ice, O. K.

Discussing how to rescue one who has broken through ice.

Dramatizing the rescuing of one who has fallen through the ice.

Discussing the best places to keep skates and why.

3. Selecting Safe Places for Coasting

Informational Material and Teacher Procedure

Children need to find safe places for coasting in order to prevent accidents.

To teach safety with regard to coasting, discuss safe places for coasting.

What safe places do the children know about?

Discuss reasons for avoiding the use of streets for coasting.

Where should one walk when returning to top of coasting hill? Why?

Discuss danger of hooking a sled to a car or sleigh.

Discuss danger of coasting into a busy street, railroad track, or into a tree or fence. (See elementary state course of study, p. 87.)

Pupil Activities

Making a list of places about the community where it is safe to coast.

Finding out who has authority to close streets for coasting.

Discussing whether the toboggans should precede or follow the small sleds down the hill.

Discussing ways in which coasting accidents may be avoided.

Choosing a traffic cop who regulates traffic at the coasting party.

4. Being Careful in the Use of Firearms

Informational Material and Teacher Procedure

Every year many accidents happen from using or playing with firearms.

Intermediate grade pupils should not use firearms. Upper grade children sometimes carry guns when hunting.

To teach safety in the use of firearms talk about the danger of playing with firearms.

Discuss the use of firearms.

Discuss whether firearms are needed for protection in your community, and the extent to which they are used for hunting.

Discuss the danger of pointing a gun at one even if it is not loaded.

Talk about the importance of carrying a gun safely. How should this be done?

Talk about the safe way of getting over a fence with a gun and the position of the hammer and safety catch until one is ready to shoot.

Discuss the danger of running ahead to chase out rabbits when you

are hunting with father or brother. (See *Safety Education*, Vol. XI, pp. 76, 114, 142, and 147 on Dangerous Weapons and Explosives.) (See elementary state course of study, pp. 86 and 204.)

Pupil Activities

Finding out from the sheriff or an attorney the law regarding the carrying of concealed weapons.

Discussing precautions which should be observed when walking in the fields or woods during the hunting season, such as:

Carrying a rifle.

Wearing a bright colored cap on the head.

Making a list of safety rules for those who must handle firearms.

Discussing accidents which have happened in the community from firearms and how they might have been prevented.

5. **Hiking and Camping**

Informational Material and Teacher Procedure

Children need to learn to take responsibility for themselves and others when hiking and camping.

To teach safety in hiking and camping discuss safe ways for hiking and camping. Stress the importance of:

Walking on left side of highways.

Always facing traffic.

Avoiding walking on railroad tracks.

Staying with the rest of the party.

Wearing suitable and comfortable clothing and shoes.

Closing all gates after going through.

Having access to a first aid kit.

Discussing making camp fires and the importance of extinguishing them when leaving. (Safety Education, Section One, for June, 1932, gives a play entitled *The Camp Fire*. See elementary state course of study, p. 86.)

Pupil Activities

Asking scouts to give talks on things one should know when hiking or camping.

Writing for language work why hikers should not take liberties with other people's property.

Reading to find out how much damage has been done by forest fires within the past year and how this loss could have been prevented.

Explaining the difference between two kinds of fires needed in camping, one for cooking and one for warmth, light, and cheer.

Outlining safe ways in which camp fires may be extinguished upon breaking camp. (See elementary state course of study, p. 204.)

Learning how to make fires for camp cooking—pupils demonstrate ways to make camp fires.

Kindling:

The best kindling is fat pine or the bark of the paper birch. Fat pine is found in the stumps and butt cuts of pine trees. Good

kindling sure to be dry underneath the bark in all weather is procured by snapping off the small dead branches, or stubs of branches that are left on the trunks of small or medium sized trees, near the ground.

Directions for what may be called the "dinner fire":

Get plenty of wood and kindling.

Find two large, flat rocks and lay them (facing you) three feet apart. On these rocks lay two four-foot logs, parallel and several inches apart, as rests for your utensils.

Arrange the kindling between and under the logs with small sticks laid across the top of the logs.

Add fuel as needed.

Directions for what may be called the "luncheon fire":

Drive a forked stake into the ground.

Lay a green stick across it, slanting upward from the ground.

Weight the lower end with a rock.

The slanting stick should have a notch on it to hold the pot.

Gather a small armful of twigs from the size of a lead pencil to the size of your finger.

Shave three sticks through, for half length, leaving the lower end of shaving attached to the stick.

Stand these in a tripod.

Around them build a small conical wigwam.

Feed it with small sticks as needed.

6. Learning to Recognize and Avoid Poisonous Plants and Dangerous Animals, Native to the Section

Informational Material and Teacher Procedure

To teach children to recognize and avoid poisonous plants and dangerous animals native to the section, supply pictures, references, and reading materials about them. (See elementary state course of study, p. 86.)

Discuss the following:

How poison ivy affects people.

The best remedies to use for poison ivy.

Care necessary in using remedies.

Emphasize:

The poison ivy is found running on the ground or clinging to bushes or shrubs.

Poison ivy looks like the harmless five-leaf ivy except that the poison ivy always has three leaves.

Beware of poison oak, whose foliage is poisonous.

Avoid eating unknown berries.

Avoid eating mushrooms unless you know they are not poisonous toadstools.

Avoid drinking doubtful water.

Disposal of garbage and wastes is important. (See elementary state course of study, p. 86.)

Pupil Activities

Observing pictures of the poison ivy; have these show the leaves, spring and fall coloring, flowers, and the fruits both ripe and unripe. Copying from books pictures of the leaves, flowers, and fruits of poison ivy.

Telling of personal experiences with ivy poisoning.

Making a poster of poison ivy with warnings for the bulletin board.

Making drawings of poison oak.

Reading about places where poison ivy may usually be found.

Listing animals and insects to be avoided when hiking or camping.

Finding out remedies to be applied in case of poisoning.

Showing by drawing and description the difference between mushrooms and poison toadstools. (*Safety Education*, Section One, for June, 1932, shows pictures and gives a description of poison ivy.)

7. Performing Artificial Respiration

Informational Material and Teacher Procedure

To teach children how to resuscitate one who is near death by drowning, by asphyxiation from inhaling gas, electric shock, etc., have much dramatization of how it is done.

Write the American Red Cross, The United States Health Service, and others for methods of resuscitation. (See elementary state course of study, p. 202.)

Teach the boys and girls exactly how to perform artificial respiration.

The following is one plan:

Place patient face down, head to one side. Both arms above head and one forearm back so head rests on it.

Operator astride patient's lower thighs. Spread hands out on back so that little fingers are at the lower line of the ribs. Thumbs on each side of the spine and about two inches from the middle line.

Operator swings on his knees. Presses steadily and gently so as to expel air from lungs (takes about two seconds). Draw back and release the pressure suddenly so as to draw air into lungs (takes about two seconds). Repeat about 15 times a minute. Continue until patient breathes naturally. It often takes half an hour or several hours to bring back life. Loosen collar, have tongue forward and throat clear, keep body warm, get wet clothes off, cover with blankets or coats, rub body.

Keep bystanders back so patient can get fresh air. (See *Safety Education*, Vol. XI, p. 153, on First Aid and Resuscitation.)

It is suggested that it may be helpful to get a local doctor to come to the school building to show the children the correct way to perform artificial respiration.

Pupil Activities

Performing artificial respiration until it can be done effectively.

EVIDENCES OF MASTERY

1. Children show an interest in being safe in their sports.
2. An increased interest in the safety of others while engaging in recreation and sports.

SAFETY EDUCATION IN THE HIGH SCHOOL

Although safety education has its most important place in the grade and rural schools, nevertheless the high schools have a special part in solving the problems of safety. A study of accident statistics shows that certain types of accidents are particularly common to the high school age. It is an age when boys and girls are driving cars, swimming, hiking and camping, using firearms when hunting and engaging in athletics. It is the age when youth begins to face some of the real problems of environment. It is natural then that high schools should stress the prevention of the various types of accidents particularly common to this age.

Provision is made in this bulletin for three units of safety education for high school pupils. It is important that instruction be given in such a manner that the boys and girls of this age will take it seriously. Care must be used not to make them feel that they are being "preached to." As much of the instruction as possible should be of the incidental nature and worked in with the regular high school courses and activities. The most important point is perhaps to induce a safety consciousness and make the pupil feel the responsibility not only for making himself safe but for the safety of others.

The three units offered in this bulletin are:

1. Education to promote the safety of pedestrians and motorists in the streets and highways.
2. Safety education which may be taught in connection with the courses of study for high school.
3. Safety education promoted through a course in first aid.

EDUCATION TO PROMOTE THE SAFETY OF PEDESTRIANS AND MOTORISTS IN THE STREETS AND HIGHWAYS

UNIT OBJECTIVE

To promote the safety of pedestrians and motorists in the streets and highways.

SPECIFIC OBJECTIVES

To aid in the solution of special traffic and parking problems caused by pupil drivers.

To teach general traffic principles to all pupils.

To teach the major provisions of the Iowa Motor Vehicle Law to students who drive or who are near the legal driving age and about to become drivers.

To teach pupils, who have cars or who are responsible for the family car, the importance of properly maintaining a motor vehicle.

To teach the specific causes of automobile accidents.

To teach the value and content of an automobile first aid kit.

TEACHER PROCEDURE

1. To aid in the solution of specific traffic and parking problems caused by pupil drivers, discuss the proper parking of pupil and faculty cars on school property or in streets adjacent to school. When cars are parked in streets near school, discuss relation of parked vehicle to fire hydrant, alley, pedestrian crosswalk, and private driveway.
2. If necessary, survey the neighborhood and assign specific parking space to each faculty and pupil driver.
3. Discuss the capacity load of various types of passenger cars and discourage overloading, carrying passengers on running boards, etc.
4. To teach general traffic principles to all pupils, discuss the need for both pedestrians and motorists to use the highways and streets in a considerate, courteous and safe manner.
5. To teach the major provisions of the Iowa Motor Vehicle Law, discuss:

Registration of cars—Every car must be registered by the owner with the county treasurer and license fee paid. The fee, never less than \$7.00 a year, varies with the weight and value of the vehicle and should be paid not later than January 31st of each year to avoid penalty. The county treasurer issues to the owner a registration card and a set of plates. The registration certificate must be kept in the vehicle and the plates placed upon it in their proper places. A certificate of registration must be secured with a second-hand or used car.

Licenses for drivers—All automobile drivers in Iowa must have licenses issued by the Department of Motor Vehicles. Licenses are not issued to persons under 16 years of age except when a parent or guardian requests that a minor's license be issued to someone between 14 and 16 years so that he may drive to school. Such minor's licenses are valid only in going to and from school. If one is under 18 his application for a license must be signed by his parent or guardian, or if he has neither, by his employer. If he is under 16 he cannot be licensed to drive a school bus or if under 21 to drive a regular public passenger bus or vehicle carrying inflammables. Licenses are not issued to those who are physically handicapped in such a way as to interfere with their control of a car nor to those who cannot read road signs in English, nor to habitual drunkards, users of narcotics, feeble-minded, or epileptics, nor to anyone whose license has been suspended during the period of suspension or, if a license has been revoked, until a year after its revocation.

Application for licenses must be made on approved blanks and signed by the examiner. Each applicant must give his correct name, age, sex, residence address and tell if he has been licensed by another state and, if he has had a license suspended or revoked, when and why. The license fee is paid when the application is filed. Applicants are examined as to physical and mental qualifications to operate a car safely by state patrolmen.

After a successful examination every licensed driver receives a license from the state capitol. The license must be signed by the driver and kept in his possession. No one else can use it. A duplicate license may be secured for 25 cents fee if one is lost or destroyed. Licenses expire July 5th every odd numbered year and shall be renewed upon application, payment of fee, and if thought necessary by the Department, examination.

The Code provides:

“5014.09 Mandatory revocation. The department shall forthwith revoke the license of any operator or chauffeur, or driving privilege, upon receiving a record of such operator's or chauffeur's conviction of any of the following offenses, when such conviction has become final:

1. Manslaughter resulting from the operation of a motor vehicle;
2. Driving a motor vehicle while under the influence of intoxicating liquor or a narcotic drug;
3. Any felony in the commission of which a motor vehicle is used;
4. Failure to stop and render aid as required under the laws of this state in the event of a motor vehicle accident resulting in the death or personal injury of another;
5. Perjury or the making of a false affidavit or statement under oath to the department under this chapter or under any other law relating to the ownership or operation of motor vehicles;
6. Conviction, or forfeiture of bail not vacated, upon three charges of reckless driving committed within a period of twelve months. [C31, 35, §§ 4960-d33, 5027-d1; 47 GA, ch. 134, § 240; 48 GA, ch. 121, § 31.]

Referred to in section 5022.03.

5014.10 Authority to suspend. The department is hereby authorized to suspend the license of an operator or chauffeur without preliminary hearing upon a showing by its records or other sufficient evidence that the licensee:

1. Has committed an offense for which mandatory revocation of license is required upon conviction;
2. Is an habitually reckless or negligent driver of a motor vehicle;
3. Is an habitual violator of the traffic laws;
4. Is incompetent to drive a motor vehicle;
5. Has permitted an unlawful or fraudulent use of such license; or
6. Has committed an offense in another state which if committed in this state would be grounds for suspension or revocation. [C31, 35, § 4960-d35; 47 GA, ch. 134, § 241.]

VIOLATION OF LICENSE PROVISIONS

5015.01 Unlawful use of license. It is a misdemeanor, punishable as provided in section 5036.01 unless another punishment is otherwise provided, for any person:

1. To display or cause or permit to be displayed or have in his possession any canceled, revoked, suspended, fictitious or fraudulently altered operator's or chauffeur's license;

2. To lend his operator's or chauffeur's license to any other person or knowingly permit the use thereof by another;

3. To display or represent as one's own any operator's or chauffeur's license not issued to him;

4. To fail or refuse to surrender to the department upon its lawful demand any operator's or chauffeur's license which has been suspended, revoked, or canceled;

5. To use a false or fictitious name in any application for an operator's or chauffeur's license or to knowingly make a false statement or to knowingly conceal a material fact or otherwise commit a fraud in any such application;

6. To permit any unlawful use of an operator's or chauffeur's license issued to him. [C31, 35, §§ 4960-d46, -d52; 47 GA, ch. 134, § 247.]

5015.02 Perjury. Any person who makes any false affidavit, or knowingly swears or affirms false to any matter or thing required by the terms of this chapter to be sworn to or affirmed, is guilty of perjury and upon conviction shall be punishable by fine or imprisonment as other persons committing perjury are punishable. [C31, 35, § 4960-d47; 47 GA, ch. 134, § 248.]

POWERS OF LOCAL AUTHORITIES

5018.01 Powers of local authorities. Local authorities shall have no power to enact, enforce, or maintain any ordinance, rule or regulation in any way in conflict with, contrary to or inconsistent with the provisions of this chapter, and no such ordinance, rule or regulation of said local authorities heretofore or hereafter enacted shall have any force or effect; however the provisions of this chapter shall not be deemed to prevent local authorities with respect to streets and highways under their jurisdiction and within the reasonable exercise of the police power from:

1. Regulating the standing or parking of vehicles;
2. Regulating traffic by means of police officers or traffic-control signals;
3. Regulating or prohibiting processions or assemblages on the highways;
4. Designating particular highways as one way highways and requiring that all vehicles thereon be moved in one specific direction;
5. Regulating the speed of vehicles in public parks;
6. Designating any highway as a through highway and requiring that all vehicles stop before entering or crossing the same or designating any intersection as a stop intersection and requiring all vehicles to stop at one or more entrances to such intersections;

7. License and regulate the operation of vehicles offered to the public for hire and used principally in intracity operation;

8. Restricting the use of highways as authorized in sections 5035.20 to 5035.22, inclusive. [S13, §§ 1571-m18, -m20; C24, 27, 31, 35, §§ 4992, 4995, 4997; 47 GA, ch. 134, § 267.]

Referred to in section 5018.02.

5019.04 Local traffic-control devices. Local authorities in their respective jurisdiction shall place and maintain such traffic-control devices upon highways under their jurisdiction as they may deem necessary to indicate and to carry out the provisions of this chapter or local traffic ordinances or to regulate, warn, or guide traffic. All such traffic-control devices hereafter erected shall conform to the state manual and specifications. [47 GA, ch. 134, § 286.]

5019.05 Obedience to official traffic-control devices. No driver of a vehicle or motorman of a street car shall disobey the instructions of any official traffic-control device placed in accordance with the provisions of this chapter, unless at the time otherwise directed by a police officer. [47 GA, ch. 134, § 287.]

5019.06 Traffic-control signal legend. Whenever traffic is controlled by traffic-control signals exhibiting the words "Go," "Caution" or "Stop" or exhibiting different colored lights successively one at a time the following colors only shall be used and said terms and lights shall indicate as follows:

Green alone or "Go."

Vehicular traffic facing the signal may proceed straight through or turn right or left unless a sign at such place prohibits either such turn. But vehicular traffic shall yield the right-of-way to other vehicles and to pedestrians lawfully within the intersection at the time such signal is exhibited.

Pedestrians facing the signal may proceed across the roadway within any marked or unmarked crosswalk.

Yellow alone or "Caution" when shown following the green or "Go" signal.

Vehicular traffic facing the signal shall stop before entering the nearest crosswalk at the intersection, but if such stop cannot be made in safety a vehicle may be driven cautiously through the intersection.

Pedestrians facing such signal are thereby advised that there is insufficient time to cross the roadway, and any pedestrian then starting to cross shall yield the right-of-way to all vehicles.

Red alone or "Stop."

Vehicular traffic facing the signal shall stop before entering the nearest crosswalk at an intersection or at such other point as may be indicated by a clearly visible line and shall remain standing until green or "Go" is shown alone.

No pedestrian facing such signal shall enter the roadway

unless he can do so safely and without interfering with any vehicular traffic.

Red with green arrow.

Vehicular traffic facing such signal may cautiously enter the intersection only to make the movement indicated by such arrow but shall not interfere with other traffic or endanger pedestrians lawfully within a crosswalk.

No pedestrian facing such signal shall enter the roadway unless he can do so safely and without interfering with any vehicular traffic.

The motorman of any street car shall obey all the above signals as applicable to vehicles. [47 GA, ch. 134, § 288.]

5019.07 Flashing signals. Whenever flashing red or yellow signals are used they shall require obedience by vehicular traffic as follows:

1. *Flashing red* (Stop signal). When a red lens is illuminated by rapid intermittent flashes, drivers of vehicles shall stop before entering the nearest crosswalk at an intersection or at a limit line when marked and the right to proceed shall be subject to the rules applicable after making a stop at a stop sign.

2. *Flashing yellow* (Caution signal). When a yellow lens is illuminated with rapid intermittent flashes, drivers of vehicles may proceed through the intersection or past such signal only with caution. [47 GA, ch. 134, § 289.]

TURNING AND STARTING AND SIGNALS ON STOPPING AND TURNING

5025.01 Turning at intersections. The driver of a vehicle intending to turn at an intersection shall do so as follows:

Both the approach for a right turn and right turn shall be made as close as practical to the right-hand curb or edge of the roadway.

5025.02 Turning on curve or crest of grade. No vehicle shall be turned so as to proceed in the opposite direction upon any curve, or upon the approach to, or near the crest of a grade or hill, where such vehicle cannot be seen by the driver of any other vehicle approaching from either direction within five hundred feet. [47 GA, ch. 134, § 341.]

5025.03 Starting parked vehicle. No person shall start a vehicle which is stopped, standing, or parked unless and until such movement can be made with reasonable safety. [47 GA, ch. 134, § 342.]

5025.04 When signal required. No person shall turn a vehicle from a direct course upon a highway unless and until such movement can be made with reasonable safety and then only after giving a clearly audible signal by sounding the horn if any pedestrian may be affected by such movement or after giving ap-

propriate signal in the manner hereinafter provided in the event any other vehicle may be affected by such movement. [S13, § 1571-m18; C24, 27, 31, 35, § 5032; 47 GA, ch. 134, § 343.]

5025.05. Signal continuous. A signal of intention to turn right or left shall be given continuously during not less than the last one hundred feet traveled by the vehicle before turning. [47 GA, ch. 134, § 344.]

5025.06 Stopping. No person shall stop or suddenly decrease the speed of a vehicle without first giving an appropriate signal in the manner provided herein to the driver of any vehicle immediately to the rear when there is opportunity to give such signal. [S13, § 1571-m18; C24, 27, 31, 35, § 5032; 47 GA, ch. 134, § 345.]

5025.07 Signals by hand and arm or signal device. The signals herein required may be given either by means of the hand and arm or other proper signal or signal device of a type approved by the department, provided, however, that no motor vehicle complying with the laws of the state shall be required to display an electrically operated directional signal lamp. [S13, § 1571-m18; C24, 27, 31, 35, § 5032; 47 GA, ch. 134, § 346; 48 GA, ch. 122, § 1.]

5025.08 Method of giving hand and arm signals. All signals herein required which may be given by hand and arm shall when so given be given from the left side of the vehicle and the following manner and interpretation thereof is suggested:

1. Left turn—Hand and arm extended horizontally.
 2. Right turn—Hand and arm extended upward.
 3. Stop or decrease speed—Hand and arm extended downward.
- [47 GA, ch. 134, § 347.]

5026 Rep. by 47 GA. See note under chapter 251.

RIGHT-OF-WAY

5026.01 Approaching or entering intersections. The driver of a vehicle approaching an intersection shall yield the right-of-way to a vehicle which has entered the intersection from a different highway.

When two vehicles enter an intersection from different highways at the same time the driver of the vehicle on the left shall yield the right-of-way to the vehicle on the right.

The foregoing rules are modified at through highways and otherwise as hereafter stated in this chapter. [S13, § 1571-m18; C24, 27, 31, 35, § 5035; 47 GA, ch. 134, § 348.]

5026.02 Turning left at intersection. The driver of a vehicle within an intersection intending to turn to the left shall yield the right-of-way to any vehicle approaching from the opposite direction which is within the intersection or so close thereto as

to constitute an immediate hazard, but said driver having so yielded and having given a signal when and as required by this chapter, may make such left turn and the drivers of all other vehicles approaching the intersection from said opposite direction shall yield the right-of-way to the vehicle making the left turn. [S13, § 1571-m18; C24, 27, 31, 35, § 5035; 47 GA, ch. 134, § 349.]

5026.03 Entering through highways. The driver of a vehicle shall stop as required by this chapter at the entrance to a through highway and shall yield the right-of-way to other vehicles which have entered the intersection from said through highway or which are approaching so closely on said through highway as to constitute a hazard, but said driver having so yielded may proceed cautiously and with due care enter said through highway. [C27, §§ 5079-b2, -b3; C31, 35, §§ 5079-b2, -b3, -d2, -d3; 47 GA, ch. 134, § 350.]

5026.04 Entering stop intersection. The driver of a vehicle shall likewise stop in obedience to a stop sign as required herein at an intersection where a stop sign is erected at one or more entrances thereto although not a part of a through highway and shall proceed cautiously, yielding to vehicles not so obliged to stop which are within the intersection or approaching so closely as to constitute a hazard, but may then proceed. [C27, §§ 5079-b2, -b3; C31, 35, §§ 5079-b2, -b3, -d2, -d3; 47 GA, ch. 134, § 351.]

5026.05 Entering from private driveway. The driver of a vehicle about to enter or cross a highway from a private road or driveway shall yield the right-of-way to all vehicles approaching on said highway. [S13, §1571-m18; C24, 27, 31, 35, § 5035; 47 GA, ch. 134, § 352.]

ACCIDENTS

5020.01 Death or personal injuries. The driver of any vehicle involved in an accident resulting in injury to or death of any person shall immediately stop such vehicle at the scene of such accident or as close thereto as possible but shall then forthwith return to and in every event shall remain at the scene of the accident until he has fulfilled the requirements of section 5020.03. Every such stop shall be made without obstructing traffic more than is necessary.

Any person failing to stop or to comply with said requirements under such circumstances shall upon conviction be punished by imprisonment for not less than thirty days nor more than one year or by fine of not less than one hundred dollars nor more than five thousand dollars, or by both such fine and imprisonment.

The commissioner shall revoke the operator's or chauffeur's license of the person so convicted. [S13, § 1571-m23; C24, §§ 5072, 5074, 5104; C27, 31, 35, §§ 5072, 5074, 5105-a35; 47 GA, ch. 134, §§ 292, 540.]

Referred to in section 5017.01.

5020.02 Damage to vehicle. The driver of any vehicle involved in an accident resulting only in damage to a vehicle which is driven or attended by any person shall immediately stop such vehicle at the scene of such accident or as close thereto as possible but shall forthwith return to and in every event shall remain at the scene of such accident until he has fulfilled the requirements of section 5020.03. Every such stop shall be made without obstructing traffic more than is necessary. Any person failing to stop or comply with said requirements under such circumstances shall be guilty of a misdemeanor and shall be punished as provided in section 5036.01. [S13, § 1571-m23; C27, 31, 35, § 5072; 47 GA, ch. 134, 293.]

Referred to in section 5017.01.

5020.03 Information and aid. The driver of any vehicle involved in an accident resulting in injury to or death to any person or damage to any vehicle which is driven or attended by any person shall give his name, address, and the registration number of the vehicle he is driving and shall upon request and if available exhibit his operator's or chauffeur's license to the person struck or the driver or occupant of or person attending any vehicle collided with and shall render to any person injured in such accident reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon, or hospital for medical or surgical treatment if it is apparent that such treatment is necessary or if such carrying is requested by the injured person. [S13, § 1571-m23; C24, 27, 31, 35, § 5072; 47 GA, ch. 134, § 294.]

Referred to in sections 5017.01, 5020.01, 5020.02.

5020.04 Striking unattended vehicle. The driver of any vehicle which collides with any vehicle which is unattended shall immediately stop and shall then and there either locate and notify the operator or owner of such vehicle of the name and address of the driver and owner of the vehicle striking the unattended vehicle or shall leave in a conspicuous place in the vehicle struck a written notice giving the name and address of the driver and of the owner of the vehicle doing the striking and a statement of the circumstances thereof. [C24, 27, 31, 35, § 5079; 47GA, ch. 134, § 295.]

Referred to in section 5017.01.

5020.05 Striking fixtures upon a highway. The driver of any vehicle involved in an accident resulting only in damage to property legally upon or adjacent to a highway shall take reasonable steps to locate and notify the owner or person in charge of such property of such fact and of his name and address and of the registration number of the vehicle he is driving and shall upon request and if available exhibit his operator's or chauffeur's license and shall make report of such accident when and as re-

quired in section 5020.06. [C24, 27, 35, § 5079; 47 GA, ch. 134, § 296.]

Referred to in section 5017.01.

5020.06 Reporting accidents. The driver of a vehicle involved in an accident resulting in injury to or death of any person or total property damage to an apparent extent of twenty-five dollars or more shall, immediately after such accident, report the accident, together with the said information, at the office of some peace officer as near as practicable to the place of injury or to the county attorney or sheriff of the county in which said injury took place. A report shall be made by the peace officer to whom a report of an accident is made on duplicate forms furnished by the department, one of which shall be immediately forwarded by said peace officer to the department, in containers furnished and postage paid by the department. The parent or personal guardian of a minor driver may, if present at the accident, make the report required by this section. [S13, § 1571-m23; C24, 27, §§ 5073, 5075; C31, 35, §§ 5073, 5075, 5105-c21; 47 GA, ch. 134, §§ 297, 544.]

Referred to in sections 5017.01, 5020.05, 5020.07.

5020.07 Supplemental reports. The department may require any driver of a vehicle involved in an accident of which report must be made as provided in section 5020.06 to file supplemental reports whenever the original report is insufficient in the opinion of the department and may require witnesses of accidents to render reports to the department. [47 GA, ch. 134, § 298.]

Referred to in section 5017.01.

5020.08 Driver unable to report. Whenever the driver of a vehicle is physically incapable of making a required accident report and there was another occupant in the vehicle at the time of the accident capable of making a report, such occupant shall make or cause to be made said report. [47 GA, ch. 134, § 299.]

Referred to in section 5017.01.

5020.09 Accident report forms. The department shall prepare and upon request supply to police departments, coroners, sheriffs, and other suitable agencies or individuals, forms for accident reports required hereunder, which reports shall call for sufficiently detailed information to disclose with reference to a traffic accident the cause, condition then existing, and the persons and vehicles involved.

Every required accident report shall be made on a form approved by the department if said form is available. [47 GA, ch. 134, § 300.]

Referred to in section 5017.01.

5022.02 Operating while intoxicated. Whoever, while in an intoxicated condition or under the influence of narcotic drugs,

operates a motor vehicle upon the public highways of this state, shall, upon conviction or a plea of guilty, be punished, for the first offense by a fine of not less than three hundred dollars nor more than one thousand dollars, or by imprisonment in the county jail for a period of not to exceed one year, or by both such fine and imprisonment; for the second offense by a fine of not less than five hundred dollars, nor more than one thousand dollars, or by imprisonment in the penitentiary for a period of not to exceed one year, or by both such fine and imprisonment; and for a third offense by imprisonment in the penitentiary for a period not to exceed three years. [S13, § 1571-m23; C24, 27, 31, 35, § 5027; 47 GA, ch. 134, § 312.]

Referred to in section 5017.01.

5022.03 Violations. If any person who has been convicted or pleaded guilty to driving or operating a motor vehicle upon the public highways of this state while in an intoxicated condition is found driving or operating any motor vehicle in violation of the provisions of sections 5013.01 and 5014.09 he shall, without regard to any other punishment provided by law, be imprisoned in the county jail for a period of not to exceed thirty days. [C31, 35, § 5027-d2; 47 GA, ch. 134, § 313.]

Referred to in section 5017.01.

5022.04 Reckless driving. Any person who drives any vehicle in such manner as to indicate either a wilful or a wanton disregard for the safety of persons or property is guilty of reckless driving. [C73, § 4071; C97, § 5039; S13, § 1571-m19; C24, 27, 31, 35, § 5028; 47 GA, ch. 134, § 314.]

Referred to in section 5017.01.

5022.05 Punishment. Every person convicted of reckless driving shall be punished upon a conviction by imprisonment for a period of not more than thirty days, or by fine of not less than twenty-five dollars, nor more than one hundred dollars. [C73, § 4071; C97, § 5039; S13, § 1571-m19; C24, 27, 31, 35, § 5028; 47 GA, ch. 134, § 315.]

Referred to in section 5017.01.

5023 Rep. by 47 GA. See note under chapter 251.

SPEED RESTRICTIONS

5023.01 Speed restrictions. Any person driving a motor vehicle on a highway shall drive the same at a careful and prudent speed not greater than nor less than is reasonable and proper, having due regard to the traffic, surface and width of the highway and of any other conditions then existing, and no person shall drive any vehicle upon a highway at a speed greater than will permit him to bring it to a stop within the assured clear distance ahead, such driver having the right to assume, however, that all persons using said highway will observe the law.

The following shall be the lawful speed except as hereinbefore or hereinafter modified, and any speed in excess thereof shall be unlawful:

1. Twenty miles per hour in any business or school district.
2. Twenty-five miles per hour in any residence district.
3. Thirty-five miles per hour for any motor vehicle drawing another vehicle.
4. Forty-five miles per hour in any suburban district. [S13, §§ 1571-m19, -m20; C24, 27, 31, 35, §§ 5029, 5030; 47 GA, ch. 134, § 316; 48 GA, ch. 127, § 2.]

Referred to in sections 5023.07, 5023.08, 5023.09.

6. To teach pupils the care of an automobile, discuss defective equipment as a cause of accidents. Give special attention to the following:
 - Brakes—Need for reliable brakes; value of periodic brake tests.
 - Lights—Position on car, focusing of head and spot lights on the highway, tail lights, parking lights, "dimming" lights when meeting another car.
 - Horn—Proper use.
 - Mirror—As an aid in clarifying view to rear.
 - Automatic signaling devices—Value of "stop" light and direction arrows on rear of car.
 - Safety and automobile construction—In selecting a car note the following. Add others.
 - Does driver have unobstructed view?
 - Is driver's seat comfortable or will he become easily fatigued?
 - Is the car equipped with safety glass?
7. To teach the specific causes of automobile accidents, discuss the following facts:
 - Causes of accidents from the standpoint of the action of the driver.*
 - Failure to conform to the rules of the road.
 - Speeding.
 - Inattention.
 - Failure to recognize unfavorable driving conditions.
 - Lack of appreciation of the rights of others—courtesy.
 - Failure to slow down at intersections.
 - Causes of accidents from the viewpoint of the action of the pedestrian.
 - Crossing between intersections.
 - Crossing at intersections (no signal).
 - Playing in the street.
 - Crossing at intersections against signal.
 - Physical and mental actions as a cause of accidents.
 - Fatigue
 - Preoccupation.
 - Worry
 - Inattention.

*National Safety Council, Statistical Bureau, *Annual Report, 1931*.

Physical handicap.

"Blinded by headlights."

Confusion.

Intoxication.

Causes and prevention of grade crossing accidents.

8. To teach the value and content of automobile first aid kit, discuss:
First aid as a safety measure (first aid to minor injury may prevent complications resulting in serious injury, even death).

Many automobile accidents occur at points some distance from doctors' offices and drug stores.

An automobile first aid kit should contain the following:

- 1½ oz. absorbent cotton.
- 2 gauze bandages.
- 1 yard plain gauze.
- 1 triangular bandage.
- 1 aromatic spirits of ammonia.
- 1 iodine or mercurochrome.
- 1 tourniquet.
- 1 tube vaseline
- 1 bicarbonate of soda.
- 1 drinking cup.
- 1 miniature first aid chart.

PUPIL ACTIVITIES

- 1 Selecting with the aid of the teacher a special committee to survey pupil and faculty parking problems as to space available, parking practices, cooperation with residents near school, etc. If problem is acute, encourage this committee to map neighborhood, showing best parking spaces near school and assigning particular space to each driver.

2. Forming a club of students already driving and those nearly old enough, and planning to secure drivers' licenses. This club should have a president, a vice president, and a secretary, and a teacher should be asked to serve as sponsor. Meetings should be held at regular periods during the club activities period or, if there isn't such a period, outside of school hours. There should be a program and publicity committees and such special committees as are necessary from time to time.

The club should discuss the automobile and its relation to the school; local traffic ordinances, if any; the Iowa Motor Vehicle Law; and other topics of interest to the club members. The club should prepare bulletin boards showing facts on automobile safety and, at least once a year, arrange a general assembly program for the school. The club may:

Prepare graphs showing the important causes of automobile accidents.

List features of an automobile related to safety.

Secure and examine application for driver's license.

Inspect own car: Are lights in good condition? Are brakes in good condition? Does the horn work? How about the license plates—are they properly placed, securely fastened, clean?

Write the Department of Motor Vehicles to ask if there have been any important changes in the Motor Vehicle Law.

3. Becoming familiar with the following license questions which have been reprinted from the Iowa Driver's Guide:

Sample of Driver's License Examination Questions You May Be Required to Answer

1. What persons are required to be Iowa licensed drivers? What persons are exempt from an Iowa license including non-residents?
2. What is the requirement and speed restriction in meeting or overtaking and passing a school bus?
3. What is the Iowa minimum age requirement for applicants or persons to secure a school permit? A driver's license? An instruction permit?
4. What persons' signatures are legally required on the application of a minor under eighteen years of age?
5. What is the speed restriction of a motor vehicle, operated in a business district? In a school district? In a residence district? Speed restriction for a passenger car pulling a trailer outside of cities and towns?
6. What are the Iowa law requirements in regard to reporting a motor vehicle accident?
7. When and where do pedestrians have the right of way over motor vehicles?
8. State three traffic conditions where the Iowa law requires a reduction of speed on the highways outside of cities and towns.
9. Name three places or traffic conditions where the Iowa law prohibits passing another vehicle on the highway.
10. What lighting equipment is required on a private passenger vehicle?
11. Under the Iowa law, what is the adequate brake performance for a vehicle of under 5,000 pounds gross weight, going twenty miles per hour?
12. What is the Iowa law requirement in regard to overtaking and passing a vehicle on the highway?
13. What are the Iowa hand signals and the requirements as to their use?
14. If a driver is convicted of a misdemeanor, under the Iowa Motor Vehicle Law, what is the maximum fine or jail sentence?
15. When are courts required to remove a stub or recommend suspension of the drivers' license?
16. Is the Commissioner of Public Safety required, under the Iowa Motor Vehicle Law, to revoke an operator's or chauffeur's license

- of a person convicted of an indictable misdemeanor or a felony when a motor vehicle is used in the commission thereof?
17. Is the Iowa Public Safety Commissioner authorized to suspend the license of a person without conviction of a motor law violation?
 18. What are the focusing requirements of headlights?
 19. What does the Iowa Motor Vehicle Law require in regard to vehicle registration certificates?
 20. Name the vehicles required to come to a complete stop at all railroad crossings?
 21. What persons are required to take the driver's license examination?
 22. What are the parking restrictions in regard to fire hydrants, an entrance to a theatre, public buildings, etc., and parking on a highway outside of the city?
 23. What is the expiration date of an operators' license, of an instruction permit?
 24. What penalty does the Iowa law provide for persons convicted of operating a motor vehicle while their license is under suspension or revocation?
 25. What penalty does the Iowa law provide for persons convicted of operating a motor vehicle while under the influence of intoxicating liquor, or narcotic drugs? What penalty does the Iowa law provide for persons who have three convictions or forfeiture of bail not vacated upon three charges of reckless driving within a period of 12 months?
 26. What penalty does the Iowa law require for persons who are convicted of passing on a hill or curve, or where the view is obstructed?
 27. What are the distance illuminating requirements for headlights?
 28. What is the penalty provided if the driver permits the front seat to be overcrowded with objects or persons?
 29. What are the requirements for vehicles operated on the highway in regard to their roadworthy condition?
 30. What are the Iowa law requirements in regard to reading and understanding the regulatory and warning road signs?

Chauffeur's License Examination Questions

1. What is the minimum age requirement for a person operating a vehicle as chauffeur?
2. Is it a law violation for a driver of a commercial vehicle to operate the vehicle more than 12 hours of any 24-hour period without a rest period of 10 consecutive hours?
3. Does the Iowa law permit a person licensed as a chauffeur in another state to accept employment as a chauffeur in Iowa from a resident of Iowa, on such a license?
4. Does the Iowa law require every chauffeur while operating a motor vehicle as a public carrier of persons or property to display a chauffeur's badge in plain sight?

5. Does the Iowa law require a person licensed as a chauffeur to secure an operator's license?
6. What is the expiration date of a regular chauffeur's license?
7. What is the maximum lawful speed for the following on highways outside of cities and towns:
 - (a) Public passenger carrying vehicles?
 - (b) Freight carrying vehicles equipped with pneumatic tires?
 - (c) Freight carrying vehicles equipped with solid rubber tires?
8. Is it a law violation to permit any motor vehicle to stand unlighted on any highway outside the city limits during any period from one-half hour after sunset to one-half hour before sunrise?
9. Are flashing lights prohibited on motor vehicles?
10. What lighting equipment does the Iowa law require on every trailer or semitrailer having a gross weight in excess of 3,000 pounds?
1. What does the Iowa law require to be used in the place of flares during daylight hours?
12. What is the minimum and maximum height from the ground that reflectors can lawfully be mounted on a vehicle?
13. When a truck or a motor vehicle towing another vehicle is operated on the highway, what distance must that vehicle maintain between itself and another truck or similar combination, except while overtaking and passing?
14. Does the Iowa law require trailers to be equipped with rear lights and reflectors when towed by motor vehicles?
15. Is it a law violation to operate on the highway any tractor or machine with lugs, flanges, blocks, studs, etc., on the wheels, or any other similar device, which might be injurious to the highway surfaces?
16. Who is responsible when a vehicle in an unsafe condition is operated on the highway?
17. Is it a law violation for any commercial vehicle to coast down a hill either with gears in neutral or with the clutch disengaged?
18. Does the Iowa law require every motor vehicle except motorcycles to be equipped with two separate means of applying brakes, each to control at least two wheels, and either means to be unaffected by a failure of the other means?
19. What is adequate braking equipment on trailers of more than 3,000 pounds gross weight?
20. What is the Iowa law requirement in regard to placing flares, flags, or reflectors, when a motor truck is parked or stopped on the highway? Why are all of these types of vehicles required to be equipped with fuses?
21. What is proper identification for motor vehicles carrying explosives?
22. What type of vehicle does the Iowa law require to be equipped with fire extinguishers?
23. What is the maximum lawful gross load allowed to rest on one wheel?

24. What is the maximum lawful width of any motor vehicle and its load? The maximum lawful height?
25. What is the maximum lawful length of:
 - (a) Any single vehicle?
 - (b) Any combination of vehicles?
26. Under the Iowa law what signalling device is required to be attached to vehicles when the operator's hand signals cannot be seen by a driver of another vehicle following fifty feet to the rear? What is the requirement of such a signal used at night time?
27. Is it a law violation to move construction equipment or any other load exceeding size and weight limitations over the highways before securing the approval and permission of the Highway Commission or its authorized representative?
28. What minimum speed does the Iowa law require after January 1, 1938, that a motor vehicle or combination of vehicles shall be able to proceed up a 3 per cent grade on dry concrete pavement?
29. Does the Iowa law require a red light or a red flag to be attached to any load which projects as much as four feet beyond the rear of any vehicle?
30. Is it a law violation to carry on a freight carrying vehicle more than 25 per cent in excess of the rated loading capacity on which the license fee of the vehicle is based?
31. Is the spilling of any part of a load on the highway a violation of the law?
32. Is it a law violation to so load a motor vehicle that it cannot proceed outside cities and towns on the highways at a reasonable speed?
33. The Iowa law invests in peace officers what right in regard to overloading and removal of the excess?
34. (a) Does the Iowa law require a safety chain to be fastened to the towing vehicle?
(b) What is the maximum length of the draw-bar used in towing?
35. Does the Iowa law require the driver of every motor vehicle in use as a school bus to have a chauffeur's license?
36. For what purpose is a limited chauffeur's license issued to school bus drivers?
37. This limited chauffeur's license is valid for what period beginning July 1st?
38. What is the speed limit of motor vehicles in use as school busses?
39. What signs are required on a school bus? Where placed? Approximately what height from the ground? What size letters? What color letters? What color background? When does the law require such signs shall be removed or covered?
40. Does the law require the driver of a vehicle upon a highway outside of a business or residential district, upon meeting or

- overtaking any school bus which has stopped on the highway, to come to a complete stop?
41. Does the law permit the vehicle after stopping to proceed, with due caution for the safety of any children, at a speed not to exceed ten miles per hour?
 42. Does the law require the driver of a vehicle to stop, and proceed not to exceed ten miles per hour when meeting or overtaking a school bus with the signs removed or covered, indicating that the bus is not in use for school purposes?
 43. Does the Iowa law require that all pupils shall be received and discharged from the front right-hand entrance of the school bus.
 44. What is the chauffeur's duty, when it is necessary for said pupils to cross the highway?

SAFETY EDUCATION WHICH MAY BE TAUGHT IN CONNECTION
WITH THE COURSES OF STUDY FOR HIGH SCHOOL

Drowning

Reference for correlating safety education with the Iowa high school courses of study:

General Science, page 32—specific objective 15, "To understand the principles of buoyancy and their application to submerged and floating objects."

UNIT OBJECTIVE

To teach safety from drowning.

SPECIFIC OBJECTIVES

To teach pupils to swim.

To teach life saving in case of accident.

To teach pupils how to perform artificial respiration.

To get pupils to understand and appreciate the causes of accidents to swimmers.

To get pupils to understand and appreciate the causes of accidents to non-swimmers.

TEACHER PROCEDURE

Encourage pupils to learn to swim. Try to interest them in "Learn-to-Swim" educational campaigns. Many of these are sponsored as summer projects by various agencies such as park and recreational boards, Y. M. C. A., Y. W. C. A., farm bureaus, Boy Scouts, Girl Scouts, Camp Fire Girls, and other organizations.

Interest pupils in life saving in case of accident. Write for the Red Cross Life Saving Manual or Boy Scout Manual, "Swimming and Water Safety."

Discuss the performance of artificial respiration and compare with pupils the difference between the prone pressure method and the Sylvester method.

Find out through the reference material the causes of accidents to swimmers. Some of these may be:

Cramps and heart trouble.

Currents and undertow.

Trying to save a drowning person not knowing life saving methods.

Diving into shallow water.

Going into water too soon after eating.

Staying in the water too long.

Going into water when tired or overheated.

Going swimming alone.

Going beyond depth.

Trying to swim ashore after a boat or canoe has capsized.

Going on unsafe ice.

Talk about causes of accidents to non-swimmers. Some of these may be:

Going beyond depth when wading or stepping in a hole.

Going out in a boat or canoe without knowing how to swim.

Undertows and river currents.

Going on unsafe ice. The following rules may be applied to ice:

One inch—keep off.

Two inches—one may.

Three inches—small groups.

Four inches—O. K.

PUPIL ACTIVITIES

Sending to National Headquarters, American Red Cross, Washington, D. C., for a bulletin on water games, races, and stunts. Also secure the swimmer's tests from the American Red Cross. Encourage pupils to pass these tests.

Reporting on success in learning to swim.

Reading and reporting on how to rescue a person, breaking "holds" and how to use the different "carries."

Demonstrating the performance of artificial respiration.

Writing the Camp Directors Association and U. S. Volunteer Life Guards for literature concerning the "life saving" work.

Listing some of the causes which may be factors in water accidents. Some of these may be:

Lack of protection of the water front.

Going into water too soon after eating.

Taking chances by swimming too far from shore.

Overloading boats or canoes.

Fooling or playing while in boats or canoes.

Not knowing life saving methods.

Inadequate life preservers on passenger boats.

Finding out about:

The organization of life-guards.

The "buddy" system.

Physical examination of swimmers.

What is required in Red Cross Tests.

Fire

References for correlating safety education to the high school courses of study:

General science, pp. 36 and 40.

Specific objective No. 6 on page 36, "To gain a knowledge of the danger due to carelessness in use of fire."

Specific objective No. 7 on page 36, "To develop a feeling of personal responsibility in the matter of observing precaution in fire prevention."

Pupil activity No. 24 on page 39, "Keep records of fires in the community and determine the causes, loss of each, as well as what preventable measures could have been used."

Teacher procedures Nos. 11 and 12 on page 40, "Have pupils study fire losses" and "Have pupils study fire prevention."

UNIT OBJECTIVE

To teach fire prevention and safety against fire.

SPECIFIC OBJECTIVES

To teach care with regard to matches and smoking.

To emphasize the dangers in starting bonfires or burning rubbish.

To teach care in the use of gasoline and kerosene.

To teach pupils caution in handling gas and other kinds of lamps and candles.

To teach care in regard to the use of fireworks.

To teach pupils the need for care in the use of stoves, boilers, and furnaces.

To teach care relative to hot ashes, open grates, and fireplaces.

To emphasize the importance of keeping rubbish cleaned up and oily rags placed in proper receptacles.

To teach pupils the importance of keeping chimneys and flues cleaned out.

To teach pupils how to inspect homes to locate common fire hazards.

To teach pupils how to use fire extinguishers.

To teach pupils how to put out a fire in an automobile.

To teach pupils what to do if the clothes catch fire.

To teach pupils how to escape from a smoke-filled room.

TEACHER PROCEDURE

Discuss ways in which fires originate from careless use of matches and smoking.

Talk about advisable steps before burning rubbish.

List points to keep in mind in building a bonfire and with regard to extinguishing it.

Talk about how acetylene lamps may prove dangerous, how to light a gas oven and how to look for a gas leak.

Discuss how fires may be caused by overheating stoves and furnaces, using defective oil burners, overheating ovens, carelessness with oily rags, electric heaters, hot ashes, open grates, and fireplaces.

Be sure that pupils know how to administer first aid to one suffocated from smoke, what to do if the clothes catch fire, and how to treat burns—See primary and intermediate and upper grade sections in this bulletin. Talk about how automobile fires are caused and how to extinguish such fires.

PUPIL ACTIVITIES

Finding out the fire loss which was occasioned in Iowa last year as a result of the careless use of matches and smoking.

Finding out the frequency of fires from bonfires or rubbish in comparison with other causes of fires.

Discussing the best and safest way to make a camp fire.

Reporting on the importance of care in:

Shutting off motors when stopping to get gasoline.

Smoking near gasoline tanks.

Keeping gasoline in the house.

Cleaning with gasoline.

Starting a fire with gasoline or kerosene.

Finding out the national fire loss in a recent year.

Looking up national losses due to fireworks.

Explaining how Independence Day may be celebrated without fire-crackers and fireworks.

Inspecting homes and schools for dangerous fire hazards.

Finding the cause and illustrating spontaneous combustion.

Finding out how dirty flues or chimneys rank in causing fires.

Demonstrating how short circuits may cause fires.

Reporting on the correction of home fire hazards.

Demonstrating the use of the fire extinguisher.

Discussing the value of fire extinguishers on automobiles and airplanes.

Discussing the prevention of automobile fires.

Railroad Accidents

Reference for correlating safety education to the high school courses of study:

Physics, page 16, specific objective, "To understand the part that friction plays in the operation of machines."

UNIT OBJECTIVE

To prevent railroad accidents.

SPECIFIC OBJECTIVES

To know some of the safety methods being used by railroads.

To emphasize some of the hazards of railroad-highway grade crossings.

To teach the dangers of "hopping" trains and of trespassing on the railroad right of way.

TEACHER PROCEDURE

Discuss with the pupils the installation of safety devices such as automatic signals, warning devices at crossings, automatic switches, etc.

Have pupils find out how many people were killed on railroad property last year.

Let pupils find out how many were killed at grade crossings last year.

Discuss the dangers of walking on railroads.

Let pupils find out how many accidents have occurred from hopping trains. Compare with other accidents for the same length of time.

PUPIL ACTIVITIES

Writing the Interstate Commerce Commission for their inspectional program for railroads.

Discussing the following topics:

Elimination of grade crossings.

Keeping pedestrians off the right of way.

Analyzing railroad-automobile accidents to find out causes of these accidents.

Discussing the precautions which should be observed upon approaching grade crossings. Why should one slow down for crossings and underpasses?

Electrical Accidents

Reference for correlating safety education to the high school courses of study:

Physics, pp. 48-53, specific objectives, "Voltaic cells as sources of electrical current" and "Resistance in connection with electric circuit."

General Science, pp. 62-66, "Electricity and our daily lives."

UNIT OBJECTIVE

To prevent electrical accidents.

SPECIFIC OBJECTIVES

To teach the dangers of high voltage circuits.

To teach the hazards of electrical devices and cords.

To teach what to do in case of electrical accidents.

TEACHER PROCEDURE

List the ways in which high voltage circuits may be dangerous. Some of these are:

Flying kites near high tension wires.

Climbing poles or trees near the wires.

Installing radio aerials over or under the circuits.

Broken and dangling wires.

To teach what to do in case of electrical accident see course of study for intermediate and upper grades.

Discuss what may be done to make the use of electrical appliances and cords safe.

PUPIL ACTIVITIES

Finding out and making a list of electrical hazards in connection with electrical appliances used in the home. Some of these may be:

Using worn out or frayed cords.

Overloading electric circuits.

Replacing blown out fuses with pennies, etc.

Poor installation.

Failure to disconnect electric irons, toasters, etc., when through using.

Finding out what accidents have happened in the community from the improper use of electrical appliances and poor cords.

Home Accidents

Prevention of home accidents may be correlated with the course of study in home economics.

UNIT OBJECTIVE

To prevent home accidents.

SPECIFIC OBJECTIVES

To know the dangers that exist around the homes.
To know how to prevent home accidents.

TEACHER PROCEDURE

List with the pupils the most common accidents which happen to children up to five years of age. Some of these are: burns and scalds, mechanical suffocation, poisons, drowning, automobiles, cutting and piercing instruments, and falls.

How may these accidents be prevented?

PUPIL ACTIVITIES

Reading and discussing the following:

- Dangers of burns and scalds.
- Permitting children to play with matches or build bonfires.
- Use of dangerous fireworks.
- Permitting children to have dangerous toys such as guns, etc.
- Mechanical suffocation.

Talking about how to prevent such accidents as drowning in cisterns, tubs of water, etc., poison from medicines, liniments, etc., which have been left within the reach of children, falls, injury from sharp instruments, and street accidents.

Firearms

References for correlating safety education with the high school courses of study:

Physics, page 33—pupil activities and evidences of mastery.

UNIT OBJECTIVE

To teach safety from firearms.

SPECIFIC OBJECTIVES

To teach the danger of firearms.
To teach care in the use of firearms.

TEACHER PROCEDURE

Discuss the hunter's license and its purpose.
Discuss safe ways of carrying firearms when hunting.

PUPIL ACTIVITIES

Finding out how a hunter's license is secured.
Looking up the law in this state with regard to carrying concealed weapons.
Relating incidents of accidents occurring from the careless use of firearms.

- Showing the proper way to carry a gun.
- Listing things to avoid when carrying a gun.

Poisons

References for correlating safety education with the high school courses of study:

General Science, page 21, pupil activity No. 14, "Find out what plants in the vicinity are poisonous and how to identify them, as poison ivy, etc."

Home Economics—Correlate the study of how to prevent poisoning with related science and home making.

UNIT OBJECTIVE

To teach safety from poisoning.

SPECIFIC OBJECTIVES

To teach the importance of care in taking medicine.

To teach care in coming in contact with poisonous plants.

To teach first aid treatment for common poisons.

TEACHER PROCEDURE

Discuss different ways in which people are poisoned.

List corrosive poisons such as carbolic acid, sulphuric acid, nitric acid, etc.

List irritant poisons such as rat poison, Paris Green, phosphorus on matches, lead in paint, gasoline, etc.

List nerve poisons such as belladonna, strychnine, prussic acid, opium, paregoric, headache powders, etc.

Send to the U. S. Department of Agriculture for copies of Farmers' Bulletin No. 1166 on Poison Ivy and Poison Sumac, and No. 796 on Edible and Poisonous Mushrooms.

Talk about the poison ivy, how and where it grows, and how to distinguish it from the harmless ivy.

Present first aid treatment for the various poisons listed.

PUPIL ACTIVITIES

Listing safety precautions with regard to bottles or boxes of medicine. Some of these may be:

Label all medicine carefully.

Mark poisonous medicine such as carbolic acid with crossbones and skull.

Avoid getting the wrong medicine bottle in the dark.

Keep medicine beyond reach of children.

Relating accidents which have happened as a result of carelessness in handling medicine.

Finding out what to do in case of corrosive, irritant, or nerve poisoning.

Listing all the poisons about the home and making sure that they are properly labeled.

Reporting on first aid treatment for corrosive, irritant, and nerve poisons.

Gas

References for correlating safety education to the high school courses of study:

Physics, pp. 34-35, "Expansion and the measurement of temperature and heat."

Correlate with the course of study on home economics.

General Science, pages 74-75, teacher procedure, "How the World Rides."

UNIT OBJECTIVE

To prevent gas accidents in the home.

SPECIFIC OBJECTIVES

To teach the common causes of gas accidents in the home and how to prevent them.

To teach the dangers of exhaust gas from automobiles.

To teach what to do when a person has been overcome by gas.

TEACHER PROCEDURE

Discuss the causes of gas accidents and in each case bring out means of prevention.

Discuss especially:

Gas leaks from poor tubing.

Using a match in looking for a gas leak.

Turning on the gas accidentally.

Poor installation.

Flame put out by wind or boiling over of liquid.

Talk about the danger of running the automobile motor in a closed garage.

Teach what to do for one who has been overcome by gas. Stress the following:

Open windows or take into a room free from gas.

Call the doctor if the case is serious.

Rub limbs to increase circulation.

Keep patient warm.

Stimulate with black coffee, camphor, and ammonia.

Perform artificial respiration.

PUPIL ACTIVITIES

Demonstrating the proper way to light gas burners or ovens.

Inspecting gas stoves at home to find out whether or not there are dangerous installations.

Discussing the danger of sleeping in rooms where gas stoves are burning.

Examining gas burners to see if they turn too easily or if wrong kind of tubing is used.

Listing accidents as the result of carbon monoxide gas.

Machines

References for correlating safety education to the high school courses of study:

Industrial Arts, page 18, number 1, "Make a list of all tool processes to be taught in the woodwork course (sawing, planing, chiseling, boring, etc.)."

UNIT OBJECTIVE

To teach safety in industrial arts and vocational shops.

SPECIFIC OBJECTIVES

To teach safe practice in the woodworking shop.

To teach safe practice in the machine shop, various shops including metal working, auto mechanics, printing, electrical, and other shops.

TEACHER PROCEDURE

Teach the safe use of commonly used hand tools before pupils make use of them. Such tools as hammers, knives, hand-saws, planes, and screw-drivers. Before such machines as jointer, circular saw, lathes, planer, grinder, etc., are used, teach the safe use of the machines.

Explain the importance of the safeguards and the keeping of such in position. Talk about the position of the operator's body and hands and the use of the push stick where applicable.

In connection with the shops give instruction in the use of the various machines and guards. Emphasize especially always keeping the safeguards in place.

PUPIL ACTIVITY

Making of various articles in the shops, at which time safety is practiced.

Aviation

Reference for correlating safety education with the high school courses of study:

General Science, pp. 74-75, "How the World Rides."

UNIT OBJECTIVE

To interest pupils in aviation safety.

SPECIFIC OBJECTIVES

To show the increase in air transportation and aviation industry.

To study the different causes of aviation accidents.

To note some of the factors which have made aviation safer.

TEACHER PROCEDURE

Read and discuss the growth of aviation.

Find out through reference material what part aircraft has taken in war.

Talk about the common causes of aviation accidents.

Find out through reference material such as newspapers and periodicals what is being done to reduce aviation accidents.

See Safety Education Magazine, Vol. XI, pp. 63 and 172, on Aviation.

PUPIL ACTIVITIES

Reporting on the development of air mail service.

Reporting on the development of transport service.

Finding out the causes of aviation accidents.

Finding out what the following are doing to reduce aviation accidents:

Municipal and federal landing fields.

Improvement of student training.

Protection from fire.

Improvement of aircraft parachutes.

Improvement of structural design of aircraft.

Work of the Department of Commerce in installing aids to air navigation.

SAFETY EDUCATION PROMOTED THROUGH A JUNIOR COURSE IN FIRST AID

The experience of large industrial concerns and other agencies has proved First Aid training to be of material aid where accidents have resulted in injuries to persons, but that it has a much more important significance in that it develops a safety consciousness resulting in accident prevention. Since the school of today produces the adult of tomorrow, it can render no greater service in the matter of safety than the development of safety consciousness.

UNIT OBJECTIVE

To develop safety consciousness and to teach the fundamentals of first aid to the injured.

SPECIFIC OBJECTIVES

To teach junior and senior high school pupils the elementary principles of First Aid to the injured and to discuss the problems of the first aider in accident prevention.

TEACHER PROCEDURE AND PUPIL ACTIVITY

1. *This Outline* is designed for presenting and teaching the Red Cross Junior Course in First Aid. Based upon the Red Cross First Aid Text Book, it is hoped that it will assist the instructor in interpreting the subject matter of the book and also help to promote general uniformity in instruction.
2. *Qualified Instructors* of Junior Courses should secure the Red Cross Instructor's Outline¹ and read carefully the introduction to the Standard Course, following the general instructions and suggestions therein, except as they specifically differ from those given for the Junior Course. This Instructor's Outline will give the complete material, which can be presented here only in synopsis.
3. *Students* who have completed the sixth grade requirements in school, or who have reached their twelfth birthday, are eligible for enrollment in the Junior Course. For persons over seventeen years of age the Standard Course is preferable.
4. *The Junior Course.* To cover the ground adequately, a minimum of 15 hours of instruction is required. This course combines the lecture with class discussion. Before beginning a new lesson, the instructor should give a brief review or quiz covering the pre-

¹*Instructor's Outline*, First Aid Courses. The American National Red Cross, Washington, D. C.

ceding lesson. Each demonstration by the instructor should be followed with actual practice work by the student. At the end of the class period, a practical problem based on outstanding points of the day's lesson should be presented. In the complete Outline, such problems have been inserted for class discussion or for team work.

Although the teaching time or length of each period may be the conventional one hour, experience has shown that more satisfactory results are obtained by slightly decreasing the length of each class period and increasing the number of sessions. This Outline, therefore, divides the material into 18 lessons of 50 minutes each. The class period recommended moreover corresponds to the usual school period.

As First Aid instruction for juniors should be on simple lines and devoid of confusing details, some of the material appearing in the Textbook has purposely been omitted. An effort has been made moreover to avoid the use of technical terms.

5. *The Textbook.* The instructor will be expected to use the American Red Cross First Aid Textbook. While its use by the pupils is not required, it is recommended that in the older age classes each pupil own a copy. Yet this question must of necessity be left for the decision of the instructor. The price of the Textbook is 60 cents.
6. *Materials Needed for Class Work.* The same materials are needed as listed for the Standard Course in the complete outline, although in some classes it may be decided to omit the teaching of the half-ring splint and the use of roller bandages. This is optional with the instructor, and his decision will depend much on the age and locality of the class. Improvised traction should be taught to all classes.
7. *How to Get Started and Conduct Course.* It is suggested that, before the first lesson, you secure and study the Red Cross Instructor's Outline and become familiar with the instructions appearing upon the Examination Record, Form 325-B. The local Red Cross Chapter will be glad to assist you with your work. Textbooks, supplies and junior examination blanks should be obtained from local Red Cross chapters. If you are unable to locate your local chapter chairman or secretary, or if the chapter is temporarily inactive, information and assistance will be promptly furnished by the State Superintendent of Public Instruction, State House, Des Moines, Iowa. You will note that the Red Cross suggest that a maximum value of 20 per cent be allowed for class work, and that the artificial respiration test, which requires a practical demonstration by each student, be given during the last class period and the grades may be recorded at that time. While no attempt has been made to fix an arbitrary division of time for the various parts of each lesson, it is believed that approximately 10 minutes will be required for a review of the previous lesson, 20 minutes for demonstration and

practice by students, 15 minutes for instruction and discussion of the day's assignment, and 5 minutes for discussion of the problem. An examination of the work suggested for each lesson will be of assistance in determining the amount of time to be allowed for satisfactorily completing each division or subject. It is necessary that the teacher avoid the use of technical terms. Remember that First Aid is a practical and common sense subject. It is especially necessary in the Junior Course that adequate time be spent in emphasizing accident prevention.

8. *Outline of Course.* The following is a synopsis of the lessons of the course. A total of not less than 15 clock hours is a rigid rule of the American Red Cross. If lesson periods are shortened more periods must be added to give the required hours of instruction to qualify for a certificate in Junior First Aid. Refer to the above mentioned Red Cross Manual for a complete outline of each lesson.

Lesson I

Definition and purpose of First Aid; general directions and discussion of the body skeleton and circulation; kinds and use of bandages and the application of open triangular bandage of hand and head.

Lesson II

Bandages—application of open chest, open back, open foot; compresses or dressings; wounds—dangers, kinds, treatment of small wounds and coagulation of blood.

Lesson III

Bandages—review of dressings, antiseptics, digital pressure, application of tourniquets and treatment of wounds with hemorrhage.

Lesson IV

Bandages—arm sling, face or back of head, cravat bandages of head, eye, neck, arm, forearm, thigh, leg. Shock—causes, symptoms, prevention, and treatment.

Lesson V

Bandage Practice, wounds—punctured, infected, of abdomen, animal bites.

Lesson VI

Review of methods for control of arterial and venous bleeding; snake bites, removal of splinters, removal of foreign body from eye, nosebleed, and internal injuries or bleeding.

Lesson VII

Demonstration and practice in artificial respiration; electric shock—symptoms, rescue, and treatment.

Lesson VIII

Drowning, hanging, and various forms of stoppage of respiration—symptoms and treatment.

Lesson IX

Fractures—simple, compound and skull; splints—purpose, materials and rules for applying.

Lesson X

Fractures—treatment of compound injuries of the head, jaw, collar bone, ribs, etc.

Lesson XI

Fractures—spine and pelvis; dislocations, sprains, strains, bruises, and the use of a stretcher.

Lesson XII

Burns and scalds—prevention, rescue and treatment.

Lesson XIII

Heat exhaustion, cramps, frostbites, prolonged exposure, poisons and food poisoning.

Lesson XIV

Unconsciousness, apoplexy, alcoholism, fainting and fits.

Lesson XV

Blisters, boils, colds, convulsions, corns, earache, hernia, hic-cough, hives.

Lesson XVI

Foreign bodies—in ear, nose, stomach, windpipe; insect bites, abdomen pains, ivy poisoning, toothache.

Lesson XVII

Transportation of sick; use of stretchers and carriers.

Lesson XVIII

General Review: First Aid Kits—kinds, materials and use.

EVIDENCES OF MASTERY

Instructions concerning the examination, ratings, questions, etc., will be found on the Examination Record Form 325-B. The minimum passing mark is 75 per cent.

The completed examination record should be forwarded through your nearest chapter to the Director of First Aid and Life Saving Service, National Headquarters, Washington, D. C., or to the Director at the appropriate Area Office, which is in St. Louis, Mo. Certificates will be issued to those students who have satisfactorily completed the course.

ACCIDENTAL DEATHS

Summary of Causes of Accidental Deaths in Iowa, According to School Age Groups

	1936			1937			1938			1939			1936-1939		
	Age Groups			Age Groups			Age Groups			Age Groups			Grand Total		
	5-9	10-14	15-19	5-9	10-14	15-19	5-9	10-14	15-19	5-9	10-14	15-19	5-9	10-14	15-19
Attack by venomous animals.....	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--
Food.....	--	--	--	--	--	--	--	--	3	--	1	1	--	4	4
Poisonous gas.....	--	--	--	1	--	--	--	--	--	1	1	--	2	1	--
Accidental poisonings (gas ex.).....	--	--	--	1	--	--	--	--	--	10	2	2	17	4	3
Conflagration.....	6	2	1	1	--	--	6	6	4	3	1	4	14	9	12
Burns (conflagration exc.).....	1	1	3	4	1	1	1	--	--	4	--	1	5	--	1
Mechanical suffocation.....	--	--	--	--	--	--	12	14	11	9	8	8	45	60	40
Drowning.....	7	18	11	17	20	10	--	3	8	1	3	7	5	23	31
Firearms.....	3	7	9	1	10	7	--	1	2	1	--	--	3	2	4
Cutting or piercing instruments.....	1	--	1	1	1	1	--	1	2	1	--	--	3	2	4
Falls.....	4	2	5	1	2	4	4	3	3	--	3	7	9	10	19
Crushing, landslide.....	--	--	1	--	1	1	3	--	1	--	--	--	3	1	3
Injuries by animals.....	2	4	1	--	1	1	--	1	1	--	3	2	2	9	5
Excessive cold.....	--	--	--	--	--	1	--	--	--	--	1	--	1	1	1
Excessive heat.....	1	--	1	--	--	--	1	--	1	--	--	--	1	--	2
Lightning.....	--	--	1	--	--	--	1	--	1	--	--	--	1	--	2
Electric currents.....	2	1	--	1	1	1	--	--	4	--	1	--	3	3	5
Other accidents.....	1	4	5	2	1	6	4	6	2	4	6	4	11	17	17
a. Foreign bodies.....	--	--	(1)	(2)	--	(1)	--	--	(1)	(1)	(1)	--	(3)	(1)	(3)
b. Others under this title.....	(1)	(4)	(4)	--	(1)	(5)	(4)	(6)	(1)	(3)	(5)	(4)	(8)	(16)	(14)
Mines and quarries.....	--	--	--	--	--	--	--	--	2	--	--	--	--	--	2
Agricultural machinery.....	--	1	1	2	1	1	1	1	3	--	2	--	3	5	5
Elevator accidents.....	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--
Machinery used in recreation.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Other machinery.....	--	--	1	--	--	--	2	--	--	2	2	--	4	2	1
Railroad and automobile.....	--	3	7	1	2	14	1	--	3	--	--	5	2	5	29
Other railroad accidents.....	--	2	2	--	--	2	--	--	5	--	2	--	--	4	9
Automobile accidents.....	25	16	43	21	14	59	16	16	29	20	24	42	82	70	173
Motorcycle.....	--	--	--	--	--	2	--	1	3	1	--	2	1	1	7
Other land transportation.....	3	8	2	5	10	4	--	2	--	2	2	--	10	22	6
Air transportation.....	--	--	2	--	--	3	--	--	--	--	--	1	--	--	6
Water transportation.....	1	--	4	--	1	1	--	2	4	--	--	--	1	3	9
Street car and automobile.....	--	--	--	--	--	1	--	--	1	--	--	--	--	--	2
Totals.....	57	69	101	58	69	120	52	57	90	59	62	86	226	257	397

SAFETY EDUCATION

Figures supplied by State Department of Health.

FIRE LOSS TABLE

NATIONAL FIRE LOSS

The annual fire loss for the United States has been reported by the National Board of Fire Underwriters as follows:

	Loss
1935	\$235,263,401
1936	266,659,449
1937	253,859,796
1938	265,591,231
1939 (estimated)	317,539,640

IOWA'S FIRE LOSS

The annual fire loss for Iowa has been reported by the state fire marshal, Des Moines, Iowa:

	No. of Fires	Loss
1935	4,657 fires	\$3,202,393
1936	6,551 fires	6,206,233
1937	5,181 fires	4,337,105
1938	4,739 fires	4,179,650
1939	5,409 fires	4,745,909

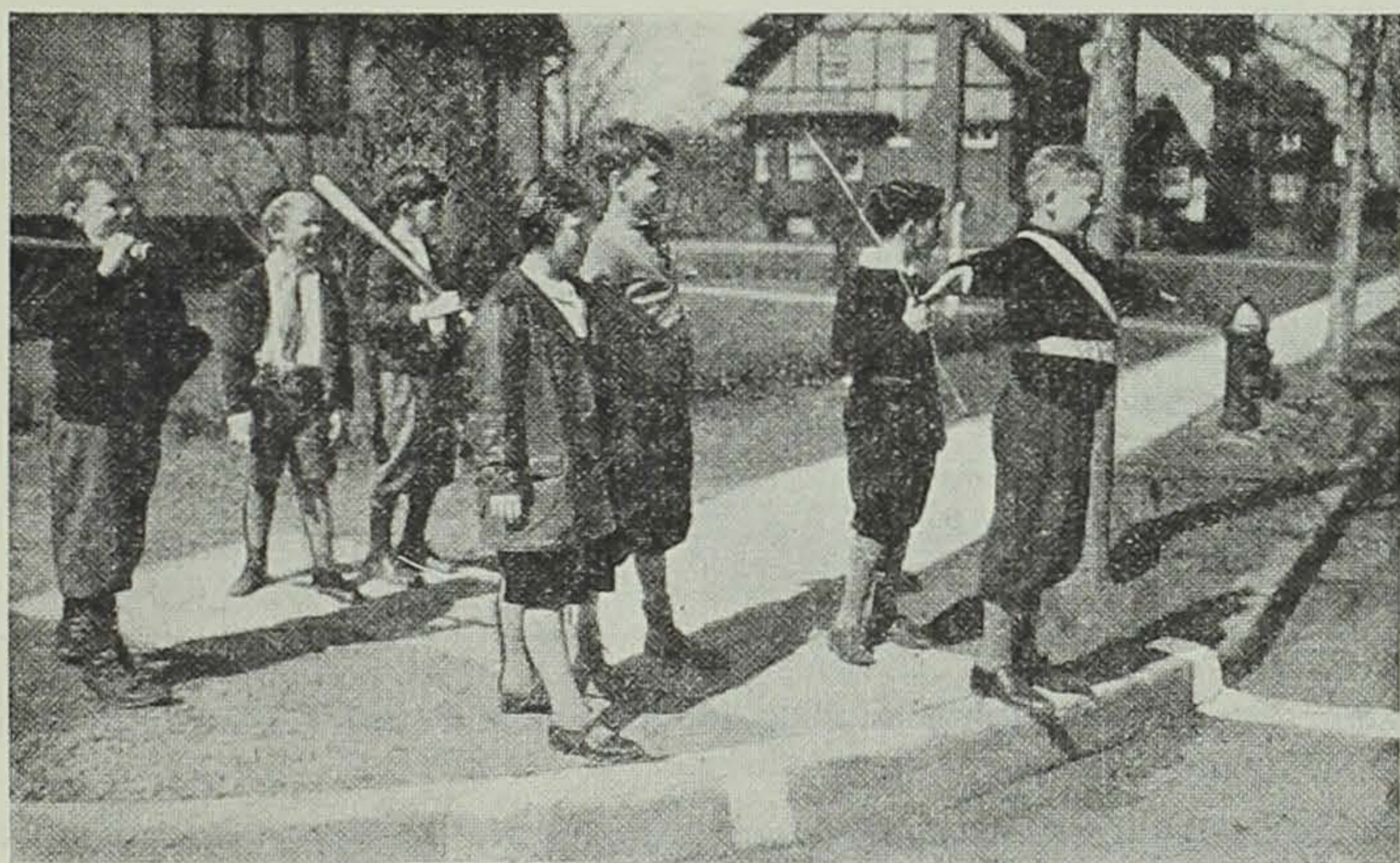
NUMBER OF DEATHS CAUSED BY AUTOMOBILE ACCIDENT BY COUNTIES

State of Iowa, 1939

Area	No. of Deaths	Area	No. of Deaths	Area	No. of Deaths	Area	No. of Deaths
1. Adair	2	26. Davis	0	51. Jefferson	1	76. Pocahontas ..	4
2. Adams	2	27. Decatur	2	52. Johnson	7	77. Polk	35
3. Allamakee ...	1	28. Delaware	4	53. Jones	3	78. Pottawattamie	15
4. Appanoose ..	0	29. Des Moines ..	5	54. Keokuk	5	79. Poweshiek ..	8
5. Audubon	1	30. Dickinson ...	5	55. Kossuth	5	80. Ringgold	0
6. Benton	11	31. Dubuque	4	56. Lee	10	81. Sac	4
7. Black Hawk .	15	32. Emmet	3	57. Linn	15	82. Scott	18
8. Boone	8	33. Fayette	43	58. Louisa	2	83. Shelby	3
9. Bremer	5	34. Floyd	2	59. Lucas	6	84. Sioux	6
10. Buchanan ...	5	35. Franklin	5	60. Lyon	3	85. Story	5
11. Buena Vista .	4	36. Fremont	5	61. Madison	2	86. Tama	12
12. Butler	2	37. Greene	4	62. Mahaska	8	87. Taylor	5
13. Calhoun	6	38. Grundy	1	63. Marion	6	88. Union	1
14. Carroll	5	39. Guthrie	2	64. Marshall	7	89. Van Buren...	1
15. Cass	4	40. Hamilton ...	8	65. Mills	2	90. Wapello	5
16. Cedar	1	41. Hancock	3	66. Mitchell	2	91. Warren	11
17. Cerro Gordo .	13	42. Hardin	3	67. Monona	8	92. Washington .	2
18. Cherokee ...	4	43. Harrison ...	13	68. Monroe	10	93. Wayne	1
19. Chickasaw ..	4	44. Henry	1	69. Montgomery .	3	94. Webster	11
20. Clarke	0	45. Howard	2	70. Muscatine ...	10	95. Winnebago ..	0
21. Clay	2	46. Humboldt ...	1	71. O'Brien	4	96. Winneshiek .	4
22. Clayton	3	47. Ida	3	72. Osceola	0	97. Woodbury ..	18
23. Clinton	14	48. Iowa	8	73. Page	5	98. Worth	4
24. Crawford ...	1	49. Jackson	5	74. Palo Alto ...	0	99. Wright	1
25. Dallas	5	50. Jasper	4	75. Plymouth ...	9		
						Total	530

Figures furnished by Statistical Division, State of Iowa.

STANDARD RULES FOR OPERATION OF SCHOOL SAFETY PATROLS



Patrol Boy holds children on sidewalk while vehicles are passing. (See Rule 7.) He is wearing the standard Sam Browne belt.

1. **Function.** The function of the school safety patrol is to instruct, direct and control the members of the student body in crossing the streets at or near schools. Patrols should not be charged with the responsibility of directing vehicular traffic, nor be allowed to do so, other than signalling to a motorist who approaches the crossing after the student pedestrians have left the curb.

Note: Patrols need not and should not, therefore, be recognized by city ordinance. They must not be termed "police" nor organized as such. When a patrol member raises his hand to warn a motorist approaching a group of children who are crossing the street, he is not directing or controlling the motorist, but merely calling his attention to his obligation under the law to respect the rights and safety of pedestrians at crosswalks.

An important function of school safety patrols is to instruct the school children in safe practices in their use of the streets at all times and places.

2. **Selection.** Patrol members should ordinarily be appointed by the principal or faculty adviser. These members are generally boys, but girls may be appointed in certain cases. They should be selected from the seventh and eighth grades, or from the sixth grade if that is the highest in the school. Patrol members should be selected for leadership and reliability. Their service should be voluntary and only with written approval of parent or guardian. Officers should serve for at least one

Pupil's name	
Address	
Grade	School
I hereby consent to having my $\left\{ \begin{array}{l} \text{son} \\ \text{daughter} \end{array} \right.$ serve as a member of the School Safety Patrol.	
(Signed)	(Parent or Guardian)
Date.....	

school term; other members may be changed quarterly. Any officer or member should be removed for cause.

3. Size and Officers. The size of the patrol varies with street conditions and size of school. The average patrol has ten to twelve members, including officers. Every patrol should have a captain. Lieutenants and sometimes sergeants may also be appointed.

4. Instruction and Supervision. Instruction and supervision are essential if the patrol is to be efficient and permanent. School officials are responsible for all school activities including safety patrols. Safety patrols are a means through which the instruction in traffic can be extended beyond the classroom. In the detailed training and supervision of patrols the best results generally are obtained by continuous supervision by a faculty sponsor and by utilizing the cooperation of the police department through one or more officers detailed for that purpose.

The local motor club, safety council, parent-teacher association or other civic body also may cooperate by providing general supervision and encouragement and by furnishing equipment. New members of the patrol should, where practicable, serve with and under the guidance of experienced members for at least a week.

5. Insignia. The standard insignia for patrol members is the white Sam Browne belt made of 2-inch material. This must be worn at all times while on duty. Special badges for officers may be worn on the left breast or left arm. Auxiliary equipment, if any, should be standard throughout the community.

Note: In order to increase effectiveness of patrol belts when worn over white or very light clothing, a narrow dark stripe may be provided at or close to each edge of the belt.

6. Increasing Visibility of Patrol Members Where Special Need Exists. The standard patrol belt is adequate to attract the attention of motorists



This Patrol Boy is stationed here to prevent students from crossing the street in mid-block. Other Patrol Boys direct crossing at corners.

under normal conditions. However, occasionally hill crests, curves, foliage or other conditions prevent the motorist from seeing the patrol member soon enough to insure a safe stop or other driving readjustment which may be needed.

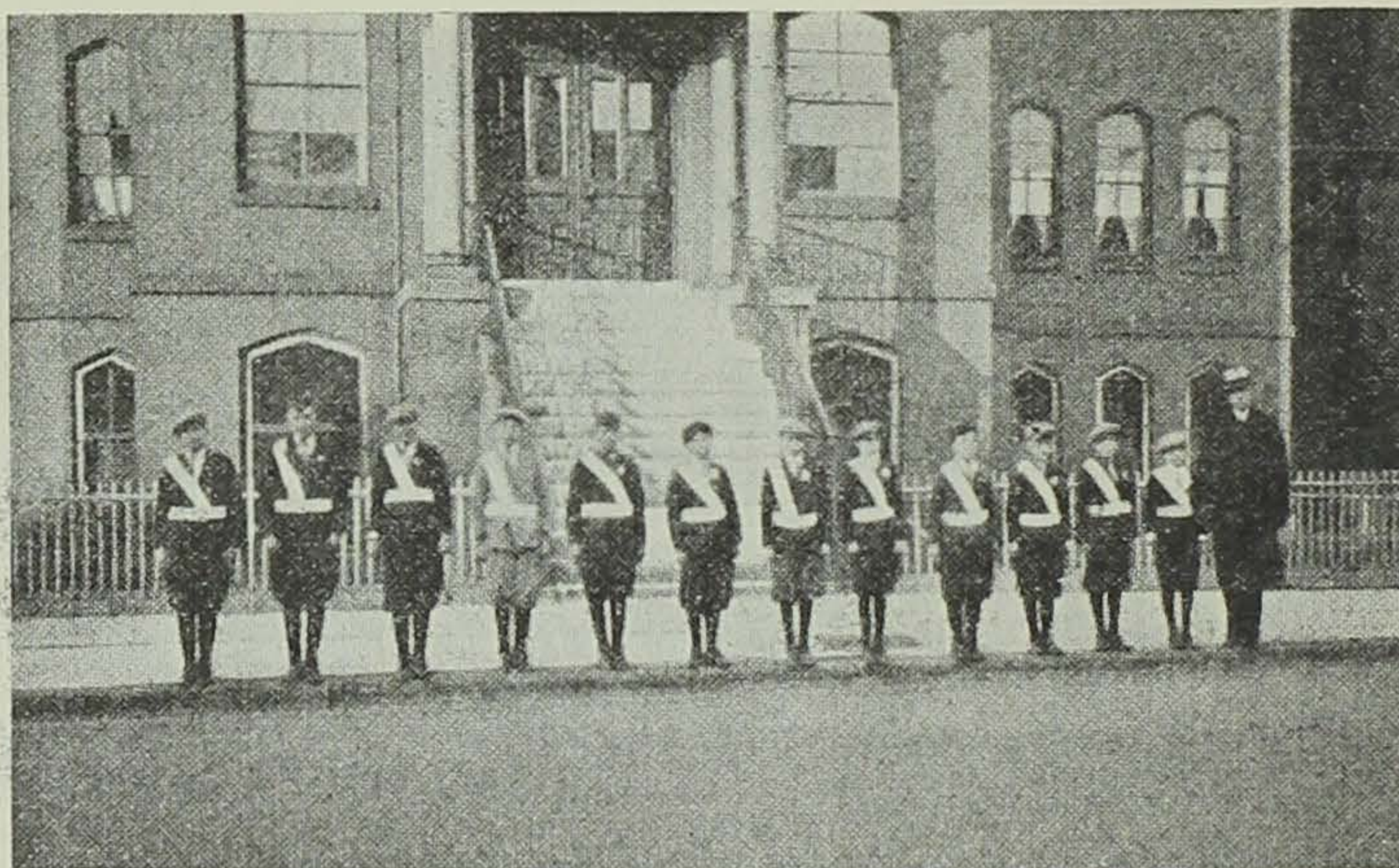
Under such unusual conditions one of the following procedures is warranted:

(a) If the patrol member cannot be seen at least as far away as the safe stopping distance for the legal speed at that location, a different location for the patrol-protected crossing should be selected.

(b) If this change is not practical, an auxiliary patrol member should be stationed on the approach to the crossing where he can be seen soon enough and such patrol member shall carry and use a warning flag as hereinafter described. Or some effective flashing or other signal or sign giving warning of a "SCHOOL CROSSING AHEAD" shall be so placed as to produce an adequate reduction in speed of approaching vehicles.

(c) If the motorist *can* see the patrol member soon enough to make appropriate readjustments in his speed *but for some reason often does not see the patrol member soon enough*, the patrol member shall use a warning flag as hereinbefore described.

Any such warning flag shall be approximately 24 inches square and shall be made of color-fast Federal yellow colored material. Such flag shall be fastened along one edge to a rod approximately four feet long. The flag may bear the word "SCHOOL" or the words "SCHOOL CROSSING." The flag shall be held upward and outward at an angle of about 45 degrees. The flag may be waved sufficiently to assure attracting the attention of any approaching motorist.



Patrol Boys soon come to take great pride in their work and in their soldier-like appearance. This group is on parade.

Note: When the flag is held at an angle of 45 degrees it presents the diamond shape which is the national standard signifying "SLOW." The designated Federal yellow color is likewise the standard color for a "SLOW" sign in accordance with the Manual on Uniform Traffic Control Devices. The size is also standard. It shall be clearly explained to patrol members that their use of such flags is solely for advising and assisting motorists and that patrol members have no power to control vehicular traffic.

The use of a red flag is not approved, for red is intended to mean "STOP" and might easily cause criticism against patrols which have no power to stop vehicular traffic.

Patrol members while on duty shall not have in their possession any stick, signal device, whistle, or other type of sign than the proposed yellow flag.

7. Position and Procedure. The patrol member should stand on the curb, not in the street, and hold back the children until he sees a lull in traffic. When this occurs, he motions for the children to cross the street in a group. He still keeps his position on the curb, except that if his view of traffic is obstructed by parked cars or otherwise, he may step into the street a sufficient distance to obtain a clear view, but not more than three paces; after the children have crossed, he returns to his station on the curb.

School authorities should arrange for proper parking of cars near schools so that only in exceptional cases will the patrol need to walk three paces into the street.

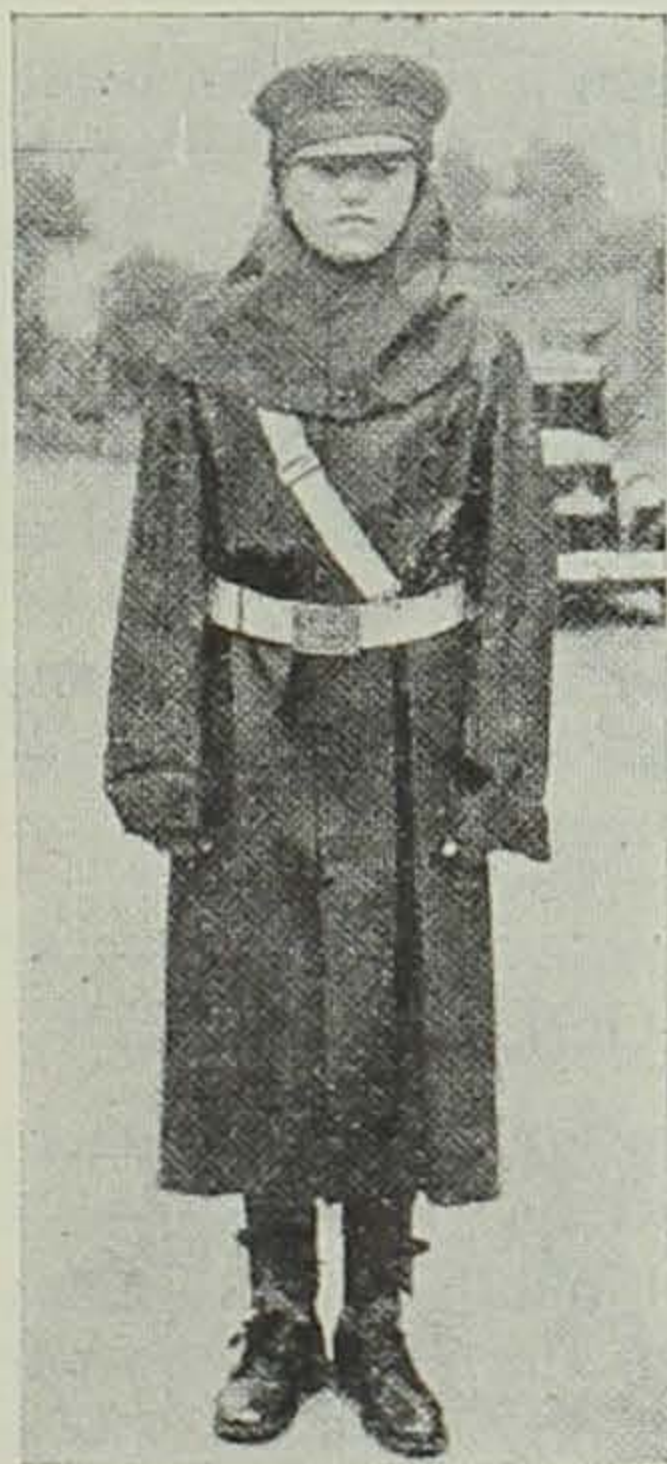
Where the street is wide or the traffic heavy, there should be two patrol boys at the crossing. One operates as described in the preceding paragraph, on the side from which the children are coming. The other

operates similarly on the opposite curb, giving attention to possible traffic approaching on that side and assisting the group of children to reach that curb in safety.

Where there are no adequate lulls in vehicular traffic occurring at reasonably frequent intervals and of sufficient duration to allow pupils to cross the street or highway safely, the traffic problem is not a patrol responsibility but should be handled by the municipality.

8. Hours on Duty. The patrol members should reach their posts ten or fifteen minutes before the opening of school in the morning and at noon and should remain until the last bell. At noon and afternoon dismissal they leave their classes two or three minutes before the dismissal bell and remain on duty until all pupils who are not stragglers have passed their posts. If any classes are dismissed earlier than the others, it is essential that patrols be on duty at all times while children are crossing the streets.

Note: From the standpoint of safety and of efficient patrol operation, therefore, it is preferable that all classes be dismissed at the same time. If not, the size of the patrol should be increased and the groups rotated so that no one member will be absent too long from his class.



If raincoats are provided for the Patrols, they should be black, with the standard white belt worn outside.

9. Relation to Police Officers. At intersections when traffic is controlled by an officer or a traffic signal or both, the patrols will direct the crossing of the children in conformity with the directions of the signal or the officer. At intersections without regular traffic control, the traffic may be sufficiently heavy to require the special assignment of a police officer at the times when children are going to or from school. When this is done, it is recommended that the police officer should not stand in the intersection but at the curb and, when a group of children has been collected, escort them across the street, stopping vehicular traffic for this purpose if necessary. The function of the patrol is then to hold the children at the curb until the police officer is ready to take them across.

10. Bus Duty. Where pupils are transported to and from school by bus, patrol members may be assigned to bus duty. Such assignment shall in no wise change or remove the full responsibility which the bus driver has for the safe conveying of children to and from school. The bus patrolman's function is purely that of assisting the bus driver. School authorities should instruct children to obey the bus driver and any patrol members assigned to bus duty.

One or two patrol members may be appointed for each bus, depending

upon its size. When two are on duty one shall be at the rear of the bus and one at the front. In the selection of patrol members for bus duty, consideration should be given to the location of the home of each such patrol member. It is desirable that the bus patrol members should be among the first to board the bus en route to school and among the last to leave the bus on the way home from school.

The duty of the bus patrol members shall be:

- (a) To see that all pupils are aboard the bus and seated before it starts.
- (b) To assist the bus driver in maintaining order while the bus is en route. The patrol member will see that no children have heads, arms or hands out of windows and that they maintain their seats en route.
- (c) To assist the bus driver in checking attendance.
- (d) To assist the bus driver in seeing that booklets, lunch kits, and other packages are placed where children are not likely to stumble over them.
- (e) To assist the bus driver in seeing that children board and leave the bus in a quiet and orderly manner. When children are to leave the bus, the patrolman should leave first and stand ready to give assistance, if necessary, to children getting off the bus. If, after the children have unloaded, some of them must cross the street or highway, the patrol member shall make certain that the roadway is clear in both directions before indicating to the children that there is a suitable lull in traffic for them to cross.
- (f) When the bus stops to pick up children or when a patrolman comes on duty at a bus stop, it shall be the duty of the patrol member to advise any children who must cross the highway to board the bus. The patrol member shall make certain that the roadway is clear in both directions before indicating that there is a sufficient lull in traffic for the children to cross. Except when the patrol member himself is to board the bus or is to leave the bus, no patrol member shall escort children across the highway.
- (g) In case it should become necessary the patrol member shall assist the driver in the use of the emergency door on the bus. For this purpose he should be given instruction by the bus driver.

HOME INSPECTION BLANK FOR SCHOOL CHILDREN

This blank has been taken from the Fire Prevention Week Handbook put out by the National Fire Protection Association. The teacher is requested to give one of these sheets to each of her pupils to take home. The questions are to be answered by the pupil with the help of the parents and returned to the teacher on the following day. The teacher is then to take up the sheets, when properly filled out, and turn them over to the fire chief. He then inspects the homes which the reports indicate harbor fire hazards. It has been reported that in places where this plan is used fires have been reduced in homes 50 per cent.

1. Name.....Town or City.....Street. No.....
2. Where is the fire alarm box nearest to your house?.....
3. How do you turn in a fire alarm?.....

4. How many stories high is your house?.....How many families occupy it?.....
5. Is there any cellar or basement?.....What is it used for?.....
6. Is there any accumulation of old paper and rubbish there?.....
Is any part of that in your portion?.....
7. Is there any attic?.....Is there any accumulation of rubbish, broken furniture, etc., there?.....
8. Is there any rubbish in yard that will burn?.....Any sheds with rubbish or wooden ash barrels in them?.....
9. Are the stairs and halls and closets or spaces under stairs kept clean of rubbish?.....
10. Is there anything kept on the fire escape landing or steps?.....
If so, what is it?.....
11. Do the chimneys smoke or seem to be dirty?.....
Can you tell when they were cleaned last?.....
12. Are there any unused stove pipe holes open or papered over and without metal stops?.....
13. Do any stove pipes or furnace pipes pass through closets, partitions, or attic?.....
14. Are all walls behind stoves and floors beneath them protected with metal?.....
15. Are any gas appliances connected to pipes by rubber tubing?.....
16. How much gasoline do you keep?.....Exactly how and where kept?
17. Do you use "dustless mops" and "dustless dusters"?.....
Exactly how and where kept when not in use?.....
18. Do you use electric irons or other electric appliances?.....
If so, what are they?.....
19. Is there a "pilot light" on the electric connection for these?.....
A good iron stand for the iron?.....
20. How are ashes disposed of?.....
Do you ever put them in wooden barrels or boxes?.....
21. What kind of matches do you use?.....How and where kept?.....
Can small children get to them?.....
22. Are there any gas jets near windows that curtains can blow against?
- Are the curtains so secured as not to blow loose?.....
23. Do you ever look for things in closets with matches or candles?.....
Do you ever use candles except in good candlesticks?.....
24. Do you keep a fire extinguisher in the house?.....
25. If you know or notice any bad habits or carelessness in other tenants or know any condition likely to cause a fire tell about it here.
.....
.....

STATISTICAL SUMMARY OF MOTOR
Summary Report of Motor Vehicle Accidents for Year, 1939. Note: All deaths occurring
TABLE A—TYPE OF ACCIDENT AND AGE GROUP—PART I (Part II on next page.)

Type of Accident	Number of Accidents				Persons Killed											
	Total	Fatal	Non-Fatal	Property Damage	Total	Male	Female	Age Group							Total	Male
								0-4	5-14	15-24	25-44	45-64	65-over	Age not Stated		
1. Pedestrian	1319	116	1233	-	117	80	37	12	14	6	10	31	14	-	1289	874
2. Other motor vehicle	9784	145	3367	6272	191	130	61	11	16	39	50	46	27	2	6076	3506
3. Railroad train	211	32	107	72	44	38	6	1	1	8	12	13	9	-	190	139
4. Electric car	121	2	42	77	3	3	-	-	-	2	1	-	-	-	53	33
5. Bicycle	322	7	314	1	7	7	-	-	4	2	-	-	1	-	343	304
6. Horse-drawn vehicle	70	2	31	37	2	2	-	-	-	-	-	1	1	-	34	30
7. Other vehicle	19	-	7	12	-	-	-	-	-	-	-	-	-	-	8	8
8. Animal	294	1	71	222	1	1	-	-	-	-	1	-	-	-	116	82
9. Fixed object	849	49	428	372	57	47	10	-	2	26	12	9	8	-	749	525
10. Non-collision	1962	100	1192	670	108	80	28	4	6	30	28	24	14	2	2146	1365
11. Miscellaneous	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	14,981	454	6792	7735	530	388	142	28	43	113	114	124	104	4	11004	6866

TABLE B—DRIVERS

TABLE B—DRIVERS (Continued)

I. Sex of Driver					VI. Driver's Condition																			
	Total	Fatal	Non-Fatal	Property Damage		Total	Fatal	Non-Fatal	Property Damage															
1. Male	20930	542	8762	11626	1. Had not been drinking	11810	264	4897	6649															
2. Female	2289	47	1043	1199	2. Had been drinking																			
3. Not stated	1066	18	282	766	(a) Obviously drunk	370	21	163	186															
Total drivers	24285	607	10087	13591	(b) Ability impaired	489	19	250	220															
II. Age of Driver					(c) Ability not impaired	1389	47	655	687															
					1. 13 years or under	9	-	5	4	(d) Not known whether impaired	883	45	465	373										
					2. 14	49	3	20	26	3. Not stated	934	211	3657	5476										
					3. 15	65	-	38	27	Total drivers	24285	607	10087	13591										
					4. 16	317	7	122	188	4. Accidents—involving drivers had been drinking	2413	113	1214	1086										
					5. 17	550	12	245	293	5. Accidents—involving drivers not drinking	7367	183	3316	3868										
					6. 18	769	14	365	390	6. Accidents—information not stated	5201	158	2262	2781										
					7. 19	914	17	423	474	Total accidents	14981	454	6792	7735										
					8. 20	854	25	349	480	7. Had physical defect														
					9. 21-24	3325	89	1399	1837	(a) Eyesight defective	52	2	24	26										
					10. 25-44	9095	234	3749	5112	(b) Hearing defective	11	-	6	5										
					11. 45-64	4523	116	1874	2533	(c) Other physical defects	8	2	2	4										
					12. 65 and over	841	38	389	414	8. Fatigued	45	1	26	18										
13. Not stated	2974	52	1109	1813	9. Apparently asleep	151	10	71	70															
Total drivers	24285	607	10087	13591	10. Other handicap	40	1	22	17															
III. Residence of Driver					11. Apparently normal	20166	521	8464	11181															
					1. Resident of urban area	11550	275	5900	8375	12. Not stated	3912	70	1472	2270										
					2. Resident of rural area	8366	286	3751	4329	Total drivers	24285	607	10087	13591										
					3. Not stated	1369	46	436	887	13. Accidents—drivers defective	294	16	144	134										
					Total drivers	24285	607	10087	13591	14. Accidents—drivers normal	12610	386	5758	6466										
					4. Residing within 25 miles of place of accident	17956	396	7448	10112	15. Accidents—physical defects not stated	2077	52	890	1135										
					5. Residing elsewhere in state	3915	132	1745	2038	Total accidents	14981	454	6792	7735										
					6. Non-resident of state	1530	64	648	818	VII. Violations Indicated														
					7. Not stated	884	15	246	623						1. Exceeding speed limit	598	30	284	284					
					Total drivers	24285	607	10087	13591						2. Did not have right of way	2976	47	1135	1794					
					IV. License of Driver										3. On wrong side of road	1999	75	828	1096					
															1. Licensed in state	19811	442	8151	11218	4. Drove through safety zone	6	1	3	2
															2. Resident—no license	1776	58	887	831	5. Passing standing street car	6	-	5	1
3. Non-resident—licensed in other state	1341	48	576	717											6. Passing on hill	39	3	23	13					
4. Non-resident—no license	28	2	12	14											7. Passing on curve	47	1	12	34					
5. Not stated	1329	57	461	811											8. Other improper passing	589	7	217	365					
Total drivers	24285	607	10087	13591											9. Failure to signal or improper signal	365	2	126	237					
V. Experience of Driver															10. Improper turn—wide right turn	80	2	28	50					
															1. Learner under instruction	23	-	13	10	11. Same—cut corner on left turn	167	2	80	85
															2. Less than three months	94	1	41	52	12. Same—turned from wrong lane	26	-	10	16
										3. Three to six months	94	1	45	48	13. Other improper turning	102	-	34	68					
										4. Six to twelve months	99	-	38	61	14. Coasting (car out of gear—down grade)	16	-	5	11					
										5. 1-5 years	3416	52	1458	1906	15. Disregarded stop sign	313	14	154	145					
					6. 6-10 years	3625	58	1488	2079	16. Disregarded warning sign	87	5	47	35										
					7. 11 years or more	8984	147	3639	5198	17. Disregarded signal	55	1	23	31										
					8. Not stated	7950	348	3365	4237	18. Disregarded police officer	4	1	3	-										
					Total drivers	24285	607	10087	13591	19. Improper parking	82	1	31	50										
					VI. Driver's Condition (Continued)					20. Improper starting from parked position	339	-	52	287										
										1. Exceeding speed limit	598	30	284	284	21. Following to close	1057	1	352	704					
										2. Did not have right of way	2976	47	1135	1794	22. Other improper action	5357	221	2611	2525					
3. On wrong side of road	1999	75	828	1096						23.														
4. Drove through safety zone	6	1	3	2						24.														
5. Passing standing street car	6	-	5	1						25.														
6. Passing on hill	39	3	23	13						Total violations	14310	474	6063	7833										
7. Passing on curve	47	1	12	34						26. Drivers in violation	13163	379	5550	7234										
8. Other improper passing	589	7	217	365						27. Drivers not in violation	8946	177	3787	4982										
9. Failure to signal or improper signal	365	2	126	237						28. Drivers—violation not stated	2176	51	750	1375										
10. Improper turn—wide right turn	80	2	28	50						Total drivers	24285	607	10087	13591										
11. Same—cut corner on left turn	167	2	80	85						29. Accidents involving a violation	11620	351	4962	6307										
12. Same—turned from wrong lane	26	-	10	16						30. Accidents not involving a violation	2115	64	1358	723										
13. Other improper turning	102	-	34	68	31. Accidents—violations not stated	1216	39	472	705															
14. Coasting (car out of gear—down grade)	16	-	5	11	Total accidents	14981	454	6792	7735															
15. Disregarded stop sign	313	14	154	145																				
16. Disregarded warning sign	87	5	47	35																				
17. Disregarded signal	55	1	23	31																				
18. Disregarded police officer	4	1	3	-																				
19. Improper parking	82	1	31	50																				
20. Improper starting from parked position	339	-	52	287																				
21. Following to close	1057	1	352	704																				
22. Other improper action	5357	221	2611	2525																				
23.																								
24.																								
25.																								

VEHICLE TRAFFIC ACCIDENTS IN IOWA

on or before February 1, 1940, as a result of a 1939 accident are included in this report.

TABLE A—TYPE OF ACCIDENT AND AGE GROUP—PART II

Female	Persons Injured								Totals Same Month Last Year			Totals This Year To Date			Totals Same Period Last Year			
	Age Group							Slightly Injured	Seriously Injured	All Accidents	Killed	Injured	All Accidents	Killed	Injured	All Accidents	Killed	Injured
	0-4	5-14	15-24	25-44	45-64	65-over	Age not Stated											
415	138	366	117	124	182	134	228	1011	278			1349	117	1289	1326	105	1289	
2570	128	323	1346	1498	944	280	1557	5315	761			9784	191	6076	7939	156	5103	
51	4	6	42	66	33	9	30	154	36			211	44	190	201	57	148	
20	1	1	11	20	13	3	2	51	2			121	3	53	128	2	63	
39	1	171	87	5	5	2	71	303	40			322	7	343	325	10	318	
4	1	1	3	6	11	4	9	28	6			70	2	34	73	1	58	
	1	1	1	1	5			8				19		8	35	1	28	
34	5	7	32	29	13		30	101	15			294	1	116	191		78	
224	6	22	263	173	86	28	171	590	159			849	57	749	707	34	643	
781	28	71	683	426	207	71	661	1744	402			1962	108	2146	1779	120	2061	
															8		5	
1138	310	969	2588	2348	1499	531	2759	9305	1699			14981	530	11004	12712	1486	9794	

TABLE C—PEDESTRIANS

I. Residence of Pedestrian	Total	Fatal	Non-Fatal	Property Damage
1. Resident of urban area	1100	67	1033	-
2. Resident of rural area	301	50	251	-
3. Not stated				-
Total pedestrians	1401	117	1284	-
4. Residence within 25 miles of place of accident	1362	115	1247	-
5. Resident elsewhere in state	22	1	21	-
6. Non-resident of state	10	1	9	-
7. Not stated	7	-	7	-
Total pedestrians	1401	117	1284	-
II. Action of Pedestrian				
1. Crossing at intersection				
(a) With signal	79	3	76	-
(b) Against signal	71	6	65	-
(c) No signal	345	29	316	-
(d) Diagonally	29	-	29	-
2. Crossing not at intersection				
(a) Coming from behind parked cars	230	15	215	-
(b) Not coming from behind parked cars	265	31	234	-
3. From behind parked cars to enter vehicle	8	-	8	-
4. Waiting for or getting on or off street car—safety zone	2	-	2	-
5. Same—not at safety zone	9	-	9	-
6. Getting on or off other vehicle	27	2	25	-
7. Playing in roadway	83	4	79	-
8. Working in roadway	18	2	16	-
9. Walking in roadway				
(a) With traffic				
(1) Sidewalks available	32	3	29	-
(2) Sidewalks not available	41	7	34	-
(b) Against traffic				
(1) Sidewalks available	6	2	4	-
(2) Sidewalks not available	15	1	14	-
10. Hitching on vehicle	6	-	6	-
11. Not in roadway	32	1	31	-
12. Not stated	103	11	92	-
Total pedestrians	1401	117	1284	-
III. Pedestrian's Condition				
1. Had not been drinking	1258	96	1162	-
2. Had been drinking				
(a) Obviously drunk	28	6	22	-
(b) Ability impaired	17	4	13	-
(c) Ability not impaired	4	-	4	-
(d) Not known whether impaired	7	2	5	-
3. Not stated	87	9	78	-
Total pedestrians	1401	117	1284	-
4. Had physical defect				
(a) Eyesight defective				
(b) Hearing defective				
(c) Other physical defects	12	2	10	-
5. Fatigued				
6. Apparently asleep	2	1	1	-
7. Other handicap	6	2	4	-
8. Apparently normal	1289	105	1184	-
9. Not stated	92	7	85	-
Total pedestrians	1401	117	1284	-

TABLE C—PEDESTRIANS (Continued)

IV. Violations Indicated	Total	Fatal	Non-Fatal	Property Damage
1. Did not have right of way	76	9	67	-
2. On wrong side of road	25	7	18	-
3. Disregarded warning sign				-
4. Disregarded signal	22	-	22	-
5. Disregarded police officer				-
6. Other improper action	841	72	769	-
7.				-
Total number of violations	964	88	876	-
8. Number of pedestrians in violation	964	88	876	-
9. Number of pedestrians—no violation	380	24	356	-
10. Not stated	57	5	52	-
Total pedestrians	1401	117	1284	-

TABLE D—VEHICLES

I. Type of Vehicle	Total	Fatal	Non-Fatal	Property Damage
1. Passenger car	20957	474	8746	11737
2. Passenger car and trailer	47	2	20	25
3. Passenger car and house trailer	15	1	5	9
4. Truck	2755	96	1009	1650
5. Truck and trailer	64	2	26	36
6. Truck tractor	48	3	13	32
7. Truck tractor and semi-trailer	179	7	77	95
8. Other combination	38	1	13	24
9. Other tractor	14	1	2	11
10. Taxicab	52	2	27	23
11. Bus	100	3	38	59
12. School bus	8	-	2	6
13. Motorcycle	168	9	153	6
14. Emergency vehicle	18	-	9	9
15. Motor scooter bike	5	-	5	-
16.				
17. Not stated	879	14	235	630
Total vehicles	25347	615	10380	14352
II. Vehicular Defects				
1. Defective brakes	296	8	140	148
2. Rear light insufficient	7	-	3	4
3. Rear light out	9	-	4	5
4. One headlight out	11	-	6	5
5. Both headlights out	42	1	21	20
6. Headlights insufficient	25	2	12	11
7. Headlights glaring	7	-	1	6
8. Other lights or reflectors deficient	7	-	1	6
9. Steering gear defective	84	3	48	33
10. No trailer brakes	4	-	1	3
11. Other defects	90	2	62	26
12.				
Total defects	582	16	299	267
13. Vehicles defective	582	16	299	267
14. Vehicles not defective	24765	599	10081	14085
15. Vehicles—not stated				
Total vehicles	25347	615	10380	14352
16. Accidents—defective equipment	549	16	286	247
17. Accidents—no defects	11432	438	6506	7488
18. Accidents—defects not stated				
Total accidents	14981	454	6792	7735

TABLE E—TIME

I. Time of Day	Total	Fatal	Non-Fatal	Property Damage
1. 12:01 a.m. to 1:00 a.m.	605	24	272	309
2. 1:01 a.m. to 2:00 a.m.	447	19	214	214
3. 2:01 a.m. to 3:00 a.m.	245	16	109	120
4. 3:01 a.m. to 4:00 a.m.	182	7	79	96
5. 4:01 a.m. to 5:00 a.m.	104	3	50	51
6. 5:01 a.m. to 6:00 a.m.	109	5	51	53
7. 6:01 a.m. to 7:00 a.m.	242	10	103	129
8. 7:01 a.m. to 8:00 a.m.	400	11	154	235
9. 8:01 a.m. to 9:00 a.m.	524	19	194	311
10. 9:01 a.m. to 10:00 a.m.	599	14	243	342
11. 10:01 a.m. to 11:00 a.m.	636	23	254	359
12. 11:01 a.m. to 12:00 Noon	598	16	273	309
13. 12:01 p.m. to 1:00 p.m.	675	11	272	392
14. 1:01 p.m. to 2:00 p.m.	644	16	269	359
15. 2:01 p.m. to 3:00 p.m.	649	17	267	365
16. 3:01 p.m. to 4:00 p.m.	850	20	377	453
17. 4:01 p.m. to 5:00 p.m.	1025	19	490	516
18. 5:01 p.m. to 6:00 p.m.	1093	42	510	541
19. 6:01 p.m. to 7:00 p.m.	792	28	369	395
20. 7:01 p.m. to 8:00 p.m.	946	24	469	453
21. 8:01 p.m. to 9:00 p.m.	793	29	412	352
22. 9:01 p.m. to 10:00 p.m.	630	19	302	309
23. 10:01 p.m. to 11:00 p.m.	645	10	302	333
24. 11:01 p.m. to 12:00 Midnight	585	20	261	304
25. Not stated	963	32	496	435
Total accidents	14,981	454	6,792	7,735
II. Day of Week				
1. Monday	1851	50	841	960
2. Tuesday	1852	51	812	989
3. Wednesday	1911	47	832	1032
4. Thursday	1929	59	819	1051
5. Friday	2051	67	926	1058
6. Saturday	2686	87	1265	1334
7. Sunday	2687	93	1294	1300
8. Not stated	14	-	3	11
Total accidents	14,981	454	6,792	7,735
III. Light Conditions				
1. Daylight	7805	196	3326	4283
2. Dusk or semi-darkness	785	29	376	380
3. Darkness—street lights	2891	62	1377	1452
4. Darkness—no street lights	2533	108	1246	1179
5. Darkness—lighting not stated	-	-	-	-
6. Not stated	967	59	467	441
Total accidents	14,981	454	6,792	7,735

TABLE F—LOCATION

I. Urban—Rural	Total	Fatal	Non-Fatal	Property Damage
<i>Within incorporated city or town (urban)</i>				
1. Below 1,000 population	489	27	232	230
2. 1,000 to 2,500 population	457	15	195	247
3. 2,500 to 5,000 population	674	19	259	396
4. 5,000 to 10,000 population	391	1	140	250
5. 10,000 or over	6677	82	2905	3690
6. Not stated	-	-	-	-
Total urban accidents	8688	144	3731	4813
<i>Not within incorporated city or town (rural)</i>				
7. Federal aid highway (rural)	2289	120	1085	1084
8. State highway (rural)	1604	70	775	759
9. County and local roads (rural)	2371	120	1182	1069
10. Not stated	29	-	19	10
Total rural accidents	6293	310	3061	2922
Total all locations	14,981	454	6,792	7,735
II. Character				
1. Street or highway intersection	5026	102	2198	2726
2. Alley or driveway intersection	683	7	285	391
3. Railroad crossing	238	32	122	84
4. Bridge or overhead overhead	264	14	119	131
5. Underpass	3	-	2	1
6. All others	8767	299	4066	4402
7. Not stated	-	-	-	-
Total accidents	14,981	454	6,792	7,735
III. Kind of Locality				
1. Industrial district	328	6	130	192
2. Business district	2652	32	1121	1499
3. Residential district	5305	94	2266	2945
4. School district	161	3	82	76
5. Open	6424	315	3142	2967
6. Not stated	111	4	51	56
Total accidents	14,981	454	6,792	7,735

TABLE G—HIGHWAY

I. Character of Roadway	Total	Fatal	Non-Fatal	Property Damage
1. Straightaway	11,111	284	5062	6065
2. Slight curve	884	30	433	421
3. Sharp curve	539	32	298	209
4. Winding road	179	6	86	87
5. Not stated	1968	102	913	953
Total accidents	14,981	454	6,792	7,735
6. On level road	9023	231	3971	4821
7. At hillcrest	535	19	250	266
8. On grade	2723	86	1323	1314
9. Not stated	2700	118	1248	1334
Total accidents	14,981	454	6,792	7,735
II. Type of Surface				
1. Concrete	7118	213	3214	3691
2. Brick	1788	24	752	1012
3. Asphalt	1923	18	763	1112
4. Woodblock	34	-	21	13
5. Oil	118	4	52	62
6. Gravel	2309	117	1130	1062
7. Dirt	618	27	308	283
8. Black top	17	1	7	9
9. Not stated	1056	50	545	461
Total accidents	14,981	454	6,792	7,735
III. Surface Condition				
1. Dry	9833	294	4580	4959
2. Wet	1519	33	672	814
3. Muddy	66	5	30	31
4. Snowy	691	7	245	439
5. Icy	1062	13	383	666
6. Not stated	1810	102	882	826
Total accidents	14,981	454	6,792	7,735
IV. Road Defects				
1. Under construction or repair	9	-	4	5
2. Obstruction not lighted	16	-	8	8
3. Foreign material on surface	158	9	83	66
4. Poor shoulders	22	1	13	8
5. Poor surface	433	17	237	179
6. Not stated	-	-	-	-
Total number of defects	638	27	345	266
8. Accidents—road defects	638	27	345	266
9. Accidents—no defects	11,202	425	6,375	7,102
10. Accidents—defects not stated	147	2	72	67
Total number of accidents	14,981	454	6,792	7,735
V. Traffic Control				
1. Provided and functioning				
a. At intersection	944	25	486	433
b. At railroad crossing	79	16	40	23
c. Other locations	379	4	142	233
2. Provided—not functioning				
a. At intersection	37	-	10	27
b. At railroad crossing	34	-	22	12
c. Other locations	29	1	17	11
3. No control provided				
a. At intersection	4021	75	1694	2252
b. At railroad crossing	116	14	57	45
c. Other locations	9299	315	4306	4678
4. Not stated	43	4	18	21
Total accidents	14,981	454	6,792	7,735

TABLE H—GENERAL

I. Weather	Total	Fatal	Non-Fatal	Property Damage
1. Clear	9748	284	4469	4995
2. Cloudy	1850	38	747	1065
3. Raining	748	18	353	377
4. Snowing	585	7	214	364
5. Fog or mist	397	14	169	214
6. Dust or smoke	43	-	24	19
7. Not stated	1610	93	816	701
Total accidents	14,981	454	6,792	7,735
II. Obscured Vision—Vehicle				
1. Rain or snow on windshield	454	13	222	219
2. Cracked windshield	10	-	6	4
3. Dirty windshield or windows	21	1	13	7
4. Windshield or windows not glass	2	-	1	1
5. Not stated	-	-	-	-
Total vehicular vision obstructions	487	14	242	231
Total vehicles with vision obscurement	487	14	242	231
Total accidents—vehicular vision obscurement	372	11	196	165

TABLE H—GENERAL (Continued)

III. Obscured Vision—Highway	Total	Fatal	Non-Fatal	Property Damage
1. Building	66	4	24	38
2. Trees, crops, etc.	266	14	142	110
3. Embankment	114	8	55	51
4. Signboards, etc.	8	-	2	6
5. Parked cars and others	315	15	160	140
Total highway vision obscurments	769	41	383	345
Total accidents—highway vision obscurement	552	30	282	240
IV. Miscellaneous	Total	Fatal	Non-Fatal	Property Damage
1. Vehicle skidded	971	26	431	514
2. Tire puncture or blowout	199	8	122	69
3. Attempting to avoid other vehicle, object or pedestrian	310	7	167	136
4. Driverless moving vehicle	41	-	8	33
5. Hit and run accidents				
a. Apprehended	57	2	16	39
b. Not apprehended	135	5	36	94

TABLE I—SPEED

I. Approximate Speed (Preceding Accident)	Total	Fatal	Non-Fatal	Property Damage
1. Standing still	686	5	254	427
2. 0-5 miles per hour	700	5	289	406
3. 6-10 miles per hour	1280	19	517	744
4. 11-15 miles per hour	2233	15	816	1402
5. 16-20 miles per hour	2752	32	1098	1622
6. 21-30 miles per hour	3377	73	1518	1786
7. 31-40 miles per hour	2254	75	1129	1050
8. 41-50 miles per hour	1349	41	713	595
9. 51-60 miles per hour	384	21	216	147
10. 61-70 miles per hour	70	6	39	25
11. 71 miles per hour and over	23	5	12	6
12. Not stated	9177	310	3486	5381
Total number of drivers	24285	607	10087	13591
II. Excessive Speed	Total	Fatal	Non-Fatal	Property Damage
1. Drivers exceeding speed limit	937	40	463	434
2. Drivers not exceeding speed limit	9713	136	3970	5607
3. Drivers—speed not stated	13635	431	5654	7550
Total drivers	24285	607	10087	13591
4. Drivers exceeding safe speed	1049	32	464	553
5. Drivers not exceeding safe speed	4701	89	2104	2508
6. Drivers—speed not stated	18535	486	7519	10530
Total drivers	24285	607	10087	13591
7. Accidents in which speed limit was exceeded	893	37	443	413
8. Accidents in which speed limit was not exceeded	6420	110	2837	3473
9. Accidents in which speed was not stated	7668	307	3512	3849
Total accidents	14981	454	6792	7735
10. Accidents in which safe speed was exceeded	920	29	417	474
11. Accidents in which safe speed was not exceeded	3129	70	1495	1564
12. Accidents in which speed was not stated	10932	355	4880	5697
Total accidents	14981	454	6792	7735

TABLE J—DIRECTIONAL ANALYSIS

I. Intersection Accidents Involving Two Motor Vehicles	Total	Fatal	Non-Fatal	Property Damage
1. Both cars going straight—entering from				
a. Same direction	44	-	13	31
b. Opposite direction	103	1	41	61
c. At angle	2718	48	1004	1666
2. One right turn, one straight—entering from				
a. Same direction	32	-	12	20
b. Opposite direction	19	-	5	14
c. At angle	89	-	23	66
3. One left turn, one straight—entering from				
a. Same direction	278	2	84	192
b. Opposite direction	409	1	166	242
c. At angle	361	5	111	245
4. One car stopped—entering from				
a. Same direction	2	-	2	-
b. Opposite direction	3	1	-	2
c. At angle	9	-	2	7
5. All others—entering from				
a. Same direction	25	-	4	21
b. Opposite direction	27	-	11	16
c. At angle	100	-	33	67
6. Not stated	22	2	7	13
Total	4241	60	1518	2663

TABLE J—DIRECTIONAL ANALYSIS (Cont'd)

II. Intersection Accidents Involving a Motor Vehicle and Pedestrian	Total	Fatal	Non-Fatal	Property Damage
1. Car turning right				
a. Entering intersection	18	1	17	-
b. Within intersection	9	-	9	-
c. Leaving intersection	31	1	30	-
2. Car turning left				
a. Entering intersection	15	-	15	-
b. Within intersection	21	-	21	-
c. Leaving intersection	32	1	31	-
3. Car going straight				
a. Entering intersection	148	7	141	-
b. Within intersection	70	4	66	-
c. Leaving intersection	106	17	89	-
4. All others				
a. Entering intersection	12	2	10	-
b. Within intersection	6	-	6	-
c. Leaving intersection	4	-	4	-
5. Not stated	23	2	21	-
Total	495	35	460	-

III. All Other Intersection Accidents Involving a Motor Vehicle

1. Collision with vehicle other than motor vehicle	207	2	173	32
2. Collision with fixed object in roadway	15	1	7	7
3. Overturned in roadway—no preceding collision	6	1	4	1
4. Car left roadway—no preceding collision, then struck fixed object	25	1	14	10
5. Car left roadway—no preceding collision, then overturned	22	1	14	7
6. Person fell from vehicle	3	-	3	-
7. All others	12	1	5	6
8. Not stated	-	-	-	-
Total	290	7	220	63

IV. Non-Intersection Accidents Involving Two Motor Vehicles

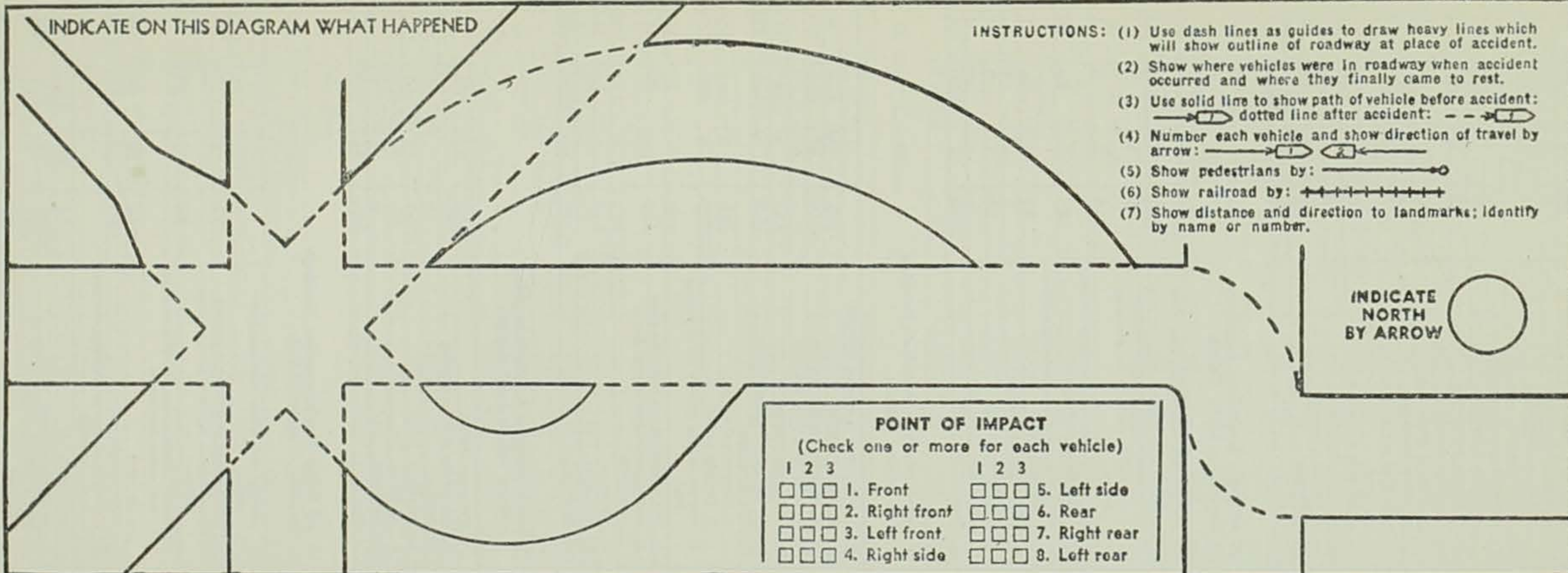
1. Vehicles going in opposite direction				
a. Head-on collision	264	33	140	91
b. Angle or sideswipe collision	1655	35	646	974
2. Vehicles going same direction				
a. Rear-end collision	696	3	250	443
b. Angle or sideswipe collision	1448	4	134	310
3. One car stopped				
a. Stopped in traffic lane	654	2	203	449
b. Properly parked	779	4	200	575
4. One car starting forward out of parking place	194	-	19	175
5. One car backing out of parking place	143	-	20	123
6. One car entering or leaving alley or driveway	571	4	193	374
7. All others	172	5	51	116
8. Not stated	22	-	8	14
Total	5598	90	1864	3644

V. Non-Intersection Accidents Involving a Motor Vehicle and Pedestrian

1. Car going straight	742	78	664	-
2. Car slowing down or stopping	13	-	13	-
3. Parking	2	-	2	-
4. Backing	42	1	41	-
5. All others	47	1	46	-
6. Not stated	8	1	7	-
Total	854	81	773	-

VI. All Other Non-Intersection Accidents Involving a Motor Vehicle

1. Collision with vehicle other than motor vehicle	524	41	331	152
2. Collision with fixed object in roadway	71	2	31	38
3. Overturned in roadway—no preceding collision	52	5	30	17
4. Car left roadway—no preceding collision, then struck fixed object				
a. At curve	176	14	93	69
b. On straight road	500	30	251	219
5. Car left roadway—no preceding collision, then overturned				
a. At curve	476	27	300	149
b. On straight road	1365	53	814	498
6. Person fell from vehicle	261	8	30	223
7. All others	77	1	76	-
8. Not stated	1	-	1	-
Total	3503	181	1957	1365



POINT OF IMPACT
 (Check one or more for each vehicle)

1	2	3	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Front	2. Right front	3. Left front	4. Right side	5. Left side	6. Rear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Right rear	8. Left rear				

Where was witness? (In Veh. 2, Ped. 60 ft. E., etc.)

WITNESSES

Name.....	Address.....
Name.....	Address.....
Name.....	Address.....
Name.....	Address.....

CONDITION OF DRIVER AND PEDESTRIAN

1 2 3 Ped. (Check one or more) <input type="checkbox"/> 1. Physical defect (eyesight, etc.). <input type="checkbox"/> 2. Ill. <input type="checkbox"/> 3. Fatigued. <input type="checkbox"/> 4. Apparently asleep. <input type="checkbox"/> 5. Other handicaps. <input type="checkbox"/> 6. Apparently normal. <input type="checkbox"/> Wearing glasses.	1 2 3 Ped. (Check one) <input type="checkbox"/> 1. Had not been drinking. <input type="checkbox"/> 2. Had been drinking. If so: <input type="checkbox"/> a. Obviously drunk. <input type="checkbox"/> b. Ability impaired. <input type="checkbox"/> c. Ability not impaired. <input type="checkbox"/> d. Not known whether impaired.	Explain condition:..... Alcohol tests—type, results, and by whom given:.....
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TRAFFIC CONTROL (Check one) <input type="checkbox"/> 1. R. R. crossing gates. <input type="checkbox"/> 2. R. R. automatic signal. <input type="checkbox"/> 3. Officer or watchman. <input type="checkbox"/> 4. Stop-and-Go light. <input type="checkbox"/> 5. Stop sign or signal.	WEATHER (Check one) <input type="checkbox"/> 1. Clear. <input type="checkbox"/> 2. Cloudy. <input type="checkbox"/> 3. Raining. <input type="checkbox"/> 4. Snowing.	LIGHT (Check one) <input type="checkbox"/> 1. Daylight. <input type="checkbox"/> 2. Dusk. <input type="checkbox"/> 3. Dawn.	VEHICLE CONDITION (Check one or more) <input type="checkbox"/> 1. Defective brakes. <input type="checkbox"/> 2. Improper lights. <input type="checkbox"/> 3. Def. steering mech. <input type="checkbox"/> 4. Defective tires.	VISION OBSCURED (Check where applicable) <table border="1"> <tr> <th>Vehicle</th> <th>Highway</th> </tr> <tr> <td> 1 2 3 <input type="checkbox"/> 1 Rain, snow, etc., on windshield otherwise </td> <td> 1 2 3 <input type="checkbox"/> 1. Trees, crops, etc. <input type="checkbox"/> 2. Building. <input type="checkbox"/> 3. Embankment. </td> </tr> </table>	Vehicle	Highway	1 2 3 <input type="checkbox"/> 1 Rain, snow, etc., on windshield otherwise	1 2 3 <input type="checkbox"/> 1. Trees, crops, etc. <input type="checkbox"/> 2. Building. <input type="checkbox"/> 3. Embankment.
Vehicle	Highway							
1 2 3 <input type="checkbox"/> 1 Rain, snow, etc., on windshield otherwise	1 2 3 <input type="checkbox"/> 1. Trees, crops, etc. <input type="checkbox"/> 2. Building. <input type="checkbox"/> 3. Embankment.							

e. Warning sign or signal. 5. Fog. 4. Street or highway. 5. Other defects. 2. Windshield otherwise. 4. Signboards.

6. Warning sign or signal.
 7. _____
 (Specify other)
 8. No control present.

5. Fog.
 6. _____
 (Specify other)

- Darkness with:
 4. Street or highway lighted.
 5. Street or highway not lighted.

5. Other defects.
 7. Not known.
 (Explain fully in remarks.)
 Chains in use.

- windshield
 2. Windshield otherwise obscured.
 3. Vision obscured by load on vehicle.

4. Signboards.
 5. Hillcrest.
 6. Parked cars.
 7. Moving cars.

KIND OF LOCALITY	ROAD CHARACTER	ROAD SURFACE	ROAD CONDITIONS	ROAD WIDTH AND LANES
Check one to indicate that the area within 300 feet was primarily: <input type="checkbox"/> 1. Manufacturing and industrial <input type="checkbox"/> 2. Shopping and business <input type="checkbox"/> 3. Residential district <input type="checkbox"/> 4. School and playground <input type="checkbox"/> 5. Open country <input type="checkbox"/> 6. _____ (Specify other)	Vehicle (Check one for each vehicle) 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Straight road. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Sharp curve or turn. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Other curves. (Check one for each veh.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Level road. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Up grade. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Hill crest. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Down grade.	(Check one) <input type="checkbox"/> 1. Concrete. <input type="checkbox"/> 2. Brick. <input type="checkbox"/> 3. Asphalt <input type="checkbox"/> 4. Gravel } Oiled <input type="checkbox"/> 5. Sand } <input type="checkbox"/> 6. Dirt } Unoiled <input type="checkbox"/> 7. Wood block. <input type="checkbox"/> 8. _____ (Specify other)	(Check one) (Check one or more) <input type="checkbox"/> 1. Dry. <input type="checkbox"/> 1. Loose material on surface <input type="checkbox"/> 2. Wet. <input type="checkbox"/> 2. Holes, deep ruts. <input type="checkbox"/> 3. Muddy. <input type="checkbox"/> 3. Defective shoulders. <input type="checkbox"/> 4. Snowy. <input type="checkbox"/> 4. Other defects. <input type="checkbox"/> 5. Icy. <input type="checkbox"/> 5. No defects. (Explain fully in remarks.) Was road under construction or repair? <input type="checkbox"/> Yes <input type="checkbox"/> No	1. Width of pavement or road surface for vehicular traffic, excl. shoulders.....ft 2. Additional width of shoulders.....ft 3. Total number of traffic lanes..... Were lanes <input type="checkbox"/> Yes. <input type="checkbox"/> No. marked? <input type="checkbox"/> Yes. <input type="checkbox"/> No. 4. Were opposing traffic lanes separated? <input type="checkbox"/> Yes. <input type="checkbox"/> No. If so, by what?.....

DESCRIBE WHAT HAPPENED.

Refer to vehicles by number.
 If third vehicle was involved, so indicate, but give data on another report form. Also use this space for additional witnesses or injured persons and explanation of questions not fully answered by checking in boxes provided.
 If more space is needed, use another report form or a sheet of plain paper of the same size.

***SIGNATURE**.....

Name of person submitting report

Street, city and state address

Date of report

- Driver
 Occupant
 Pedestrian
 Witness

FOR OFFICIAL INVESTIGATOR ONLY

Show Arrests and Charges.....

Name

Charge

Did you witness the accident.....

Name Time notified of accident

Date

Hour

- A.M. Investigation made at scene of accident
 P.M.

Charge

Date

Hour

- A.M.
 P.M.

Where else was investigation made.....

Is investigation complete.....

***SIGNATURE**.....

Investigator(s)

Rank

Department

Date of report

NOTE:—Make two copies; mail original to this department; retain duplicate for your files.

READ CAREFULLY

STATE OF IOWA MOTOR VEHICLE ACCIDENT REPORT

Mail to Motor Vehicle Accident Statistical Division
State House, Des Moines, Iowa

FILL OUT COMPLETELY

134

IOWA COURSE OF STUDY

LOCATION OF ACCIDENT	CITY	Accident Occurred in: _____ City or Town _____ County _____							
	RURAL	_____miles North _____miles South _____miles East _____miles West	<input type="checkbox"/> Center of Limits of _____ IN _____ City or Town _____ County _____ Township _____ <small>Indicate exact mileage or distance, using two mileages and two directions if necessary</small>						
	ACCIDENT OCCURRED ON:	Give name of street or alley or highway (U.S., State, County). If no highway, identify by name. <input type="checkbox"/> At intersection with _____ OR <input type="checkbox"/> Not at intersection _____feet North } OF _____ _____feet South } Name (or otherwise identify) nearest intersecting street, house number, power _____feet East } or telephone pole (give number), highway, curve, bridge, railroad crossing, _____feet West } filling station, alley, driveway, culvert, guard-rail, mile post, underpass, overpass, or other identifying landmark. Show exact distance, using two directions and distances if necessary. See diagram for further detail.							
Form AR2-50M-12-39									
		TIME OF ACCIDENT							
		Day of week _____	Date _____						
		Hour _____	A.M. _____ P.M. _____						
ACCIDENT INVOLVED: <input type="checkbox"/> Pedestrian <input type="checkbox"/> Other motor vehicle <input type="checkbox"/> R.R. train <input type="checkbox"/> Street car <input type="checkbox"/> Animal-drawn vehicle <input type="checkbox"/> Bicycle <input type="checkbox"/> Fixed object <input type="checkbox"/> Animal (ridden, herded, unattended) <input type="checkbox"/> Overturned in roadway <input type="checkbox"/> Ran off roadway <input type="checkbox"/> Other non-collision (fell from veh., fire, etc.) <input type="checkbox"/> Other (explain in Remarks)									
YOUR VEHICLE—NO. 1	Year _____	Make _____	Type (sedan, cab, truck, bus, etc. Describe trailer, if any): _____	Vehicle registration _____	Year _____	Number _____	State _____	I. C. C. Permit No. _____	
	Going _____	On _____	Parts of vehicle damaged _____	Amount \$ _____					
	Driven by _____		Name _____	Street, city and state address _____	Nationality or race _____				
	Age _____	Sex _____	Driving experience _____	Driver's license _____	<input type="checkbox"/> Chauffeur's	Occupation _____			
	Owned by _____		Name _____	Street, city and state address _____	<input type="checkbox"/> Operator's		Describe type (regular, beginner's, etc.) _____		
	Distance danger of accident was first noticed _____	Estimated speed at that time _____	Estimated speed at moment of accident _____	Distance vehicle traveled after impact _____	Lawful speed _____	Maximum safe speed under conditions prevailing _____			
Vehicle removed to _____	Feet _____	m.p.h. _____	m.p.h. _____	Feet _____	m.p.h. _____	Driveable? <input type="checkbox"/> Yes <input type="checkbox"/> No			
2	Year _____	Make _____	Type (sedan, cab, truck, bus, etc. Describe trailer, if any): _____	Vehicle registration _____	Year _____	Number _____	State _____	I. C. C. Permit No. _____	
	Going _____	On _____	Parts of vehicle damaged _____	Amount \$ _____					
	Driven by _____		Name _____	Street, city and state address _____	Nationality or race _____				

SELECTED REFERENCES IN SAFETY

The following publications should be of assistance to teachers and administrators who are seeking to secure good professional helps in setting up or in improving their safety programs. This list is not intended to be all inclusive. The items included in this list were chosen on the basis of their usefulness, their availability, and their cost. A more complete bibliography is listed.

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Checklist:

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- Rogers, James F., *Safety and Health of the School Child*. U. S. Department of Interior, Office of Education. Pamphlet No. 75. Washington: Government Printing Office, 1937. 29 pages. 10 cents.

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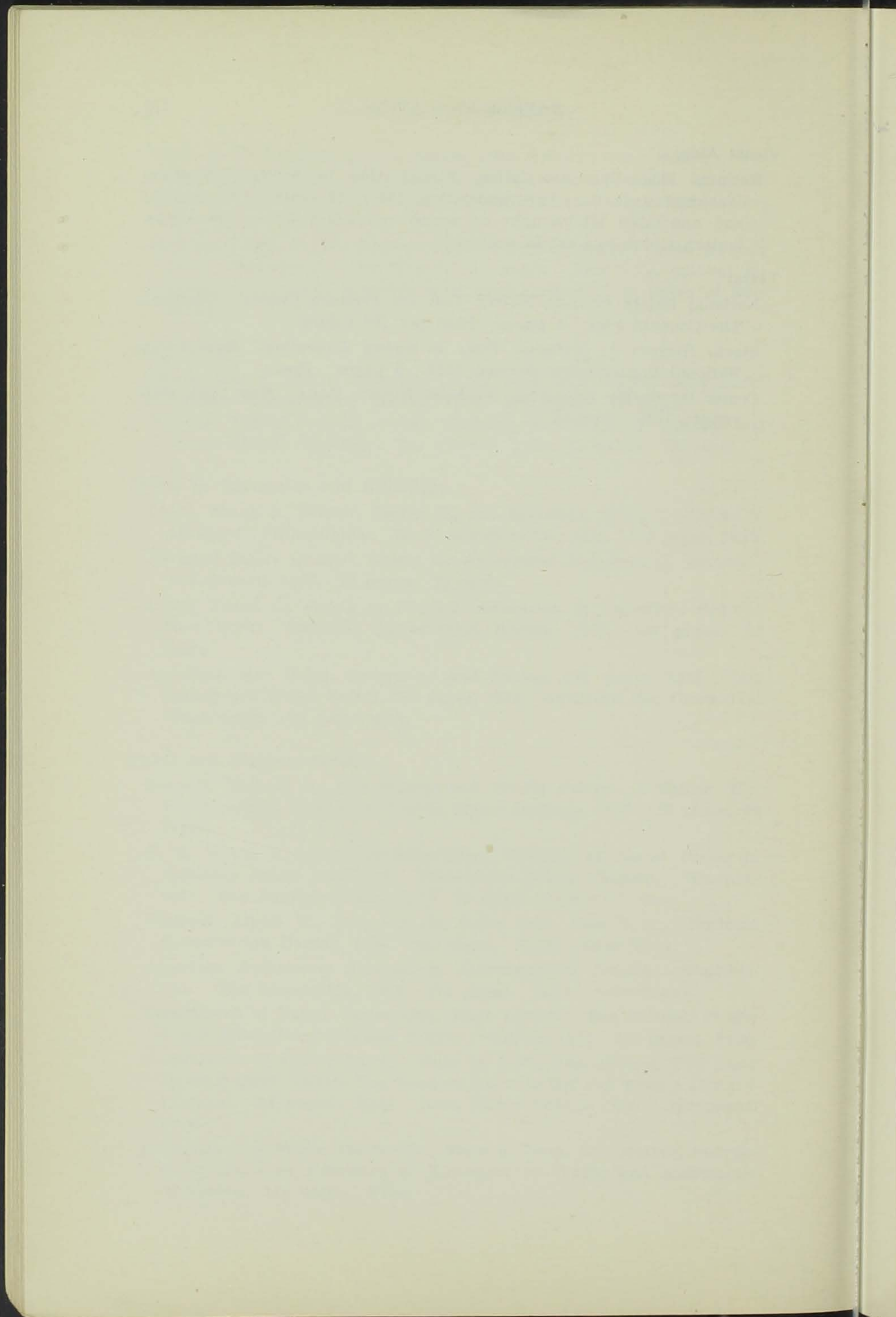
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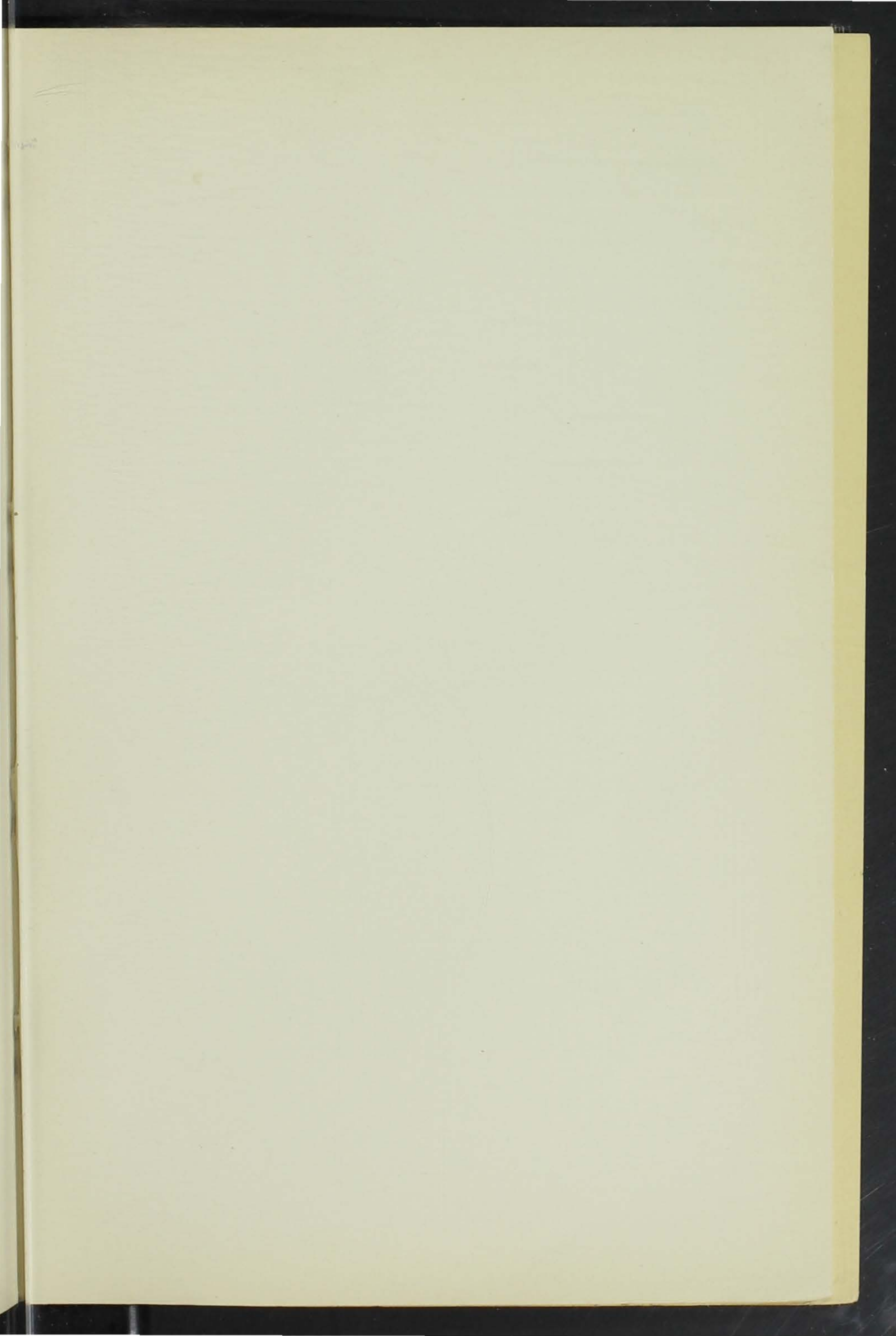
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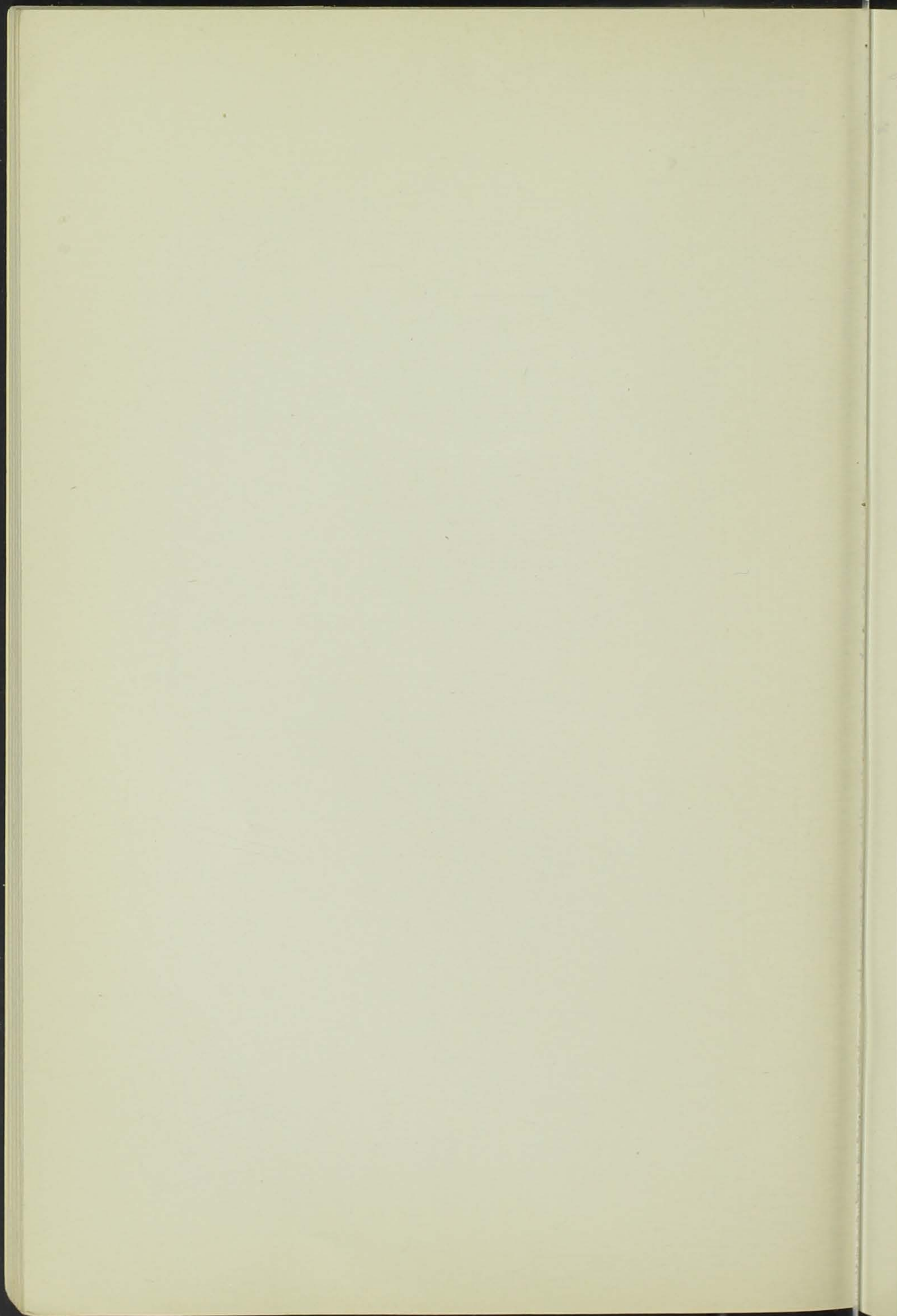
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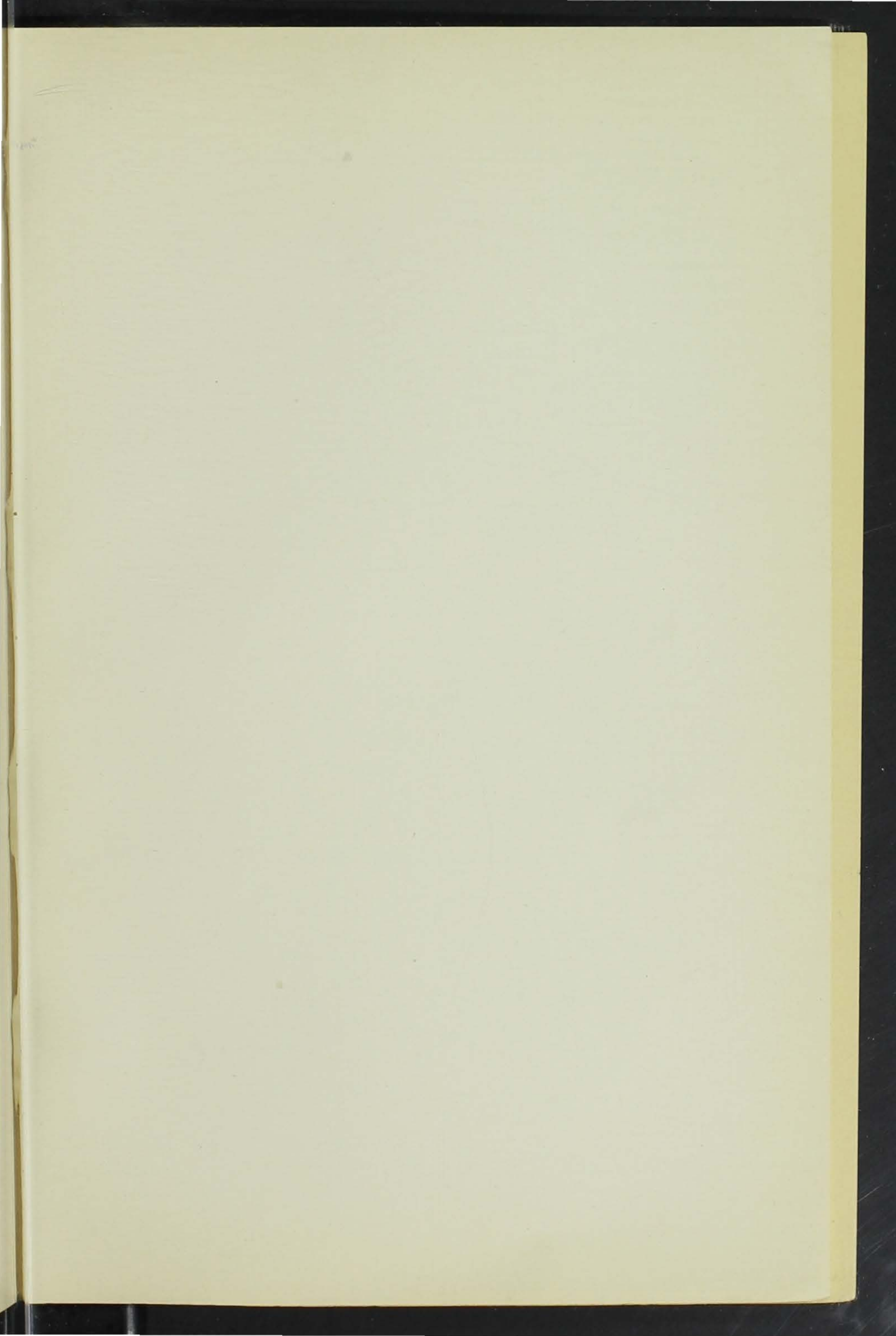
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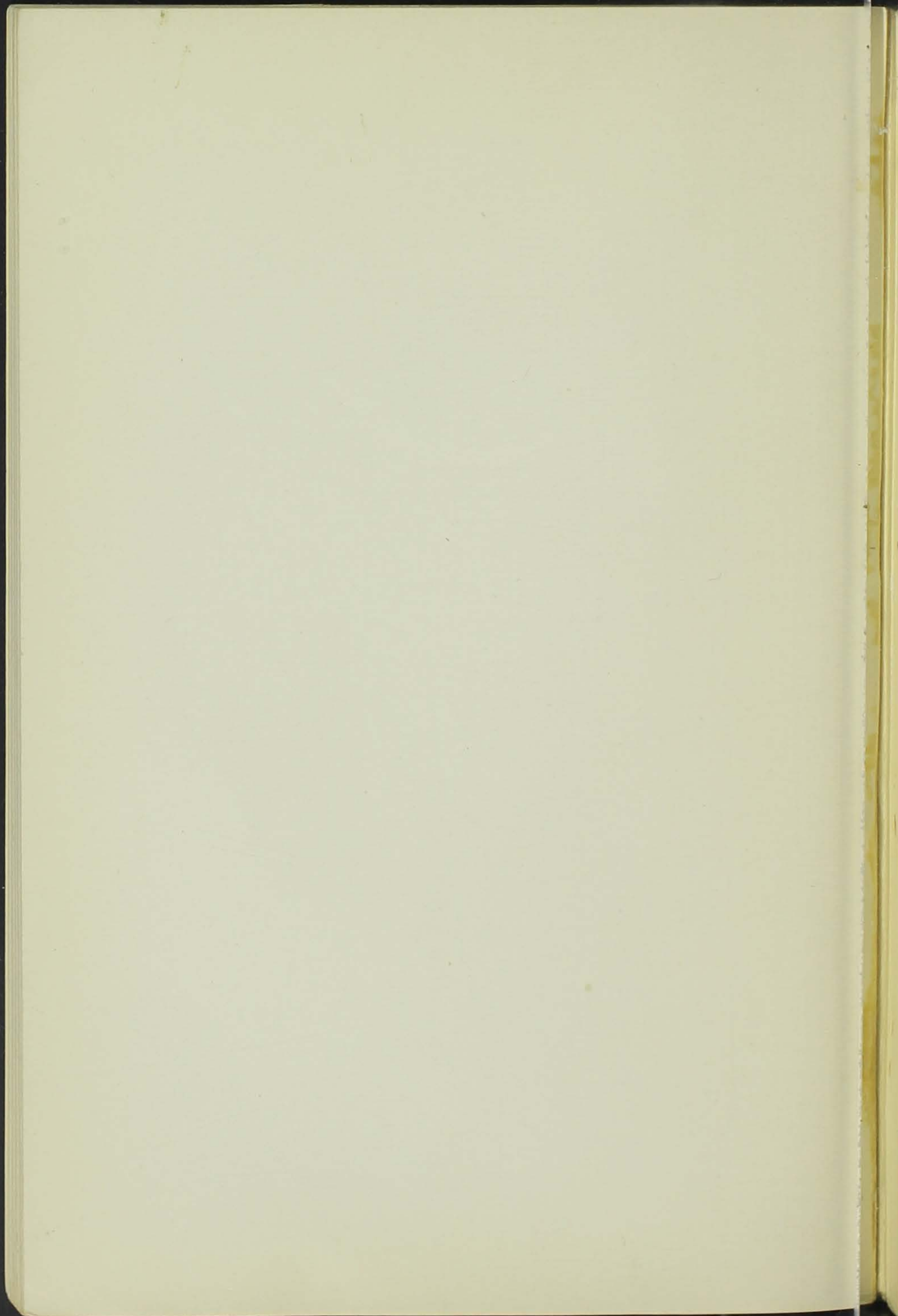
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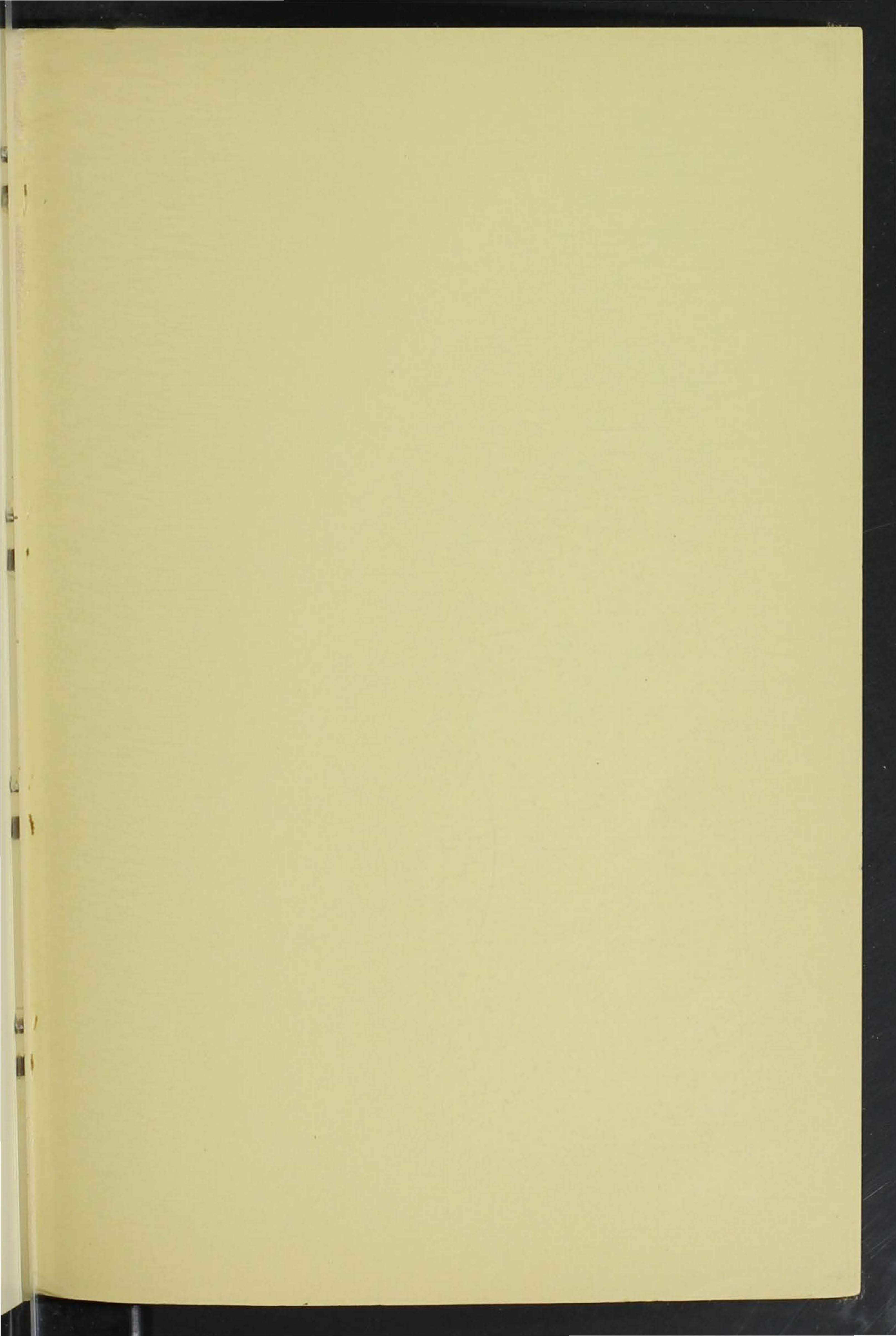












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