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Courses of Study for Grades and High School

SAFETY EDUCATION

Prepared by the DEPARTMENT OF PUBLIC INSTRUCTION AGNES SAMUELSON, Superintendent



Published by THE IOWA DEPARTMENT AMERICAN LEGION

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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 G. E. Cress, of Mason City, as adviser. These two veterans named a director in each of the state's Congressional districts, who selected ninetynine 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 acknowledmgent 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 Legionnaire, 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 AGNES SAMUELSON no small contribution to the cause of safety. Superintendent of Public Instruction.

ADVISORY COMMITTEE

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Borrett, Claude W., Secretary, State Fire Prevention Association, Des Moines Brown, Clark W., Superintendent, Clinton Public Schools, Clinton

Clark, Leonard A., Superintendent, Alta Consolidated Schools, Alta

- Colflesh, Robert W., State Commander, Iowa Department of American Legion, Des Moines
- Cress, G. E., Highway Safety Educational Director, The American Legion, Mason City
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Stevens, William A., Superintendent, Motor Vehicle Department, Des Moines Strohm, John W., State Fire Marshal, State House, Des Moines Urick, A. L., Labor Commissioner, State House, Des Moines

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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 1930 the death rate from all types of accidents had risen to almost 81 while the rate of automobile deaths was slightly over 26. 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 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 faculties 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 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 to meet unexpected, even critical, situations successfully. It saves child-

- ren 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 enroute 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 schoolbuildings. 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

Schoolbuildings 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 enroute 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 Schoolbuilding

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:

- 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 heighth 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 schoolbuildings 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 that 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 twothirds 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 haboratories 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) 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

¹¹owa School Code, Section 1662 for additional details.

²Iowa School Code, Section 1667.

³Iowa School Code, Section 1651.

Nowa School Code, Section 1667.

⁵Iowa School Code, Section 1487.

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.¹
 - 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 lead 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.² 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.
 - (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 schoolbuildings.

¹Iowa School Code, Sections 4377 and 4378. ¹Iowa School Code, Section 1561. ²See pages 54 and 82 for teaching materials. ³Iowa School Code, Section 1652.

- (6) Hand fire extinguishers should be located at strategic points throughout schoolbuildings. 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 schoolbuilding. This fact, established by a study¹ of accidents to thousands of school children, indicates the need of:

- (1) Continuous supervision of gymnasium activities
- The incorporation of reasonable safety precautions in all such (2)activities such 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 instruction before activity begins

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- (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.
- Safety on Stairs and Stairways; in Corridors c.

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

- (1) The need of properly constructed and lighted stairs.
 - The need for the orderly movement of pupils up and down stair-(2)ways and through corridors.

Regulations governing the movement of pupils about schoolbuildings 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.

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

Safety on the Playground d.

In general, playground accidents can be grouped as follows: 40% occur to pupils using some piece of apparatus; 40% occur to pupils participating in some organized game; the remaining 20% 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 peices 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.
- Apparatus should be located with care. The use of one piece of (2)apparatus should not interfere with the use of another. Equipment for older children should be separated from that for younger children.
- Apparatus should be inspected regularly. (3)
- All pupils should be instructed in the use of all existing play (4)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 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.

- Safety in Shops and Laboratories e.

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 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.
- All shops should be neat and orderly at all times since many acci-(4)dents can be traced directly to poor housekeeping.
- Care of the Injured f.

Practice varies as to the disposition of accident cases occurring on school property. Every school should be equipped to care for minor

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

injuries and, when necessary, to render first aid to the seriously injured. A first aid kit for schools should include the following materials:²

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 adopt the instruction, a study of all accidents to school children is highly recommended. Such a study is now underway in several school systems,¹ 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 completeness 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 No. 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.

²Recommended by Dr. C. O. Sappington, National Safety Council, Chicago.

¹The public schools of Baltimore, Kansas City, St. Louis, Pittsburgh, St. Louis County, Minnesota, and others.

FRONT OF CARD

STUDENT ACCIDENT REPORT

Every child in the public schools of ______ is to report on this card every accidental injury which requires medical attention or which keeps him out of school one-half day or more. Teachers should fill out reports where children injured are unable to do so for any reason.

WHO WAS HURT?

Name	Address		
Age Sex_	School attended	Grade	
	WHEN DID ACCIDENT H	APPEN?	
Date	Time	A.M	P.M.
	WHERE DID ACCIDENT H	HAPPEN?	
At school?	If so, in building or on p	olayground?	
On the street?_	If so, where?		
Was this an au	tomobile accident?		
If on the street	was it on the way to school?	From school?	
At home?	If so, was it in the house?	Outside house?	
If somewhere e	lse, state where		-

BACK OF CARD

HOW DID ACCIDENT HAPPEN?

What was person doing when hurt?_

(Playing baseball, crossing street, jumping rope,

climbing stairs, sawing wood, washing dishes, etc.)

Describe accident_

WHAT KIND OF AN INJURY WAS IT?

(Broken arm, fractured skull, cut finger, bruised toe, burned hand, etc.)

Was a doctor called?_____ If so ,state his name and address _____

Number of days kept from school

Signature of Teacher_____

City		Schoo	ol					No.	of sc	hool	days	in ab	ove n	nonth		
CLASSIFICATION	Stu-	Stu-	STUDENTS KILLED AND INJURED, BY GRADES													
	dents Killed (A)	dents	Kinder- garten (C)		2nd Grade (E)	Srd Grade (F)	4th Grade (G)	6th Grade (H)	6th Grade (I)	7th Grade (J)	8th Grade (K)	Grade	10th Grade (M)	Grade	Grade	clas (P)
1. GRAND TOTAL																
2. School Buildings-Total 3. Class Rooms																
 Auditorium																
7. Vocational Shops	-															
9. Gymnasium														-		
 Showers Dressing Rms. & Lockers Toilets & Wash Rooms 																
 Corridors. Stairs & Stairways. Other Bldg. Accidents. 		_														
17. School Grounds-Total									-					~		
19. "Slides 20. "Tceters		_			2											
21. • —Bars 22. • —Other 23. Athletics—Baseball	-		_													
24. *Football 25. *Basketball			1				-									
26Soccer 27Track Events 28. Other Organized Games																
29. Other School Ground Acc. 30. Going to or from School-Total.						-	-	-	-	-	-	-		-	-	
31. Motor Vehicle Accidents32. Other Accidents										+						
33. Home Accidents—Total 34. Falls																
 Burns, scalds, explosions 36. Asphyxiation, suffocation 37. Poisons 										_						
38. Cuts and Scratches39. Other Home Accidents																_
 Other Accidents—Total Motor Vehicle Accidents Other Accidents 	-															
 Enrollments Days Lost — This Month's Accidents Days Lost This Month from I 	()															

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Send one copy of this report each month to the National Safety Council, 20 N. Wacker Dr., Chicago, or, if all schools in the city use these forms, send one copy to the city superintendent's office instead.

- (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.
- Providing for the Protection of Children Enroute to School
 Children ordinarily reach school in one of the following ways:

By walking By riding with parents By riding in school buses 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 4997-dl 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 movable stop signs have been placed in the streets at the limits of the zones, this notwithstanding the provisions of any statute to the contrary."

The law does not specify the type of "movable 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 basketball 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 schoolbuilding 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 traffic 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, schoolbuilding custodians are sometimes commissioned as special officers for traffic duty at these particular periods and places.

- Limited speed and school zones (3)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 18 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.

Pedestrian tunnels (6)

> 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 add 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 condi-

¹See page 189 for details on how patrols operate.

tion 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 buses carried thirty-two thousand Iowa children to school. The conditions under which transportation occurs should be healthful and safe. School buses 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 buses is not as exacting as in several states. The law directs¹ 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:

Contracts¹ must be in writing, state route, compensation, and provide that all bus operators are subject to the rules of the board.

Age of drivers²—School bus drivers must be at least 16 years of age.

Signs³—District "School Bus" signs (6x15 inches)must be placed on the front and rear of each vehicle.

Stops required of motorists⁴—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.

Entrances⁵—Vehicles used as school buses must have front and rear entrances except⁶ 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 buses 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

¹Iowa School Code, Section 4182. ²Iowa School Code, Section 4960-d10. ³Iowa School Code, Section 5079-c9. ⁴Iowa School Code, Section 5079-c8. ⁵Iowa School Code, Section 5079-c10., ⁶Iowa School Code, Section 5079-c11.

- (a) No passenger should occupy a position in the vehicle that will obstruct the view of the driver.
- (b) School buses 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) Buses 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 buses.
- (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 pupil passengers are in the bus.
- (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

Unfortunately no definite rules have ever been developed and generally accepted on the types of vehicles best suited to this transportation problem. In the absence of a definite standard for school buses the recommendations of the Uniform Bus Specifications Code, developed by bus operators and motor vehicle transportation experts, can be studied with profit. The sections of this code of particular interest to school officials follows: Rule 6. Ventilation—Buses to be approved for operation shall be constructed or equipped to afford adequate ventila-

tion.

Rule 8. Service Door Specifications—Bus doors used or intended for regular entrance and exit of passengers shall give a minimum clear opening of 24 inches; if such doors are nonfolding units swung from hinges on one side, the same shall in all cases open outward; if such doors are of double-hinged folding type, they may open either inward or outward at option of owner:

Rule 9. Emergency Doors—Buses to be approved for operating must be equipped with at least one emergency door, which shall open outward and conform to the following specifications:

(a) It must be located at or near the rear end of the bus body.

- (b) It must give a minimum clearance of 18 inches.
- (c) Buses must be so constructed that no obstruction will prevent the passage of passengers through the emergency door.
- (d) It must be conspicuously marked on the inside "Emergency Door".
- (e) It must give a minimum vertical clearance of 48 inches.
- (f) It must be provided with a fastening device that may be

quickly released in case of emergency, but which shall be protected against accidental release.

Rule 20. Space for Passengers—In a city type of bus (meaning any bus carrying both seated and standing passengers) a minimum lineal dimension of 16 inches will be used to determine the seating capacity of seats obviously designed to seat more than two passengers. (Note: This is for general buses.) School bus builders recommend 10 to 16 inches per child, depending on age. Connecticut rules specify "A seat for every child".

Rule 21. Aisle Space—City type buses (see above) must be so constructed that a radius 14 inches long from the center of the aisle end of any seat shall encounter no obstructing part of the seat or seats on the opposite side of the aisle. Parlor cars must be constructed to fulfill the requirements of this rule with a 9 inch radius.

Rule 22. Knee Room—Buses to be approved for operation shall have a minimum clearance between the front of the back cushion and the nearest forward obstruction of 24 inches at the seat line. (Note: This figure also is for general buses used by adults; for children the distance may be smaller.)

Rule 24. Fuel Tanks—Fuel tanks shall be installed, filled, drained, and vented outside of the body shell.

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:

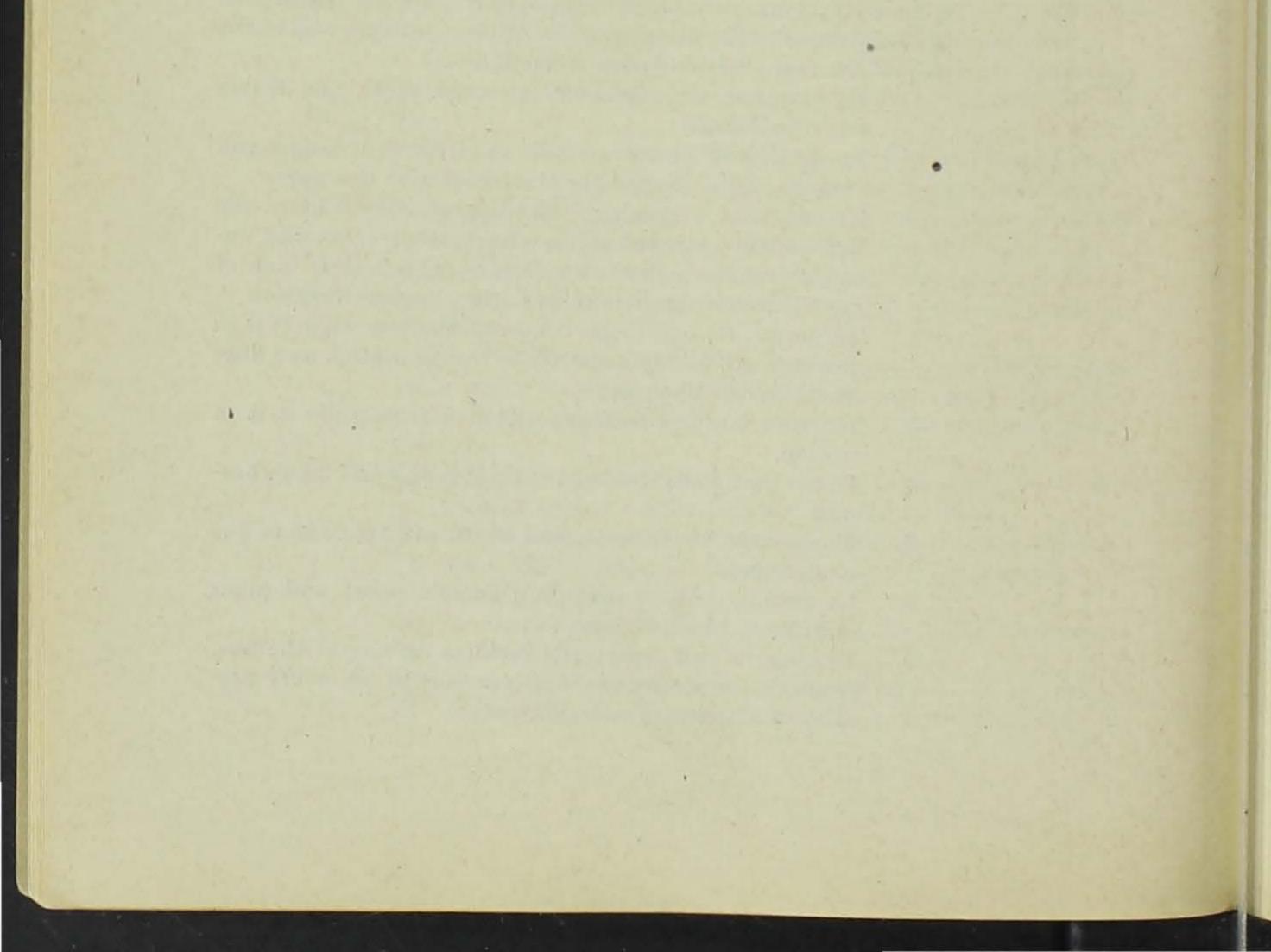
- 1. To see that all pupils are aboard before bus leaves schoolbuilding.
- 2. To see that all children who come from their homes and cross the road toward the bus do so with due care.
 - 3. To see that in loading the children step well to the right of the road and those who desire to cross wait until 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.

c. 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% 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 enroute 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.

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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 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.

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.)

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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 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

Crossing Streets and Highways 3.

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 St., 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)

Following the Safest Way To and From School 4.

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 schoolground 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 Dept. of the American Automobile Association, Penn Ave., and 17th St., 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 highway 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 experi-

ence 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

Refusing to Accept, Beg, or Steal Rides 7.

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 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

Riding on a Street Car 8.

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 Buses.)

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 buses 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 listening 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 Dept. of the American Automobile Association, Penn Ave. and 17th St., 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 lying or 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.
- Put a circle around the kind of light that means stop. 2. The red light means stop.
- Put a line under the word that tells where to cross streets. 3. 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.
- Put a cross above the kind of track on which we do not walk. 6. We do not walk on railroad tracks.
- Draw a picture of the thing from behind which we do not run into the 7. street.

We never run into the street from behind a parked car.

- Make a picture of the plaything for which we never run into the street. 8. We never run into the street for a ball.
- Put a circle around the ways we look before crossing the street. 9. 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.

Should I know my street address? 1.

.8.

b

- Should we look both ways before crossing the street? _2,
- Do the green lights mean stop and the red lights go?

- Should children obey the policeman? .4.
- Is it a good plan to hitch rides? _5.
- Does the street make a good place to skate and coast? _6. .7.
 - Should we avoid handling any wires in the street?
 - Should we keep our hands and heads inside the windows when on the bus?
- Should we ever run into a street after a ball from behind a park-.9. ed 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.

- When the red light flashes one should (stop, go, look). 1.
- In crossing the street one should (run, walk, hop). 2.
- In going home from school one should choose the (shortest way, longest 3, way, safest way).
- If a ball or other plaything goes into the street one should (run after it, 4. ask an older person to get it, send the dog after it.)
- If there is no sidewalk one should walk on the (right, left, middle) of the 5. road.
- We should use roller skates on the (sidewalk, left side of the street, right 6. 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 car 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).

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

Avoiding Playing With Matches, Fire, and Firecrackers

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 or fire 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. Such 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 fireworks is now prohibited in may 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 çause 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.

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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 know- ing 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.)

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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 schoolbuilding

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?_____
- 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.

- 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.
- 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.
- If your clothes catch on fire, (1) run to your mother, (2) rush out doors,
 (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

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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. ____
- 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.___

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 schoolbuildings and on schoolgrounds

INFORMATIONAL MATERIAL, TEACHING PROCEDURE, AND PUPIL ACTIVITIES.

Developing Habits of Carefulness in Use of Apparatus, Tools, and 1. **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 objects are dan-. gerous.

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

1

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 card board 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.

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

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 others 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 short on held 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 shoe strings tied

Developing Safe and Courteous Conduct on Stairways, in Hall-5. ways, 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

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

Keeping Sharp and Pointed Articles in Proper Places 1.

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 basements 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

Handling Sharp and Pointed Instruments

Informational Material and Teacher Procedure

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Infection may be the result of cuts and scratches from careless handling 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 the 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 Safety 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.)

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

Keeping the Home Safe from Disease 9.

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 help 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.

- _careful to avoid falls? 1. Is _____
- 2. Does he put away his playthings?___

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

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 time 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, windwills, 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 street 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 Material 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 if playing around water. The charts may be used as reading material. Write the Safety Dept. 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:

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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.)

Choosing Safe Places for Skating 4.

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 pur-

poses, 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 schoolgrounds 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.)

Keeping Away from Animals (Except Pets) 7.

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.)

Preventing Accidents from Machines 8.

(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.)

Preventing Poisoning 9.

(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:

- stand up in a swing? _____ 1.
- throw soft snowballs? _____ 2.
- keep pins out of your mouth? _ 3.
- play near deep water? _____ 4.
- climb on ladders? _____ 5.
- throw sand at one another? _ 6.

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- run with a sharp knife in your hand? _ 7.
- tease your pets? _____ 8.
- skate on thin ice? _____ 9.
- 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.		hard snowballs
3.	Never choose	in a swing
4.	Keep away from machines	for poison ivy
5.		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.

- Keep _____objects out of the mouth. 1.
- Never throw _____snowballs. 2.
- Never skate on _____ ice. 3.
- Never go wading _____. 4.
- Learn to know _____ plants. 5.
- Keep away from _____ water. 6.
- Always _____quietly in a boat. 7.
- Always obey ______signs. 8.

9. Come	down a slidefirst.		
10. Carry	scissorsdown.		
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.

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

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

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 kidnappers or murderers. Discuss the question 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 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 our whether or not motorists assume liabilities when giving rides to strangers

2. Using Care in Crossing Streets

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

*The 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

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

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.

(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, vicepresident, 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 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.

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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.

3. 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 differ ent 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., 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 the 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 schoolgrounds

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.

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

Pupil Activitics

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

Riding a Bicycle 6.

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

Choosing the Safest Streets 7.

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 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

Working out a safety puzzle

Helpolder personsonthestreet $2\ 3\ 4\ 5\ 6\ 7\ 8\ 9\ 10\ 11\ 12\ 13\ 14\ 15\ 16\ 17\ 18\ 19\ 20\ 21\ 22\ 23\ 24\ 25\ 26\ 27$

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 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-looklisten.

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 watchman, 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

(d) Sheriff

(b) Patrols

(e) Marshall

- (c) Mayor
- 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 Material 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

EVIDENCES OF MASTERY

As a summary let pupils work out safety puzzle or acrostic

A SAFETY PUZZLE

First Word

Second

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. 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 crossing. My fourth is that which we should not do during rush hours. My fifth and last is that time when we should avoid doing errands.

Third Word My first is the initial letter of those who regulate traffic. My second is those whom we should help cross streets. My third is the lights which tell us to stop. My fourth is that which we should be careful of when crossing. My fifth is that which we should all do to traffic signals. My sixth is the time we should all cross streets in the center of the block. My seventh and last is the zone in which we should play. My whole is a rule which we should observe.

ANSWERS

H — Hitching E — Everyone L — Look P — Parked

- O Officers L - Lights D - Dangerous E - ErrandsR - Rush
- P Patrols
- E Elders
- R Red
- S Streets
- 0 Obey
- N Never
- S Safety

MATCHING EXERCISE

Place before the column at the left the number of the word in the right hand column corresponding to the statement.

- 1. The correct place to cross streets.
 2. The direction in which we should look before crossing streets.
- _____ 3. Those who regulate traffic.
- _____ 4. The zone in which we should play.
- _____ 5. That which we should avoid running from behind.
 - ____ 6. The time when we should avoid doing er-

Policeman Safety Parked Cars Cars Rush hours Crossings Older people Officers 59

rands.

Green

- 7. That which we should do before crossing a railroad track.
- 8. Those whom we should help across the Right Red
- 9. The color that signals us to stop.

Patrols Children Right Red Left Dangerous Both Look Stop

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?

	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						

A CROSS WORD PUZZLE

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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 way145. 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
- 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

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, Hallowe'en, 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:

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 Hallowe'en 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 Dept. of the American Automobile Assoc., Penn Ave. and 17th St., 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 contain-

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ers red.

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

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

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 Farmer's 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

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

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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 fiue 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 the gasoline tank filled Gasoline should be kept in a recepticle 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 connections, 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

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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 schoolbuilding. 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 inspectorGrade	
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

#	Name _	1 Carlos					Da	te			And the	_	
-	Telephone number			Address									
	1.	Are m	atches	kep	t in sa	fe pla							
	2.	Do yo	ou use	safe	ways	with	Christmas	s 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 location 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 breath through it (to keep smoke out of 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

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

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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 schoolbuilding 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. Making 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 schoolgrounds. Review the units on "Safety at School," "Safety from Fire," and "Safety in Play" for the primary grades. (Write to the National Bureau of Cas-

ualty and Surety Underwriters, One Park Ave., N. Y., 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 basketball? 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 294.) 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

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Pupil Activities

Discussing the accidents which have occurred in your school in playing football, baseball, and basketball

Listing ways in which one may be injured in playing football, baseball, and basketball, 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.

them to cross.

Signals drivers to slow up or stop.

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. Responsible for order in going in and out of building.

The sponsible for order in going in and out of be

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

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 wiring 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 direct-

ly 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 at 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. Dept. of Agriculture for a free farmer's 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 $1\frac{1}{2}$ 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. Thirtyseven 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.

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". Send to Chicago Chapter, American Red Cross, 616 South Michigan Ave., Chicago, Ill., for a bulletin on water games, races, and stunts.

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 inquirnies 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 it 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 bath ing 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 cur-

rents.

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 the 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

Being Careful in the Use of Firearms 4.

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 campfires and the importance of extinguishing them when leaving (Safety Education Section One for June, 1932 gives a play entitled *The Campfire*. 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 campfires

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

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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 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 schoolbuilding 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

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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 problem 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.

- Safety education which may be taught in connection with th 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 over-loading, 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 1931 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 \$10.00 a year, varies with the weight and value of the vehicle and should be paid not later than January 1st of each year. The county treasurer issues to the owner a registration card and a set of plates. The card 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 15 years of age except when a parent or guardian requests that a minor's license be issued to someone between 14 and 15 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. 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 a sheriff. 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 carsafely by county sheriffs. 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 if one is lost or destroyed. Licenses expire December 31 every odd numbered year and shall be renewed upon application, payment of fee, and if thought necessary by the Department, examination.

A driver's license must be revoked for one year upon conviction of (1) manslaughter resulting from the operation of a motor vehicle, (2) driving while drunk or under the influence of a narcotic drug, (3) perjury or making false affidavit under any state law governing registration and use of motor vehicles, (4) any felony involving a motor vehicle or the motor vehicle law, (5) conviction or forfeiture of bail on three charges of reckless driving within 12 months, (6) conviction as hit-and-run driver in case involving death by a motor vehicle. A driver's license may be suspended when the department has reason to believe a person has: (1) committed any offense for the conviction of which revocation is mandatory (see 1 to 6 above), (2) by unlawful or reckless driving causing injury, death, or serious property damage, (3) become incompetent to drive or suffering from mental or physical handicaps rendering it unsafe for such person to drive a motor vehicle on the streets and highways, (4) become a habitually reckless or negligent driver or has committed a serious violation of the motor vehicle laws of the state. When the department suspends or revokes a license the person whose license is revoked is immediately notified and given an opportunity to present his case before the department in the county in which he lives. If an applicant has been denied a driver's or chauffeur's license, he may petition in his own district court a hearing of his case within 30 days and the court must grant him a hearing within 10 days after the time he has applied. Licenses cannot be suspended for more than one year. Any person whose license has been revoked cannot apply for a new license until one year after such revocation. It is against the law for the owner of

a car to allow it to be driven by anyone who has not a legal right to do so.

Local regulations—Local officials may adopt special ordinances governing one-way streets, boulevards, parking, school zones, etc., but such ordinances must not be contrary to the general state law. School zones may be established and all motor vehicles required to stop when movable stop signs have been placed in the streets at the limits of the zones.

6. To teach the major rules of the road (contained in the Iowa Motor Vehicle Law), discuss

Automobiles are driven to the right of the center of highways.

When meeting another vehicle, or being passed by one, a driver keeps to the right.

When overtaken by a faster moving vehicle, proceeding in the same direction, the law provides that upon a signal either by the sounding of a bell, horn or other signalling device of the overtaking car, causing his vehicle to be driven to the right of the center of the travelled way if he can do so safely and remain to the right of the center of such travelled way until such overtaking vehicle shall have safely passed. The vehicle approaching from the rear shall pass to the left and shall not return to such road or path within less than thirty feet of the vehicle which has been passed, except in passing a street car the vehicle approaching from the rear shall pass to the right in all cases where the condition of the street permits such passage.

Cars are to be driven at "reasonable and proper" speed with due regard for traffic, road conditions, etc., except when specific limit is set by municipalities. In Iowa, we have no definite speed limit but every 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 for 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. (It will therefore seem that the driver of every motor vehicle must be the judge under all existing circumstances as to what is the reasonable and proper speed. It is obvious therefore that if there is snow and ice on the highway or if there is rain and the highway is wet, drivers should be more cautious and drive at a slower rate of speed as compared to conditions when the highway is dry and the atmosphere is clear. It should be also noted in this connection that when the surface of the highway is wet and slippery a vehicle cannot be brought to a stop in as short a distance as when the surface of the highway is dry. At night and on foggy or misty days drivers should drive at more moderate rates of speed because vision is not so clear and pedestrians and objects in the highway are not so well defined through the windshield to the driver.)

Reckless and drunken driving is punishable by fine.

An operator of a motor vehicle shall before stopping, turning, or changing the course of his vehicle, make the following observations:
(1) See that there is sufficient space to make such movement in safe-ty.

(2) Give a visible or audible signal to the drivers of vehicles following, of his intention to make such movement by raising and extending the hand indicating the direction in which he wishes to turn.

The operator of a motor vehicle in turning to the right from one street or highway into another shall turn the corner as near the righthand as practicable and in turning to the left from one street or highway into another, shall pass to the right of and beyond the center before turning.

Where two vehicles are approaching on the street or highway so that their paths will intersect and there is danger of collision, the vehicle approaching the other from the right shall have the right of way. (A great many accidents occur at intersections, because of the failure of at least one of the drivers to obey the law and yield the right of way to the driver entitled thereto.

The party approaching from the right is now always entitled to precedence at the intersection. It is only when the vehicles are approaching each other so that their paths will intersect and there is danger of a collision that the party approaching from the right is entitled to the right of way. In case of doubt as to whether or not you are entitled to the preference at the intersection, it is always well to remember that the safest procedure is to yield the right of way to the other driver. Very little time would be lost in doing this and accidents could be prevented.

It is unlawful for the operator of any motor vehicle in cities and towns, to overtake and pass another vehicle at street intersections in the business

districts.

A driver should bring his automobile to a full stop not less than five feet from the rear end of any street car headed in the same direction which has stopped for the purpose of taking on and discharging passengers and remain standing until such street car has taken on and discharged its passengers.

Although the law provides that all travelling should be done on the righthand side of the center of the street or highway, it is thought by many that it is much safer for a pedestrian to walk on the left of the center of the street, thus walking against the traffic rather than with the traffic. There is considerable merit in this contention because in travelling against the traffic a pedestrian can see objects moving toward him without being required to turn around. It is hoped by many that a law will be enacted at the next legislature, providing for pedestrians to travel on the lefthand side of the center of the street or highway and against the traffic rather than on the righthand side of the street or highway and with the flow of traffic.

Drivers stop behind standing street cars and school busses loading or unloading children, (All school busses must be clearly marked, front and rear, by "School Bus" sign) except where there is a designated and definitely marked loading zone.

Brakes, horns, head and tail lights must be kept in good condition. Horse drawn vehicles, as well as motorcycles and automobiles, must carry tail lights after dark. Cars parked on hard surfaced highways or streets must be lighted after dark.

Parallel parking is required except where head-in parking is permitted on certain streets by city ordinance.

Parking is now allowed 15 feet from an intersection or 15 feet from a fire hydrant in the business district.

In case of accident, driver causing accident must render first aid to victim, and furnish him or some reliable adult in case of severe injury, with name, address, and car number. He then reports the accident to the police officer or county attorney or sheriff or chief of police if accident occurred in city. Failure to report is punishable by fine of not more than \$500.00 or by imprisonment for not more than two years for first offense. In the case of property damage driver gives his name, address and car number to owner of property.

7. 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 signalling 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?

8. 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

Physical handicap

"Blinded by headlights"

*National Safety Council, Statistical Bureau, Annual Report, 1931.

Confusion

Intoxication

Causes and prevention of grade crossing accidents

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 doctor's offices and drug stores.

An automobile first aid kit should contain the following:

11% 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

P UPIL 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 a particular space to each driver.

9.

Forming a club of students already driving and those nearly old enough, 2.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 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 platesare 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 passed in 1931.

EVIDENCE OF MASTERY

The State Department is indebted to Professor A. R. Lauer of the Depart-

ment of Psychology, Iowa State College, Ames, Iowa, for the two following tests over the Iowa Motor Code. How many of the questions can your high school boys and girls answer correctly? How many of the questions are the teachers able to answer correctly?

IOWA MOTOR CODE EXAMINATION

Name_ _____ Age____ Occupation_ Indicate the best answer at the right by putting a check mark on the line. Give only one answer unless two are requested. 1. When a car is over- 1. Turn to the right as far as possible taken by another car the 2. Turn to the left as far as possible driver of the overtaken 3. Take the center and step on the gas Blow his horn car shall 4. 2. Sound signalling de- 1. When passing vices are to be used only 2. On curves As warning of danger 3. When approaching hilltop 4. 3. It is legitimate to al- 1. The road is lighted low a car to stand with- 2. The car is halfway off the paving 3. The car is entirely off the paving out tail lights outside 4. No cars are in sight city limits when 4. No car or trailer's 1. 40 inches axles can be closer to- 2. 30 inches

gether than	2. 3. 4.	50 inches 60 inches 54 inches
5. Any person driving a traction engine on a public highway must	1. 2. 3. 4.	Avoid fright of horses as far as possibleGo over a bridge not less than two milesper hourMake no more noise than necessaryNot pick up hitch hikers
6. If you were driving a car which was in an ac- cident and the other driver who was alone was unconscious and was being taken care of you should first	1. 2. 3. 4.	Give your name, car number and address to a disinterested bystander Drive on and later write him Notify the nearest police Take charge of affairs until a policeman came
 7. "Car-in-transit" cards may be used for only 8. License fee for cars 		5 days 30 days 60 days 1% of value plus 40c for each 100 pound
18	2.	weight 3% of value plus \$3.00 for each passenger besides the driver

9.	Trail	ers wo	eighing	
less	than	1000	lbs. or	
with	n a loa	d capa	city not	
exce	eding	1000 lł	os.	

10. It is a misdemeanor1.to load a truck or trailer2.in excess of its license ca-3.pacity of more than4.

11. If you report on Jan. 1 that in the first half of the previous registration period your car was junked, stolen and never recovered, or sold outside the state you will receive

12. The registration fee 1. for automobiles, except 2. in the case of dealers or 3. manufacturers, takes the 4. place of

used

3. 5% of purchase price minus one dollar for

1.

No refund

2. Credit of \$5.00 on any future registration you may be making

- 3. Refund of 3/4 of your license fee
- 4. Refund of 1/2 of your license fee
- 1. Any local car tax
- 2. Luxury tax on purchase price of car
 - . State road tax
- 4. Poll tax

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13. If your license fee is not paid by January first	1. 2. 3. 4.	No license will be issuedPenalty of \$1.00 will be added for eachmonth of tardiness in paymentYou will not be allowed to drive your carfor one week\$5.00 is added to original fee
14. No chauffer's license may be issued to anyone under	1.2.3.4.	16 years 21 years 18 years 25 years
15. No regular driver's license may be issued to anyone under	1.2.3.4.	15 years — 14 years — 18 years — 21 years —
16. No driver's or chauf- feur's license may be is- sued to (indicate 6 an- swers.)	2.	"Dope" addicts

A person knowing only French 9.

10. Colored servants

11. Mentally incompetents

17. No person may drive 1. a school bus if he is under

18. No person may drive a public passenger carrying car if he is under

19. Driver's examina-1. tion for license may 2. cover

20. A driver's examina-1. tion need not be given if applicant has driven a 3. car one year and applies 4. 1 month after law takes effect within

21. No driver's license is valid unless signed by

2. 18 years 3. 16 years 24 years 4. 1. 21 years 18 years 2. 16 years 3. 25 years 4.

21 years

Anything the department wishes to ask Nothing except facts directly pertaining to the applicant's ability to drive Applicant's formal education 3.

Applicant's ancestry 4.

3 months after law takes effect 2. 6 months after law takes effect 4 months after law takes effect

Owner of license 1.

2. Owner of car to be driven

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*		Local chief of police	
	4.	The driver's banker	
22. Driver's license shall	1.	At all times	
be carried	2.	When doing business at home	
	3.	When doing business in a strange city	
	4.	When driving a car	
23. Driver's license ex-	1.	One year from date issued	•
pires	2.	Dec. 31 of odd years'	
	3.	Two years from date issued	
	4.	When driver has been out of the state one year	
24. Licenses may be re- voked because of (give	1.	3 convictions of reckless driving in one year	
two answers)	2.	6 failures to stop at signs	
	3.	Discourtesy to traffic officer	
	4.	Driving a car while intoxicated	
	5.	Failure to pay income or poll tax	
25. When a car owner-	1.	The local police department	
ship is transferred the	2.	The County Treasurer	
owner shall notify	3.	The County Auditor	
	4.	The County Recorder	

Apply for a certificate of registration 26. The purchaser of a 1. New license plates car shall 2. A new driver's license 3. A driving examination using new type 4. of car 30 days after sale 27. A penalty of five dol-1. 40 days after sale lars is charged if notice 2. 10 days after sale of transfer of ownership 3. 60 days after sale is not given within 4. Gasoline tax rate 28. Cities and towns 1. Driver license rules 2. may make their own Rules concerning state buildings with-3. (mark two answers) in their city limits School zones 4. Parking regulations 5. Car registration fee 6. 4 feet 29. The correct distance 1. 15 feet to park from an alley is 2. 7 feet 3. 40 feet 4. 30. No car with its load 6 feet 1. 10 feet should be wider than 2. 20 feet 3. 8 feet 4.

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31. The maximum legal candle power for headlights in Iowa is

32. If license plates are lost one should

21 candle power 25 candle power 18 candle power 32 candle power

1.

2.

3.

4.

1.

Explain to officers who inquire

- 2. Report to the County Treasurer
- 3. Make a new one like the plate lost
- 4. Re-license the car

Iowa State College Series III

IOWA MOTOR CODE EXAMINATION

Name

Age Occupation

Indicate the best answer at the right by putting a check mark on the line. Give only one answer unless two are requested.

- 1. Any driver who does
 1. Within his own rights

 not allow another to pass
 2. Guilty of a misdemeanor

 is
 3. A reckless driver
 - 4. Showing only bad ethics

21 years old No person under 15 2. 1. 19 years old shall drive a car unless 2. 35 years old accompanied by another 3. 25 years old person at least 4. A driver when on a At least at a reasonable rate of speed 1. 3. As fast as he pleases 2. public highway in Iowa 45 miles an hour may drive 3. 35 miles an hour 4. Farmers whose land adjoins the road 4. Speed signs are plac-1. State Legislature ed on primary roads at 2. the advice of 3. Nearest town Highway Commission 4. Stop where he is 5. If some but not all 1. Drive on toward his destination of the lights of a car fail 2. Have someone pull him to a garage the driver should 3. Honk his horn at approaching cars 4. 42 inches 6. Head lights should 1. not throw a direct beam 30 inches 2. 84 inches above 3. 72 inches 4. Off the road to the left Spot lights should be 7. 1. To the left of the center of the road directed 2.To the right of the center of the road 3. Off the road to the right 4. 21 candle power The maximum legal 1. 8. 25 candle power candle power for head-2. 18 candle power 3. lights in Iowa is 32 candle power 4. Right side of the car is near the curb 9. Cars may be stop-1. Tail light is left burning ped on city streets at 2. A policeman is in the same block points other than author-3. Street is vacant ized by law if 4.

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10. The correct distance 1. to park from a hydrant 2. or "fire plug" is

11. A car may be parked 1. as near to the entrance of 2. a crowded building as 3.

12. It is against the law to drive a car which

4 feet 15 feet 7 feet 3. 40 feet

4.

4.

1.

100 feet 42 feet 15 feet 50 feet

Discharges large amounts of smoke or gas

Has poor tires 2.

Has no windshield 3.

13. No car plus its load	4. 1.	Is painted more than four colors one if which is red6 feet
(except loads of hay, etc.) shall be wider than		10 feet 20 feet 8 feet
14. No passenger car's load shall	1. 2. 3. 4.	Exceed 1000 pounds Extend more than three feet beyond the car Extend beyond the fenders on the left side Ride nearer than three inches above the road surface
15. No car or trailer shall be more than	1. 2. 3. 4.	5 feet high 20 feet high 12 feet high 16 ½ feet high
16. No car or trailer can be more than	1.2.3.4.	12 feet long 20 feet long 45 feet long 30 feet long
17. If a car or combina- tion of cars is over thirty feet long it shall not as a	1. 2. 3. 4	600 feet 400 feet 50 feet 100 feet

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rule be driven closer to 4. another car than

18. The next thing to do 1.after an accident, after 2.giving personal data, is 3.to

19. If you were driving 1.
a car which damaged 2.
some one else's property 3.
and the owner of the property was not there you 4.
should

20. Primary roads and 1.extensions within cities 2.and towns are called 3.

21. At intersections of side roads and arterial the sideroad traffic shall 100 feet

Clear the road of any debris

Report to police or peace officer

Sit down and write a complete account of the accident

4. Notify the injured person's family

Drive on and write him about it

Stop and repair the damage done

Try to hunt up the owner and tell him about it

Fasten your name, address, and car number on the damaged property

State roads

Arterial highways

County roads

4. Through highways

Come to a full stop

Slow down

1.

2.

3.

4.

Drive right onto the highway

Be responsible for accidents

22. If a school bus stops Honk your horn and drive on 1. to take in or let out pu-Pass on the left of the bus 2. pils in front of you on the Pass on the right of the bus 3. highway you should Stop five feet from the door of the bus 4. 23. Before a school A non-shatterable wind shield 1. board buys a new bus it Four wheel brakes 2. must be sure it has Front and rear entrances 3. Adequate heating device 4. 24. It is unlawful to pos-Cancelled license plates 1. sess or display 2. Three head lights An unlicensed trailer 3. A patented steering wheel lock 4. 25. Non-resident cars 20 days after entering the state 1. must be registered with 10 days after entering the state 2. the County Treasurer 3. 30 days after entering the state without fee 60 days after entering the state 4. 26. Each car must dis-No more than 3 ft. from the ground 1. play two license plates 2. Fastened so they will not swing 3. Placed as low as possible on the car Securely fastened to the car 4. It can be read from the back seat 27. The certificate of re-1. gistration should be plac-So anyone riding in the car can see it 2.

ed	in	the	driver's	com-	3.	So t	t
pai	rtm	ent i	n order t	that	4.	So	it
						oor	

28. "License-applied- 1.for" cards may be used 2.only3.

29. If one license plate is lost or destroyed you should

30. If a car is sold outside the state or wrecked the license plates and certificate of registration should be

31. A full year's registration fee is not charged for new cars registered

m-	3.	So the driver can see it	
t	4.	So it can be seen without entering the	
		car	
ed-	1.	60 days	
sed	2.	30 days	
	3.	15 days	
	4.	90 days	
ate	1.	Explain to officers who inquire	
ou	2.	Report to the County Treasurer	
	3.	Make a new one as near like the other	
		as possible	
	4.	Re-license your car	
		T (1)	
ut-		Left on the car	
ced		Destroyed	
er-	3.	Returned to the County Treasurer	
ion	4.	Put on another car	
ria	1	Before January 15	
gis-	1.		
ged	2.	Between January 20 and February 1	
d	3.	During February	
	4.	Before January 5	

32. License fee for 1 trucks with pneumatic 2 tires is 3

 \$10.00 per ton weight
 Proportional to ton capacity
 2% of value plus 50c for each 100 lbs. weight
 According to power of motor

33. When a car owner- 1.ship is transferred the 2.owner shall notify 3.

- 1. The local police department
 - 2. The County Treasurer
- 3. The County Auditor
- 4. The County Recorder

The following test was prepared for the American Legion by the Department of Psychology of the Iowa State College under the auspices of the National Research Council Committee on "Psychology of the Highway." Permission for its use in this bulletin has been secured from the Ames Post No. 37 of the American Legion. How many questions are your teachers and high school pupils able to answer correctly?

TEST OF IOWA MOTOR VEHICLE CODE

Sponsored and Released by The Highway Safety Committee of Ames Post No. 37, The American Legion

(Compute the score by multiplying number of errors by 8% and subtract this result from 100%. Omissions will be considered as errors. Check "right" if correct, and "wrong" if not correct.)

Score_

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Age _____ Occupation_

- 1. When passing a car from the rear, pass on the right of the car ahead.
- 2. It must first be proved that the correct signal for passing has been given before the driver being passed can be prosecuted for ignoring the signal.
- 3. There is no penalty in the State Motor Code for driving while intoxicated.
- 4. The owner of a car is liable for damage done by the negligence of the driver if the latter is under 15 years.
- 5. No hand signals or other signals for turning are required by law.
- 6. At intersections the car to the right has the right of way.
- 7. It is legal to pass another car at intersections in the business district of a city or town.
- A full stop is required by law before passing a loading or an unloading school bus.
- The state law does not stipulate the specific type of signalling device to be used on the car.
- 10. When changing course in traffic it is necessary to give a signal of some type.

Ri	g	ht	1	-	-	_
W	ro	n	g.		_	_

Right _____ Wrong____

- 11. It is illegal to turn off lights to avoid identification on the highway.
- 12. To fail to comply with the law after an accident is punishable by fine or jail sentence or both.
- 13. A car on an arterial highway has the right of way only in a city.
- 14. It is legal to sell a car without lights.
- 15. The words "School Bus" are required by law on the front and rear of all such vehicles.
- 16. When coming into the state one must register his car with the county treasurer within a period of ten days.
- 17. The license plates from a totally wrecked car may be legally transferred to a new car.
- 18. Local traffic regulations are authorized and recognized by state law.
- 19. When driving carefully the owner of a car is not liable for injury to guests riding with him.
- 20. The law provides that one should sound the horn when coming to the top of a hill.
- 21. When a used car is transferred both the purchaser and the seller must notify the county officials.
- 22. If a new car is registered any time in the first half of the year one must pay full license fee.
- 23. All county trunk roads outside of cities are considered arterial highways.

Right ____ Wrong____ Right ___ Wrong____ Right ____ Wrong____ Right ____ Wrong____ Right ____ Wrong____ Right ____ Wrong____

Right ____

Wrong____

- 24. The law provides the parallel parking of automobiles with-Right ____ in 25 feet of railroad tracks if the tail light is showing. Wrong____
- 25. Traffic on arterial highways has the right of way over any other street or road when no stop lights are used.

(Prepared for American Legion by the Department of Psychology of Iowa State College under the auspices of the National Research Council Committee on "Psychology of the Highway.")

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SAFETY EDUCATION WHICH MAY BE TAUGHT IN CONNEC-TION 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 nonswimmers

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

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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 the Chicago Chapter, American Red Cross, 616 South Michigan Ave., Chicago, Illinois, 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 recepticles

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 campfire

Reporting on the importance of care in:

Shutting off motors when stopping to get gasoline

Smoking near gasoline tanks

Keeping gasoline in the house

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Cleaning with gasoline

Starting a fire with gasoline or kerosene

Finding out the national fire loss in 1931

Looking up national losses due to fireworks

Explaining how Independence Day may be celebrated without firecrackers 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, e.g. between 1930 and 1932. 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, linaments, 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

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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 a balladonna, strychnine, prussic acid, opiµm, paragoric, headache powders, etc.

Send to the U. S. Dept. 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 in 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

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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 screwdrivers. 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 Dept. of Commerce in installing aids to air navigation

SAFETY EDUCATION PROMOTED THROUGH A 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 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

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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

- This outline is designed to serve as a basis for a junior course in First Aid. It is prepared with the hope that it will be of assistance to the instructor and that it will help to secure greater uniformity in the method of presenting the information contained in the textbook.
- 2. Qualifications of Instructors. Unless the instructor is a graduate of a recognized medical school with the Degree of Doctor of Medicine, he, or she, must have had a minimum of fifteen hours' Red Cross First Aid instruction and have successfully passed the regular standard examination. Certificates will not be issued unless the instructor holds a card of appointment issued by the proper Branch Office or National Headquarters of the American Red Cross authorizing him to conduct the course and give the final examination.
- 3. Size of Class and Age of Pupils. It is desirable that a class be small rather than large, as individual instruction in practical work must be given each student. Classes should consist of not less than ten nor more than forty

pupils. Students who have completed the sixth grade requirements in school, or who have reached their twelfth birthdays, are eligible for enrollment.

The Course. This course requires a minimum of fifteen hours' instruction 4. for satisfactory completion. It is a combination of the lecture or discussion method with regular review or quizzes covering each lesson. The course also includes a demonstration and explanation of first aid methods by the instructor followed with actual practice work by each student. At the end of each lesson a problem including one or more points covered in the day's lesson has been inserted for class discussion.

While the teaching time or length of each period may be one hour, experience has shown that more satisfactory results will be obtained by slightly decreasing the length of each class period and increasing the number of sessions. This outline, therefore, divides the material into eighteen lessons of fifty minutes each. The class period recommended corresponds to the usual school period.

As First Aid instruction for juniors should be simple and devoid of too many details, some of the material appearing in the textbook has been purposely omitted. An attempt has been made to avoid the use of technical terms.

Textbook. The instructor will be expected to use the American Red Cross 5. First Aid Textbook, Third General Edition. While the use of a textbook by the pupils is not required, it is recommended that in older age classes each pupil have a copy of the textbook. This matter must of necessity be left for the decision of the instructor.

Material Needed for Class Work. 6.

> 2 triangular bandages for each member of the class 1 roll of bandages 2" wide for each two members of the class 6 gauze compresses 3" square 6 arm splints 1/4" x 21/2" x 16" 4 leg splints about 1/2" x 3" x 24" 2 thigh splints about 34" x 31/2" x 4' 2 poles about $1\frac{1}{2}$ " x 7' or pipes—for stretcher 1 set Anatomical Charts 1 or 2 strong woolen blankets The triangular bandages may be made by the class. A square yard of 36-inch unbleached muslin split diagonally will make two bandages. The splints may also be made from some light soft wood, such as packing boxes, etc.

The set of Anatomical Charts may be secured from the American Red Cross for \$4.50 per set. The series consists of five wall charts, mounted on linen and heavy rollers. The charts are illustrative of the following:

- The skeleton 1.
- The muscles 2.
- Scheme of Systemic Circulation (3 colors) 3.
- Fracture and dislocation 4.
- Arteries and Points for Controlling Hemorrhages (two colors) 5.

How to Get Started-The local Red Cross Chapter will be glad to assist you 7.

with your work. Textbooks, supplies, and junior examination blanks (Form 325-B) should be obtained from their local chapter. 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.

- 8. Teacher's Manual—A manual containing general suggestions, complete lesson outlines, and demonstration and discussion aids will be supplied to persons who qualify for and expect to teach the Junior First Aid Course. The manual is known as A.R.C. 1018 Instructor's Manual Junior First Aid Course and is available through the local chapter.
- 9. Outline of Course—The following is a synopsis of the lessons of the course. Fifty minutes should be given each lesson. A total of not less than fifteen 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.

Lesson I

Purposes of first aid; brief discussion of circulation; bandages—kinds and uses in first aid and application of open triangular bandage of head and hand

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

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Bandages—cravat to neck, eye, and arm or leg, figure of eight to elbow and knee and shoulder spica; wounds with severe hemorrhage —use of compress for stopping bleeding, digital pressure, tourniquet; shock—causes and treatment

Lesson IV

Bandages—open arm sling, cravat arm sling, figure of eight of hand, hip spica and ankle; wounds—punctured, clean cut and lascerated, use of iodine; tetanus or lock-jaw—cause and prevention; infection wounds— symptoms and first aid treatment

Lesson V

Bandage practice—review of previous bandage work; shock—symptoms, causes, prevention, treatment, and importance in first aid Lesson VI

Transportation with stretchers—loading patient, improvising stretcher; fainting—cause, prevention, treatment; fits—symptoms and treatment

Lesson VII

Transportation without stretcher—six man carry, three man carry, fireman's drag and carry, chair litter and carry; dressing or compress —details regarding sterilization, preparation and uses

Lesson VIII

Control of arterial bleeding; location of digital pressure points; control by pressure bandage and pad; digital pressure and control of ven-

ous bleeding; tourniquets; burns and scalds-kind, prevention, treatment

Lesson IX

Artificial respiration—respiratory system, symptoms of suffocation and explanation and demonstration of artificial respiration; drowning; asphyxiation; hanging

Lesson X

Electrical shock—symptoms and treatment, removal of victim from electric wire; stoppage of breathing by blow in pit of stomach

Lesson XI

Fractures—simple, compound and skull; splints—purpose, materials and rules for applying

Lesson XII

Bandage splints-for broken jaw, collar bone and ribs; dislocations; sprains; strains; bruises

Lesson XIII

Solution of a complete first aid situation by a team; rabies; snake bites

Lesson XIV

Review of bandages, carries and splints; team problem; poisons; and cramps

Lesson XV

Removal of foreign bodies from eye; removal of splinters; practice artificial respiration; ear ache; nose bleed; sunstroke; heat exhaus-

tion

Lesson XVI

Team problems; unconsciousness in general; poison ivy; insect bites; colds

Lesson XVII

Team problem; frostbites; freezing; apoplexy; and bleeding from the lungs

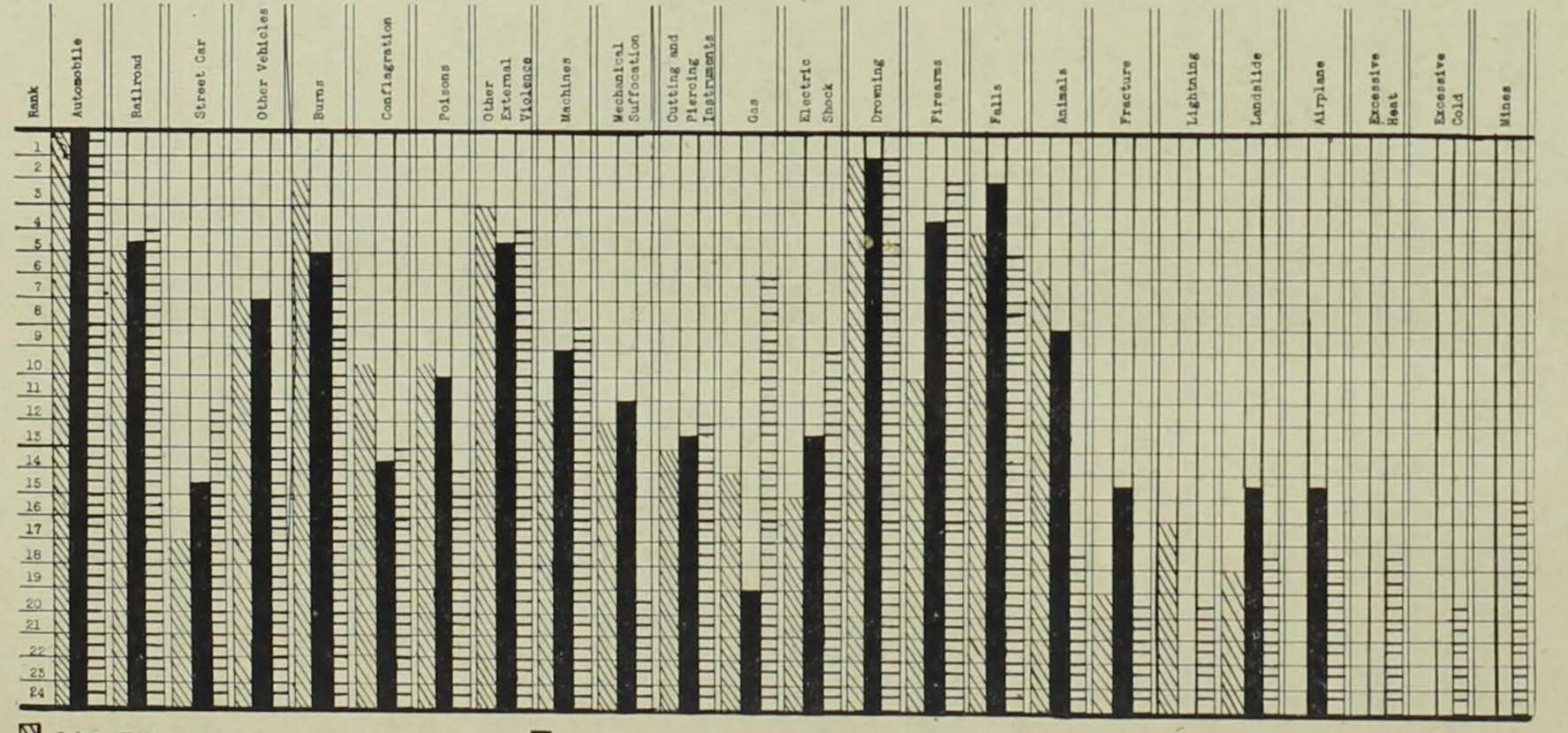
Lesson XVIII

A general review including questions to be used in the final examination

EVIDENCES OF MASTERY

The final examination should include questions comparable to those found on the first page of the American Red Cross form 325-B. This is the form on which the final report for the class must be made through the local chapter of the American Red Cross to the Midwestern Branch of the American Red Cross, 709 Washington Ave., St. Louis, Missouri. Wherever possible, the local chapter of the American Red Cross should be invited to furnish a local physician to conduct or assist in conducting the final examination. Those completing the course with a final average of 75 % may be recommended to the American Red Cross for the Elementary First Aid Certificate.

CAUSES OF ACCIDENTAL DEATHS IN IOWA 1926-1929, Inclusive



Primary Children - Ages 5-9, inclusive

Intermediate and Upper Grade - Ages 10-14, inclusive

E High School Students - Ages 15-19, inclusive

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IOWA

COURS

E

OF

STUDY

APPENDIX

SUMMARY OF CAUSES OF ACCIDENTAL DEATHS IN IOWA IN 1926-1929

The following figures supplied by the Iowa State Department of Health give a summary by age groups of the causes of accidental deaths in Iowa from 1926-1929 inclusive.

		Age Groups	
Cause	5-9	10-14	15-19
Accidental, Other, or Undefined	317	270	404
Poisons	4	4	3
Conflagration	9	1	4
Burns	35	-11	9
Mechanical Suffocation	5	3	1
Gas	4	0	12
Drowning	47	57	76
Firearms	7	20	· 50
Cutting or Piercing Instruments	2	2	5
Falls	18	17	13
Mines	0	0	3
Machines	7	5	8
Railroad	14	24	50
Street Car	1	1	7
Automobile	110	82	124
Other Vehicles	10	10	6
Airplane	0	1	2
Landslide	1	1	2
Animals	11	7	2
Excessive Cold	0	0	1
Excessive Cold Excessive Heat	0	0	2
	2	0	1
Lightning Electric Shock	3	2	7
	1	1	1
Fracture Other External Violence	22	20	15

CAUSES OF ACCIDENTAL DEATHS IN IOWA 1926-1929

CHARTS GIVING INFORMATIONAL SAFETY MATERIAL

The following are charts prepared by United States Fidelity and Guaranty Company, Des Moines Branch Office of which Mr. J. Dillard Hall is manager. These charts give valuable informational material which may be readily used by schools.

UN	Chart No. ITED STATES Five Year Pe	FIRE LO	SS		ECO	Chart No. 2 NOMIC LOSS-1931
1926 1927 1928 1929 1930	•	472,9 464,6 459,4 499,7	80,751 33,969 07,102 45,778 39,132	4	DUE T	O AUTO ACCIDENTS \$2,500,000,000
1931	IOWA FIRE Five Year Pe	LOSS	026, 026	This Loss is	1.	More than the annual cost of public school education in the U. S. (\$2,200,000;000).
Year 1926	Loss \$7,984,007	No. of Fires 5,665	Deaths 106		2.	Five times the country's aver- age yearly fire loss.
1927 1928 1929 1930 1931	7,211,831 6,141,522 6,776,473 8,353,175 8,593,966	5,197 5,232 5,339 6,987 6,201	76 82 99 98 90		3.	One half more than the amount required to maintain all the agencies of the Federal govern- ment each year.
Figu	res from State F Des Moines, 1		all		4.	Damage to property—per capi- ta cost of \$20.00.

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Chart No. 3	
UNITED STATES AUTOMOBILE DEATHS	Chart No. 4
Fifteen Year Period	TYPES OF MOTOR ACCIDENTS 1931
$\begin{array}{ccccccc} Year & U. \ S. \ Deaths \\ 1917 & 10,196 \\ 1918 & 10,689 \\ 1919 & 11,154 \\ 1920 & 12,557 \\ 1921 & 13,956 \\ 1922 & 15,344 \\ 1923 & 18,416 \\ 1924 & 19,356 & Iowa \ Auto \ Deaths \\ 1925 & 21,926 & Six \ Year \ Period \\ 1926 & 23,509 & 312 \\ 1927 & 25,851 & 315 \\ 1928 & 27,966 & 385 \\ 1929 & 31,215 & 455 \\ 1930 & 33,300 & 645 \\ 1931 & 34,400 & 582 \\ \end{array}$	1.Collision with pedes- trianDeaths 42.2%Injuries 29.8%2.Collision with auto24.9%53.1%3.Collision with fixed object12.1%5.6%4.Non-collision12.2%5.6%5.Miscellaneous8.6%5.9%
309,835 2,694	34,400 Deaths

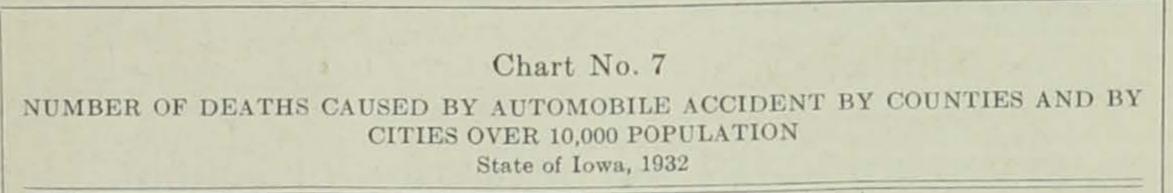
Figures for the United States are from the Na-tional Safety Council.

Figures for Iowa are from the State Health Department.

997,600 Injuries 860,000 Accidents

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Chart No. 5 HUMAN ACTIONS PRODUCING I 1931	DEATHS	Chart No. 6 CONDITION OF MOTOR VEHI ACCIDENTS COVERING DE AND INJURIES 1931	CLES IN ATHS
Drivers 1 Drivers 2 Exceeding speed limit 3 Did not have right of way. 4 Beekless driving 5 On wrong side of road. 6 Improper passing-turning. 7 Skidding 8 Miscellaneous Deterstant 1 Crossing between intersections. 2 Grossing at intersections. 3 Walking along highway. 4 Children playing in street. 5 Coming from behind parked cars. 6 Miscellaneous.	$\begin{array}{r} 23.9\% \\ 14.7\% \\ 11.7\% \\ 9.7\% \\ 8.7\% \\ 7.8\% \\ 6.5\% \\ 17.0\% \\ 100.0\% \\ \end{array}$	<text><text><text><text></text></text></text></text>	$\begin{array}{r} 95.8\% \\ 1.4\% \\ .4\% \\ .3\% \\ .3\% \\ .7\% \\ .3\% \\ .7\% \\ .3\% \\ .4\% \\ 100.0\% \\ 82.2\% \\ 5.0\% \\ 100.0\% \\ 81.3\% \\ 15.7\% \\ 3.0\% \\ 100.0\% \end{array}$



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Area	No. of Deaths	Area		No. of Deaths		ea No. Dea	of ths	Area		lo. of eaths
1. Adair	0	28.	Delaware	0	55.	Kussoth	8	78.	Pottawattami	
2. Adams	1	29.	Des Moines		56.	Lee	2		Council Bluff	
3. Allamakee	2		Burlington	6	a fail fair a second	Keokuk	3	79.		5
4. Appanoose	4	30.	Dickinson	1		Ft. Madison	2	80.		0
5. Audubon	0	31.	Dubuque	2	57.	Linn	2	81.		7
6. Benton	4		Dubuque Cit		and the second second	Cedar Rapids	21	82.	Scott	2
7. Blackhawk	2	32.	Emmet	A	58.		4		Davenport	14
Waterloo City	Contract Contract	33.	Fayette		59.	Lucas	5	83.		0
8. Boone	5	34.	Floyd		60.	Lyon	1	84.	Sioux	2
Boone City	7	35.	Franklin		61.	Madison	3	85,	Story	4
9. Bremer	7	36.	Fremont		62.	Mahaska	1		Ames	2
10. Buchanan	Ť	37.	Greene	1	0.41	Oskaloosa	7	86.	Tama	6
11. Buena Vista	Ť	38.	Grundy	î	63.	Marion	6	87.	Taylor	1
12. Butler	Î	39.	Guthrie		64.	Marshall	6	88.	Union	5
13. Calhoun	Å	40.	Hamilton	5	0.1.	Marshalltown	15	89.	VanBuren	0
14. Carroll	5	41.	Hancock	3	65.		3	90.	Wapello	.0
15. Cass	5	42.	Hardin		66.	Mitchell	3		Ottumwa	12
16. Cedar	3	43.	Harrison		67.	Monona	2	91.	Warren	5
17. Cerro Gordo	0	44.	Henry		68.	Monroe	3	92.	Washington	4
the state of the second st	10	45.	Howard		69.		5	93.	Wayne	3
Mason City			Humboldt	5	70.	Muscatine	1	94.	Webster	2
18. Cherokee	4	46.	Ida	5	1.0.	Muscatine City	12		Fort Dodge	0
19. Chickasaw	1	47.		Ã	71.	O'Brien	9	95.	Winnebago	5
20. Clarke	6	48.	Iowa	7	72.	Osceola	5	96.	Winneshiek	3
21. Clay	2		the second se		73.	and the second se	5	97.		3
22. Clayton	3	50.		4	74.	Palo Alto	4	~	Sioux City	29
23. Clinton	0		Newton	1	75.	Plymouth	7	98.	Worth	0
Clinton City	6	51.	Jefferson	0		Pocahontas	2	99.		2
24. Crawford	5	52.			77.	Polk	4			-
25. Dallas	0	20	Iowa City	19	11.	Des Moines	39		Total	541
26. Davis	1		Jones			Des mones	00			
27. Decatur	3	54.	Keokuk	e	2					

Figures furnished by Division of Vital Statistics, State of Iowa

Chart No. 11

Appearing on the new Operator's License in Iowa for driving an automobile is printed the following:

OPERATOR'S PLEDGE

1. I will think ahead.

2. I will always be careful.

3. I will assume responsibility.

4. I will give pedestrians the right of way.

5. I will always slow down.

6. I will obey traffic regulations.

7. I will always have my car under control.

8. I will give the other fellow a chance.

9. I will especially watch for children and old people.

10. I will observe the Golden Rule.

Nine states protect their citizens by having operator's license laws with mandatory examination of new drivers, state police or state highway patrol forces, and some degree of similarity in regulation of motor vehicles upon the highways.

STANDARD RULES FOR OPERATION OF SCHOOL BOY PATROLS

1. Function. The function of the school boy 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 boy patrols is to instruct the school children in safe practices in their use of the streets at all times and places.

Selection. Patrol members should ordinarily be appointed either by 2. the principal or by the officers and faculty of the authorized student organization. These members are ordinarily 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 vol-

untary and approved by parent or guardian. Officers should serve for at least one school term; other members may be changed at intervals of about six weeks. 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. These are essential if the patrol is to be efficient and permanent. In general the best results have been obtained where the patrols operate under immediate instruction and supervision of police officers detailed for that purpose and acting under general supervision of the school authority and the sponsoring body which may be the motor club, safety council or other civic body. 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 of left arm. Auxiliary equipment, if any, should be standard throughout the community.

Note: If local bodies or individuals wish to encourage the patrols by furnishing raincoats or slickers, or any other additional equipment, this should be done in consultation with the sponsoring body. In general, black raincoats are to be preferred, the white belt being worn over the coat.

6. Flags and Whistles. Patrol members while on duty shall not have in their possession any signs, signals, flags, sticks, or whistles.

Note: Whistles have no place in the type of patrol here outlined. Flags of small size have been successfully used in some cities to control and direct the children, but the use of them is generally objected to because of the danger that it will lead both the patrol boy and the motorist to feel that the former is controlling traffic.

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.

Note: This practice is recommended in preference to having the patrol boy escort the group of children across the street.

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 for ten or fifteen minutes while children are leaving. 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.

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 crossings 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 boys is then to hold the children at the curb until the police officer is ready to take them across.

These standard rules were formulated in May, 1930, by the joint committee of the National Safety Council and the American Automobile Association, also including representation of the National Congress of Parents and Teachers. They are based on experience and careful observation of patrol operation in approximately 1,000 cities, in several of which this work has been carried on for from five to ten years with outstanding success in the practical elimination of accidents and the improvement of morale. The rules also are in harmony with the best legal advice and court decisions on questions of authority and responsibility. These rules therefore are recommended to all school authorities and to all bodies sponsoring patrols. The rules do not cover the operation of other types of safety patrols in school buildings, on playgrounds, at coasting hills, or in connection with school buses.

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NATIONAL SAFETY COUNCIL

Civic Opera Bldg., 20 N. Wacker Drive Chicago

INFORMATION FOR ACCIDENT RECORD DEPARTMENT

Issued by Office of Honorable G. C. Greenwalt, Secretary of State

VEHICLE NO. 1		Report sent in by					
Driver's name		County in which accident occurred					
Driver's address_		Sex	· · · · · · · · · · · · · · · · · · ·				
Date of accident_		Type of car					
VEHICLE NO 2							
Driver's name		Addres	S				
AgeS	ex	Type of car		in the second			
	Age Male	Age Male	Age Male				
Number killed	Female	Female	Female	Female			
	Age	Age	Age	Age			

Male_____Male_____Male_____Male______ Number injured_____Female_____Female_____Female_____Female_____

TIME OF ACCIDENT: DAY_____NIGHT_____

PEDESTRIAN:

WEATHER CONDITIONS: ROAD CONDITIONS:

_ Clear	Road under repair
_ Cloudy	. Defect in roadway
_ Fog or mist	Obstruction not
Rain	lighted
Snow	Bridge or under-
Hail	pass
Storm	ROAD SURFACE
Lightning	Dry
_ Flood	Wet
water	Muddy
	Snowy
	Icy
	Pavement
	Gravel
	Dirt

CHECK WITH X EACH ITEM EXPLAINING ACCIDENT

WHAT WAS EACH DRIVER DOING?

Going straight through Turning right Turning left Making U turn Backing Skidding Parked or standing still Exceeding speed limit Failed to stop Sleeping Drove off roadway Starting from curb Driving improperly Parking improperly Disregarded officer or signal Passing on curve Passing on hill Passing standing street car Passing street car on the wrong side

Vehicle	CAUSE OF ACCIDENT	Vehi
1 2		1
	Improper or no tail light	
	Improper lights	
	Glaring headlights	
	No lights	
	Crowded off roadway	
	Defective steering mech.	
	Defective brakes	
	Physical defects of driver	
	Driver intoxicated	
	Poor vision	
	Car ran away—no driver	
	Skidding	
	Blow out	
	Fire	
		the second second

MOTOR VEHICLE COLLIDED WITH:

R.R. train (crossing unguarded) R.R. train (crossing guarded) Electric car Motor Vehicle. Passenger car Truck or commercial car Parked car Horse drawn vehicle Motorcycle Taxi cab Towed vehicle Bicycle Bus Pedestrian Animal Fixed object

Vehicle		
1	2	
-		

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REMARKS:

HISTORICAL APPROACH TO AUTOMATIC MANIPULATIONS

The following is an excerpt from Psychological Principals of Automatic Driv-The Ohio State ing by A. P. Weiss and A. R. Lauer, Bulletin No. 11, 1931.

University Press, Columbus, Ohio. It is devoted to the analysis of safety problems.

One of the earliest studies along the line of the present investigation was begun and carried on by Munsterberg (1912) in his classical work with street car motermen. In America the traffic situation has only recently come to be considered as a social problem. Accidents are lumped off as chance occurences without critical examination of the concept of chance. Such mishaps are very expensive to society and noticeably to companies employing large numbers of men. Munsterberg's pioneer work with motormen was probably based on the economic cost of accidents. With liability insurance becoming common and even compulsory in some states, the public is getting more "damage-suit minded." Consequently corporations are forced to give the matter greater consideration, since there is urgent need for protection.

Munsterberg's formulation of the problem was based upon his "action theory," which, simply stated, assumes that if one thinks correctly, he will act correctly. His experimental attack also was based upon this assumption. As a means of testing, a black wooden box covered by plate glass and a black velvet belt eight inches wide were used. The belt moved over two cylinders at the front and rear ends of the apparatus. The problem presented was a complex situation to which the subject reacted. More exactly, it was an attempt to measure the individual's capacity or ability to discriminate and react correctly to a series of complex stimuli. Thus a motorman should be able to fixate a distant car and at the same time notice a pedestrian crossing his track. Generally the findings indicated that the lowest one-fourth on intelligence tests were not good as drivers. The chief criticism against Munsterberg's technique is that he did not test for neuromuscular efficiency.

Stern (1918) used a similar device having a band of letters on a tape. When certain letters approached, the subject pressed a key. Sachs (1921) and Bobertag constructed an apparatus consisting on an endless black belt. Holes cut in the belt represented pedestrians. Double holes represented vehicles. Intermittent stimuli were introduced from the side. The examination lasted long enough to introduce fatigue, and driving ability was measured by correct reactions.

Lahy (described by Miles, 1925) has been doing extensive work in Paris on the selection of street-railway employees. His attack is based on the assumptions laid down by Munsterberg, but Lahy has introduced isolated tests along with the measures of complex reactions. His findings indicate that regularity and uniformity are more important than speed of reaction. Speed judgment was measured by a special device having three indicators standing upright on a long, narrow bench. The subject was asked to designate the point at which they would meet when moving at a given rate. Mira found that 35 drivers who did poorly had 300 per cent more accidents than 40 who did well.

Wechsler (1925) reports work done in Pittsburgh on taxicab drivers. He used a written mental-alertness test and a practical test using a dummy automobile. His results indicated that those with fastest reaction time had many accidents. Carelessness was the cause assigned to most accidents.

Perhaps the most practical work was done by Snow (1926) in Chicago. By a series of tests of mental alertness, emotional stability, recklessness, judgment, and motor capacity, he was able to build up an excellent driving personnel which has always been a credit to that branch of the Yellow Cab Company.

Moss (1925) also reported the results of work done in Washington. Reaction time was taken by having two pistols fire red lead into the pavement. The first pistol was the stimulus to which the driver reacted by applying the brakes, thus automatically firing the second. By correcting for speed of the car, quite accurate measures were obtained. Women were found to react more quickly than men. It does not seem that this is a valuable factor in automotive control, however, as shown by the conclusions of Weehsler given above. Speed of reaction is less important than accuracy.

Considerable work has been done recently in the field of electric-railway employees. Grandenowitz (1922) describes a method of approaching the problem. "Presence of mind" was tested by flashing a light, shooting a gun, etc., while the subject was manipulating a dummy controller. Manual dexterity was measured by having the subject catch falling rods. Night vision was tested by having the subject read letters through a tube.

Forester (1928) in Czechoslavakia tested chauffeurs by using a complicated system of lights placed on a board before the driver in such a way that manipulation of keys would turn on or off certain lights or combinations of lights which stood for conditions or situations met in driving. No general manipulation was introduced, as it was held to be objectionable, since driving experience would invalidate the results. Viteles (1925) used this principle in selecting street-car men with the Milwaukee Electric Railway and Light Company, but extended it considerably. He formulated the problem of street-car driving as a composite of coordinated responses including (1) proper reaction to objects in the range of vision, (2) ability to judge distance and speed in order to anticipate movements of pedestrians and vehicles, (3) promptness in meeting an emergency, (4) proper control and operation of the car, that is, mechchanical aptitude, (5) possession of social qualities, information, and courtesy, and(6) general reliability such as punctuality, stability, etc. His apparatus consisted of a dummy controller which was operated by the prospective motorman in response to light signals appearing on a signal board 4 by 5 feet and placed at a distance of 20 feet. It was made movable for placing the subject at varying distances from the board. The examinee reacted to various combinations of lights placed on the board. Red and blue bulbs placed in the corner acted as key stimuli in that the subject was to react only when one or the other color was present. Errors were first counted by a secretary but have since been registered automatically by counters. Distraction stimuli were given in the form of flashes from a 250-watt lamp at the side of the subject. O'Rourk has developed a device similar to Wechsler's dummy automobile for studying automobile drivers and flyers. He calls his device the coordinator. Mrs. Shellow (1926) has greatly extended the work of Viteles with the Milwaukee Electric Railway to include job analyses and various tests of judgment, emotional stability, and general social efficiency and reliability. A rotating drum with a contour map of a city has been used in Germany to test drivers. The subject sits with a stylus and traces out various avenues or paths through the model city or landscape placed on the rotating drum.

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These accounts cover roughly most of the work done up to date. The bibliography of sources at the end of this chapter will aid materially in acquiring first-hand information on these studies.

Regarding individual differences in drivers a number of interesting facts have been found. Slocumbe and Bingham (1928) made a careful study of street-car motormen and bus operators. Using per cent of coasting as a criterion, they found that accidents and delinquencies were associated, acorrelation of r = +.51 being obtained. Attitude toward work was also correlated with accidents, those having a cooperative attitude having fewer accidents. Persons with high blood pressure had more than twice as many accidents as those with low blood pressure. Length of service indicated lower tendency to accidents, but selective factors might render this antifact. Also younger men with limited experience had more accidents, which might be expected from the standpoint of habituation as well as lack of selection. The latter refers to the improbability of a prone-to-accident employee's being kept or even staying on the job. Other studies are now in progress but cannot be elaborated in this monograph. Notable among these are a study recently completed by the Cleveland Railway Company and a research in progress at Pittsburgh under the auspices of the National Safety Council.

The above will give the outstanding facts and investigations which the present research workers have used as a basis for formulating the problem.

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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 fifty 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?___

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- How many stories high is your house? _____ How many families occupy it? ______.
- 5. Is there any cellar or basement?_____What is it used for?_____
- 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? _____
- 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?______

- 12. Are there any unused stove pipe holes open or papered over and without metal stops?_____
- Do any stovepipes 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?______

- 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_____

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Visual Aids Available from the Visual Instruction Service, Iowa State College, Ames, Iowa

Motion Picture Films-35 mm.

- Carbon Monoxide-the Unseen Danger-Causes of death from carbon monoxide; examples of how carbon monoxide does its deadly work; other dangers-gas burners, etc. (1 reel)
 - Danger That Never Sleeps-A film showing where the most common fire dangers lie. Carelessness in many ways is depicted. Also there are shown ways of being careful, and thus reducing fire loss. (1 reel)
- Every Swimmer a Life Saver-A few details in life saving are shown; break away from death grip; break of front strangle hold; hair carry; side arm carry; head carry; steps in saving the life of a person who has nearly

drowned. (1 reel) (This film should be presented at the time when someone familiar with life saving methods is present to note various points, changes in technique, etc.)

Fire-Illustrates the seriousness of the annual fire loss in the United States; various types of fires; how fires are started; old-time fire-fighting equipment; modern fire-fighting equipment; fire prevention in the home; carelessness. (1 reel)

Motion Picture Films-16 mm.

Artificial Respiration-Approved principles and practices. (1 reel) Film Slides

- Condition of the Car-Important safety factors to be considered, such as brakes, lights, rear view mirror, etc. (11 frames with descriptive notes and titles.)
- Driving Safely Between Intersections-Principles of safe driving to be applied when going between intersections. (19 frames with descriptive notes and titles.)
- Rules of the Road-General principles of safe driving (19 frames with descriptive notes and titles.)
- Safe Electrical Equipment for the Home-Possibilities of reducing the danger of shock and fire by selecting safe electrical equipment and by using it properly. (23 frames with descriptive notes and titles.)
- Safe Driving at Intersections-Principles of safe driving to be applied at intersections. (19 frames with descriptive notes and titles.)
- School Boy Patrol-Standard practices and organization of school boy safety patrols. (27 frames with descriptive notes and titles.)

To Drive Without Accidents-Road rules and driving with safety. (18 frames with descriptive notes and titles.)

