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# A STUDY OF THE SCHOOL AND TRAFFIC SAFETY PROGRAM IN THE ELEMENTARY SCHOOLS

SCHOOL DISTRICT NUMBER ONE

MISSOULA, MONTANA

1952-1955

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EDWARD J. KIELY

B. A. Montana State University, 1951

Presented in partial fulfillment of the requirements for the degree of Master of Education

MONTANA STATE UNIVERSITY

1955

Approved by:

hairman, Board of Examiners

Deen Graduate School

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#### FOREWORD

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At the outset, I feel it is necessary to make a few statements to the readers of this study.

The bibliography for this study is somewhat limited. The sources of information and the research for this paper do not show up in the footnotes or in the bibliography. Practically all of the data for this paper were gathered from three sources: first, informal interviews and talks with Mr. William Feldman, who is the person most responsible for the safety program in the Missoula elementary schools, talks with Mr. C. S. Porter, Superintendent of Schools in the Missoula elementary system, conversations with the principals and teachers of the various schools and the children involved in the safety program -- all these have provided part of the factual background for this study; secondly, much of the data was collected during my two years attendance at the regular meetings of the Presidents' Council of the Missoula elementary safety program in the role of faculty advisor; and, finally, daily observation over a three year period of the Willard School safety program -patrol work, court, poster work and the grade representative council. These, then, are the principal sources for this study on Missoula's elementary school safety movement.

None of these sources can be referred to by page or chapter. Yet they have all been checked and cross-checked, whenever there seemed to be a chance for error.

#### ACKNOWLEDGMENT

The writer would like to acknowledge the assistance and encouragement given by Mr. William E. Feldman. Without Mr. Feldman's help, the writing of this paper would have been impossible.

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#### CHAPTER I

#### INTRODUCTION

In 1945, Mr. William Feldman, a retired insurance man, attended a meeting of Missoula citizens interested in local safety problems. Indirectly, his attendance at this meeting gave rise to the safety program now operating in the elementary schools of School District Number One, Missoula, Montana.

#### I. THE STUDY

Purposes of the study. The purposes of this study were: first, to present a brief history of the elementary school safety program in Missoula, Montana; and secondly, to show the various parts of the safety movement and how each is important to the complete program.

Delimitation of the field of the study. The study was restricted to the elementary schools within School District Number One, Missoula, Montana. Due to the extremely wide range of safety projects throughout the state and the nation, and the unique nature of Missoula's program, little could be gained by any sort of comparison between the safety program in Missoula and that of any other city.

Importance of the study. Emphasizing the importance of the study at this time is the fact that school boards, educators and the public in western Montana and throughout

the nation, are showing more and more interest in a sound safety program for their schools.

No community safety project is complete without a well-planned modern school safety program, carried on continuously in both elementary and secondary grades, under direct supervision of the school authorities, and usually in cooperation with the local safety organization.

This study is intended to act as a guide for those administrators and teachers setting out to organize a school safety project.

Review of related literature. Missoula's safety movement was organized and shaped to fit a particular need in a particular locale. Such being the case, literature regarding the program is meager.

The chief sources of information for this study are as follows: the local newspapers; bulletins of the Missoula Grade School Safety Council, written by Mr. Feldman; the Bibliography of Safety Materials for the Use of Schools prepared by the National Safety Council; and several safety pamphlets prepared by the American Automobile Association.

In addition to these, a professional paper, The Production, Use and Evaluation of a Sound Film for Teaching Safety Patrol Methods to Elementary Students by Clarence

Herbert Yahraes, <u>Make Your Town Safe!</u>, National Safety Council, Public Affairs Pamphlet No. 133, 1947, p. 29.

Ralph Reid, M.E., 1954, Montana State University; a

National Safety Council publication, "Make Your Town Safe!"

by Herbert Yahraes; Frank Hubbard's "Safety-Thru Pupil

Patrols" published in the National Education Journal of

March, 1950; and Leslie Irwin's "Safety Patrols in

Elementary Schools" published in the Elementary School

Journal of February, 1942, have been very helpful.

Chapter II is devoted to a brief account of the growth of the present safety program of Missoula's elementary schools. Chapter III is concerned with the policy and rule making bodies, namely the Presidents' Council and the boards of grade representatives. Chapter IV describes the rule enforcement bodies. These are the school patrols and safety courts. Chapter V deals with the methods of publicizing the program and the means taken to acknowledge the services of those engaged in the program's work. Chapter VI, the final chapter, contains the conclusion and summary.

Clarence R. Reid, "Production, Use and Evaluation of a Sound Film for Teaching Safety Patrol Methods to Elementary Students," (unpublished Master's thesis, Montana State University, Missoula, Montana, 1954).

<sup>3</sup>Yahraes, op. cit.

<sup>4</sup>Frank Hubbard, "Safety-Thru Pupil Patrels," <u>National</u> <u>Education Association Journal</u>, 39:190-1, March, 1950.

<sup>&</sup>lt;sup>5</sup>Leslie W. Irwin and James W. Paustian, "Safety Patrols in Elementary Schools," <u>Elementary School</u> <u>Journal</u>, 42:432-42, February, 1942.

#### CHAPTER II

#### GROWTH OF THE PRESENT

#### SAFETY PROGRAM OF MISSOULA'S ELEMENTARY SCHOOLS

The safety patrol movement certainly is not a recent innovation. According to Reid:

patrol was organized in Newark, New Jersey in 1917. The purpose of organizing this patrol was to lower the number of accidents involving pupils going to and coming from school. The organization proved very successful and in the first nine years of operation there was not a single accident. Newark had eighty patrol units in all and they were made up of both boys and girls.

The idea of using patrols spread to other cities and in 1921 patrols were organized in Chicago and Milwaukee by the police departments with the assistance of the American Automobile Association.

The mountainous areas of western Montana have been slow in getting safety patrol work started. Until recently there has been no real need for such a movement. The absence of any large concentration of population and the attendant traffic hazards have made safety patrol work seem unnecessary until recently.

An accident involving a pupil at the Central school in 1945 led S. J. Knudsen, then principal of the school.

of a Sound Film for Teaching Safety Patrol Methods to Elementary Students," (unpublished Master's thesis, Montana State University, Missoula, Montana, 1954), p. 9.

to form a school patrol for the protection of pupils. This seems to have been the first effort toward an organized safety movement in Missoula. The patrol moved along on its own for a time and then was assimilated into the city-wide safety program being set-up by Mr. William Feldman.

Sometime in the fall of 1945, Mr. Feldman had accepted an invitation to attend a safety meeting in downtown Missoula. Having recently retired as an insurance man, he was looking about for something to which he could devote a part of his spare time. The problem of community safety interested Mr. Feldman and he was soon devoting all of his time to the work. Elected secretary of the organization in 1946, he began trying to interest university and high school students in the various phases of the safety program. For one reason or another he got very little response.

Next he approached the elementary schools. He began his campaign among the grade school youngsters by constructing and distributing to each school a small safety bulletin board. Every month or so, Mr. Feldman would send out a mimeographed bulletin to each school. The bulletins were geared to the children's level of understanding and each dealt with a different phase of safety. The children were invited to make comments on the bulletins and to add their own safety ideas to the bulletin boards. Mr. Feldman says that the bulletin board idea was well received and that the

work done by the children encouraged him to continue along this line.

As soon as interest had begun to increase, membership cards were printed and distributed to the children. Since children are "avid joiners" the response to the membership card phase of the safety program was encouraging.

Now that he had the children interested and enrolled, Mr. Feldman encouraged them to elect a president and a vice president in each school. These elected officials then met in a body to decide the over-all direction and policy for the city-wide safety program. The first meeting of the presidents and vice presidents of each school took place in 1947. This Presidents' Council, as it came to be known, still provides the coordination necessary for a program which now includes some four thousand children.

Mr. Feldman's broad plan was to organize the safety program along the lines of our federal government, in other words, with an executive, a legislative and a judicial branch.

The part played by the executive branch was to be filled by the Presidents' Council with the various school patrols acting as an enforcement body.

Next came the judicial branch. In this instance, each school elects a judge and bailiff. The judge appoints

The detailed workings and organization of these three will be dealt with in later chapters.

a jury from a prepared list of eligible students. This provides a jury-trial method for deciding the guilt or innocence of those accused of violating the rules established in the various schools.

The legislative branch was to be made up of boards of grade representatives from each school. Each board was composed of one pupil from each room in the school. Representation on the board is normally limited to those above the second grade, although some schools include all grades.

The bulletins that had started in 1947 with an issue every month or so, now have become a weekly feature. These bulletins are distributed through the principals to every school room in District Number One. By direction of Mr. C. S. Porter, Superintendent of the district, each teacher must read and discuss the bulletin sometime during the ensuing week.

Next in Mr. Feldman's program came the organization of the poster artists. Each school president chose a head poster artist, with the permission and help of the various school principals and interested teachers. Then a staff of artists was picked to aid the head artist in publicizing the monthly safety project. The vice presidents of each school, far from being figureheads, were given the task of acquainting the primary grades with the safety program and preparing them for the day when they would become members of the safety program. Needless to say, this vast program

did not take form overnight, nor in the space of a year or two.

Each new phase was introduced when the Council and Mr. Feldman were sure the pupils throughout the city were ready for it. One point that must be emphasized is that the program is conducted by the children. Naturally, they are advised and counselled by Mr. Feldman, Superintendent Porter, their principals and various teachers, but the details are decided and decisions are made by the children. The growth of the program and the interest shown by the pupils illustrates the soundness of this premise.

#### Mr. Feldman has said:

The most important element in democracy is good leadership, regardless of the level at which it occurs. The time to find these leaders is in the grades. After you find these leaders they must be encouraged to grow in an organization they think is worthwhile. They must have the opportunity to practice leadership. We cannot wait until a person has grown to develop leadership. It must be developed like any other faculty. In one sense, it might even be said that safety itself is incidental to the leadership part of the program.

Writing in the <u>Elementary School Journal</u> of February, 1942, Leslie W. Irwin<sup>9</sup> says that patrol might serve and probably does serve, as an effective means of training character and of developing an appreciation of

Interview with William Feldman on June 20, 1955.

Patrols In Elementary Schools, "Elementary School Journal, 42:432-42, February, 1942, p. 442.

community service in children of pre-adolescent and early adolescent ages.

An editorial in the Daily Missoulian states:

One of the finest voluntary services rendered to the community is the life-saving work of the School Safety Patrols. Every school day of the year these youngsters stand guard over their schoolmates, getting them safely to and from school. Among the school patrols of the nation, Missoula's has been termed outstanding, by no less an authority than the National Safety Council.

Missoula's school patrol system goes beyond traffic safety. Under a program conceived and developed by W. E. Feldman, each school has a Safety Council, through which safety in the schoolhouse, on the grounds and at home, as well as on the streets, is taught by "practice as well as preaching," in an educational course which is a real complement of the academic subjects.

To apply the word "life-saving" to the job of the School Safety Patrols is not merely a buildup. The task these youngsters perform, plus the increased emphasis placed on safety education by school officials, has resulted in a 40 per cent reduction in the traffic fatality rate of the 5-14 age group during the last thirty years. This decrease is even more remarkable when it is considered that the rate for all other age groups has increased during the same period.

Achievements such as this deserve the highest praise and every means should be taken to give the patrols the recognition they merit---in their local communities and nationally. One means of granting them that recognition is "School Safety Patrol Week," which starts tomorrow and during which Gov. Aronson urges Montana citizens to pause and pay tribute to these young "sentinels of safety."

The growth of the Patrol movement during the last 30 years has been phenomenal. Today there are approximately 600,000 boys and girls serving. In Missoula the police department, Hellgate Post of the American Legion and the Missoula Area Safety Council have long recognized the value of the work the youngsters perform. It is likely that the local public also is more cognizant of the children's efforts than is the case in

many communities. But public and official support for the Patrol movement cannot be too great, and the recognition to be emphasized during the coming week should be extended throughout the year. 10

<sup>10</sup>Editorial in The Daily Missoulian (Montana), May 1, 1955.

#### CHAPTER III

#### POLICY AND RULE MAKING BODIES

#### I. THE PRESIDENTS' COUNCIL

The Presidents' Council derives its name from the fact that it is made up of the presidents and vice presidents representing each of the elementary school participating in the Missoula Elementary Safety Program. Following the basic plan set up by Mr. Feldman as to the organization of the program, this group is patterned along the lines of the executive branch of our federal government.

From the membership of the group, a president and a secretary are elected. This election usually takes place about the time of the third meeting of the Council. Meetings are held regularly on the third Friday of each month. Members are excused from the last hour of class on scheduled meeting days. The American Legion conference rooms are used for the meetings.

The president of the Council presides and conducts the meeting in the manner prescribed in Robert's Rules of Order. ll Minutes are kept on all meetings by the secretary, who also handles any necessary correspondence.

Mr. Feldman, acting in his capacity as assistant to the secretary and the faculty advisor acting as assistant to

Henry Martyn Robert, Rules of Order, revised, (Chicago: Scott, Foresman & Co., 1951).

the President, sit with the president and secretary while the meeting is in session. The presence of these two adults does not detract from the meeting since the pupils soon learn that the adults are present in a strict advisory capacity and give opinions only when requested to do so.

An average meeting will last from an hour to an hour and a half. During this time old business in the form of reports, correspondence, discussion of the past month's safety project has been taken care of by the Council. In addition to this old business, the members have decided on the safety project for the coming month, and listened to a short address by some city official, business man or school administrator. The various school representatives also present any recommendations from their own board of grade representatives and discuss any problems that have come up at that particular school.

The merit and value of recommendations and suggestions presented by the several boards of grade representatives through their presidents or vice presidents are discussed fully and sometimes heatedly. In many instances, the Council will delay any action on a recommendation until the next meeting or until it has had time to see how the recommendation has worked out in the school from which it originated.

The leadership phase of the program, stressed so often by Mr. Feldman, is nowhere more apparent than at these Council meetings. The pupils rapidly develop a

restraint toward the hasty action so common to this age group. Following the first few meetings, they show a reluctance to endorse any idea or project that has not been examined and approved by a majority of the Council.

Any speaker appearing before the Council can be sure that he or she will be questioned at length following the address. Since the presidents and vice presidents must report to their own school groups, they learn the need for understanding fully what is said.

One of the big problems faced each month by the Council members is choosing a safety project that can be simply and graphically prepared and presented by the poster artists in each of the schools. One of the reasons for having the monthly meeting on the third Friday is to allow ample time for the ensuing month's safety project to be prepared in the schools.

Throughout the school year, the Presidents' Council is able to shape the policy of the entire safety program. This is possible because its membership is made up of the two top officers from each school. This being the case, the Council, while it has no authority to make rules, can offer suggestions and expect to have a reasonable number of these suggestions become rules of conduct in the various schools.

Undoubtedly, one of the prime values of the Council lies in its use as an area for discussing problems. The

youngsters continually come up with seeming insurmountable problems. Yet, when these problems are discussed before the entire Council, it is usually found that another school has faced much the same condition. Then follows a flood of advice on how to handle the situation.

Toward the end of each meeting, Mr. Feldman is given an opportunity to address the Council. It is at this time that he offers such suggestions as he feels may be necessary to the smooth operation of the program. He has never forced his views on the pupils; and for this reason, they are more than willing to listen to him. Any suggestions made by Mr. Feldman are talked over and then voted upon by the Council. An adverse vote cancels the proposal immediately. If the Council votes in favor of the suggestion, it must still win the approval of the board of representatives from each school. This process may not meet with the approval of some adults, but Mr. Feldman feels it is the only way to guarantee a continuation of the pupil's support to the program. Every pupil must be able to express his approval or disapproval on issues that will directly affect them. Otherwise, the program will collapse through a lack of interest.

Each year sees many of the same problems brought before the Council. Since the membership of the Council changes yearly, the problems are continually new. The pupils normally are allowed to solve these problems in their own way, even though the solution is quite apparent to the adults on the Council.

The Council has been sponsoring a project aimed at better understanding of the city ordinance concerning bicycles. This has involved bicycle inspections, drives to have all bicycles licensed, and above all, safer bicycle riding habits. During the school year there is a noticeable improvement in observance of the rules governing correct bicycle operation. During the summer it must be admitted that bad habits begin to reappear.

That the Presidents' Council has its faults is not to be denied, but without this group of youngsters to co-ordinate the program, much of the lively interest shown would disappear. Missoula boasts the only program of its kind in the nation. Other cities have fine safety programs, but none are directed as completely from the pupil level as is Missoula's.

#### II. BOARD OF GRADE REPRESENTATIVES

Attendance at the meetings of the Presidents' Council by all of the pupils within the elementary schools of the city is not possible. Therefore, in order for them to have a voice in their own safety program, Mr. Feldman early instituted the idea of each school having a board of grade representatives.

Originally, each grade elected a representative to meet with those chosen from each of the other grades in

enrollment and the fact that two rooms for each grade are quite common, the practice is to elect a representative from each room rather than each grade. Some schools limit membership on the board to those in the third grade and above, others include all grades. Both systems have merit and only by trial and error can the best practice be determined for any particular school.

The several school boards usually meet as soon as possible after the regular Presidents' Council meeting.

The president, or vice president, presides at these meetings and the usual practice is to follow the meeting procedure used by the city-wide Council. Problems peculiar to their own school are discussed and handled by the pupils.

Mr. Feldman's latest bulletin is read and any points that may need clarification are brought up and discussed.

The boards usually draw up, or revise, the rules of conduct for their own school. This may be done on a school-wide basis, with each room contributing a set of rules which the board then sorts and classifies according to area and subject. Another method is to assign upper grade representatives as the heads of various committees—traffic, playground, bicycle, hall, gymnasium—to draw up the rules appropriate to that particular area. These rules are then mimeographed and sent to all rooms asking for suggestions on areas not covered. Finally, all the rules on all phases of safety are collected and presented to the principal for

his approval and advice. Following the principal's approval, the rules, with any necessary revisions, are formally voted on by the board and become official for the school year. Copies of these rules are sent to each room and placed on bulletin boards. The patrolmen are made familiar with these rules and use them as a basis for handing out violation tickets.

The representatives on the board also help decide the types of punishment that the safety court shall dispense. The types vary from money fines, through detention, to work details, and loss of motion picture privileges. The various schools differ markedly in this field.

Members of the board of grade representatives receive valuable training during their year's tenure. As might be expected, most of the members of the city-wide Presidents' Council have served an apprenticeship on the board of grade representatives in their respective schools.

#### CHAPTER IV

#### RULE ENFORCEMENT BODIES

#### I. SCHOOL PATROLS

As was pointed out in an earlier chapter, the safety patrols of the various schools are the enforcement arm for the executive branch of the city-wide safety movement. In planning for the program of safety that encompasses the entire grade school population of the city, Mr. Feldman wisely left the area of patrols--size, duties, membership, rewards--up to the various school principals and students. Missoula's traffic varies in density from one section of town to another and the patrol problems vary accordingly. Regarding the organization and operation of school safety patrols. Reid has stated:

In a short time patrols were organized all over the country and were as varied in their patterns of organization and rules as religious denominations. The differences in organization and operation were due to the fact that each patrol was organized to take care of a particular situation. Also state laws and city ordinances made many variations necessary. Although these variations in rules and regulations were often confusing when observed from an over-all standpoint, they were necessary for the successful operation of the patrols. 12

Missoula, though not a large city, presents many and varied problems to those attempting to provide ample

<sup>12</sup>Clarence R. Reid, "Production, Use and Evaluation of a Sound Film for Teaching Safety Patrol Methods to Elementary Students," (unpublished Master's thesis, Montana State University, Missoula, Montana, 1954), p. 10.

protection to school children through the use of safety patrols. Schools located on busy streets must cope with far different problems than those schools located in semi-isolated areas. Speaking on the matter of variation in patrols, Hubbard says:

The reports from schools using school patrols indicated considerable variation in procedure. Many of these differences must be expected since the patrol idea must be adapted to the needs of each school and to the conditions of each community. 13

Another problem that confronts those attempting to set up a patrol system is the size of the student body. This factor will govern the size of the patrol. Naturally, the larger the patrol the more difficult and complex become its management.

While the several schools have been allowed wide latitude in deciding questions about their patrols, a few things have been kept in common for all schools and uniform throughout the system. The first of these rules is that no patrol member shall ever attempt to direct vehicular traffic. This rule is in accordance with the rules and regulations of the traffic management bodies of the city and the state. Each year that Missoula Chief of Police, Dan Rice, has addressed the members of the Presidents' Council and the various patrol officers, he has made this rule one of the main points of his address. Irwin<sup>14</sup> says that it

<sup>13</sup>Frank Hubbard, "Safety-Thru Pupil Patrols," National Education Association Journal, 39:190-1, March, 1950, p. 191.

<sup>14</sup>Leslie W. Irwin and James W. Paustian, "Safety Patrols in Elementary Schools," <u>Elementary School Journal</u>, 42:432-42, February, 1942, p. 442.

should be a definite rule that no patrol member be allowed to direct vehicular traffic. Further on this point, in order to be sure that no patrolman be given an opportunity to be in a position where he might be tempted to direct vehicular traffic, all members of the various school patrols are forbidden to step off the curb when they have reached their assigned posts.

Another point wherein there is common agreement and practice among the school patrols of Missoula's elementary system is in the area of flags. In Missoula, patrol flags are pieces of yellow denim eighteen inches by thirty-six inches, double hemmed and usually fitted with three eyelets along one of the narrow edges. These flags are then attached to five foot poles.

first, to warn any pupils of the presence of oncoming traffic within one block, on any of the streets of the intersection; and secondly, any driver whose view of the sidewalks
is obscured can normally see the patrolman who stands on the
edge of the sidewalk. A look at the position of the patrolman's flag will tell the driver if there are any children in
the vicinity. It may be well to repeat the point that in
the latter case the patrolman is making no attempt to direct
the vehicular traffic. But, the driver certainly should
reduce his speed when and if he sees the patrol flag in
such a position as to indicate the presence of children.

When the patrol flag is held in an upright position, in other words, the staff being parallel to the patrolman's body, it means that no vehicles are coming toward the patrolman from any direction for a distance of at least one block. When the flag is held waist high on a line across the patrolman's body, and usually across the sidewalk, it is understood that a vehicle is approaching somewhere within the vicinity of one block and that it is unsafe to step from the curb.

The usual organization of a school's patrol in the Missoula system follows the plan of a captain, lieutenants and patrolmen. How the captain of each patrol is chosen, whether by appointment or election, remains optional. The captain is usually an eighth grade pupil, either boy or girl, whose duties consist of overseeing the work of the patrol, checking attendance of members, maintaining order during the time the school court is in session and any other special duties that may be decided upon.

The captain of the patrol must have certain qualities in order to do his job. He or she must have an affinity for detail, since checking on absence, tardiness, neatness, attention to rules, and so on, can become very monotonous. Yet, unless the captain continually checks on these matters, the patrol and its work will soon deteriorate. The captain must have a keen sense of duty. The dismissal of a patrolman has been necessary from time to time, therefore,

the captain must be one who realizes that the overall work of the patrol is more important than the feelings of one pupil. The work of the entire patrol will go along much better if the captain is a class leader whose personality naturally invites cooperation. In order that the captain be acquainted with all phases of patrol work, he should have at least one year of patrol work to his credit.

Only slightly less important than the captain of the patrol are the various lieutenants. The pupils who serve as lieutenants are in charge of from two to six patrolmen. The lieutenant and his or her patrolmen may be known as a shift, group, unit, tour, patrol or any apprepriate name. One of the lieutenant's principal duties is to have his shift ready to go on duty at the appointed time. He must be sure that all patrolmen are present. In the case of absence, he reports to the captain and secures a replacement for the missing patrolman. Again depending upon the decision of each school, the lieutenants may or may not have a post as do the regular patrolmen.

However trite the statement may be, 'a chain is only as strong as its weakest link' applies with much force to the entire patrol idea. The more numerous links here are the patrolmen. Frank Hubbard states:

As in other phases of school instruction, learning to be a good patrol member is not an accidental process. Every patrol member should understand the

purposes and duties of the patrol and develop an appreciation of the significance of his selection. 15

Irwin<sup>16</sup> says that the main factors other than scholarship that must be considered in the selection are dependability, good citizenship, ability to lead or direct, natural fitness and team work.

Any patrolman who does not understand his duties, the traffic and playground rules of his or her school and the purpose behind the entire patrol program does much harm. A good captain will continually check up on new members until certain that they are familiar with all phases of patrol work.

On the question of how the patrol shall work, the schools are divided. Several systems prevail. Again it is to be remembered that each school has its own particular problem of traffic and playground management. One of the most common methods is to employ a different shift of patrolmen each time the student body is entering or leaving the school and adjacent grounds. This will normally call for five groups of patrolmen each school day. The patrols do not normally operate during recess time. Each shift of the patrol will be on duty approximately twenty to twenty-five minutes. It is customary to rotate the patrolmen from

<sup>15</sup>Hubbard, op. cit., p. 191.

<sup>16</sup> Irwin and Paustian, op. cit., p. 437.

one post, or corner, to another. In this way the patrolmen seldom grow bored since they meet new situations each time they go on duty. The time each shift reports is changed weekly. Once each quarter the entire patrol is shuffled and readjusted. Some patrolmen are retained and some new ones added.

The opinion of those who follow the system outlined above is that it serves several purposes; it keeps a maximum number of students involved in a school activity; it limits the amount of time each student is away from his or her class and also limits the amount of time any child must spend outdoors during inclement weather.

Another system advocated uses one group of patrolmen each day. These patrolmen take care of all of the patrol duties for that day. They are then excused until the following week. The system employing the fewest number of pupils is that one which uses one lieutenant and one group of patrolmen for all posts during the entire week. The length of time that this patrol may operate before an entire new group is needed is naturally limited by weather conditions, and the fact that pupil interest may diminish when such long tours of duty are required.

Because of tardiness and absence, most schools in the Missoula system find it necessary to use substitutes on their patrols. The substitutes normally are pupils who have just completed a tour of duty and who have shown outstanding ability. They are pupils who have shown they can be trusted to handle efficiently any task involving patrol personnel. During the periods of late winter and early spring, substitutes often serve more patrol time than do many of the assigned patrolmen.

Each school in School District Number One has its supply of patrol equipment. The equipment for each shift of the patrol consists of badges, belts, caps, raincoats, raincaps, flags and a book of violation tickets.

The badges are of three types. The captain's badge is silver and blue with the word 'captain' superimposed across it. The lieutenant's badge is silver and red with the word 'lieutenant' written across the center. The patrolman's badge is silver with the word 'patrolman' written across it. The badges are of metal and are patterned after the usual police shield.

The belts are patterned after the type known as Sam Browne belts, made of white webbing. Each belt has a shoulder strap and a large belt fastened with a silver colored buckle. Most schools make it optional whether or not the patrolmen wear the caps. The patrolmen have regular clive drab overseas caps. The lieutenants have white caps trimmed with red piping. The caps, belts and badges are requisitioned by each school through the central supply office. The American Automobile Association and the American Legion supply this equipment. The flags were

originally designed and prepared by Mr. Feldman. Each school is now responsible for the care and renewal of its own flags.

The biggest cost to any patrol will usually be raincoats and raincaps. These were purchased with the help of
P.T.A.'s for the most part, though some patrols had secured
money from other sources. Writing on this subject, Irwin<sup>17</sup>
says that since the patrol members are required to serve
in all kinds of weather, they should be provided with raincoats, rain hats, and rubber boots or overshoes. The
almost complete approval given the safety patrol should make
it possible for all the necessary equipment to be supplied
by the schools without financial assistance from outside
agencies. Administrators must remember when ordering
raincoats that they will be worn by a variety of students,
all shapes and sizes. The best rule therefore, is to order
them large.

Nearly all of the schools use some form of summons or ticket when a traffic or playground rules violation is noted by a patrolman. Each patrolman carries a supply of these tickets when on duty. Depending upon the school he attends, he may give one half of the ticket to the accused pupil and the other half will be handed to the lieutenant or captain. This latter half of the ticket is later handed to the secretary of the school's safety council. The

<sup>17</sup>Irwin and Paustian, op. cit., p. 442.

secretary usually serves as clerk of the court and handles the paper work for that branch of the schools safety program.

Another method of handling the tickets is to have
the patrolman put the ticket in the mailbox of the
violator's homeroom teacher. The teacher then notifies the
pupil and tells him when the next court session is scheduled.

In order to reduce the number of lest or misplaced tickets, patrolmen are semetimes required to fill in the name of the violator, the date, time, post and nature of the violation as well as their own name on a large master sheet. This master sheet is then brought to court and used as a means of calling the various cases before the court.

Many of the schools have children who regularly eat their lunches at the school. At least two of the schools use a special patrolman during a portion of the moon hour to aid in maintaining order in the lunch room. This patrolman has no other duty than lunch room duty.

There is a diversity of opinion as to what grades should be eligible for membership on the school patrol. A school with a good program will usually have little trouble enlisting patrolmen from the two upper grades. However, some schools have found it necessary to draw their patrolmen from grades as low as the fifth. Again, it may be necessary to move into the intermediate grades to fill out a patrol roster if the number of pupils in the seventh and eighth

grades is lew. Pupils ten to tire of patrol work if they are asked to serve more than two quarters in any one year.

The person selecting pupils for patrol work will find it expedient to consult the homeroom teachers before publishing a new patrol list. Matters of room discipline, health, classwork and so on have a direct bearing on a pupil's fitness and ability to perform satisfactorily the duties required of a patrolman. Insofar as is possible, patrol work should be kept on a merit basis. Merit, in this instance, refers to effort and not a grade placement in the class.

Patrolmen who satisfactorily perform their duties are rewarded with a weekly pass to one of the local theaters. The passes are printed through the cooperation of one of the local service clubs and distributed through the superintendent's office.

Those planning the formation of a school patrol will do well to consult the list of free and rental films for use in training patrol members found in Reid's work. 18

The wide range of opinions regarding patrol work and the numerous methods of operation in use in Missoula's schools lend force to the statement that no one has yet devised a method that is applicable in all cases. The patrol must be tailored to fit the needs of the particular school: even then changes in operation must be the rule

<sup>18</sup>Reid, op. cit., p. 75.

rather than the exception.

Nearly all Missoula schools require written permission of the parent to guardian before the child is permitted to act as a patrolman. In support of this practice, Hubbard says:

There has been widespread belief among school administrators, particularly in connection with the street traffic patrols, that no pupil should serve until his parents have given their permission in written form. For this purpose, some schools use standard local forms, usually mimeographed, while others ask the parents to file a written statement in letter style. 19

A valuable aid to those organizing a safety patrol is the handbook for safety patrols published by the American Automobile Association. This handbook may be obtained free by writing to the publishers. 20

#### II. THE STUDENT SAFETY COURT

In the Missoula Elementary Safety Program there is an example of the division of labor, or responsibility. The responsibilities are divided thusly: the Presidents' Council decides general policy and determines the monthly safety project; to the board of grade representatives of each school falls the task of working out the rules of safety and conduct that will apply to that particular

<sup>19</sup>Hubbard, op. cit., p. 191.

<sup>20</sup>American Automobile Association, Safety Patrol Handbook, (Washington: American Automobile Association, 1950). pp. 1-58.

school; each school's patrol enforces the rules and regulations in its own area. These elements of the city-wide program thus take care of what corresponds to the duties of the executive and legislative branches of our federal government.

The remaining branch of our federal government, the judicial branch, has also been used as a model for the formation and operation of a part of Missoula's safety program. The judicial branch of our government serves as the model for the court system in the Missoula's schools.

In a press release prepared by Mr. Feldman and dated in January, 1954, he has this to say about the general idea to be followed in organizing a safety court:

The President also appoints the Judge of the Safety Court. A safety court is organized and run about as follows. The judge has a clerk and secretary-treasurer who sit with him. There are chairs for a six member permanent jury and other chairs for bailiffs and counsel. Patrol members act as the police of the school. An offender of any of the safety rules of the school is given a ticket which shows date, time and nature of the offence and which goes to the clerk. The defendant is allowed to plead guilty or not guilty before the judge and if guilty is given a small money fine, work on the school grounds, or some other fine to fit the nature and severity of the offence. If not guilty is the plea, he may ask for a trial before the judge or by the jury and witnesses are called and he is tried in regular procedure. The safety courts help to make pupils more safety conscious, are usually held at 8:30 in the morning with an attendance often running up to 60 or 80. There is a movement now in some of the councils to have the judges elected by popular vote rather than be appointed by the President. It may be that the young people like elections with the committee meetings, speeches and balloting.

graphed press release written by William Feldman, dated January. 1954. A copy is contained in the Appendix.

The schools commonly make minor changes in the various phases of the safety system, as set up by Mr. Feldman. The court system is no exception. As long as the changes are not contrary to the broad basic plan no objections are raised.

In order to insure, as far as possible, a smoothly running court, some schools have begun the practice of appointing the judge. These appointments are made by the principal or teacher in charge of the program. This has been necessary because the judge elected by the pupils has not shown the ability required in such a position. In a few instances, the principal or the teacher in charge of the school's program has found it necessary to overrule the judge in his decisions. Rather than run the risk of having the pupils resent the court because of faculty interference, the alternative has been to directly appoint the judge.

A nominating committee of pupils and a faculty member is another means of insuring that good judges will be elected. This committee prepares a list of eligible students known to have the qualities deemed essential in a competent judge. The judge is then elected by the student body from among those names presented by the nominating committee. The position of judge is usually restricted to eighth grade pupils, chiefly because those connected with the program feel these pupils have the experience necessary to handle the office. Whether the judge is appointed by

the president, the principal or elected by the pupils, some faculty member should be present at all sessions of the court.

In the matter of passing sentence, the judge is held within certain limits regarding the type and extent of fine or punishment he may order. Most judges are supplied with a list of the sentences that he is allowed to use as punishments. This list must have the principal's approval. Detentions, work in or around the school, written essays, removal of certain privileges and money fines are among the types of sentences made available to the judge for his use in handling the cases brought before him.

The size of the jury varies from school to school.

One practice is to select the jury members just before the court convenes. This selection is made from a list of eligible pupils drawn from the seventh and eighth grades.

When a case is called before the court, the pupil to be tried is allowed to plead his own case; in doing so, he may call witnesses to strengthen his case. The patrolman who issues the violation ticket is present to give his reasons for bringing the accused before the court. In rare instances, the accused will carry his case to a higher 'court', the principal. The principal will then decide if a fair trial has been held and uphold or overrule the decision of the judge.

Those pupils brought before the court on first offences or minor violations are given a warning and lecture on the nature of their violation and told how future appearances before the court may be avoided. Primary pupils are not usually required to appear before the court. The principal or faculty advisor handles these cases.

court may be held at regular intervals or whenever enough tickets have been issued to necessitate a session. The court session is open to any student so long as order is observed. The captain of the patrol or one of his lieutenants is normally present to insure order. Pupils show great interest in the sessions and attendance is usually high.

Parents occasionally attend to satisfy their curiosity regarding the court and its operation, especially if their child is involved. These adults are, in a vast majority of cases, satisfied and impressed with what they see. In those instances where a parent is dissatisfied with any part of the program, he or she is referred immediately to the principal or faculty advisor. Throughout the city, the necessity for such referrals has been a rare exception.

In the area of the safety courts, one might expect to encounter the most difficulty in teaching the principles of democracy which the entire program strives to further. Such is not the case. The respect of pupils has been gained and maintained by the fair and honest effort made by the pupil-judges and their staffs. Wise counselling on the

part of the school principals has been a prime factor in the courts' success.

#### CHAPTER V

#### METHODS OF INFORMATION AND RECOGNITION OF SERVICE

## I. SAFETY BULLETINS AND OTHER FORMS OF COMMUNICATION AND PUBLICITY

In the modern world, publicity is necessary to the success of any venture involving large groups of people. The Missoula Elementary Safety Program involves roughly four thousand pupils, their parents and teachers. To a lesser degree, it involves the entire population of Missoula. Therefore, publicity-good publicity that is interesting, informative and regular-is an integral part of the program.

This publicity is provided in several ways. No doubt the best form of publicity, as far as the general public is concerned, is the safety patrolman standing at his corner, rain or shine, doing the job to which he has been assigned. There is much more to the program than traffic safety.

At the beginning, Mr. Feldman began writing monthly safety bulletins that were placed on bulletin boards in each school. This plan had two weaknesses; namely, the timing on the bulletins was poor and the plan did not reach all pupils. After trying various methods, the present system of a bulletin every week for every classroom was settled upon.

Each week, during the entire school year, the

principals of the various schools find a packet of mimeographed bulletins waiting for them at the administration building. The bulletins are taken back to each school and one is placed in each teachers' mail box. The superintendent, Mr. Porter, has made it known to the teachers that these bulletins are to be read sometime during the week they are received. Normally, the teacher, or some pupil, reads the bulletin aloud to the class and then it is discussed.

It is through these bulletins<sup>22</sup> that Mr. Feldman is able to direct and coordinate the city-wide program. The Presidents' Council and the board of grade representatives suggest and make the rules and regulations which govern the children. But the children who listen to and discuss the weekly bulletins are the same children who form the Council and various boards. A bulletin devoted to some phase of bicycle safety is almost certain to bring queries and suggestions regarding bicycle safety to the floor during the next Presidents' Council.

The bulletins cover every phase of the safety program. Some are directed toward patrolmen and their duties and responsibilities, others may cover topics such as advice to poster artists, statistics on accidents involving firearms, a letter from the Chief of Police, advice against playing in alleys, and so on. Sometimes, the bulletins take on a different flavor as during the six week period

ZZA sample of the bulletins will be found in the Appendix.

every year when Mr. Feldman goes on vacation to Mexico.

While on his trip he will write a few bulletins telling
the children about the schools in Mexico and various sights
along the way.

During Mr. Feldman's absence, the faculty advisor handles the task of writing the bulletins. Since there is no set pattern as to topics or length, writing the weekly bulletin is a fairly simple job. Last year, the Presidents' Council decided that each school should write one bulletin during the year. 23 The schools were allowed to devote their issue of the bulletin to any topic they wished. Some schools made up questionnaires; others gave space to various grades to use as they saw fit; still others patterned their bulletin after Mr. Feldman's. The idea was a success and plans call for repeating the project next year.

From time to time, people not connected directly with the safety program, but who are interested, have been asked to write one of the bulletins. They have responded well and their efforts have been well received by the pupils.

In addition to the weekly bulletin, Mr. Feldman sends out mimeographed posters to the primary grades. The posters are so designed that the children are able to learn some primary rules of safety as they color the posters.

<sup>23</sup>Samples of these bulletins may be found in the Appendix.

Many of these primary posters are in the form of questions, still others allow the children a choice between the right and wrong way. No schedule of any sort is maintained regarding these primary posters. The teacher uses her own judgement as to when the children shall receive them. Teachers report that the pupils enjoy the posters very much.

Some schools employ a poster contest idea in the primary grades. The vice-president of each school distributes the unfinished posters to each primary room. Following a suitable length of time, the posters are collected and judged by a committee composed of teachers and upper grade pupils. After the judging, three ribbons are awarded to the top three posters. For the week following, these ribbons, blue for first, red for second, and white for third, are proudly worn by the winners during school hours.

Another means of publicizing the program has been the use of radio. Local radio stations have been very generous in allotting time. During the school year of 1953-1954, a fifteen minute block of time was given to each of the schools. The schools were given free rein in choosing the way they would employ this time to acquaint the public with the safety movement. Among the various methods employed were the following: interviews with the Commissioner of Public Safety, the Chief of Police and Montana Highway patrolmen; a round table discussion on new safety ordinances;

several skits involving safety; and reports on the various school safety programs. In one school the children had a tape recording made and delivered to the station. Their reason for this was that they wanted to be able to hear their own program! From time to time various officers of the Presidents' Council, school patrols and so on have been interviewed to highlight some particular event in city affairs which involves child safety.

Missoula's newspapers have shown an interest in the activities of the safety movement to the extent that they have run special features on the program. These feature stories have been up to a full page in size and have included interviews and pictures.

The National Safety Council has featured the Missoula Elementary Safety Program in its publication. 24 During the course of a year, Mr. Feldman gives an average of four to five talks to local service clubs. These talks are always on the Missoula Elementary Safety Program. At least twice during the past school year, principals were called upon to explain the program to interested organizations.

The last meens of communication and publicity to be herein described is the poster campaign. The president of each school's safety group appoints a head artist who then begins to choose six or seven others to help him. The

year...", Safety Education Magazine, National Safety Council, November, 1954, p. 14-15.

pupils chosen must exhibit a reasonable amount of artistic ability. They must be able to sketch or do caricatures that will catch the eye of other pupils. These members of the poster staff must have lively imaginations for situations and slogans to dramatize and illustrate the current safety project.

Those advising and directing a safety program often misjudge the ability and value of children's poster work. This is due to the fact that the posters are too often judged on the basis of adult likes and dislikes and not on the basis of what interests children. Advisors will do well to have a few youngsters aid in judging the work of the poster staff.

Slogans and jingles play a big part in the poster campaign. Often a poster artist will bring his work to a teacher and ask that the class help supply the slogan. They are very adept at visualizing an appropriate situation but have trouble finding words to fit.

Mr. Feldman devotes several bulletins each year to the poster program and artists. The children receive little reward and encouragement and it is necessary to bolster their interest regularly.

Poster artists are invited to attend a regular meeting of the Presidents' Council, usually in October or
November. At this meeting they are addressed by a member of
the advertising staff of one of the newspapers or a like

member from one of the larger stores. These advertising people discuss color, form, lines, lettering and so on. Then posters prepared by the artists themselves are constructively criticized. This type of lecture does a great deal to help the individual artist in particular and the entire program in general. At times, a particularly good poster is displayed downtown in some store window or is sent from one school to another. Usually, however, the posters remain in the artist's school. They are placed on a centrally located bulletin board where the other pupils can easily see them. These bulletin boards should be well lighted and situated so that they are seen by the greatest number of children from all grades. A recent experiment along this line was to construct a bulletin board mounted on a tripod. This board was then moved from room to room over a two week period and then the posters were put on the regular safety bulletin board. The advantages of this method is that all children see all of the posters in their own room and have an opportunity to discuss them.

#### II. REWARDS AND AWARDS

Theater passes<sup>25</sup> are the only type of reward given for satisfactory service in any part of the safety program. The

<sup>25</sup>Samples of these passes may be found in the Appendix.

passes are divided into two categories: those awarded weekly to members of the patrol; and those awarded monthly to members of the poster artist staff.

The passes awarded to patrolmen are provided jointly by the American Legion and the Fox theater. Issued normally on Friday afternoon, the passes are good until the following Friday. The type of patrol employed in each school and the number of patrolmen involved determine the quantity of passes issued by each school each week. There are schools in the system issuing under ten passes each week while others seldom hand out less than twenty-five or thirty.

Some sort of qualification is necessary as a guide in issuing passes. Different schools again employ different methods. Probably the best and most common is the method based on a minimum number of times on patrol and a satisfactory performance of duties. The captain of the patrol is charged with keeping a duty roster<sup>26</sup> and is aided in keeping this roster by frequent reports from his lieutenants.

No provision is made for rewarding members of the court, the board of grade representatives or the Presidents' Council. This reporter has found it a good practice to issue passes to these pupils along with the patrolmen but at irregular intervals. Substitutes on the patrol are

<sup>26</sup>A sample of one type may be found in the Appendix.

awarded a pass whether they have gone on duty the minimum number of times or not. The reason for this is that substitutes are called to go on duty at odd times and sometimes oftener than regular patrolmen.

The extra passes issued to the court members and board representatives do not appreciably increase the citywide total. Estimates on the number of students regularly receiving these passes weekly range from 150 to 250.

The passes issued to the poster artists are handled somewhat differently. 27 Here the passes are made possible by the Wilma theater. About eight passes are issued each month in each school. The rule is one pass to each grade. The poster artists compete for these passes with their monthly poster project, but competition is equal since each pupil competes only with those of his or her grade level.

Many parents watch closely the type of motion picture that their children attend. These same parents do now allow their children to attend motion pictures except on weekends. Hence many pupils are faced with a useless pass if they have not been able to attend a show within the time specified on the pass. This brings up the question of whether or not a pass should be renewed if it has not been used within the time limit. Passes are renewed without much question.

When the holiday season approaches or the end of the school year draws near, the person whose job it is to issue passes

<sup>27</sup>A sample may be found in the Appendix.

can count on receiving a flood of old passes for renewal.

Any outstanding bit of work, regardless of what branch of the program in which it occurs, receives prompt attention from Mr. Feldman. This attention is usually a write-up in the safety bulletin describing the particular work and naming the student.

During the school year 1954-55, a sum of money was made available to Mr. Feldman by the Missoula Women's Club. This money was to be used for printing up suitable awards, titled "Outstanding Service in Accident Prevention." Each school received three of these testimonials. Each was signed by Mr. Feldman, the school principal and two other adults active in the safety movement.

In a letter which accompanied the awards, Mr. Feldman said:

The enclosed awards are to go to three pupils of your school who have done the best work and taken the greatest interest in your Safety Council. Awards may go to the president or vice president or to members of the patrol, the representatives of the class rooms, to poster artists or to members of the Safety Court. It is suggested that these awards be presented with suitable ceremonies and in such a way that the entire school will know that it is considered an honor to do good work in accident prevention. Personally, I believe that our youngsters are entitled to a lot of credit. 28

Several schools presented the awards at the graduation exercises in June. Others held special safety meetings in the school auditorium for the purpose of making

<sup>28</sup>Letter dated May 26, 1955, written by Mr. Feldman.

the awards. Needless to say, the pupils receiving the awards were pleased and surprised.

Little mention has been made of the part played by the local police, the American Legion, local theaters and service groups. Yet, without their fine cooperation and assistance, the entire program would be seriously handicapped.

#### CHAPTER VI

#### SUMMARY AND CONCLUSIONS

#### SUMMARY

Purposes of this study. The purposes of this study were: (1) the preparation of a short history outlining the development of the safety program in the elementary schools of School District Number One, Missoula, Montana, and (2) the preparation of a somewhat detailed description of the formation and operation of the several phases of the program. This description was intended as a guide for use in establishing a safety program similar to the one now in force in Missoula.

Procedure. This study was preceded by three years observation of the program in actual day to day operation while serving as faculty advisor at one of the elementary schools participating in the safety program. In addition to this, the writer also spent the last two years of this period as faculty advisor to the city-wide Presidents' Council. During these three years, notes were taken on all phases of the safety program as to its operation in the schools involved. Literature regarding the program was dated and filed. This literature was usually in the form of Mr. Feldman's bulletins, an occasional piece in a safety publication or a newspaper story.

Evaluation of this study. The purpose of the study, namely: to prepare a history and a detailed description of the safety program of Missoula's elementary schools, was such as to make an evaluation unnecessary. Those who see fit to use this study as a guide will evaluate it on the basis of their own needs and experiences.

#### CONCLUSIONS

The following conclusions are offered on the basis of the data presented in this study.

- 1. The wide latitude given to the schools in setting up their own safety program bears out the contention of the authorities who maintain that any program that succeeds must be flexible in order to meet specific needs in specific situations.
- 2. The use of weekly bulletins in a safety program is a valuable means of reaching all pupils directly with the added value of acting as a coordinating factor in the program.
- 3. Pupils can and will show the interest, ability and incentive to carry on their own program of safety providing that the original plans are broad and comprehensive and that adult participation and direction is kept at a minimum.

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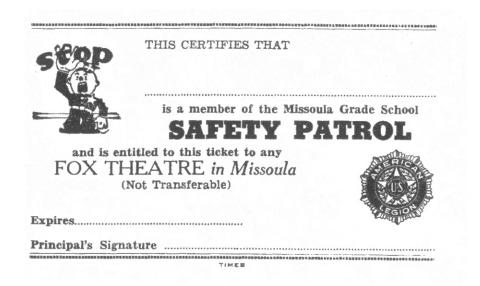
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APPENDIX



This is a sample of the type of theater pass issued to patrolmen.

| C                | HILD'S   |
|------------------|--|
|                  | One Free Admission   |
| WILMA            | THEATRE  |
| Issued to        |  |
| 1850CU 10        | Not Transferable   |
| Help Save Someon | n making Safety Posters to<br>e's Life on Missoula Streets |
|                  | Public Safety Program                                      |
| Not Good After   |  |
|                  | 86   |

This is a sample of the type of theater pass issued to poster artists.

| rupillame              | and the formation of the state |                        |
|------------------------|---|------------------------|
| Address                | •   |                        |
| Gredg                  | School  |                        |
| I hereby consent       | to having my ( son  | ) serve as a member of |
| American Legion School | (daught<br>l Sagety Patrol.   | ter)                   |
|                        | (Signed)  |                        |
|                        | -   | ( Parent or Guardian)  |

 $^{\cdot A}$  type of parent permission slip employed in Missoula's safety program.

| In mc   |  |  | Grade       |             |
|---------|--|--|-------------|-------------|
| iame    | Service of the servic | A97  | Grade_      |             |
| ffense  | and the same   | in the section   | 4           | ,           |
| 7       |  | 12   |             |             |
| eporti  | ng Patrolner   |  |             |             |
| ate     |  | and the second s |             | ().<br>#2.4 |
| 200     |  |  |             | . 1         |
| he abo  | ve named sta   | ment is to   | report to   | he          |
|         |  | at its no  |             |             |
| ha Dan  | rt meets at  | 8:30 a.m. o  | n alternate | 1           |
| TP: Oca |  |  |             |             |

One of several types of violation tickets used in the Missoula safety program.

SAFETY PARHOL 195\_\_\_\_ - 195\_\_\_ This is a copy of one of the types of patrol duty rosters used in Missoula's schools.

| TIME - AT YOUR POST | DUTY NUMBER |
|---------------------|-------------|
| 8:45 to 9£00        | 1           |
| 11:30 to 11:50      | 2           |
| 12:45 to 1:00       | 3           |
| 3:00 to 3:25        | 4           |
| 3:25 to 3:50        | 5           |

#### ORDERS:

Duty will rotate from #1 to #5, beginning again with #1 after standing

Be at your post at the designated time listed above. Learn your duties, carry them out and be ever alert. REMEMBER YOW ARE THERE TO ASSIST STUDENTS IN AVOIDING DANGERS CREATED BY TRAFFIC.

| SQUAD                                 | NANE | GRADE  | DUTY NUMBER                           |
|---------------------------------------|------|--|---------------------------------------|
|                                       |      |  |                                       |
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#### \*\*\*\*\*

December is fire prevention month. Your poster artists will work on this theme.

Home fire prevention is the job of all the pupils of our grade schools. The first thing to do is to inspect your homes from basement to attic for accumulations of trash, old papers and magazines and what have you and to remove them from the house. Remember that your parents are busy people and that this is your job as much as theirs.

#### \*\*\*\*\*\*

I ran across a new word in a National Safety Council magazie. The word is 'wackywalker'. It seems to be made up of two words, wacky and walker. We all know the meanings of jaywalker and guttersnipe and I now believe that we should have an official Missoula definition for a wackywalker.

We will go about it this way, write your definition, A Wackywalker is ----- and finish it up with 15 words or less. Hand in your definitions to your teacher and your President will pick them up and bring them to the Next Presidents' Council meeting. The entries from all the schools will then be turned over to a board of judges. Your entry will have your name and your school. Neatness and legibility of your entry will be taken into consideration. Arrangements have been made to have the winning defination printed to a large bulletin, one for each class room in the city. This is your opportunity to win honor and glory for yourself and your school.

Here is my definition of a wackywalker and I thought it up entirely by myself. Not too good but it is something for you to shoot at.

"A Wackywalker is a person who does not know or care where his feet are going".

\*\*\*\*\*\*\*\*\*

I recently visited a number of grade schools and saw some very sloppy patrol work. A patrol man, a girl in this case, was on duty

with the children coming out from school on the way home: She was standing on the curb away from the school where she and har flag could do little good. A patrol man surely kness by this time that he does not serve on the same side of the street when children are coming to school or leaving.

Another patrol man was fooling around and not holding his flag correctly at any time. He should surely have known the rules for use of the flag or he should not have been on patrol. A patrol captian should train the patrol in the three positions of the flag and take off any one who can not or will not learn them or use them properly.

Not many people know what is going on in your class rooms but every one passing can see sloppy patrol work and nothing gives a school a blacker eye. Schools are judged by the work of their patrols. A patrol flag is the emblem of your safety council in the same way that the American flag is of our country.

Who is to blamce for sloppy patrols. I would say the captain of the patrol. They surely inspect their patrols from time to time and pull off members or can not or will not do good work.

A boy or girl patrol is just as important as a sentry on duty in the U.S. army. They are both on duty to prevnt people from getting hurt or killed. Patrol work is more than just getting a pass to the theatre.

Assistant to the Secretary The Presidents' Council.

November 29th-54.

\*\*\*\*\*\*

The Presidents' Council met last week and scided that the project for the coming month is to be BICYC LE SAFETY. Some of you may kink that this concerns only the officers your council, the patrols and the poster tists but, in fact, it concerns every bil in your school.

der pupils may set good or bad examples by younger children. A smart-aleck seventh reighth grader may do something entirely gainst safety rules such as riding thru a ed light or riding on the wrong side of the troot and a youngster may see what he has one. The little kid that this must be alight or the big boy would not have done it had does the same thing. Then there is a accident resulting in a badinjury or even he loss of a life.

it the big boy who set a bad example for he little fellow who naturally looked up to him. An upper grade boy is responsible for not only his safety but also for that of he younger pupils of the school.

to upper grader in Missoula should have the dea that Safety is entirely his own concern. He is responsible not only for his two lafety but has a goint responsibilty for the safety of the whol school.

\*\*\*\*\*

Several presidents reported that their bulletins were about ready to send in to Mr? orter's office for mimeographing and distribution. It is sincerely hoped that every council will send in a bulletin. It is thru these bulletins that the Councils learn what the others are doing and what the writers think about Safety. If your bulletin is not in-get to work on it without loss of time. Surely there is enough initiative and ability in your Council to write up a good bulletin.

\*\*\*\*\*

We hope to have in our next bulletin a lotter from the Chief of Police, Mr Dan Rice, on the proposed plan to license all bicyclos which are operated within the city limits of Missoula. One purpose of the licensing of bicycles is to provide the city hall with a cross reference file system so that it can know the owner of any bicycle from the license number and also the number of a bicycle belonging to any particular owner. Motor-vehicles are liconsed for this purpose so why not bicyclos. Mr Rico will explain in his lotter how long these licenses will be valid and what they will cost and what will happen to any bicycle not carrying a liconso plate after a reasonable time has been allowed to comply with the ordinance.

\*\*\*\*\*\*\*\*\*

It was brought out in the meeting that no President or Vice-President field over been in a serious accident or seen one. I have seen people killed in highway accidents and in fires and I know what accidents can mean. That is why I am so interested in your Safety work. The really regretable accidents are those in which children are involved.

\*\*\*\*\*\*\*\*

The reports in the last meeting were more that interesting. I have the sincerest respect for the good work of your Presidents and Vice-Presidents.

\*\*\*\*\*

Mr Felamane

Assistant to the Socretary
The Presidents' Council.

March 28-55.

\*\*\*\*\*

Some of you may not know the history of roast pork. Well, a very very long time ago, people lept a pet pig in and around the house as we now do a pet dog. A house burned down one day and the poor pig was roasted. The owner was about to pull the still warm pig from the burning embers when he burned his fingers, lieked them and found they tasted good. He calledin his neighbors and they found the same and they then tore the pig apart and ate.it.

the people became so fond of roast pig that they regularly burned down their houses to enjoy this new delicacy and in time, half the houses were being burned down while new ones were being built. But little by little and with the passing of centuries, the found that it was not neccessary to burn down a big house and that a small one just the right size for a pig would serve the same purpose. Then, with the passing of more centuries, they learned that a pig could be roasted by means of a small controlled fire of twigs and sticks which you will admit was a great advance.

That is the history of roast pork and if some of you doubt it, I refer you to the writings of Mark Twain who also wrote the fine histories, A Yankee in King Arthur's Court and the Prince and the Pauper. Have you read them?

\*\*\*\*\*

The point I want to bring out is that fire under control is man's best friend but out of control is Public Enemy Number One.

\*\*\*\*\*

Which has destroyed the most proprty and lives; fires, tornadoes, floods or earthquakes?

Here are some figures for your discussion:

| Fires                      | deaths |
|----------------------------|--------|
| Wisconsin, forest fire     | 1,152  |
| Opera house, Bayertown Pa. | 170    |
| Steamship, New Jersey      | 326    |

| Fires continued.          |       |
|---------------------------|-------|
| Iriquois theatre, Chicago | 575   |
| Boston night club         | 492.  |
| Floods                    |       |
| Johnston, Pa.             | 2,209 |
| Galveston, Texas          | 6,000 |
| Ohio and Indiana flood    | 732.  |
| Storms                    |       |
| Florida hurricane         | 1,180 |
| Gulf Coast hurricane      | 606   |
| New England hurricane     | 682.  |

I have no figures for earthquakes.

\*\*\*\*\*

However, the are many more fires, large and small, than, floods, storms and earthweakes so deaths, injuries and property losses will no doubt head the list.

\*\*\*\*\*\*\*

Now, the point in Safety is to never start a fire that could get out of control but what are you going to do if a fire is out of control?

Run to the nearest telephone and call up the firedepartment. You will find the number on the first page in your telephone book

2-2206.

Give the street and the number of the house where the fired is located and

Do not get excited.

Mr Feleman

\*\*\*\*\*\*\*\*\*

Assistant to the Secretary The Presidents' Council.

December 6th-54.

#### \*\*\*\*\*\*

Presidents' Council will meet this com-Friday, the 25th. We will ask for reports the work of each council so get your ideas other before you come to the meeting.

#### \*\*\*\*\*\*\*\*

turned to Missoula Sunday, the 13th, and lize more than ever that our country is a terful one in which to live but also that here has many dangers. Most of our homes built of wood and even our business blocks an ever prosent hazard. Homes in Mexico, the other hand, are built of stone, brick, ent or adobe and wood is not used much in for floors, joistsm rafters and roofing. there are no furnaces, fireplaces or iters.

in too, one realises after one gets back many automobiles there are in this country every car wreates a hazard. Mexico has a highways but there are perhaps four trucks buses for each ear on the read and the loke and buses have trained drivers. Bicyclesm Mexico, too, are used more for business in pleasure and not so many irresponsible is ride them. But while Mexico is a safer the in which to live, it does not offer so my advantages as our country.

is is particularly neticable in their hools. One must remember that Mexico was impletely broke after the revolution of 10 and that only a small fraction of tho oplo could road and write. In Puebla, for amplo, overy man or woman who was literate \* required to take on an illitorate and ach him to read and write within two years. is was repeated until today, Publa claims at it has no illitoratos. Learning is now passion with the common people who never d a chango before the revojution. Ehildh take their schooling much more seriously h in our country. However, many of their mools and their equipment are very primi-We but the kids got alongs. Classes are too Tge - up to 80 in a class. Try that out your teacher. She would soon be a wreck.

We amust remember that more people have been killed in motor-vehicle accidents than in all of our wars put together. Add to that our children killed in bicycle accidents and the people who have lost their lives in fires and you get a figure that should make you pause and think.

So, that brings up the question, what is your school and your Safety Council doing about it and what support are you giving as a pupil to the program of Safety in you school. If you are not doing your share, you are PLAIN DUMB and that is putting it mildly.

Woll, we still have several monthis left this school year to work on Safety so let us us all put in our best licks.

Mr Felsman\_

Assistant to the Secretary The Presidents Council.

March 21st-55.

\*\*\*\*\*\*\*\*\*

City of Missoula. Police Department. April 4, 1955.

The Presidents' Council, Missoula Grade Schools.

Dear Safety Council Presidents:

: I was very happy to read that the month of April will be Bicycle Safety Month and that it concerns every pupil in the schools. I sincerely hope yhat all students participate in this program and that it is & success.

One of the important aspects of bicycle safety is the licensing of bicycles. This is important because it gives the police department and the school patrols control over bicycles in reporting unsafe practices. We know that the students who have a license are informed on safe driving practices and on city ordinances.

It is also important to have a bicycle licensed, so that if it is stolen, we will have a record of the serial number and have s good chance of recovering it.

The plan of licensing will be the same as before and the license you now have will be good until January 1, 1956 At that time, we will use a new bicycle license of reflecting material, and the license will be good for one year.

We have copies of the Bicycle Ordinancos at the Police Station, and if you have not read it, we will be happy to give you & copy

Singerely yours,

\*\*\*\*\*

Dan L. Rice,

Chief of Police.

Don L. Pice.

The State Board of Health of Montana reports that of the 130 Montanans killed in home accidents in 1954, 32 were children under 4 years of ago. 57 children under 4 were killed in all accidents. 56% of all drownings were of children under 4.

If you remember that there were 8 or more Very serious injuries for each of the fatal accidents reported above, you may realizo that older boys and girls can do something for the little kids.

Here are some questions:

a- What should you do if you see little kids riding their trycicles on the street?

b- Kids havd a way of riding out from alloys onto streets without looking if the way is clear. Can you do anything to stop this bad ractice?

c-Kidsclimb to whore they should not. They will walk on picket fonces, climb trees and what not. Should older children help to stop dange or ous practices like these?

c- Should older childrenwarn kids away from irrigation ditches, small streams, etc?

In other words, is Safety a strictly porsonal matter in which each one looks after himself or are we all, more or less, responsible for the safety of everyone elso.

Mr Feldman

Assistant to the Scoretary, The Presidents' Council.

### YOUR SAFETY COUNCIL

As you all know, Mr. Feldman is enjoying a vacation in Old Mexico. Before leaving, he asked me to write few bulletins during his absence. I'm already several days late on the first one!

This bulletin will be devoted to some of the thoughts I have had while sitting in on the President's Jouncil in the American Legion building. Here are the thoughts I wish to pass on to you for your consideration.

ATTENDANCE No one can deny that it is important to attend the meetings' of your safety council. How else will you and your school learn of the problems and the solutions reached by the other schools in the city? Mr. Porter and the school principals ave made it possible for all the residents and vice presidents to be excused from school for these meetings. The President's Council makes most of the decisions regarding policies to be followed by the safety program throughout the city. If your school president is not present, your school will not have a vote in something that may vitally concern it. It seems to me that the school presidents have more to consider than their own feelings. You have been chosen to represent your school, and you cannot represent it unless you attend the meetings at the American Legion hall.

PARTICIPATION This means taking part in the meetings--not just being there, but offering your opinions to the group. You may not always agree with what the other members have said; if you do not agree, the least you can do is tell why. It may be that by disagreeing, you can arrive at a new and better solution.

It is not very democratic to have a few members do all of the talking and make all of the decisions. Each person on the Council has as much right to speak as the next. Take advantage of this privilege. Your Council will be a better one if you do.

The comments mentioned above were meant chiefly for the members of the President's Council, but the same comments will apply to any of your safety organizations, whether they include just your room, your school or the entire city.

#### \*\*\*\*\*\*

The uncertain weather we are having these days makes the job of the patrolman very important. The rapid thawing and sudden freezing added to the numerous small snow storms have made the streets and sidewalks quite dangerous. You members of the Safety Patrol must be very careful and alert in directing the pedestrian traffic.

#### \*\*\*\*\*\*\*\*\*\*\*\*\*

I have just checked with Mrs. Houtchens at the Administration building and found that only one school has turned in its safety bulletin. It was agreed at the President's Council that each school would turn in a bulletin during Mr. Feldman's absence. Let's not fall down on the job.

#### \*\*\*\*\*\*

Assistant to the President The President's Council

Feb. 9,1955

Hello, Fellow Students:

Your teacher will find a number of questions concerning safety on the reverse side of this page. These questions were devised through the co-operation of all of our students from eighteen classes. The answers to some of the questions will take a little study and research.

We hope that the job of figuring out the best answers to the questions will make it possible for each pupil to learn a little more about taking care of himself and others.

We had fun thinking up the questions. We hope that you have a good time finding the answers.

Best wishes to Mr. Feldmann, Mr. Kiely, and our "safety" friends from all Missoula schools.

Blegen President indon Vice-Pres. & Patrol

Captain

UOS KE

SAFETY

CONUCIT

- What is wrong with crossing a pedestrian lane when the traffic shows yellow?
- Why is it dangerous to "hook" rides on the back of trucks or automobiles? Is it safer to "hook" rides while riding your bike?
- What is the best thing to do to extinguish a fire in ones cloth
- What could be dangerous about standing too close to construction to where houses are being built and basements being dug?
- Why is it a poor practice to eat snow? It looks nice and white!
- What is dangerous about flying a kite near high tension lines?
- If small children are present in the house, what should be the posit of pans used on the cooking stove?
- What is considered the best practice if one is hopelessly lost in ou forests?
- Why do most school principals have rules about snowballing?
- What are some dangerous practices in the use of ladders? 10.
- In what way or ways can children's playthings become dangerous items 11. in the house?
- What side of the road are bicycle riders to proceed in Missoula 12.
- What things can you think of that might be unsafe about leaving that children in an automobile with the motor running.
- What is the safest way to store medicines and poisons?
- Crisis of 15. What important things must one consider when building a campfire or
- 16. Why should children never accept car rides from strangers?
- 17. If you discovered an uncapped well, what would you do?
- 18. Why is it unsafe to ride a bicycle on the playground when other re playing?
- 19. Why is it dangerous to handle electrical fixtures or switches when ones hands and feet are wet? What have you noticed about the switch for the light in your bathroom?
- Pretend that you are the driver and that you have parked your car al 20. a busy street. What side should you get out of the car?
- 21. How can your rubbers and overshoes become safety hazards?
- What kind of accident happens most frequently in the home?
- 23. What, actually, is wrong with jaywalking? Lots of people do it
- Can you demonstrate the standard signals for right turn, left tell 24. slow down, and stop?
- 25. What is the proper way to carry scissors from one place to anot How do you hand scissors to a friend?
- 26. Should a gun ever be considered as "unloaded?" Why?
- 27. What is dangerous and unsafe about throwing any objects at pass
- 28. Using a yardstick or blackboard pointer, demonstrate the safe was to get through a wire fence with your gun while hunting.
- 29. What are important points to remember in fire drills?
- 30. How can scatter-rugs be dangerous in the house?
- 31. Where should one practice when learning to ride a bike?
- 32. Is it a good idea to have a rubber mat in the bottom of your bathtub
- 33. All of us hear a lot about conservation today. What can we do in our everyday life that means conservation?
- 34. Why is it dangerous and unfair to change or destroy signs placed for motorists or pedestrians?
- 35. What is the best thing to do with any kind of food or candy that you might find?.
- 36. What is the best thing to do if you see a power line wire or teleph wire lying on the ground?

#### St. Francis' Safety Council

#### \*\*\*\*\*\*\*\*\*

was called to order by President Billy Ray Dobner. Many points of Safety were discussed. One, the assignment given each council by Mr. Feldman, namely to write up a bulletin was the most prominent of all.

We hope the following suggestions will be of interest to the other Councils, for the project decided on was School Safety.

#### Gymnasium Safety

About one third of all the accidents in school buildings happen in gymnasiums. This does not mean that physical education or sports should be curtailed or abolished. The benefits derived from such activities doubtless off set the dangers that are bound to accompany almost any form of vigorous physical exercise. However there are many more accidents in such activities than one would necessarily expect. Nuch can be done to reduce this number through the co-operation of students.

#### Corridors and Stairs

In large schools traffic conditions in the corridors and on the stairs present an important safety problem. Here it is necessary to have commonsense rules such as:

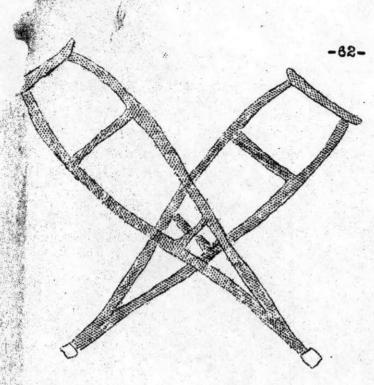
- 1. keep to the right;
- 2. avoid crowding and shoving;
- 3. look ahead
- 4. walk, do not run;
- keep corridors and stairs free from obstructions;
- go up and down stairs one step at a time;
- 7. use hand guards.

#### Classrooms

Injuries sometimes occur in classrooms. Here as elsewhere good order is
necessary. Doors and fire escapes
should be free from obstructions. Aisles
and cloak rooms should be cleared of
objects which might cause someone to
stumble. Broken seats and desks should
be reported at once, and all materials
should be stored neatly in safe places.

Pupils should sit properly, keeping their feet out of the aisles and avoid tipping back their chairs. Scissors, pencils, pens, and other sharp objects should be carried with point protected. In classrooms and halls there is little likelihood of accidental injuries if pupil conduct themselves in a mannerly way.

Everyone who wishes to live a successful and colorful life must take adequate precautions so that his adventures will not be cut short by accidents.



# SAFETY PAYS

## KEEP FROM FROM THESE

#### WHITTIER SAFETY REPORT

This year we have done a lot to help keep our "safety traditions". The patrolmen have been very good at preventing accidents. They are always on the job and on their corners, helping the children to cross the streets and obey the safety rules. They try to set a good example for the other children in the school:

Every month the Safety Council has a meeting. All the posters drawn by the children are displayed and the eight best ones are given resses to the Wilma Theater.

During these meetings, we have skits on various safety themes. Each upper grade takes a turn putting on a skit. The theme of the skit is chosen to supplement the bulletin Mr. Feldman sends out. The skits this year have been: Eicycle Safety, Home Safety, and Fedestrian Safety. Others are being prepared so we may continue the programs as soon as our auditorium has been painted and the schedule becomes normal again.

We have very strict rules about snowballing. We have special. zones for the children who wish to throw snow balls.

Mr. Bolin, our janitor, keeps our walks clean so that we are less likely to fell.

Our newspaper always has an article on safety and usually a picture someone has drawn.

Safety is a frame of mind. To be safe one must have <u>time</u> to do the things that must be done. Take your time going where you must go. Do not run down the steps or across the streets. Do the things you have to do at a speed that is best suited to the task. Take time to look, to listen, and to prepare for what you are going to do.

People who study safety and what causes accidents tell us that some people are more likely to have accidents than others due to their habits of living and to the way they think. Let's think safety! LET'S DEVELOP SAFETY HABITS!

#### WILLARD SAFETY BULLETIN

The Willard Council of Grade Representatives decided to divide their bulletin into several parts. The various grade levels then decided what they thought was their biggest Safety problem and wrote up their ideas. Here are the results:

"The safety problem which we need to work on is running into the street from the playground and the sidewalks. Two pupils from our room have run into the streetalready this week. They were chasing balls at noon time. We should stop to be sure the street is clear.

About ten days ago a boy in San Francisco wrote a nice story about how well he obeyed the safety rules for his school. In the same week he was run over by a car and killed.! I hope you obey the rules of our Safety Council and follow its suggestions on how to behave on the streets and playgrounds."

BBrnice Hamilton

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"Our biggest Safety problems are hitching rides on cars and bicycle riding.
When hitching rides on a car you never know when the car is going to stop or go backward. Besides, the driver never knows that you are there. When doing this at night a car may come up from behind. This car may not be able to stop when you let go. You are always in danger of being smashed into the car you've hitched onto when it makes a fast stop or turn. Don't you see how dangerous and silly this habit can be?

Another problem is riding bicycles. Hand signals are very important. As you ride down the street, the car behind you may think you are going to keep going. How will he know you want to turn unless you signal? People crossing the street should also know which way you intend to turn, so you won't run into them as they cross the street.

 The answer to the problem of bicycle riding is always use your correct hand signals."

5th and 6th grades

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"In our outdoor safety problems one of the biggest is snowballing. Many children throw snowballs at cars. I don't have to tell you how dangerous this can be. When people are walking by on the sidewalk, don't throw snowballs at them. They didn't walk by to have snowballs thrown at them. When you are throwing snowballs in the place where it is allowed, don't throw them at the children in the lower grades Remember you were little once! Icy snowballs should never be used and of course, rocks should never be put in the snowballs.

Another thing, the teachers on playground duty are out there for our protection. When they tell you something it's for your own good. It may be that your fun has gotten out of hand and you may be interfering with someone else."

Sandy Holden

"During wet weather we should be extra careful going up and down the steps. So many children go up and down the steps that it is impossible to keep them completely dry. Fooling around on the steps at a time like this can be very dangerous. Think how badly you can be injured by falling the full length of your school steps! And it all could start from a playful push!"

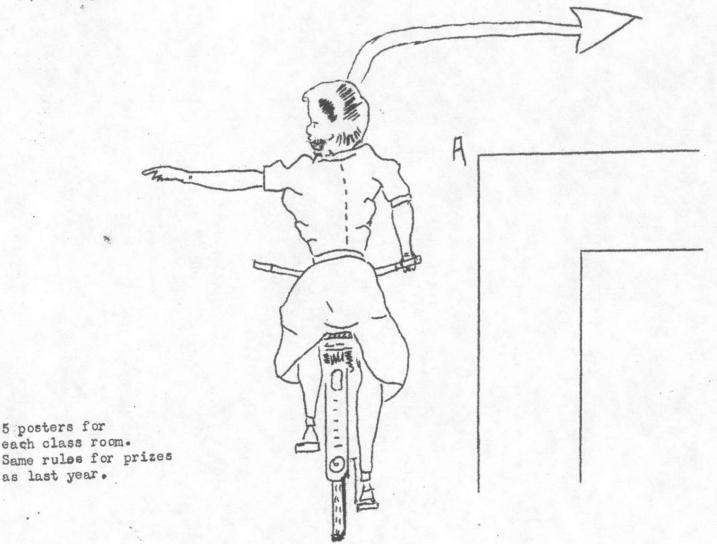
Colae Migge

\*\*\* \*\*\* \*\*\* \*\*\* \*\*\*
Feb. 21, 1955

nd 3rd grades.

5 posters for

as last year.



15 THIS GIRL GIVING THE CORRECT ARM SIGNAL? YES .... ( ) SHOULD BICYCLE RIDERS ALWAYS USE ARM SIGNALS? YES .--- ( ) ARTIST \_\_ No --- ( ) GRADE ...

Grade ----

( )---ON ( )---SIL ( )---SIL ( ) ---SIL ( ) ---SIL

SUVIN HIOS OF CARPOLDS