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Safety education in California elementary schools

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College of the Pacific
Stockton, Calif.

SAFETY EDUCATION IN CALIFORNIA ELEMENTARY SCHOOLS

98887
10 JUL

A Thesis

Presented to

the Faculty of the Department of Education

College of the Pacific

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Maxwell Alexander Cunnigham

June 1954

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CHAPTER I

INTRODUCTION

This paper is presented with the hope that it will in some measure make life safer and more abundant for our junior citizens. It is based upon the assumption that it is wise to know where we stand before we proceed forward.

I. THE PROBLEM

Statement of the problem. How does the program of safety education in California elementary schools meet the needs of youth as defined by selected authoritative criteria?

II. DELIMITATION

A sampling of 112 elementary schools of various grade combinations in thirty-four California counties furnished the basis for a questionnaire study. These schools fell within the average daily attendance range of 165 to 599. In addition to this the questionnaire was sent to twelve large city schools in various parts of the state, but in no case did the attendance figure go over seven hundred. The majority of the schools were in rural or semi-rural areas.

Analyses of county courses of study were limited to thirty-three counties in California.

Analyses of visual aid catalog listings were limited to thirty-four counties in California.

The numerical tabulation of articles on safety was limited to the Education Index.

The members of the State Department of Education who were interviewed were limited to five.

All eleven state colleges in California were included.

III. JUSTIFICATION

The toll of human life and property damage, not to mention the broken bodies, the grief, the financial tragedy of individual cases due to preventable accidents is a matter of public record.

In 1951, according to the National Safety Council, accidents cost the nation the sum of \$7,900,000,000.00.¹ Accidents in 1949 were the leading causes of death in the age groups from ages one to twenty-four. They ranked second in the age twenty-five to forty-four group--just

¹ National Safety Council, The Fight for Life (Chicago: The Center, 1952. A report on the 39th year of the National Safety Council), p. 1.

under heart disease.

In 1944, the death rate per one hundred thousand for accidents was more than the combined rates for pneumonia, heart disease, appendicitis, tuberculosis, cancer, infantile paralysis, measles, and diphtheria in the age groups from five to nine. This is about the same rate for ages ten to fourteen also.² Every third child who dies, is killed accidentally.

It is estimated that since the automobile made its first appearance, it has killed more Americans than have been killed in all the wars engaged in by the United States!

The First Cooperative Safety Conference, out of which grew the National Safety Council, was held in Chicago in 1912, the same year the Titanic struck an iceberg and sank. Now, forty years later, this initial movement which at the time was lost in the news as a trivial incident, has become a far-flung, highly organized safety program reaching into every state and into scores of other countries.

Real justification for this study will be evident if it demonstrates that very little is being done in the elementary schools to teach safety. It is further justified

² National Safety Council, Accident Facts (Chicago: The Center, 1945), p. 15.

by our American concept of the importance of the individual. What can be more important than to preserve his body and his life? It is further justified by the proven fact that safety education does work.

What has been done in those forty years? Is the war on accidents being won, or is it at best a draw?

I sincerely believe we are winning. Why? First, because we know so much more about how to prevent accidents than we used to. Second, because the public is much more safety-conscious now than ever before. Third, and most important, because never before in all the history of safety have so many people pooled their efforts in a coordinated and united fight on accidents.³

Patty believes in correlating health and safety teaching to a high degree because of the sameness of the objectives of both subjects. He states also:

There has been little or no opposition to the teaching of safety than can be ascribed to taboos, tradition or superstitions. There has been little unrelated elementary safety instruction because there has been little classroom safety instruction.

Some weaknesses are: (1) usually taught by inadequately prepared teachers, (2) almost an entire absence of reference materials, textbooks, and illustrative facilities, (3) little or no specific time set aside for safety teaching in the school schedule.⁴

³ National Safety Council, loc. cit., p. 1.

⁴ Willard W. Patty, Teaching Health and Safety in the Elementary Grades (New York: Prentice Hall, Inc., 1940), 371 pp.

Stack paraphrases Pasteur in justifying safety education with the statement, "It is within the power of man to cause all preventable accidents to disappear from the face of the earth."⁵

Quoting from Accident Facts, National Safety Council,

Between 1922 and 1947, the total traffic deaths increased sixty-one per cent; yet the school age group in the same period showed a reduction of twenty-seven per cent.

Thirty-six out of 100,000 school-age children died of accidents in 1920, twenty-nine in 1946.⁶

It has been clearly demonstrated on a statistical basis that in the last forty years five hundred thousand lives have been saved. This estimate is based on the reduction in the annual death rate since 1913.

It has also been shown that the only age group to show a decrease in its accident rate was the group from five to fourteen, the group which is exposed in some measure to safety teaching in the schools.⁷

⁵ H. J. Stack, and others, editors, Education for Safe Living (second edition; New York: Prentice Hall, Inc., 1949), 447 pp.

⁶ National Safety Council, Accident Facts, 1948, p. 91.

⁷ National Safety Council, Accident Facts, 1946, p. 18.

Yet, with all this, accidents are the leading causes of death among our children. This theme concerned with proof is that we are not doing enough about it in the schools.

IV. SOURCES OF DATA

A general review of the literature on safety was first made, closely followed by correspondence with the National Safety Council, The Center for Safety Education, The National Education Association, the California State Department of Education, and the California Automobile Association. Of these, the most helpful were the Center and the Council.

The Center furnished a publication which is a summary of research in safety on the doctoral level, or equivalent, from 1926 to 1950.⁸

The National Safety Council was the source for four sets of criteria and check lists which formed the basis for the questionnaire in this study. They will be included in the Appendix. Both of these organizations were very courteous and helpful. The Council also furnished a

⁸ Center for Safety Education, Twenty-five Years of Research in Safety Education (New York: The Center, 1951), 76 pp.

compilation by colleges and universities of the theses and dissertations in the field of safety for the entire United States.⁹ They offered to give, and did give, all possible assistance on this thesis.

The source of data from the actual teaching field was a questionnaire constructed as an evaluation check list, or list of criteria. It was sent to the principals of the selected elementary schools.

County general and special courses of study, teaching outlines, and special subject outlines from thirty-three California county school offices were examined in detail.

In a similar manner, thirty-six California county school office visual-aid catalogs were examined.

Interviews were held with a number of people in charge of elementary education in the California State Department of Education.

A frequency listing of the safety articles appearing in periodical literature was tabulated from the Education Digest from the period of time from 1932 through 1953.

⁹ National Safety Council, Safety Education Memo Number 20, June, 1950, 23 pp.

V. METHODS OF ATTACK

Construction of the questionnaire. A review of the literature in the safety field led to the procurement of four sets of elementary school safety criteria, all of which were largely conceived in the offices of the National Safety Council. Groups of educators helped on a cooperative basis in the formulation of them in accordance with the working policy of the National Safety Council to coordinate work of many groups. A great deal of correspondence was necessitated in this phase of the work because of the scarcity of practical non-existence of any published criteria on safety education.

The criteria obtained were analyzed, and a common group of factors selected which were contained somewhere within the bodies of the original criteria. The result was a listing which was almost identical with the check list used by the Roy Rogers Accident Prevention Award for Elementary Schools, with two or three exceptions, which included additions to the list. The resulting list was then sent out to selected schools in the form of a questionnaire.

All lists are included in the Appendix of this study.

CHAPTER II

RELATED AREAS

There are no studies in the field of safety education comparable to this study in California or elsewhere to the knowledge of the investigator. There are surveys, and experimental studies, and other related ones, but none of them attempt to evaluate a program on the basis of standard criteria. Probably the reason for this is because the field has not been firmly enough established to justify the setting up of absolute values. More and more studies have been made and are being made on basic understandings and concepts so that the time has probably arrived when fairly reliable criteria can be ascertained.

Generally, however, according to Walter S. Monroe in his Encyclopaedia of Educational Research:

Research in the field of safety education, while it has increased within the past decade, still leaves many important areas under-developed. According to the Safety Research Planning Committee of New York University, research needs in safety education are: (a) basic investigations in the social background of safe and unsafe behavior to determine what situations predispose to safety; (b) surveys of present status, some of which are needed now and others of which would be more appropriate and valuable following the contributions of more fundamental research; (c) experimental investigation of alternative procedures, methods, and

materials; (d) adjustment of educational practices associated with the administration of the school system and the articulation of educational procedures.¹

It should be noted here that item (b), page 9, from Monroe, "surveys of present status" would partially describe this study, and in some measure justify it.

I. SURVEY OF PERIODICAL LITERATURE

Examination of periodical literature from 1932 to the present time will reveal a predominant interest in such items as highway safety, industrial safety, automobile driving courses, safety engineering, and other phases of industrial and home safety. Articles on safety education in the schools have increased generally in number, but the rate has not been rapid in any sense. There has been a definite upward spurt during 1951-1953. Articles on Junior Patrol have exceeded those on high school safety, while each of these have exceeded the number devoted to elementary safety education. At the present time there is a definite increase in periodical frequency in elementary safety education and in Junior Patrol articles.

¹ Walter S. Monroe, Encyclopaedia of Educational Research, 1950, p. 1064.

A notable trend in types of magazines which print articles on safety is apparent. Approximately 90 per cent of all periodical articles on safety appear in Safety Education, the monthly magazine of the National Safety Council. Its value to the teacher or administrator interested in safety education is quite obvious. Only twenty-two California elementary schools subscribed to this magazine as of the date July 27, 1953! School memberships in the National Safety Council--of which there are many in California schools--include subscriptions to the Safety Education in the membership fee. This is in addition to the twenty-two subscriptions mentioned above.

Other periodicals which frequently print safety articles include: The Journal of the National Education Association, The Journal of Education, The Journal of Educational Sociology, The Elementary School Journal, The National Elementary Principal, Industrial Arts and Vocational Education, The Education Digest, Youth Leaders, and The Phi Delta Kappan.

Topics in these periodicals include courses of study, of various cities and counties in the United States, curriculum, bibliography, aims and objectives, tests and scales, units of work, workbooks, research, and correlation with other subjects.

Table I shows the frequency of articles appearing in the Education Index from 1932 through 1953 on safety.

Column one is a count of all types of safety articles appearing in the Education Index from 1952 to June, 1953. It includes safety articles on all school levels and types and, in addition, all other references to safety education in other fields such as industry, business, agriculture, and recreation. The volume shows an over-all increase of approximately three times the original figure, with a drop in volume during the "war years" 1941-1947. Note that this drop did not show in columns concerned with Junior Police Patrol, showed slightly in the high school column, and very definitely in the elementary column. This may possibly show where the greatest areas of interest were. War-time efforts in other directions on the part of many of our writers and teachers probably is the most likely explanation, however.

It should be noted that almost no attention was devoted to the area of rural school safety as a special field. Many of the factors in rural safety are, of course, similar to factors contained in other situations.

Police-Junior Patrol is highly emphasized in volume. This column includes both high school and elementary school patrols.

TABLE I
 FREQUENCY OF OCCURRENCE OF ARTICLES ON SAFETY
 EDUCATION APPEARING IN THE EDUCATION INDEX
 FROM JULY 1952--JUNE 1953

Dates July-June	Total all types	Police- Junior Patrol	Elemen- tary	High school	Rural school
1932-1935	64	5	0	2	0
1935-1938	154	5	4	24	2
1938-1941	185	8	8	8	0
1941-1944	75	9	5	7	0
1944-1947	178	13	7	12	1
1947-1950	182	21	9	10	0
1950-1953	202	32	13	11	0
Totals	1040	93	46	74	3

The elementary column seems to indicate, by containing by far the smallest volume, that interest lags here. Since the great majority of children are in elementary schools, it would seem to indicate that they are receiving the least attention. Elementary articles exceeded those in the high school column for the first time in 1950-1953. This may indicate a healthy trend.

A steady climb in all columns shows clearly.

II. THREE LINES OF APPROACH BY WRITERS

A review of the field reveals three main lines of approach by writers in an attempt to compile more effective curriculum materials, and teaching methods.

Analysis of existing safety materials. Ruth Streitz demonstrates this approach in her thesis written in 1927 at Columbia University.² The purpose was to show how safety education materials may be developed by utilizing materials already in use to secure specific information necessary to the development of safety skills, habits, and attitudes.

She showed among other things that: (1) safety should be adapted to local hazards and demonstrated this

² Ruth Streitz, "Safety Education in the Elementary School, A Technique for Developing Subject Matter," (unpublished thesis, Columbia University, 1927), 110 pp.

by a survey of a local environment; (2) a survey of pupil experiences will give the information on the most common accidents, and consequently those in the most need of attention; (3) education criteria should be based on the needs of real life; (4) safety learning begins in individual welfare and gradually widens into group, community, and larger areas of social responsibilities; (5) to insure the greatest amount of carry-over in teaching safety in real-life situations there must be repetition of the teaching in numerous and various situations; and (6) the outcome of safety education shall be measured in the elimination of unnecessary hazards and the reduction of accidents through the functioning of safety knowledge, habits, and attitudes.

The study of the learner. The second main line of research in safety involves the study of the learner in terms of his interests, activities, and accident experiences. This is one of the fields in which research is needed, and is considered a basic type of research.

Birnba³ch showed that there are definite and distinguishable

³ Sidney B. Birnba³ch, Ed.D., "A Comparative Study of Accident-Repeater and Accident-Free Pupils," (unpublished thesis, New York University, New York, 1948), 134 pp.

psychophysical traits which distinguish accident-free persons from accident-repeater ones. Typical traits of the accident-free group were: superior knowledge of safety, home and emotional adjustment, more dependability, industry, and cooperation. Combination of traits of the accident-repeater group were: greater crude strength, superior gymnastic skill, evidences of home, health, and emotional maladjustment. The repeater was also found to be careless in his school work, impulsive, a product of an unhappy home, aggressive in social relationships, unwilling to accept defeat, neurotic, inclined toward activities requiring heavy muscular work, competitive in sports, rebellious when frustrated, thwarted or subjected to other emotional strain. Junior high school boys were used in the study.

Anselm⁴ investigated the errors of judgment which led children and young drivers into situations of peril. Seven hundred vehicle accidents involving young children were assembled into eighteen categories and test forms were prepared to portray these situations verbally and through pen drawings. Junior high pupil responses were matched

⁴ George Anselm, Ph.D., "Concepts Concerning Negligence in Certain Types of Highway Accidents," (unpublished doctoral thesis, University of Iowa, 1937), 255 pp.

against court decisions. He found that pupils from schools offering systematic training in safety education were markedly superior to pupils from schools where safety training had been neglected, and that pupils from cities with low accident rates consistently revealed a better understanding of the driver's responsibility for accidents than pupils from cities having higher accident rates.

Conditions operating for or against safety. Holst⁵ exemplifies the third line of approach in his attempt to determine conditions in St. Paul, Minnesota, which operated for or against safety in the learner's environment. His approach was through observation of community activities, interviews, and examination of documents. His conclusions concerning effectiveness of home, school, church, and civic safety work stressed cooperative work by many groups as a means of increasing effectiveness of safety education.

Vaughn⁶ tried to discover some characteristics of instruction which might be used in various social situations to secure safe conduct. Physical punishment was found

⁵ Alwyn R. Holst, "A Descriptive Study of Safety Conditions in a Selected Community, With Recommendations for Their Improvement," (unpublished dissertation, New York University, New York, 1947.)

⁶ James Vaughn, "Positive Versus Negative Instruction," (unpublished thesis, University of Chicago, Chicago, Illinois, 1927), 242 pp.

to be the most effective form of instruction for controlling behavior. An electric shock was used as the punishment. It was found that effective instruction must be appealing to the learner's personal welfare, and that any form of instruction or threat which catches the individual's attention and reminds him of pleasant or unpleasant experiences, frequently associated with the attainment of goals, is likely to exert the proper influence in shaping conduct. He concludes that the use of threats and punishment can be overdone, although they are the most effective methods of obtaining desirable conduct, and that drastic laws and rigid enforcement of penalties should be given careful thought.

Other writings. One of the milestones in the safety movement is the Eighteenth Yearbook of the American Association of School Administrators.⁷ It was concerned primarily with safety activities which were under the immediate supervision of the school administrators and teachers. It pointed out that schools could not surrender their legal responsibilities in the matter of safety education to other organizations, and that the sphere of school safety concern

⁷ Henry H. Hill, et al., Safety Education (Washington, D. C.: American Association of School Administrators, 1940), 544 pp.

extended far beyond the school into the community life, and beyond the teaching of topics such as traffic safety and driver training.

Most of the worth-while literature in safety is found in the pamphlets and bulletins of the National Safety Council. A secondary source is the Center for Safety Education, New York University, New York, an endowed institution. The American Red Cross has some school materials, and the National Education Association also does some work on safety. The Bibliography lists many other books, pamphlets, etc.

In 1940, a committee of twenty persons prominent in the field of safety education appeared before the Center for Safety Education Safety Research Planning Committee under the chairmanship of Doctor Frank S. Lloyd, and through discussion offered suggestions that resulted in a listing of research needs in safety research in four areas: (1) basic investigations, (2) surveys of present status, (3) experimental decisions between alternate procedures, and (4) adjustment of education practices. Under item four above, one of the topics suggested for study was, "The Formulation of Criteria for the Evaluation of the Safety-Education Programs of the School Systems." Thus, it is apparent that the amount of reference material on this

topic is meager, or practically non-existent. No study has been made on this topic for the elementary schools, although Danford⁸ attempted a study in 1943 of the safety policies in 164 cities and laid the groundwork for later work through committees in the National Safety Council for the establishment of check lists with which to evaluate school safety programs. Most of his recommendations have been incorporated in the evaluation list used in this study.

Several masters' theses have been written in California schools recently concerning some phases of the problem presented in this thesis.

Whitt⁹ concluded in a study of the buildings and facilities of sixteen elementary schools in the Stockton, California, rural area that,

. . . an outstanding obstacle to providing a good program was the safety hazards about the school . . . in thirteen schools there was evidence that hazardous conditions existed.¹⁰

⁸ Howard G. Danford, Ed.D., "The Organization and Administration of a Program of Public School Safety Education," (unpublished dissertation, New York University, 1943), 575 pp.

⁹ Robert L. Whitt, "A Study of Problems Presented by Elementary School Buildings and Facilities," (unpublished Master's Thesis, College of the Pacific, Stockton, California, 1952), 89 pp.

¹⁰ Ibid., p. 78.

He was interested in whether the physical condition of school plants might hinder the proper functioning of a desirable program of instruction. His findings were mainly in the affirmative.

Barron¹¹ wrote that the value of reporting was recognized in the case of automobile accidents. Systematic reporting of accidents is, of course, one of the major features of a good safety program, and has long been advocated.

Kutkosky¹² reviewed sixteen state courses of study in Health Education for secondary schools, including California, and found that safety education was included in all except two, which at the time were incomplete. California did have units in safety.

Bliss¹³ has just completed (1953) a study involving the uses of playground apparatus in 177 elementary schools in the San Francisco Bay outlying rural and semi-urban

11 Beverly C. Barron, "A Tentative Course in Motor Safety for California High Schools," (unpublished Master's Thesis, College of the Pacific, 1941), 159 pp.

12 Ella Ida Kutkosky, "A Survey of the Course Content in Sixteen State Courses of Study in Health Education for the Secondary Schools," (unpublished Master's Thesis, College of the Pacific, 1950), p. 29.

13 Percy M. Bliss, "The Uses of Playground Apparatus in Selected California Schools," (unpublished dissertation, University of California, Berkeley, California, 1953), 95 pp.

areas. Safety was one of the principal items investigated.

It is doubtful that one third of the reporting schools gave well-organized, planned instruction in the proper use of apparatus in all grades . . . safety inspection periods ranged from monthly to yearly, to no regular time.¹⁴

A low accident rate supports positively the opinion of authorities that good instruction and continued concern for proper use of apparatus, will best prevent accidents . . . local analysis of the safety of apparatus items seems to have been superficial. Critical thinking by school administrators should analyze the specific physical actions of children using apparatus. This appraisal should lead to planned teaching which will alert children to possible hazard movements on play apparatus.¹⁵

Bliss has pointed out the value of safety teaching and also the lack of it regarding the use of elementary school play equipment. Since most of the early safety teaching was concentrated in the health or physical education departments and still is to a large extent, it might be a wise hypothesis to offer that these departments are probably doing a better job in safety education than the other school departments are doing, and that the safety program, therefore, is generally inadequate. This will be shown later to be in line with other findings in regard to degree of adequacy.

¹⁴ Ibid., p. 140.

¹⁵ Ibid., p. 232.

Stack¹⁶ is excellent on the history and philosophy of the safety movement. He also describes complete programs of safety education at all school levels, and indicates usable evaluation procedures. Patty¹⁷ includes parallel reading references at the end of each chapter of his comprehensive description of a complete safety program at the elementary level. In line with other authorities, he tends to stress correlation of safety teaching with other subjects in the regular school program. His suggestions are very practical. The White House Conference on Child Health and Protection¹⁸ in 1932 laid down safety precepts which hold true today. It stresses one person's responsibility in each administrative set-up, such as the State Department of Education, and in individual schools.

Every State Department of Education should employ a full-time Supervisor of safety education. This individual should hold at least a master's degree.¹⁹

¹⁶ H. J. Stack, and others, editors, Education for Safe Living (second edition; New York; Prentice Hall, Inc., 1949), 447 pp.

¹⁷ Willard W. Patty, Teaching Health and Safety in Elementary Grades (New York: Prentice Hall, Inc., 1940), 371 pp.

¹⁸ White House Conference on Child Health and Protection, Safety Education in the Schools (New York: The Century Company, 1932), 61 pp.

¹⁹ Earl E. Clark, "State Administration and Supervision of Safety Education in the United States," (unpublished thesis, New York University, 1949), 168 pp.

Summary. It is apparent that most of the safety literature available to the college student is in the form of periodical articles, dissertations, special publications, and reports of various safety organizations. A few textbooks are available. The need for basic investigation is great. Several California studies available tend to support this thesis in regard to claims of inadequacy in the California elementary school safety program. Failure to subscribe to Safety Education on the part of all schools except a handful, deprives school principals and teachers of the best source of safety knowledge in the periodical field.

CHAPTER III

FORMULATING THE CRITERIA

I. CORRESPONDENCE

Because of the inadequacy of any local sources to provide background for criteria, an extensive correspondence was carried on with various agencies concerned with safety education, and with one research agency. Following are indications of responses received from some of the contacts, in answer to the investigator's request for criteria with which to judge the California elementary school program.

From The American Peoples' Encyclopaedia, Department of Research, the investigator received a carefully copied transcript of page 1064 from the Encyclopaedia of Educational Research of 1950, by Walter S. Monroe. No criteria were given.

Lloyd Bevans, of the California State Department of Education wrote that ". . . the topic you have chosen for your Master's thesis is vital in the program of elementary school education." He referred to the Recommendations of the 1951 California Traffic Safety Conference but gave no leads to criteria.

Herbert J. Stack, Director of the Center for Safety Education, New York University, offered no criteria.

Leon Brody, Director of Research for The Center, in his letter stated that,

One of the most important jobs yet to be done in the safety field is the establishment of adequate criteria for the evaluation of the safety programs in the various fields and on the various levels of education. . . . Your study, therefore, could be of considerable value. . . . We do not have any carefully developed lists of safety criteria such as you are seeking.

Norman Key, Secretary of the National Commission on Safety Education, National Safety Council, replied,

We regret to inform you that we do not have the type of information available . . . with regard to evaluating elementary safety education. . . .

Most help came from Vivian Weedon, Staff Representative of the National Safety Council. She recommended that this study employ the criteria set up by the Elementary School Section of the National Safety Council for the Roy Rogers National Accident Prevention Awards for Elementary Schools, and enclosed several copies.

II. FOUR LISTS OF CRITERIA

At its 1950 meeting, the School and College Conference of the National Safety Council recommended that cooperation with the Roy Rogers Award should continue. To improve the award project the Elementary School Section was charged with developing suitable attainment standards, and the addition of school people to the Committee of Judges

was recommended. The committee when formed attempted to describe as nearly as possible the activities which they felt should be going on if the school were providing satisfactory instruction in safety education.

The result was the Roy Rogers Award evaluation list which was used as the standard for the 1951-1952 award in safety, an annual award sponsored by Roy Rogers, the well-known Hollywood cowboy moving picture star.

The list represents the thinking of some of the best safety-minded people in the country, most of whom are educators in the elementary field. It was critically analyzed by the members of the entire School and College Conference after it had been prepared by the Elementary Section. It can, therefore, be considered to be jury tested, and carefully selected by experts.

The following lists of criteria were used to check against the Roy Rogers' list:

1. "Recommended Standards for Administration," a statement prepared by the Standards Committee of the Safety Education Supervisors' Section and adopted by the School and College Conference, October, 1951. It lists and describes five principles for the administration of safety in a school system.

2. "Curriculum Planning for Safety," a report of the Committee on Curriculum Planning for Safety, National Safety Council, June, 1949. The report contains a brief statement of a point of view on curriculum planning for safety in a list of twenty practical principles and suggestions for teaching under four major divisions. . . . This committee was made up of twenty-one of the leading educators of the United States from all levels of education. It also included a representative of the National Congress, Parent-Teachers' Association.

3. The National Safety Council Honor Roll Check List.

All lists are to be found in the Appendix.

III. THE CRITERIA LISTED

The following items are the actual criteria which were selected. They are all in the form of actions to be taken in a good elementary school safety program.

- I. PROVIDING SAFETY INSTRUCTION TO MEET THE NEEDS OF THE PUPILS:
Needs to be determined by:
 - a. Analysis of the temporary and permanent hazards of the environment
 - b. Analysis of the hazards in connection with the activities of the pupils
 - c. Analysis of the records collected through the standard accident reporting system
 - d. Analysis of the hazards of the seasons and of special days, such as Halloween, Christmas, Fourth of July, etc., and
 - e. Consideration of individual pupil problems

II. PROVIDING FOR ACTIVE PARTICIPATION OF PUPILS IN CARING FOR THEIR OWN SAFETY:

For example:

- a. Pupil safety organizations (Junior Safety Councils, Safety Patrols, Safety Committees, Monitors, Bicycle Clubs, etc.)
- b. Pupil formulation and evaluation of rules for action
- c. Pupil inspections

III. UTILIZING INSTRUCTIONAL AIDS FOR WELL-ROUNDED PROGRAM OF SCHOOL, RECREATION, TRAFFIC, FIRE, AND HOME SAFETY:

For example:

- a. Text material (books, lesson units, work sheets)
- b. Audio-visual aids (movies, film strips, slides, posters)
- c. Models
- d. Pupil-made materials

IV. PROVIDING REALISTIC OPPORTUNITIES FOR SUPERVISED PRACTICE IN MEETING HAZARDS:

For example:

- a. Crossing streets
- b. Using school equipment (pencils, scissors, saws, stoves, slides, swings, bats, etc.)
- c. Using transportation system
- d. Fire drills

V. KEEPING SAFETY IN FOREFRONT OF PUPIL-TEACHER-PARENT CONSCIOUSNESS:

For example:

- a. Exhibits and bulletin boards
- b. Slides and drawings of accident statistics
- c. Posters and other art work
- d. Assemblies, radio shows, and/or television shows
- e. School and community newspapers
- f. Spot maps of accident sites and safe walking routes
- g. Home and community inspection

VI. COOPERATING WITH COMMUNITY AGENCIES:

For example:

- a. Conducted active safety program among school patrons
- b. Aided in preparation of community report for annual inventory of traffic safety activities;

American Automobile Association, Pedestrian Protection Contest, etc.

- c. Cooperated in community safety program (fire prevention week, etc.)
- d. Furnished safety speaker for a community enterprise

VII. TAKING STEPS NECESSARY TO:

- a. Establish and maintain school plant, equipment, and transportation facilities in safe condition
- b. Provide in-service education for school faculty and personnel (including serving on safety committees, helping write teachers' guides or courses of study, attending safety conferences, etc.)

IV. SELECTING THE FINAL CRITERIA

In order to obtain one check list for a questionnaire study the various lists were studied on a comparative basis in order to detect similarities and differences. It was found that the Roy Rogers' list contained all but two of the essential items contained in the other lists. They are the last two on the check list which this study used: (1) Coordinate Safety Program, and (2) Evaluation of the Program.

Summary. Criteria are not readily available; however, the criteria obtained through correspondence seem to represent the best thinking and experience to date. Criteria based on experimental investigation are needed to test scientifically the cause and effect relationships

between different types of teaching and resulting behavior.

The procurement of the four lists of criteria used to form one common list represent months of searching and much correspondence with the leading safety organizations in the country. They probably represent a fairly good composite of the best thinking on the subject by authorities in the field from both educators and laymen experts. The final list of elementary school criteria developed could well be used to guide the policies of elementary school people, and to act as a sounding board for present practices.

CHAPTER IV

CALIFORNIA REQUIREMENTS IN SAFETY EDUCATION

I. THE EDUCATION CODE

The California Education Code is the basic law for California public schools. It is supplemented by the Rules and Regulations of the California State Board of Education whose decrees have the same effect as law.

Here in summary form are the main laws relating to safety teaching, which affect the elementary school program--the educational level with which this thesis is chiefly concerned.

Numbers refer to California Education Code sections.¹ E. C. refers to "Education Code."

E. C. Division 5, Chapter 1

Section 10091. The Board of Education of each county, city and county, and city, whose duty is to prescribe the course of study for the elementary schools . . . shall prescribe a course of study in fire prevention dealing with the protection of lives . . . for all pupils enrolled in the day elementary schools.
(Enacted 1943.)

E. C. 10171. Instruction shall be given in every elementary and secondary school in the State on the subjects of safety and accident prevention primarily devoted to the avoidance of hazards upon streets and highways.

¹ State of California, Education Code, Documents Bureau, State Capitol, Sacramento, California, 1952.

E. C. 10172. Requires the State Board of Education to adopt rules necessary and proper to secure instruction in public safety and accident prevention, in the elementary and secondary schools of the state . . . to compile or cause to be compiled and printed a manual in public safety and accident prevention primarily devoted to avoidance of hazards incident to the use of streets and highways for distribution to teachers in the public elementary and secondary schools of the State.

E. C. 10173. Course in State Colleges. The State Board of Education in standardizing the course of instruction offered in the State Colleges shall prescribe a course in public safety and shall make the completion of the course a requirement for graduation. (Enacted in 1943. It is listed in the 1952 Code, and has not been repealed.)

E. C. 10174. Requires of the Superintendent of Public Instruction that he shall make arrangements to carry out the provisions of this Article, and that county and local superintendents and governing boards require that instruction in public safety be given in the schools under their jurisdiction. (Enacted in 1943.)

E. C. 10095. The superintendent . . . shall enforce the course in fire prevention.

E. C. 10096. Each teacher . . . shall devote a reasonable amount of time in each month . . . to the instruction of the pupils . . . in fire prevention . . .

There are many references in the California Education Code to building and facilities safety. However, these references are not included because they are not pertinent to this study, which is concerned essentially with teaching.

No references to teaching of safety could be found

in the Administrative Code,² so no further reference will be made to it.

It is seen from the above that Boards of Education are specifically required to prescribe a course of study in fire prevention for all elementary children in public schools. Every public elementary school is obligated to teach safety and accident prevention. Superintendents are required to enforce the regulations regarding fire prevention instruction, and teachers are obligated to devote teaching time to this subject as a legal requirement. In addition, each California state college is required by law to offer a course in public safety as a graduation requirement, and the State Board of Education must adopt rules and regulations which will enforce all of these provisions. County and other local boards are likewise required to see that instruction in public safety is given in the local schools.

That, in brief, is what is required by law. The law is quite clear. It provides for safety education at the state, county, and local levels, and makes the program mandatory. It does not equivocate or compromise the issue.

² California Administrative Code, Sacramento, California.

The word "shall" is used throughout the wording of the provisions regarding safety education. Nowhere is the word "may" used in conjunction with the provisions.

A clear mandate is, therefore, expressed by the California Education Code making it obligatory on the part of everyone concerned with the teaching of elementary safety to carry out a complete and adequate program. How well this has been done is a question to be answered in other sections of this paper. The law is general, but all-inclusive. It leaves to the educators the job of implementing the program and of providing details of operation, books, and courses of study. It leaves to them the question of how much time shall be devoted to the subject, and in what manner it shall be taught, and all of the other trivia concerned with teaching. It does not concern itself with the particular philosophy of teaching which shall be employed. It simply states without reservation or equivocation that safety shall be taught in the elementary schools, and elsewhere.

II. CALIFORNIA DEPARTMENT OF EDUCATION POLICIES

One of the sentences in the White House Conference on Child Health and Protection states: "Courses of study for the teaching of safety should be issued by state

departments of education."

One other admonition is found throughout the readings on safety education organization to the effect that one person should be made responsible for the administration of the safety program. This applies to the state department as well as to the individual schools. Clarke recommended in his dissertation on state administration of the safety program that one person be made responsible for the state program, that a full-time supervisor of safety education be employed. He advocated a state-wide plan for safety education from the elementary school through teacher training schools, and the requirement of a basic course in safety teaching for all teacher candidates.³

The contacts made with members of the California State Department of Education were for the purpose of determining answers to the following questions:

1. Who had the responsibility for the elementary safety education program at the state level?

2. What is the working philosophy of the State Department toward the safety program in the elementary schools of California?

³ Earl E. Clark, "State Administration and Supervision of Safety Education in the United States," (unpublished thesis, New York University, 1949), 168 pp.

3. Are there any specific courses of study or outlines of study which the State Board of Education requires to be taught in the elementary schools?

4. What does the State Department of Education require of graduates of state colleges in safety education as a requirement for graduation?

Letters. Letters asking the above questions totalled five. Recipients included three bureau chiefs, one assistant bureau chief, and the Superintendent of Public Instruction. Of this group only one answer was received. It was from the assistant chief, elementary education, and stated in part:

Safety education is considered a part of our program in health and physical education. The department publishes bulletins on safety from time to time. . . . You will find additional statements regarding safety in the physical education manual.

It is regrettable that only one of the head officers contacted replied to the questions asked. As the person who replied was in charge of elementary education, it may have been thought by the State Department that such a person would answer for the entire department. It can only be surmised, however, as to why no other answers were received.

The Chief of the Division of State Colleges was asked by letter to explain how the state colleges were fulfilling their obligation to require a safety education

course for graduation. One of the assistants to the chief answered the letter in the absence of his superior. The following is quoted:

Instruction in safety is given in each of the State Colleges as provided in Section 10173 of the Education Code. In most cases this is included in the general education program as part of courses required in health and physical education or integrated into appropriate courses for majors in agriculture, engineering, etc. . . . In the preparation of elementary teachers . . . this area is included in their professional preparation, usually in connection with methods courses covering the teaching of all statutory subjects required in the elementary school.⁴

Interviews. Interviews with three elementary consultants of the State Department brought forth the following information:

The responsibility for safety education is in the physical education department, or rather, departments. The elementary and secondary departments work separately on the safety program.

One consultant felt definitely that not very much was being done on a state-wide basis in safety education in the elementary field, or for that matter at any other level, and felt that the State Department was doing a very limited amount of work in the safety field.

⁴ Letter from James C. Stone, Specialist in Teacher Education.

One of the consultants in school recreation advised by letter that good safety material was contained in the California elementary school Physical Education Guide and in "Safety Education," a bulletin of the State Department of Education.

Except for the above rather scattered and disconnected information, there is little information to be given about the answers to the questions originally asked in this section mainly because of failure on the part of the respondees to make any reply.

It is clear that one person is not delegated the responsibility for the safety program.

There appears to be no well-defined working philosophy regarding safety education in the State Department.

The legal requirement in Education Code, Section 10172, has been fulfilled by the publication of bulletins, but no definite course of study, books, or materials have been prescribed.

The question regarding the safety education requirement for State College graduation can best be answered in the next section which concerns itself solely with safety education practices in the state colleges.

A statement by the California Superintendent. A statement by the California Superintendent of Public

Instruction, taken from his "Foreword" in Education for Safety will perhaps best illustrate the state point of view:

Safety should not be a separate subject but can be effectively taught in connection with other classes such as English, home economics, shop, sciences, and physical education. Materials in this handbook have been assembled to aid teachers of such subjects in emphasizing safety as a part of instruction.⁵

The teachers' manual from which this quotation was taken was written under the supervision of the California State Curriculum Commission at a workshop in safety education at Claremont College in cooperation with the National Safety Council and Claremont College. Other agencies which contributed materials included the Center for Safety Education, New York University; The American Red Cross; the National Conservation Bureau; the National Congress of Parents and Teachers. Many other California organizations acted as consultants.

The report of this workshop was adopted by the State Board of Education as a manual for elementary school teachers, and as such obviously represents the thinking of the State Department. There are no books or materials in

⁵ Education for Safety: A Handbook for Teachers, Bulletin of California State Department of Education, 15:iii, December, 1947.

any large amount issued by the state devoted exclusively to safety education in the elementary school.

California Traffic Safety Conference. In October, 1951, the Governor of California called a traffic safety conference. The membership consisted of state officials on traffic safety. A coordinating committee had in its membership the California chief school officer, the Superintendent of Public Instruction, and the recommendations of the Conference contained in the first five pages of the sixteen-page report specific recommendations for promoting safety in each level of schooling from elementary to college level. Many of the recommendations which have been proposed in the literature of the National Safety Council were repeated in this report. In some measure these recommendations can be considered as part of the policy of the State Department of Education because the chief officer of the Department of Education took an active part in the formulation of the report, and gave his stamp of approval to it.

The recommendations which apply specifically to the State Department follow. Other recommendations in other areas will be included later in this paper.

(1) It is recommended that the State Curriculum Commission consider adopting books and materials that would promote the safety education program in the public schools of the state.

(2) It is recommended that pre-service and in-service education of teachers and school administrators in safety education be encouraged.

(3) It is recommended that local school districts attempt to develop their own programs of safety education and that the county offices of education and the State Department of Education serve as clearing houses and coordinators at a higher level.

(4) It is recommended that attempts be made to interest all school administrators in the safety education program.

(5) Leadership for safety education should be the responsibility of the State Department of Education and that an adequate staff should be appointed to fulfill this function.

(6) The State Department of Education bulletins-- Education for Safety, and A Guide for Driver Education and Driver Training be brought up-to-date and distributed to school systems in California.⁶

It may logically be assumed that since the foregoing six points are proposed for future action, the elements mentioned do not now exist and are not a part of the working policy of the State Department of Education, except perhaps in some small unsatisfactory measure.

Again on the negative side, it should be noted that California was one of the four or five states in the nation which had no representation from the Department of Education or elsewhere at the National Safety Council invitational

⁶ "Recommendations" of the California Traffic Safety Conference, p. 2.

meeting at Jackson Mill in West Virginia, in 1945, which was concerned with school bus safety. This would seem to indicate a rather apathetic policy. The conference was sponsored jointly by the National Council of Chief State School Officers and the National Commission on Safety Education.

III. STATE COLLEGE SAFETY EDUCATION PRACTICES

Letters to state colleges. In July 21, 1953, a letter was written and sent to all eleven California state colleges containing three questions relating to the college offerings and requirements in safety education. Table II gives the questions and results.

Only one of the seven responding colleges indicated that it is following the legal requirement which requires a course in public safety education for graduation.

One college replied that it would be requiring a complete course in safety for the year 1953-1954 for graduation.

Five colleges are offering various courses in safety.

One college does not offer a course of any kind in safety.

There seems to be a glaring deficiency in this part of the safety program. The failure of colleges to train

TABLE II*

STATE COLLEGE PRACTICES IN SAFETY EDUCATION OFFERINGS
IN SEVEN STATE COLLEGES

Questions	Responses	
	No	Yes
Is any course in public safety education given at your college?	1	5
Will offer in 1953-1954		1
Number of answers obtained		7
If it is offered, is it either a requirement for graduation or for teacher certification?	3	1
Will require for graduation next year		1
Required for teacher certification only		1
Not required except for B.S. and B.A.		1
Number of answers obtained		7

* The above responses to letters sent to the eleven California state colleges were obtained in July and August of 1953. All communications were with the separate college departments of education. Correspondence is on file in the investigator's possession. Seven answers were obtained from the ten colleges which train teachers.

teachers in safety education is also borne out in the responses of individual principals in the statements written in at the end of the questionnaire used in this study. Over 47 per cent stated that teacher knowledge and interest was the element most needed in the safety program.

The tabulation above taken from responses from each college does not agree with the information received from the State Department of Education in the letter quoted in part on page 38 of this study. This discrepancy cannot be explained, but does indicate lack of state unity in safety education.

Because of the variety of responses concerning course content obtained from the various state colleges, they are given as part quotations below, by colleges. Names of writers are withheld for courtesy reasons, but are in the writer's files with the original communications.

Content of safety courses offered.

Los Angeles State College:

This requirement is fulfilled here at Los Angeles City College by completing a course in Personal Health and Safety Problems, or by taking a course in Safety Education. . . . In the Safety Education course teaching units are developed for both the elementary and secondary level.

San Diego State College: "Highway safety, the fundamentals of the safety programs and techniques in home, school, and industry . . ."

Fresno State College:

Prevention and care of common accidents and emergencies in the home, school, industry, traffic, and general community; fire prevention, organization of the school safety program. . . . This is Education 105, Safety Education, an elective. . . Health Education 90 . . . includes work in safety and is required of all students qualifying for a B. A. or B. S. degree . . . description follows: meaning and significance of physical, social, and mental health as related to the individual and to society; fire prevention; stimulants; and narcotics.

California State Polytechnic College: "The course in safety education deals with home, fire, industrial, and traffic safety, and in accident prevention." Some of the graduates of this college often obtain teaching jobs in elementary physical education programs, although the college does not offer a general elementary credential.

San Jose State College: "The course will cover materials in five fields: alcohol, narcotics, fire prevention, safety, and conservation."

Sacramento State College:

All aspects of safety education, including organization for safety of pupils and for safety instruction; legal provisions; school community relationships; evaluation. Participants will develop a course of study for use in elementary and secondary schools dealing with objectives, source materials, audio-visual resources, and supervised experiences for pupils.

Recommendations of California Traffic Safety Conference. Recommendations from the 1951 California Traffic Safety Conference contain pertinent suggestions for improvement in the education of teachers and for all college

graduates concerning safety education. Since the recommendations point out features which are lacking or need improvement, they are pertinent here. Major points include the following:

I. For all Colleges and all Students.

- A. It is imperative that some well qualified person in each collegiate institution be charged with the responsibility of motivating, coordinating, and evaluating the college program of safety education.
- B. All students through 'General Education' patterns should be assured opportunity to develop knowledge, attitudes, and habits and skills in regard to safe being.

II. The education of Teachers

- A. The Elementary School Teacher. It should be the responsibility of all teacher education institutions to assure that all elementary school teachers should be adequately prepared to organize, instruct, and evaluate in regard to the various aspects of school-community safety problems which are important. . . . There should be particular emphasis at the elementary school level upon pedestrian and bicycle safety and home safety.
- B. Research. There should be established in one or more of the graduate training institutions of the State a program of advanced training and research in safety education in keeping with those of the leading institutions of other states . . .
- C. It should be the responsibility of teacher training institutions to assure that school administrators and supervisors of all levels have a complete understanding of the importance of safety education and a safe school environment.

Many of the above recommendations may seem to be so obvious that they need not be stated. However, the items were missing or inadequately handled in the colleges or they would not have been included in the report. Therefore, the points above support the thesis in a negative manner in that the needs of youth are not being met adequately in the field of safety education at the teacher training level. If they were being met, the very important suggestions for needed action on the part of the colleges need not have been written.

IV. SUMMARY

The California Education Code contains all of the provisions of a legal nature which are necessary to provide a satisfactory safety education program in the California elementary schools. Methods, philosophy of teaching and other details are left to the discretion of educators.

Department of Education policies direct the control of elementary safety education into the hands of the physical education department. The State Department of Education has issued a very worth-while pamphlet entitled Education for Safety, and other bulletins on safety and has fulfilled the legal obligation placed upon it in this respect.

State colleges in California are handling the safety

education of their graduates in different ways. Some of the state colleges are not fulfilling their legal requirements according to letters from the education departments of the institutions directly concerned. However, according to the State Department of Education, each state college is fulfilling its legal obligation in requiring safety education as a requirement for graduation.

It is apparent again that the issues are somewhat confused and that safety education in various state colleges is not uniform or consistent throughout California.

There is evidence in the recommendations of the 1951 California Traffic Safety Conference that both the State Department and the state colleges and other colleges have serious deficiencies in their safety education programs.

There are eleven state colleges. Ten of them train teachers for the elementary field, although one trains only for physical education in the elementary field. Seven of the ten answered the questions. Of the seven, one does not give a course in safety education, five do, and one will give a course in 1953-1954 school year for the first time.

Three of the seven do not require a course in safety education for graduation, two do not require it for teacher certification or for graduation.

Two of the seven definitely require it for graduation. One definitely requires it for teacher certification only. One requires it only for the B. S. or B. A. degree.

It seems from the above figures that the state law is being rather badly by-passed in regard to Section 10173 of the California Education Code which requires each state college to make a course in public safety a requirement for graduation, and directs the State Board of Education to prescribe such a course.

CHAPTER V

SAFETY EDUCATION IN CALIFORNIA SCHOOLS

This section is devoted to a presentation in tabular form of the results obtained from the questionnaire used in this study, accompanied by a brief running analysis of some of the more pertinent figures obtained. Individual items in the Tables are identical to the questionnaire items.

I. FREQUENCY OF PRACTICE AS SHOWN BY THE QUESTIONNAIRE

Table III through Table XI give the gross results of the questionnaire. This includes usable results from sixty elementary school principals.

Table XII through Table XX give the results from forty-five schools with average daily attendance ranging from 165 to 395.

Table XXI through Table XXIX give the results from fifteen schools with an average daily attendance range from four hundred through seven hundred.

Table XXX through Table XXXIV give the results of the special questions at the end of the criteria section. Percentages are rounded to the nearest whole per cent.

Table XXXV gives a numerical summary in brief form of the entire gross results of the questionnaire for the

criteria section omitting the special questions at the end part of the questionnaire.

The series of Tables III through XI contain gross results from sixty elementary principals. Table XXXV summarizes this series in brief form.

"Evaluation" is lacking entirely in 75 per cent of the schools responding. This is the largest single per cent return on the gross result in the "non-existent" column.

Providing superficial practice in meeting hazards has the best score, showing only 4 per cent "non-existent" and 10 per cent "inadequate." Other scores range all the way from 30 per cent to 89 per cent in the two lowest rate columns, showing fairly uniformly all the way through the nine categories on average of approximately 47 per cent in these low columns.

Analysis here is largely a case of determining how poor the safety program is rather than attempting to point out the hopeful aspects. "Pointing with pride" is impossible except perhaps in category four which provides for supervised practice in meeting hazards. Adequate and high attainment items total 53 per cent. Eleven per cent of the responses showed high attainment, while at the other end of the scale 24 per cent registered "non-existent."

If 24 per cent of a college class received zero and 22 per cent a "D" or an "F" and 53 per cent passed the course, it might be construed that either the class was not capable, or the teacher was a failure.

In this light the responses point to inadequacy and failure in the elementary school safety program.

TABLE III

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FOR ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM
ONE HUNDRED SIXTY-FIVE--SEVEN HUNDRED. FIRST OF NINE TABLE SERIES

I. Providing safety instruction to meet the needs of the pupils. Needs to be determined by:	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Analysis of the temporary or permanent hazards of the environment, equipment, play areas, etc.	1	6	43	6	56
b. Analysis of the hazards in connection with the activities of the pupils' games, parties, traffic, etc.	0	4	45	8	57
c. Analysis of the records collected through the standard student accident reporting system.	30	12	10	2	54
d. Analysis of the hazards of the season and of special days, such as Halloween, Christmas, etc.	8	10	34	3	55
e. Consideration of individual pupil problems.	2	8	37	5	52
Totals	41	40	169	24	274
Per cent	15	14	62	9	100

TABLE IV

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FOR ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
SECOND OF NINE TABLE SERIES

2. Providing for the active participation of pupils in caring for their own safety by such as:	Non-exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Pupil safety organizations (Junior Safety Council, School Safety Patrol, Student Safety Committee, School Building Patrol, Monitors, Bicycle Club).	21	5	18	14	58
b. Pupil formulation and evaluation of rules for action.	8	8	33	7	56
c. Pupil inspections	16	12	18	5	51
Totals	45	25	69	26	165
Per cent (to nearest whole per cent)	27	15	42	16	100

TABLE V

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FOR ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
THIRD OF NINE TABLE SERIES

3. Utilizing instructional aids for a well-rounded program of school recreation, traffic, home, and fire safety.	Non-existent	Inadequate	Adequate	High attainment	Total
For example:					
a. Textbook materials (books, lesson units, work sheets)	1	14	38	3	56
b. Audial-visual aids (posters, films, slides, etc.)	0	7	3	15	25
c. Models	13	20	11	2	46
d. Pupil-made materials	8	20	20	4	52
Totals	22	61	72	24	179
Per cent	12	34	40	14	100

TABLE VI

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FOR ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
FOURTH OF NINE TABLE SERIES

4. Providing realistic opportunities for supervised practice in meeting hazards.	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Crossing streets	5	9	32	7	53
b. Using school equipment (pencils, scissors, saw, slides, swings, baseball bats, etc.)	0	3	40	13	56
c. Using transportation system	3	6	33	10	52
d. Fire drills	0	3	30	23	56
Totals	8	21	135	53	217
Per cent	4	10	62	24	100

TABLE VII

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FROM ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
FIFTH OF NINE TABLE SERIES

5. Keeping safety in forefront of pupil-teacher-parent consciousness.	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Exhibits and bulletin boards	55	3	12	37	3
b. Slides and drawings of accident statistics	52	17	19	16	0
c. Posters and art work	59	5	16	34	4
d. Assemblies, radio, or television shows	54	17	17	18	2
e. School and Community newspapers	52	17	19	16	0
f. Spot maps of accident locations and safe walking routes	52	27	19	4	2
g. Home or community inspection	55	22	19	13	1
h. Communicate with other schools, National Safety Council, etc.	55	27	13	13	2
Totals	434	135	134	151	14
Per cent	31	31	35	3	100

TABLE VIII

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FROM ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
SIXTH OF NINE TABLE SERIES

6. Cooperating with community agencies and exchanging ideas.	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Conduct an on-going active safety program among school patrons	53	20	20	12	1
b. Aided in your communities report the annual inventory of traffic safety activities, American Automobile Association, Pedestrian Protection on test, Inter-Chamber Fire Waste. Contest of The Chamber of Commerce of the United States	52	32	13	6	1
c. Cooperated in community safety activities (Fire Prevention Week, clean-up week, etc.)	55	11	16	24	4
d. Furnished safety speaker for community enterprise.	55	32	11	10	2
Totals	215	95	60	52	8
Per cent	100	44	28	24	4

TABLE IX

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FROM ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
SEVENTH OF NINE TABLE SERIES

7. Taking steps necessary to:	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Establish and maintain school plant, equipment and transportation, and transportation facilities in safe condition	58	1	1	33	23
b. Provide in-service education for school faculty and personnel (including such opportunities as serving on safety committees, helping to write teacher guides, attending safety conferences.)	57	12	18	25	2
Totals	115	13	19	58	25
Per cent	12	16	50	22	100

TABLE X

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FROM ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
EIGHTH OF NINE TABLE SERIES

	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
8. Coordinating safety program					
a. Make one person responsible for the complete program	49	16	10	18	5
Totals	49	16	10	18	5
Per cent	33	20	37	10	100

TABLE XI

RESULTS OF THE QUESTIONNAIRE CHECK LIST ON SAFETY EDUCATION FROM ALL SIXTY
SCHOOLS MAKING RETURNS WITH AVERAGE DAILY ATTENDANCE RANGE FROM 165-700
LAST OF NINE TABLE SERIES

9. Evaluating the program	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Evaluate annually with the check list such as this one or the National Safety Council Honor Roll Check List, or the Roy Rogers' Award Standards	45	34	6	4	1
Totals	45	34	6	4	1
Per cent	75	14	9	2	100

Tables XII through XX are concerned with the larger of the two groups of schools into which the total study was divided. Forty-five of the sixty schools studied are reviewed in this section. Average daily attendance range is 165-395. Schools are typically located in rural or semi-rural areas in contrast to the urban location of the fifteen schools in the other section of the study, which are dealt with in Tables XXVI through XXIX.

Generally, the picture is about the same for both parts. There is little of the study which can give a hopeful picture, or one to be proud of, in the halls of learning. The general categories of the results compare very closely in the large and small school divisions. Comparisons are monotonous because of the lack of great contrast.

The instructional aids' section shows a high percentage in the non-existent and very inadequate category-- 32 per cent for small schools, and 56 per cent in the large schools. Sections on use of models and pupil-made materials make the poorest showing throughout.

Active participation of pupils in the safety program fares better in the larger schools but no exceptionally so. Opportunity for supervised practice in meeting hazards is the section of criteria showing the best record, only

3 and 4 per cent, respectively, in the non-existent column.

The next best showing is in the criteria which provides for maintaining the school plant in a safe condition. Scores of 13 and 10 per cent, respectively, are shown in the non-existent column for the small and large schools. The remaining criteria fare badly with non-existent percentages running as high as 77 per cent for the large schools, and 75 per cent for the small ones in the category concerning evaluation of the school program.

The over-all picture is monotonously dreary in its sameness. Failure to provide an adequate program in safety education for the elementary students of California is quite obvious from the high percentage shown in the inadequate and non-existent columns.

Further description of the slight variations in the results would only labor the point.

TABLE XII

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 165-395
FIRST OF NINE TABLE SERIES

1. Providing safety instruction to meet the needs of the pupils. Needs to be determined by:	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
a. Analysis of the temporary and permanent hazards of the environment	1	4	32	5	42
b. Analysis of the hazards in connection with the activities of the pupils	0	3	34	8	45
c. Analysis of the records collected through the standard accident reporting system	24	8	7	1	40
d. Analysis of the hazards of the seasons and of special days	5	8	25	3	41
e. Consideration of individual pupil problems	1	7	27	5	40
Totals	31	30	125	22	208
Per cent	15	14	60	11	100

TABLE XIII

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 165-395
 SECOND OF NINE TABLE SERIES

2. Providing for the active participation of pupils in caring for their own safety by such as:	Non-exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Pupil safety organizations	20	4	9	11	44
b. Pupil formulation and evaluation of rules for action	6	4	26	4	40
c. Pupil inspections	13	7	13	4	37
Totals	39	15	48	19	121
Per cent	32	12	40	16	100

TABLE XIV

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 165-395
 THIRD OF NINE TABLE SERIES

3. Utilizing instructional aids for a well-rounded program of school recreation, traffic, home, and fire safety	Non-existent	Inadequate	Adequate	High attainment	Total
For example:					
a. Textbook materials, work sheets, etc.	0	7	31	2	40
b. Audial-visual aids	0	4	22	14	40
c. Models	10	10	9	1	30
d. Pupil-made materials	7	10	17	3	37
Totals	17	31	79	20	147
Per cent	11	21	54	14	100

TABLE XV

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 165-395
 FOURTH OF NINE TABLE SERIES

4. Providing realistic opportunities for supervised practice in meeting hazards	Non-existent	Inadequate	Adequate	High attainment	Total
For example:					
a. Crossing streets	4	5	24	5	38
b. Using school equipment	0	2	27	11	40
c. Using transportation system	2	4	26	7	39
d. Fire drills	0	2	23	15	40
Totals	6	13	100	38	157
Per cent	4	8	64	24	100

TABLE XVI

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE, 165-395
FIFTH OF NINE TABLE SERIES

5. Keeping safety in forefront of pupil-teacher-parent consciousness	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Exhibits and bulletin boards	1	8	28	2	39
b. Slides and drawings of accident statistics	10	12	15	0	37
c. Posters and other art work	3	11	26	3	43
d. Assemblies, radio shows, etc.	12	12	12	2	38
e. School and community newspapers	14	15	8	0	37
f. Spot maps of accident sites, etc.	19	13	3	2	37
g. Home and community inspection	14	14	10	1	39
h. Communicate with other schools	19	10	9	2	40
Totals	92	95	111	12	310
Per cent	30	31	36	3	100

TABLE XVII

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 165-395
SIXTH OF NINE TABLE SERIES

6. Cooperating with community agencies and exchanging ideas	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Conducted active safety program among school patrons	12	16	9	0	37
b. Aided in preparation of traffic safety activities' reports	23	8	5	1	37
c. Cooperated in community safety program	7	12	17	4	40
d. Furnished safety speaker	21	8	9	2	40
Totals	63	44	40	7	154
Per cent	41	29	26	4	100

TABLE XVIII

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 165-395
SEVENTH OF NINE TABLE SERIES

7. Taking steps necessary to:	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Establish and maintain transportation facilities	0	0	24	20	44
b. Provide in-service education	10	11	10	2	33
Totals	10	11	34	22	77
Per cent	13	15	44	28	100

TABLE XIX

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 165-395
 EIGHTH OF NINE TABLE SERIES

8. Coordinating safety program	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Make one person responsible for the complete program	10	6	16	4	36
Totals Per cent	10 28	6 17	16 44	4 11	36 100

TABLE XX

RESULTS OF QUESTIONNAIRE FROM FORTY-FIVE SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 165-395
LAST OF NINE TABLE SERIES

9. Evaluating the program	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Evaluate annually with the check list such as this one or the National Safety Council Honor Roll Check list, or the Roy Rogers' Award Standards	24	3	4	1	32
Totals Per cent	24 75	3 9	4 13	1 3	32 100

TABLE XXI

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
FIRST OF NINE TABLE SERIES

1. Providing safety instruction to meet the needs of the pupils. Needs to be determined by:	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
a. Analysis of the environment	0	2	11	1	14
b. Analysis of the hazards of activities	0	1	13	0	14
c. Analysis of the records collected through the standard accident reporting system	6	4	3	1	14
d. Analysis of the hazards of the seasons and of special days	3	2	9	0	14
e. Consideration of individual pupil problems	1	1	10	0	12
Totals	10	10	46	2	68
Per cent	15	15	67	3	100

TABLE XXII

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
SECOND OF NINE TABLE SERIES

2. Providing for the active participation of pupils in caring for their own safety by such as:	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
a. Pupil safety organizations	1	1	9	4	15
b. Pupil formulation and evaluation of rules for action	2	4	8	1	15
c. Pupil inspections	3	5	5	1	14
Totals	6	10	22	6	44
Per cent	14	22	50	14	100

TABLE XXIII

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
 THIRD OF NINE TABLE SERIES

3. Utilizing instructional aids for a well-rounded program of school recreation, traffic, home, and fire safety	Non-existent	Inadequate	Adequate	High attainment	Total
For example:					
a. Textbook materials, work sheets, etc.	1	7	6	1	15
b. Audial-visual aids	0	3	11	1	15
c. Models	3	9	2	1	15
d. Pupil-made materials	1	10	3	1	15
Totals	5	29	22	4	60
Per cent	8	48	37	7	100

TABLE XXIV

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
FOURTH OF NINE TABLE SERIES

4. Providing realistic opportunities for supervised practice in meeting hazards	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Crossing streets	1	4	8	2	15
b. Using school equipment	0	1	12	2	15
c. Using transportation system	1	2	7	3	13
d. Fire drills	0	1	7	7	15
Totals	2	8	34	14	58
Per cent	3	14	59	24	100

TABLE XXV

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
FIFTH OF NINE TABLE SERIES

5. Keeping safety in forefront of pupil-teacher-parent consciousness	Non-existent	Inadequate	Adequate	High attainment	Total
For example:					
a. Exhibits and bulletin boards	2	4	8	1	15
b. Slides and drawings of accident statistics	7	7	1	0	15
c. Posters and other art work	2	5	7	1	15
d. Assemblies, radio shows, etc.	5	5	5	0	15
e. School and community newspapers	3	4	8	0	15
f. Spot maps of accident sites	8	6	1	0	15
g. Home and community inspection	8	4	3	0	15
h. Communicate with other schools	8	3	4	0	15
Totals	43	38	37	2	120
Per cent	36	31	31	2	100

TABLE XXVI

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
SIXTH OF NINE TABLE SERIES

6. Cooperating with community agencies and exchanging ideas	Non-exis- tent	In-ade- quate	Ade- quate	High attain- ment	Total
For example:					
a. Conducted active safety program among school patrons	8	3	3	1	15
b. Aided in preparation of traffic safety activities' reports	9	5	1	0	15
c. Cooperated in community safety program	4	4	7	0	15
d. Furnished safety speaker	11	3	1	0	15
Totals	32	15	12	1	60
Per cent	53	25	20	2	100

TABLE XXVII

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
 SEVENTH OF NINE TABLE SERIES

7. Take steps necessary to:	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Establish and maintain transporta- tion facilities	1	1	9	4	15
b. Provide in-service education	2	7	6	0	15
Totals	3	8	15	4	30
Per cent	10	27	50	13	100

TABLE XXVIII

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
EIGHTH OF NINE TABLE SERIES

	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
8. Coordinating safety program					
a. Make one person responsible for the complete program	6	4	2	1	13
Totals	6	4	2	1	13
Per cent	46	31	15	8	100

TABLE XXIX

RESULTS OF QUESTIONNAIRE FROM FIFTEEN SELECTED SCHOOLS
 OF AVERAGE DAILY ATTENDANCE 400-700 PLUS
 LAST OF NINE TABLE SERIES

9. Evaluating the program	Non- exis- tent	In- ade- quate	Ade- quate	High attain- ment	Total
a. Evaluate annually with the check list such as this one or the National Safety Council Honor Roll Check list, or the Roy Rogers' Award Standards	10	3	0	0	13
Total Per cent	10 77	3 23	0 0	0 0	13 100

Tables XXX, XXXI, and XXXII indicate that Principals place considerable value on teaching of safety. However, not one principal of a large school (five hundred to seven hundred average daily attendance) placed "great" value on it, while 51 per cent of the responses from the other range (165 to 395 average daily attendance) indicated the "great" value column. This is difficult to understand, and no attempt is made to explain. Since only 5 per cent indicated that "little" value accrues from teaching safety it can safely be assumed that generally speaking 95 per cent of the principals contacted are aware of the values of it.

TABLE XXX

RESULTS OF ANSWERS TO THE QUESTION: "HOW MUCH VALUE DO YOU
ATTACH TO THE TEACHING OF SAFETY?"
FROM SCHOOLS WITH AVERAGE DAILY ATTENDANCE 165-395

Number of schools	Little	Much	Great	Total
Forty-five small schools	3	18	22	43
Total	3	18	22	43
Per cent	7	42	51	100

TABLE XXXI

RESULTS OF ANSWERS TO THE QUESTION: "HOW MUCH VALUE DO YOU ATTACH
TO THE TEACHING OF SAFETY?"
FROM SCHOOLS WITH AVERAGE DAILY ATTENDANCE 400-700 PLUS

Number of schools	Little	Much	Great	Total
Fifteen large schools	0	15	0	15
Total	0	15	0	15
Per cent	0	100	0	

TABLE XXXII

RESULTS OF ANSWERS FROM ALL SIXTY SCHOOLS TO THE QUESTION:
"HOW MUCH VALUE DO YOU ATTACH TO THE TEACHING OF SAFETY?"

Number of schools	Little	Much	Great	Total
Total of sixty schools	3	33	22	58
Total	3	33	22	58
Per cent	5	57	38	100

Tables XXXIII, XXXIV, and XXXV are thought by the investigator to be incomplete in that only three degrees of measure were used. Inclusion of a column headed by the term "inadequate," it is believed, would have turned some of the "adequate" and "very inadequate" responses into the column, and would have given a truer picture of the responses and a more negative one.

A 26 per cent "very inadequate" response is enough evidence, however, to seriously question the value of our present California program.

The small schools again diverged considerably from the opinions of the large schools in scoring more heavily in the "very inadequate" column.

A total per cent score of five "very adequate" against twenty-six "very inadequate" makes a damning picture of the total California program.

TABLE XXXIII

RESULTS OF ANSWERS TO THE QUESTION: "DO YOU FEEL THE PROGRAM
HAS BEEN VERY INADEQUATE, ADEQUATE, OR VERY ADEQUATE?"
FROM FORTY-FIVE SCHOOLS WITH AVERAGE DAILY ATTENDANCE 165-395

Enrollment of schools	Very inadequate	Adequate	Very Adequate	Total
Schools with average daily attendance 165-395	12	28	3	43
Total	12	28	3	43
Per cent	28	65	7	100

TABLE XXXIV

RESULTS OF ANSWERS TO THE QUESTION: "DO YOU FEEL THE PROGRAM
HAS BEEN VERY INADEQUATE, ADEQUATE, OR VERY ADEQUATE?"
FROM FIFTEEN SCHOOLS WITH AVERAGE DAILY ATTENDANCE 400-700 PLUS

Enrollment of schools	Very inadequate	Adequate	Very adequate	Total
Schools with average daily attendance 400-700 plus	3	12	0	15
Total	3	12	0	15
Per cent	20	80	0	100

TABLE XXXV

ANSWERS FROM ALL SIXTY SCHOOLS ON THE QUESTION:
 "DO YOU FEEL THE PROGRAM HAS BEEN VERY INADEQUATE,
 ADEQUATE, OR VERY ADEQUATE?"

Enrollment of schools	Very inadequate	Adequate	Very adequate	Total
Sixty schools with average daily attendance 165-700	15	40	3	58
Total	15	40	3	58
Per cent	26	69	5	100

TABLE XXXVI

GROSS SUMMARY OF FREQUENCY AND PER CENT OF REPLIES TO EACH SECTION OF THE QUESTION-NAIRE AND TOTALS OF ALL RESPONSES WITH PER CENT FIGURES FROM ALL SIXTY SCHOOLS IN THIS STUDY

Section	Non-existent	Inadequate	Adequate	High attainment	Totals
I Responses	41	40	169	24	274
Per cent	15	14	62	9	100
II Responses	45	25	69	26	165
Per cent	27	15	42	16	100
III Responses	22	61	72	24	179
Per cent	12	34	40	14	100
IV Responses	8	21	135	53	217
Per cent	4	10	62	24	100
V Responses	135	135	151	14	434
Per cent	31	31	35	3	100
VI Responses	95	60	52	8	215
Per cent	44	28	24	4	100
VII Responses	13	19	58	25	115
Per cent	12	16	50	22	100
VIII Responses	16	10	18	5	49
Per cent	33	20	37	10	100
IX Responses	34	6	4	1	45
Per cent	75	14	9	2	100
Totals	409	376	728	180	1,693
Per cent	24	22	43	11	100

Table XXXVII is a compilation of the responses to the request at the end of the questionnaire asking for suggestions on what is needed most in safety education.

Out-weighting by three times the weight of the nearest other response were remarks concerning the need for more teacher interest, training, and responsibility. This item, added to the next one in order of weight, which is concerned with the need for more administrative interest, comprises 65 per cent of the written comments requested at the end of the questionnaire.

The variety of other suggestions made suggests that there are many approaches to the problem.

Need for time, materials, parent interest, and student participation are given about equal weight.

Need for a course of study was noted only once. Perhaps the modern teacher feels capable of constructing his own outline of study.

Lack of teacher and administrator training and knowledge which also presumes lack of interest, seem evident from the analysis shown.

TABLE XXXVII

TABULATION OF SIXTY-TWO RESPONSES TO THE QUESTION:
 "WHAT IS NEEDED MOST IN PUTTING ON AN EFFECTIVE PROGRAM?"

	Responses	Per cent
Need more teacher responsibility, interest, and training in safety education	29	47
More administrative interest needed	11	18
Time in the school program needed	5	8
More materials needed	4	6
Student participation needed	4	6
Parents' need education and responsibility	5	8
Parent teacher association should help	1	2
Need more safety-conscious custodial help	1	2
Outside interest and help needed	1	2
Course of study in safety education needed	1	2
Total responses	62	

II. SURVEY OF COUNTY COURSES OF STUDY AND VISUAL AID CATALOGS

County courses of study. Various courses of study from thirty-three counties were examined as described in Chapter I. These pamphlets were the ones available at the time of the study and do not necessarily represent the latest courses of study available. They do represent a cross-section of the courses of study which were on file at the California State Department of Education in July of 1953. They were gathered there over a period of one year of intensive and concentrated effort to obtain them. They are the guides which each county selected to place on file in the state files, and as such do have some significance and meaning as representative documents of each of the counties represented.

Table XXXVIII gives the summary of these courses of study in relation to the amount of safety education which is outlined within the pages of each pamphlet.

The fact that thirteen, or 39 per cent, of these county guides do not even mention the word "safety" has significance. This represents over one third of the selected counties. It may not indicate whether or not safety is being taught in all cases, but it certainly shows that it was not considered important enough to mention in the course

TABLE XXXVIII

ANALYSIS OF THIRTY-THREE COUNTY COURSES OF STUDY
SHOWING DEGREE OF EMPHASIS ON SAFETY EDUCATION

County	The word safety not mentioned	Only some legal require- ments listed	Brief men- tion of safety	Units of Corre- lation Good	Pages
Alameda			x	x	53
Alpine	x				8
Butte				x	90
Calaveras				x	31
Colusa		x	x		39
Contra Costa				x	46
Del Norte				x	35
El Dorado				x	176
Fresno		x		xx	177
Glenn	x				57
Humboldt	x				160
Imperial	x	x			187
Inyo	x				660
Kern	x				65
Kings	x				186
Lake	x				460
Lassen	x				31
Los Angeles		x		x	68
Madera		x	x		62
Marin			x		148
Mariposa	x				189
Mendocino			x		39
Merced	x				141
Modoc	x				350
Mono				xx	187
Monterey				xx	270
Placer			x		90
Plumas	x				47
San Diego		x		x	150
San Joaquin		x			136
Solano				x	137
Tulare				x	290
Yuba				x	135
Totals	13	7	6	17	
Per cent	39	21	18	51	

of study. It is logical to assume that when a subject is omitted completely from a paper, it follows that little importance is attached to it.

County visual aid catalogs. The visual aid catalogs used in this study are the ones which were on file in the California State Department of Education files in July of 1953. The oldest one was for the year 1945. Most of them are much newer.

Table XXXIX gives the summary of the offerings in safety education. This Table will be found on page 97. There was a great variation in number of total offerings ranging from none to fifty-four.

A great dearth of volume existed in the flat pieces, charts, posters, recordings, and study prints.

Only one county had flat pieces, a grand total of three. Three counties had a total of fourteen charts, and two had a total of five study prints. Only one recording and no posters are listed. One county listed no safety materials.

Filmstrips and motion pictures in about equal numbers made up almost the entire volume per cent wise in much greater abundance. One county listed none of either item.

It was apparent that some of the catalogs were not up to date and allowance must be made for this fact.

TABLE XXXIX

FREQUENCY OF OCCURRENCE OF VISUAL AID MATERIALS
DEALING WITH ELEMENTARY SAFETY EDUCATION IN
THIRTY-FOUR COUNTY SCHOOL OFFICE CATALOGS IN CALIFORNIA

County	Safety offer- ings total	FS	Si.Mp. and So.Mp.		FP	C	SP	R	P	Catalog Date	No. of pgs.
Alameda	30	17	10		2		1				130
Butte	9	7	1					1		1950	190
Contra Costa	9	6			3					1945	84
Fresno	54	24	26				4				355
Glenn	18	13	5								91
Humboldt	12	5	7							1948	76
Imperial	2	1	1							1948	64
Inyo	5		5							1947	75
Kern	7	3	4							1948-49	87
Kings	1		1							1948-49	82
Lassen	35	23	12							1950	139
Los Angeles	12	2	10								271
Madera	3	3									74
Marin	13	8	5							1952	168
Mendocino	5	4	1							1949-50	331
Napa	5	4	1								112
Nevada	5	4			1					1952-53	34
Orange	1	1								1945-46	51
Placer	2	2								1948	86
Plumas	16	12	4							1951-52	75
Sacramento	10		10							1949	180
San Bernardino	4	1	3								82
San Diego	6	1	5							1953	241
San Francisco	14	5	9							1949	423
San Joaquin	9		9								28
Santa Barbara	4	3	1							1948	218
Siskiyou	8	4	4							1951	56
Solano	15	11	4							1951	143
Sonoma	3		3							1950	153
Tehama	17		6			11				1952	26
Tulare	5		5							1951	48
Ventura	0									1944	22
Yola	16	14	2							1950	298
Yuba	16	11	5							1948	30
Totals	37	189	159		3	14	5	1			

Code: No. of pgs-pages in the catalog; date-date catalog was published; FS-film strip; SImp-Silent motion picture; SoMp-Sound Motion Picture; FP-flat picture; C-Charts; SP-study print; R-recording; P-posters.

However, even the newest ones showed a great lack of visual materials other than filmstrips and motion pictures.

Although these items are not indispensable to a good safety program, they undoubtedly are helpful in stimulating interest.

III. SUMMARY

The fact that there is such a great percentage of return in the zero or "non-existent" column is alone an indication that California elementary school practice does not measure up favorably with the criteria selected. The element of human error contributes to the picture by the fact that the respondee (in this case, the principal) will, because of human frailty, hesitate to make the picture look any blacker than necessary, and will, thus, tend to soften the answer where possible. No person in charge of an enterprise, such as a school, will give that enterprise a bad mark unless he is absolutely sure of his ground. The totals in this column, therefore, tend to be probably too low, if anything. The results are, therefore, all the more damning.

Forty-six per cent of the gross responses are in the "inadequate" or "non-existent" column. This is the rating of principals concerning their own schools, and as previously stated, logically could be considered a better rate than

would be expected from an outside person who might do the rating.

Thirteen out of thirty-three county courses of study do not even mention the word "safety"! This is more or less a startling revelation when it is a legal duty of all boards of education to prescribe and enforce courses of study in safety.

The facts in the Tables are self-evident for the reader to observe, and need little further elaboration.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR NEEDED STUDY

I. SUMMARY

Chapter I of this study consists first of a statement of the problem: "How does the program of safety education in California elementary schools meet the needs of youth as defined by selected authoritative criteria?" The question was delimited to include a sampling of 112 elementary schools ranging in average daily attendance from 165 to seven hundred, with all except twelve of the schools in rural or semi-rural areas.

Delimitation was accomplished by limiting the number of schools to 112, the courses of study to thirty-three, the visual-aid catalogs to thirty-four, and the tabulation of articles on safety to the Education Index.

Justification for the study lies in the knowledge that statistics prove the benefits of safety training, and that accidents are one of the major concerns of our commonwealth.

Sources of data consisted of interviews, a questionnaire, correspondence, documentary search of periodical literature, county courses of study, county visual-aid

catalogs, and a general review of the safety literature.

The interviews were with three State Department of Education elementary consultants. Correspondence was directed to the National Safety Council, American Red Cross, State Department of Education, the ten California State Colleges, the Center for Safety Education, and others.

The criteria and questionnaire used were obtained from a compilation and distillation of four basic lists of criteria obtained through the National Safety Council.

There are three main lines of approach to the safety problem by investigators and writers: (1) Analysis of existing safety materials, (2) the study of the learner, and (3) conditions operating for or against safety. These studies are mostly in the form of theses and dissertations, there being little published material in the field.

Other writings are found mostly in periodical literature, and in the bulletins and pamphlets of such organizations as the National Safety Council and the Center for Safety Education of New York University. The Magazine, Safety Education, published monthly by the National Safety Council publishes perhaps 90 per cent of the periodical articles relating to safety education. Only twenty-two elementary schools were subscribing to this magazine in California as of the date, July 27, 1953. This means that

the thousands of elementary schools in California are not taking advantage of the services of this most important source of safety information.

The selection of schools for the study was designed to cover the major parts of rural and semi-rural California, with enough schools from more highly populated areas included to give a basis for comparison between the two types of schools.

Formulation of the criteria upon which the questionnaire was based included a large amount of correspondence to discover sources of criteria. They were meager, and came only from the National Safety Council. A comparison of the lists obtained resulted in the list used for this study, which is to be found on pages 28, 29, and 30 in final form.

Testing of the questionnaire was done by individual members of the teaching profession, but no samples were mailed for a trial run. A return of 49 per cent on the first return was increased to 53 per cent on the mailing of the second copy to school principals not replying. One of the errors of the process was in mailing a month or two before school terms ended. This was a busy time for most school principals and did not help the return figure. It may be an indication of interest on the part of the respondees in safety education that so high a return was

realized under the circumstances.

On a state level basis an attempt was made to determine what the policies, practices, and requirements were by searching the contents of the State Education Code, and by questioning by letter and interviews officials of the State Department of Education and the California State Colleges.

It was found that although the Education Code as early as 1943 required the teaching of a course in public safety as a requirement for graduation from a state college, that only one state college was, on its own admission, complying with the law. This was contradicted by a letter from the State Department of Education, but the evidence pointed strongly to the fact that the law was being severely by-passed.

This evidence gained weight in the reports of school principals in answering the question in the questionnaire: "What is needed most in putting on an effective program?" Forty-seven per cent of the written suggestions (twenty-nine out of sixty-two suggestions) made reference to the necessity of educating teachers in the values and procedures of safety education! Table XI, page 62, summarizes these answers.

The Education Code clearly provides that Boards of Education and superintendents provide courses in the elementary schools in safety education. It was found in this connection that out of thirty-three county courses of study and special study outlines, thirteen of them did not even mention the word "safety." Only seventeen of them had what would be considered good coverage of the subject.

Department of Education policies do not include the important feature of having one person responsible for the safety program. Responsibility is divided between two physical education people.

The State Board of Education is complying with the intent of the law by issuing a bulletin to all schools on organization, resources, and procedures in safety education. The state has from time to time issued to the schools bulletins on some feature of safety education. It does not, however, issue a course of study or textbooks on safety to be used in the schools, a recommendation which was made by several authorities, among them the White House Conference on Child Health and Protection of 1932, and the California Traffic Safety Conference of 1951. The state manual for Elementary Physical Education contains many references on physical education safety only.

Percentage results of the entire school group and of two groups of different size schools were given from questionnaire responses in the Tables, and point out weaknesses in the safety program. Altogether, thirty Tables were devoted to the figures on the results.

Forty-six per cent of the responses indicated that, based on the criteria used, there was a non-existent or inadequate program. Twenty-four per cent of the responses indicated non-existence of the desirable features listed in the schools responding. Twenty-two per cent of the responses indicated inadequacy. Only 11 per cent indicated a "very adequate" program, while 43 per cent indicated an "adequate" one.

Thirty-eight per cent attached great value to the teaching of safety, 57 per cent "much" value, and 5 per cent attached "little" value to safety teaching. This would indicate that a large number of school principals are evidently aware of the great strides made and results obtained in safety teaching wherever it has been tried in a comprehensive program. The 5 per cent figure indicates that only a small fraction do not believe much can be done by teaching safety.

A large number believe that the California program has been "very inadequate"--26 per cent. The majority,

60 per cent, think it is "adequate," while only 5 per cent think it is "very adequate." The addition of another measure, such as "inadequate" would probably have given a better selection of answers.

Comparison of the responses between the large average daily attendance and the small average daily attendance schools show for the most part little significant difference of opinion.

In general, the results would tend to show that there is a large segment of school principals who think their own programs and the state program, in general, is inadequate.

It is to be noted that in some section of the questionnaire, there is high per cent response in the "non-existent" column. This is true of Section IX, "Evaluation of the program"--75 per cent. Other large figures in the same column are in Section II--"Providing for the active participation of pupils in caring for their own safety,"--27 per cent; in Section V--"Safety in forefront of pupil-teacher-parent consciousness,"--35 per cent; in Section VI--"Cooperated with community agencies and exchange ideas,"--44 per cent, and in Section VIII--"Make one person responsible for the complete program,"--33 per cent.

Since these features in the safety program are all-important ones, especially the one concerned with making

one person responsible for the safety program, it points rather forcibly to the serious deficiencies indicated by the survey.

II. CONCLUSIONS

The following conclusions are evident from the results of the study:

1. The California Education Code provides and requires a comprehensive and adequate program in safety education at all school levels from elementary through college.

2. California state colleges have seriously by-passed the provisions of the law of 1943 which provides that graduates of state colleges must take a course in public safety education, thus promoting inadequacy.

3. The lack of training of teachers in safety education is borne out by the responses of the principals in the questionnaire.

4. There is no one person who is responsible for the state safety education program in the State Department of Education.

5. There is little evidence of a working policy of any great dimensions concerning safety education in the elementary schools within the State Department of Education.

6. There is a great lack of leadership on the part

of the state colleges and State Department of Education in the field of safety education.

7. There is considerable faith on the part of elementary school principals contacted in the values of safety education.

8. There is evidence in the questionnaire responses that a serious deficiency exists in the elementary school safety program within a large segment of the schools contacted, and in the state program.

9. There is little difference in the programs of the small as against the large schools.

10. The most serious deficiencies are brought to light by Sections II, V, VI, VIII, and XI of the questionnaire.

11. There is a great lack of interest shown in the county courses of study concerning safety education.

12. Many county boards of education are by-passing the law which requires they prescribe a course in fire prevention and safety.

13. The program of safety education in California elementary schools does not meet the needs of youth as defined by the criteria.

III. RECOMMENDATIONS

The following recommendations are presented from the results of the study:

1. California state colleges should examine their safety education training programs with the purpose of improving their teacher training in that subject.

2. The State Department of Education should appoint a full-time safety education coordinator to work with all safety groups and with the schools.

3. More aggressive leadership should be assumed by the State Department of Education in safety education.

4. A central, state-wide coordinating council should be established to promote and coordinate safety practices throughout California.

5. The State Curriculum Commission should adopt books and materials to be used in the schools.

6. Individual school administrators should assume more leadership for safety education on a school-community basis.

7. In-service training should be promoted by the state and county offices of education with their offices serving as clearing houses for the schools.

8. Each school and college should appoint one person to be responsible for promoting, organizing, and

coordinating the institutional safety program.

9. A research center in safety education should be established in one or more of the graduate schools of the state.

10. County and the state boards of education should comply with the state law and prescribe courses of study for use in the schools concerning safety.

11. Individual school memberships to the National Safety Council should be encouraged, and cooperation with the Council and with other safety organizations should be promoted.

12. Each school should set up criteria similar to the ones in this study and attempt to improve the safety program along the lines indicated.

IV. SUGGESTIONS FOR NEEDED STUDY

Research needs in safety education are many. Some of them are listed below:

1. Basic investigations

- a. Motives that underly unwise behavior involving unwise risks
- b. The role played by knowledge, attitudes, and skill in the prevention of near accidents of given types.

- c. Age and intelligence in relation to fitness and responsibility,
 - d. Exposure to hazard.
2. Surveys of present status
- a. A survey of present demands for leadership
 - b. The expense aspects of safety education in relation to hazards
3. Experimental decisions between alternate procedures
- a. The development of criteria for the selection of teachers who are best trained to undertake the teaching of safety
 - b. The calculation of the probability of the occurrence of accidents in relation to driver experience
4. Adjustment of education practices
- a. A critical study of the effect of newspaper publicity
 - b. The measurement of the effect of safety education on subsequent behavior
 - c. The formulation of criteria for the evaluation of the safety-education programs in the school systems.¹

¹ Center for Safety Education, Twenty-Five Years of Research in Safety Education, New York University, p. 9.

Many of the above studies would be particularly of use in California, especially "surveys of present status," and "the development of criteria for the selection of types of teachers who are best trained to undertake the teaching of safety," and "the formulation of criteria for the evaluation of the safety-education programs in the schools," also "the measurement of the effect of safety-education on subsequent behavior."

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Imperial	San Francisco
Inyo	San Joaquin
Kern	Santa Barbara
Kings	Siskiyou
Lassen	Solano
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APPENDIX

DUNBAR UNION ELEMENTARY SCHOOL
IN THE VALLEY OF THE MOON
GLEN ELLEN, CALIFORNIA

Fellow Teacher,

After the Red Cross gave me a fifteen year pin for teaching First Aid, I suddenly began to wonder how much safety work is being done in our elementary schools. I picked your school as one of a representative group of over one hundred schools in the fond hope that you would be happy to cooperate. The enclosed check list is for use as a measuring stick for your particular school. It is based on the best criteria the National Safety Council has to offer and has been checked against other reputable standards.

Many sincere safety minded people believe we have far to go in safety education in our school programs. A sincere, honest picture of the present programs will do much to shed light on the topic. If we can do a better job we had better first determine what we are actually doing now. I hope you will agree.

At any rate, the subject is too important to go by default. Every third child who dies does not die because of "natural" causes. He is KILLED ACCIDENTALLY. We owe a little hard thought to the memory of that third child.

I can only hope that you find enough interest in this to encourage you to fill out the enclosed form with the thought that maybe the action will ultimately help to save a life and beyond the fact that it is just "another form."

If you would like a copy of the survey just write the word "Return" on the completed check list and I shall be happy to comply.

In the last three questions at the end of the check list I am trying to get your opinion on the California elementary program wherever you have experienced it, not just in your own school at present. I hope you will be very frank.

Sincerely,

Maxwell Cunninghame /s/

Maxwell Cunninghame

Dist. Supt.

Dunbar Union Elementary School

3/30/53

- d. Fire drills
- e. Other, air raid drills

V. SAFETY IN FOREFRONT OF PUPIL-TEACHER-PARENT CONSCIOUSNESS.

For example:

- a. Exhibits and bulletin boards.
- b. Slides and drawings of accident statistics
- c. Posters and art work
- d. Assemblies, radio, or television shows
- e. School and community newspapers
- f. Spot maps of accident locations and safe walking routes
- g. Home or community inspection
- h. Communicate with other schools, National Safety Council, etc.
- i. Other

VI. COOPERATED WITH COMMUNITY AGENCIES AND EXCHANGED IDEAS

For example:

- a. Conduct an on-going active safety program among school patrons
- b. Aided in your community's report the annual inventory of traffic safety activities, American Automobile Association, Pedestrian Protection Contest, Inter-Chamber Fire Waste. Contest of the Chamber of Commerce of the United States.
- c. Cooperated in community safety activities (Fire Prevention Week, clean-up week, etc.)
- d. Furnished safety speaker for community enterprise
- e. Other

VII. TOOK STEPS NECESSARY TO:

- a. Establish and maintain school plant, equipment, and transportation, and transportation facilities in safe condition.
- b. Provide in-service education for school faculty and personnel (including such opportunities as serving on safety committees, helping to write teacher guides, attending safety conferences,)
- c. Other.

VIII. COORDINATED SAFETY PROGRAM

- a. Make one person responsible for the complete program.

IX. EVALUATION OF THE PROGRAM

- a. Evaluate annually with the check list such as this

LIST OF SCHOOLS AND PERSONS TO WHOM QUESTIONNAIRES
WERE SENT, WITH THE ADDRESSES

Principal
Cotati El. School
Cotati
California

Principal
Byron Union School
Byron
California

Principal
Cardiff El. School
Cardiff
California

Principal
Meadows Union School
El Centro
California

Principal
Val Verde El. School
Perris
California

Principal
Lassen View Union School
Los Molinow
California

Principal
Pioneer Union School
Hanford
California

Principal
Geyserville Union School
Geyserville
California

Principal
El Verano Union School
El Verano
California

Principal
Flowery El. School
Agua Caliente
California

Principal
Sonoma El. School
Sonoma
California

Principal
Forestville Union School
Sebastopol
California

Principal
Lakeside Union
Bakersfield
California

Principal
Cloverdale Union School
Cloverdale
California

Principal
Big Bear Lake
Big Bear
California

Principal
Santee El. School
Santee
California

Principal
Terra Bella Union
Terra Bella
California

Principal
Highland El. School
Highland
California

Principal
French Camp El. School
French Camp
California

Principal
Aptos Union School
Aptos
California

Principal
Alta Lomas El. School
Alta Loma
California

Principal
Guerneville E. School
Guerneville
California

Principal
Bellevue Union School
Santa Rosa
California

Principal
Bryte El. School
Bryte
California

Principal
American Union School
Fresno
California

Principal
Placer Hills Union School
Colfax
California

Principal
Topanga El. School
Topanga
California

Principal
Fruitvale El. School
Bakersfield
California

Principal
Waukena Union School
Waukena
California

Principal
Indianola Union School
Selma
California

Principal
Oak Grove El. School
Graton
California

Principal
Biggs Union School
Biggs
California

Principal
Enterprise E. School
Redding
California

Principal
Richgrove El. School
Delano
California

Principal
Evergreen El. School
San Jose
California

Principal
Woodville El. School
Porterville
California

Principal
Junction El. School
Sacramento
California

Principal
Summerville El. School
Tuolumne City
California

Principal
Mesa Union School
Camarillo
California

Principal
Enterprise El. School
Tulare
California

Principal
Cottonwood Union School
Cottonwood
California

Principal
DiGiorgio El. School
Arvin
California

Principal
Shurtleff El. School
Napa
California

Principal
Round Valley El. School
Bishop
California

Principal
Saugus Union School
Saugus
California

Principal
Temperance-Kutner Union School
Temperance
California

Principal
Tranquillity El. School
Tranquillity
California

Principal
Adelanto El. School
Adelanto
California

Principal
Azusa El. School
Azusa
California

Principal
Rich-Mar Union School
San Marcos
California

Principal
Kings River Union School
Kingsburg
California

Principal
Scotts Valley Union School
Santa Cruz
California

Principal
Corralitos Union School
Watsonville
California

Principal
San Ysidro El. School
San Ysidro
California

Principal
Alamo El. School
Alamo
California

Principal
Del Rey Union School
Del Rey
California

Principal
Barryessa Union School
San Jose
California

Principal
Dixiel and El. School
Madera
California

Principal
Raisin City El. School
Raisin
California

Principal
Almitos El. School
Garden Grove
California

Principal
Goshen El. School
Goshen
California

Principal
Sylvan Union School
Modesto
California

Principal
Morongo El. School
California
Twenty-nine Palms

Principal
Seeley Union School
Seeley
California

Principal
Sunol El. School
San Jose
California

Principal
Alta Vista El. School
Porterville
California

Principal
Stanislaus Union School
Modesto
California

Principal
Gerber Union El. School
Gerber
California

Principal
Woods El. School
Woodbridge
California

Principal
Roeding El. School
Roeding
California

Principal
Keppel Union School
Littlerock
California

Principal
Lagunitas El. School
California
Lagunitas

Principal
Williams Union School
Williams
California

Principal
Salsipuedes Union School
Watsonville
California

Principal
Wright El. School
Santa Rosa
California

Principal
Rincon Valley Union School
Santa Rosa
California

Principal
Nipomo Union School
Nipomo
California

Principal
Stratford Union School
Stratford
California

Principal
Sundale Union School
Tulare
California

Principal
Pleasant View El. School
Porterville
California

Principal
Florin El. School
Florin
California

Principal
San Martin El. School
San Martin
California

Principal
Sundale Union School
Tulare
California

Principal
Trinidad Union School
Trinidad
California

Principal
New Hope El. School
Thornton
California

Principal
Lathrop El. School
Lathrop
California

Principal
Roseland El. School
Santa Rosa
California

Principal
Bryant El. School
Dos Palos
California

Principal
Jefferson Union School
Clovis
California

Principal
Great Western Union School
Reedley
California

Principal
Potrero Heights El. School
San Gabriel
California

Principal
Clarksburg Union
Clarksburg
California

Principal
Orangethorpe El. School
Fullerton
California

Principal
Lone Star Union School
Fresno
California

Mrs. Ester Foley
Principal
Alvorado El. School
Richmond
California

Mr. Victor Robinson
Principal
Weill El. School
San Francisco
California

Mrs. Marcella Ryser Sea
Principal
Albion St. El. School
Los Angeles, California

Thomas R. Schneider
Principal
McClellan El. School
North Sacramento
California

Mr. Thad Stevens
Principal
Glenview El. School
Oakland, California

Principal
Windsor Union
Windsor
California

Principal
Walnut Grove El. School
Walnut Grove
California

Principal
Eastin-Arcola Union
Eastin-Arcola
California

Mr. Curtis Blose
Principal
Allendale El. School
Oakland, California

Mr. Lester Tooker
Principal
Freemont El. School
Modesto
California

Principal
Rio Dell El. School
Rio Dell
California

Aileen Howden
Principal
Bella Vista El. School
Oakland
California

Mr. Floyd W. Johnson
Principal
Casa Loma El. School
Bakersfield
California

Principal
Irvington El. School
Irvington
California

Mr. Carl A. Carter
Principal
Bardini St. El. School
Los Angeles
California

Elsie Crowley
Principal
Carrie Bennett El. School
Visalia
California

Mr. Melvin E. Bowman
Principal
Franklin El. School
Santa Barbara
California

Ruth Peabody
Principal
Cabrillo El. School
San Francisco
California

SIXTY SCHOOLS WHICH RETURNED QUESTIONNAIRES

<u>NAME OF SCHOOL</u>	<u>A.D.A.</u>
Enterprise	161
Indianola Union	165
Raisin City	186
Cotati	193
Flowery	195
Sangus Union	200
Stanislaus Union	203
Waukena	225
Geyserville Union	226
Dixieland	231
Oak Grove	270
Walnut Grove	270
Lafayette	275
Bryant	280
Summerville	280
El Verano Union	282
Sunol	292
Temperance-Kutner	300
Tuolumne	300
Big Bear Lake	300
Cabrillo	300
Trinidad Union	300
H. C. Muddox	305
Cottonwood Union	305
Rich-Mar Union	305
Berryessa Union	310
Morongo	310
Nipomo	311
Lathrop	320
Pleasant View	320
Salsipuedes Union	320
Wright	324
Placer Hills	325
Shurtleff	335
Kings River Union	335
Orangethorpe El.	340
Aptos Union	350
San Ysidio	350
Jefferson Union	353
Eastin Arcola Union	356
French Camp	360
Richgrove	364
Bryte El.	374
Windsor	393

NAME OF SCHOOLA.D.A.

Florin

395

Topanga	400
Woods	400
Sylvan Union	427
Albion St. Elementary	445
Potrero Heights School Dist.	450
Caswell, Ceres	490
Santee	500
Highland School District	510
Allendale	550
Prestwood	612
Bella Vista	650
Bellevue Union	657
Fremont	700
Rin Con	6-700
Raphael Weill	700
	plus

STATE DEPARTMENT PERSONNEL CONTACTED

LETTERS SENT TOANSWERS RECEIVED FROM

Roy Simpson, Supt.

Hellen Heffernan

x

Burton Vasche, Chief
Division State Colleges and
Teacher EducationJames C. Stone, Specialist
in Teacher Education

x

Jay Dauris Conners, Chief
Division of InstructionIvan R. Waterman, Chief
Bureau of Textbooks and
Publications

x

Francis W. Noel, Chief
Bureau of Audio-Visual
Educationx (received
Aug. 7, 1953)

Verne S. Landreth, Chief

x (received
Sept. 16,
1953)Louis E. Means
Consultant in School Recreation
Bureau of Health Education,
Physical Education, and
Recreation

(in form of note)

Lloyd Bevans, Consultant
in Elementary Education

INTERVIEWS

Harry Skelley, Consultant, Audio-Visual Aids

Esther Nelson, Consultant in Elementary Education

Bernard Lohnsdale, Consultant in Elementary Education

Secretary to Louis E. Means, Consultant in School
Recreation, Bureau of Health Education, Physical
Education, and Recreation

Louis E. Means, Consultant in Elementary Education

Verne S. Landreth





Desirable Experiences

in elementary school safety

AN ELEMENTARY SCHOOL, which is providing desirable experiences in safety education, should be able to point to definite accomplishments in seven specific areas, according to the elementary school section of the school and college division of the National Safety Council.

The criteria were developed by a committee from the elementary section and were adopted by the section. They were established as a basis for judging entrants in the Roy Rogers National Accident Prevention Awards for Elementary Schools.

1.) The committee held that schools offering desirable programs have provided safety instruction to meet the needs of the pupils.

The needs may be determined by an analysis of the temporary and permanent hazards of the pupils' environment;
an analysis of the hazards associated with the pupils' activities;
an analysis of the records collected through the standard student accident reporting system;
an analysis of the hazards associated with the seasons and with such special days as Christmas, Halloween, the Fourth of July; and
a consideration of individual pupil's problems.

2.) Schools with desirable programs provide for the active participation of pupils in caring for their own safety. For example, there are:

pupil safety organizations such as junior safety councils, school safety patrols, student safety committees, school building patrols, monitors, and bicycle clubs;
provision for pupil-information and evaluation of rules for action;
provisions for inspections by pupils.

3.) Schools with desirable programs have utilized instructional aids for a well-rounded program of school, recreation, traffic, fire, and home safety. Such aids would include:

text material, books, lesson units, work sheets;
audio-visual aids, motion pictures, film strips, slides, posters;
models;
pupil-made materials.

4.) Schools with desirable programs would provide realistic opportunities for supervised practice in meeting hazards. For example:

in crossing streets;
in using such school equipments as pencils, scissors, saws, stoves, slides, swings;
in using transportation systems;
in fire drills.

5. Schools with desirable programs would keep safety in the forefront of the consciousness of pupils, parents, and teachers. Tools to accomplish this would include:

exhibits and bulletin boards;
slides or drawings of accident statistics;
posters and other art work;
assemblies, radio broadcasts, television shows;
school and community newspapers;
maps showing prevalent accident locations and safe routes for walking;
home and community inspections.

6.) Schools with desirable programs would cooperate with other community agencies. Opportunities for such cooperation would include:

conducting an on-going, active, safety program among school patrons;
aiding in the preparation of the community's report for the Annual Inventory of Traffic Safety Activities, the American Automobile Association Pedestrian Protection Contest, the Inter-Chamber Fire Waste Contest of the Chamber of Commerce of the United States;
cooperating in such community safety activities as fire prevention week, clean-up week;
supplying a safety speaker for a community enterprise.

7.) Schools with desirable programs would take the steps necessary to

establish and maintain school plant, equipment, transportation facilities in safe condition;
provide in-service education for the school faculty and other personnel, including opportunities for serving on safety committees, helping to write teachers' guides or courses of study, attending safety conferences.

The criteria were established by a committee which included Bertha Trunnel, principal of the Auburndale Graded school, Jefferson County schools, Louisville, Kentucky, chairman; Ruth M. Blackman, elementary principal, United Oaks school, Hazel Park, Michigan; Zenas R. Clark, administrative assistant, Wilmington Public schools, Wilmington, Del.; Lonnie Gilliland, director of safety education, Oklahoma City Public schools; Claude W. Hippler, director of child welfare and safety education, Public schools, Pasadena, Cal.




Curriculum Planning for Safety

G. H. Reavis
Committee Chairman



A Report of the Committee on Curriculum Planning for Safety,
National Safety Council

 WHEN THE committee met for the first time it was immediately apparent that, if the members were to work together most effectively, a statement of philosophy or frame of reference was essential.

Consequently, the committee undertook to devise such a statement, which is presented below. It soon became apparent that "philosophy" was too erudite a term, and so the simpler "point of view" was selected. Further, the more the committee worked on this statement, the more the members realized that it had to be tried in action before it would be truly satisfactory.

This document will be of value only to the extent that it becomes a part of the thinking and acting of the teachers of the United States. To that end the committee is asking for aid. It is hoped that many groups of teachers will study the statement and cooperatively derive

the implications which each item has for teaching.

WILL you help? Curriculum committees and college classes in safety education or curriculum construction would profit by the derivation of these implications. Discussions of the point of view would be a valuable activity for a general faculty meeting. The statement might even furnish interesting curricular material for a high school safety class. Parent discussion groups might derive implications for parents from the statement.

A report of the work of your group will aid the committee materially. If you are able to make such a report, send it directly to the secretary. Any inquiries will be answered promptly.

The committee gratefully acknowledges its debt to Albert W. Whitney, dean of safety education philosophers, who was the National Safety Council's first Vice-President for Education and continued in that capacity for 25 years.

The reader who wishes to explore this area further will be interested in "The Safety Problem and its Relation to Education," *Safety Education*, The Eighteenth Yearbook of the American Association of School Administrators.

A Brief Statement of a Point of View on Curriculum Planning for Safety.

Safety in the Modern World

1. Safety is one of the major social and economic problems of the day.

2. Life can be made reasonably safe without sacrificing efficiency or retarding progress.

3. The home, alone, can no longer deal adequately with the safety problem.

4. Safety will best be achieved through the democratic process rather than through authoritarian dictum. Temporary delegation of authority by society for the general good is, however, a respectable tool of democracy.

Rep. 7-49-3M



NATIONAL SAFETY COUNCIL
20 No. Wacker Drive, Chicago 6, Ill.

(Printed in U.S.A.)

The School and Safety

5. Safety, as a way of achieving better and more enriched living, is a major objective of democratic education.

6. The school is strategically situated to make a major contribution to the teaching of safety.

7. Safety is a life problem peculiarly fitted for consideration by the school pupil and is bound up intrinsically with the objectives of modern education for democracy.

8. Safety provides an excellent area of experience in which to develop many of the desirable traits of personality and character which reflect the democratic ideal.

9. Safety must become an important element of the curriculum of every school, and the entire school personnel should contribute continuously to the realization of the objectives of safety education.

The Safety Curriculum

10. Safety education should be concerned with worth-while activities rather than negative prescriptions and should thereby contribute to the enrichment rather than the impoverishment of living.

11. The field of safety education is broad as life itself. The problem should be approached from every relevant angle.

12. The safety curriculum should be closely related to community needs—community being defined as the area in which the pupil lives—but ability to meet the problems of a new environment safely should also be developed.

13. The safety curriculum should emphasize pupil-growth in safety responsibility.

14. There are marked limitations in the use of personal first-hand experience in safety education, but this method should be used, as in all other fields, in so far as practical and possible.

15. The safety curriculum should be developed in the light of the best practices of mental hygiene which place emphasis on the development of personal security.

16. The safety curriculum should be evaluated in the light of each of its objectives, including the so-called intangibles as well as the

Committee on Curriculum Planning for Safety

National Safety Council, Inc.

G. H. REAVIS, Assistant Superintendent in Charge of Instruction, Public Schools, Cincinnati, Ohio, *Chairman*.

FRANK BALLOU, Superintendent of Schools, Washington, D. C.

WILLIAM H. BRISTOW, Assistant Director, Bureau of Reference and Research, Board of Education, Brooklyn, New York.

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MATTHEW GAFFNEY, Superintendent, New Trier Township High School, Winnetka, Illinois.

DAVID GOURLEY, Assistant Superintendent and Director of Intermediate and Junior High School Education, State Department of Public Instruction, Salt Lake City, Utah.

PAUL GRIM, Principal of Junior High School and Instructor in Social Studies, West Washington College of Education, Bellingham, Washington.

SIDNEY HALL, Professor of Educational Administration, George Washington University, Washington, D. C.

PAUL HANNA, Associate Professor of Education, Stanford University, Palo Alto, California.

HENRY HARAP, Director of Curriculum Laboratory, George Peabody College for Teachers, Nashville, Tennessee.

MAE HEATHERSHAW, Principal, Kirkwood and Monroe Schools, Des Moines, Iowa.

HENRY H. HILL, Dean, University of Kentucky, Lexington, Kentucky.

E. L. LARSEN, College of Education, University of Arizona, Tucson, Arizona.

MRS. JAMES K. LYTLE, National Treasurer, National Congress of Parents and Teachers, Los Angeles, California.

EDGAR L. MORPHET, Director of Administration and Finance, State Department of Education, Tallahassee, Florida.

JAMES PELLEY, Principal, Llewellyn School, Portland, Oregon.

VIVIAN WEEDON, Curriculum Consultant, Education Division, National Safety Council, Chicago, Illinois, *Secretary*.

DAVID WEGLEIN, Superintendent of Schools, Baltimore, Maryland.

LAURA ZIRBES, Professor of Education, Ohio State University, Columbus, Ohio.

intangibles. The *Standard Student Accident Reporting System* is to be an essential part in the evaluation of the tangibles.

17. Safety instruction, to be effective, must be an integral part of the curriculum. Certain areas of safety education, however, may best be provided for by special "courses" or "units."

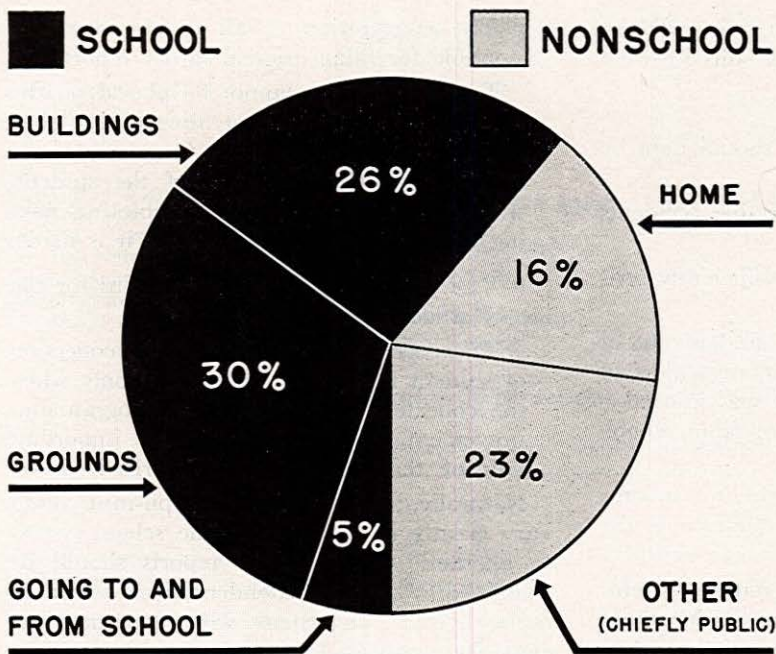
18. Safety can well be used as a spearhead in the development of current curricular trends.

Safety Education in the Community

19. Safety education activities in the school should be properly integrated and correlated with worthwhile programs of safety education of all other appropriate agencies.

20. Leadership for community safety education may well come from the professional educators of the community, pooling their resources with those of leaders in other fields.





Figures from all reporting schools are accumulated to prepare a statistical picture of the accident problem of school age children. This typical example is from ACCIDENT FACTS, a National Safety Council publication.

● Source: School systems reporting to National Safety Council

Schools Benefit by Using Standard Accident Report

by STANDARD STUDENT ACCIDENT REPORT COMMITTEE
National Safety Council
Thelma Reed, Chairman

DATA ON THE UNSAFE acts and unsafe conditions causing accidental injuries and deaths to students are essential to the initial planning, efficient implementation, and later evaluation of an effective school safety program.

Detailed reports, gathered by educational authorities, on injuries to students

- Suggest curriculum adjustments to meet immediate student needs;
- Provide significant data for individual student guidance;
- Insure that time spent on gathering student injury data produces original injury reports and summaries of maximum value to educators;

(It has been found that accident reports pre-

pared primarily for police departments, insurance carriers, and other nonschool agencies frequently are very useful yet often fail to provide specific details significant to educators endeavoring to improve safety instructional materials, maintenance procedures, and other aspects of the school safety program.)

- Suggest modifications in the structure, use, and maintenance of buildings, grounds and equipment;
- Bulwark school administrators' appeals for community support of the school safety program;
- Aid the administration in guiding the school safety activities of individual patrons and patrons' groups;



National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

- Aid in protecting the school from unfortunate publicity and from liability suits growing out of student injury cases.

ON WHAT STUDENT INJURIES should data be collected?

It is recommended that reportable accidents be defined to include

(1) All injuries to students sufficiently serious to require a doctor's care.

(2) All injuries that keep a student out of school for one-half day or more regardless of where the student was when he was injured—on school property, enroute to or from school, or elsewhere.

(3) All injuries, however slight, to students while they are under the jurisdiction of the school.

(Unless otherwise defined by statute, administrative ruling, or court action, students are considered to be under school jurisdiction when on school property and when on the way to and from school.)

WHAT DETERMINES THE effectiveness of student accident reporting?

The major factors determining the effectiveness and value of student accident reporting are:

- The collection of individual injury reports on a system-wide basis.

System-wide reporting helps maintain uniformity, making possible the preparation of complete analyses of the student injury situation, showing grade and seasonal experience, types of injuries, circumstances and actions resulting in injuries, and other characteristics of the problem.

The need for system-wide reporting is emphasized. Except in the most rare case, the number of reportable injuries occurring in any one school during any one school month or school year is too small to provide significant data on the nature and extent of the student injury problem.

- The cooperation of all faculty members responsible for filing original injury reports.

Too much stress cannot be placed on the importance of the prompt filing of complete and accurate injury reports. Generally speaking, the teacher in charge of the student, when he was injured, is responsible for making the report or for seeing that it is made.

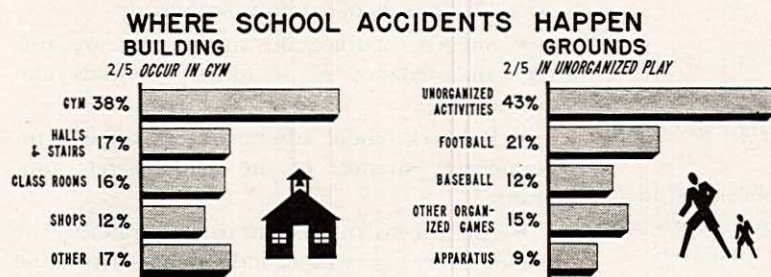
- The development of specific plans for the use of student injury data.

The expenditure of time on the collection of student injury data is justified only when the collected data are used in program improvement. Some of the more important uses of these data are summarized above.

Naturally, methods of using pupil-injury data vary greatly in detail from one school system to another. Copies of all reports should be examined by the superintendent or his delegated representative. In systems where the positions exist, the persons holding the following positions should examine such reports also: safety education supervisor or coordinator, chief of medical staff, research director and curriculum director.

In addition, selected injury reports should be examined by the individuals in charge of the appropriate departments or activities. The physical education director, for example, should examine the reports of all injuries which happened to students while they were engaged in physical education, intramural sports or athletics. The director of industrial or vocational education should see all reports of injuries occurring in the school shops. The business manager or director of maintenance should see reports of injuries due to the condition of buildings or grounds.

Tabulations of all injury reports should be prepared at regular intervals, preferably monthly but at least once each semester. These general summaries will serve as guides to changing conditions and problems in a way that the individual reports cannot serve. From time to time long range analyses should be made of selected



In 1949, when this bar graph was prepared, Standard Student Accident Report summaries covered 765,000 pupils. Last year the report summaries included the accident experience of 1,621,000 pupils.

● Source: Reports for 1948-1949 from school systems with 765,000 students

Injury rates by location and grade level*

Grade	All injury rate	School building	School grounds	Going to or from school	Home	Other
All grades	15.2	4.0	4.5	0.8	2.5	3.4
Kindergarten through 3rd grade	10.5	1.6	3.5	0.8	2.7	1.9
Fourth through 6th grade	14.8	2.5	5.2	0.8	2.8	3.5
Seventh through 9th grade	21.3	7.6	5.3	0.9	2.7	4.8
Senior high school .	21.7	8.0	6.7	0.5	1.7	4.8

*Rate is the number of accidents per 100,000 student days.

This table of injury rates classified by location and grade level is a typical example of the use which is made of the figures sent in by reporting school systems. The table appeared in ACCIDENT FACTS.

specific problems such as bicycle accidents to pupils of all grades, all types of injuries to all pupils in a single grade, etc.

School administrators are urged to adopt the Standard Student Accident Report and Summary Forms recommended by the National Safety Council. Copies of the forms are available on request to the council.

It is emphasized that, while the recommended forms are printed and distributed by the council, they are not, in an important sense, *council produced*. The current editions of the forms have been evolved, during a period of nearly twenty-five years, under the guidance of the council's Standard Student Accident Report Committee which is composed of school administrators, safety education supervisors, teachers and other interested school personnel. The committee has been staffed by the School and College Division of the National Safety Council and, continuously, has had the assistance of the Council's Statistical Division.

Obviously it is impossible to make more than a rough estimate of the amount of time necessary to make effective use of the recommended report forms. The number of students on whom injury reports are collected, the willingness of teachers, and others, to file all necessary reports, the extent and method of using individual reports and summaries—these and other factors determine the amount of time involved.

Where reports are made in accordance with the suggested definitions of reportable accidents, the number of reports filed during an academic year runs to about seven per hundred enrolled students in some school systems. In other systems, fewer than seven per hundred are filed; in still others, more than that. These variations appear to be due to the degree of effort made

to obtain reports on all proposed classifications of pupil injuries, also on the application of the term "however slight" with respect to school jurisdiction accidents.

If student accident reporting is to make its maximum contribution to the school safety program, it merits as much time as is required to obtain complete reports and to make full use of them. Relatively little value can be derived from incomplete reporting or failing to make use of the reports.

Standard Student Accident Report Forms are available from the National Safety Council. These consist of the original report form and a summary form. Also available is a guide—Student Accident Records and Analysis—for those persons responsible for the preparation of periodic summaries and special studies. The guide is available, on request, to the persons initiating the use of the standard report forms and to those desiring suggestions for the expansion or improvement of a reporting system already in operation.

The National Safety Council provides, without charge, a sufficient quantity of all materials to cover anticipated needs for the first year of reporting. For subsequent years, local school systems may reprint the Standard Student Accident Report Form or purchase copies from the council. Within certain limitations, the Council will continue to supply copies of the Student Accident Summary Form, without charge, to meet customary reporting procedures.

LIMITATION ON PROVISION of free supplies of forms.

The above offer of free supplies is restricted to school systems contributing to the National

Safety Council's effort to secure a more complete understanding of the circumstances in which students are involved in accidents. This cooperation takes the form of forwarding to the council copies of summaries of the local record, preferably monthly but at least once each semester.

These summaries are consolidated and then used in *Accident Facts*, the council's annual statistical report. The illustrations accompanying this article are typical. Summaries dealing with such subjects as high-frequency accident locations, and activities by grades, appear in SAFETY EDUCATION from time to time. Data from these summaries are furnished to safety education supervisors, curriculum consultants, authors and speakers, and to other persons desiring information on pupil injuries.

Reports received from individual school systems are not publicized in any way.

Standard Student Accident Report Committee Roster:

Thelma Reed, principal, William Volker school, Kansas City, Missouri, chairman.

R. L. Barrick, Holmes school, Pittsburgh, Pennsylvania.

Gordon C. Graham, supervisor, safety education department, Detroit, Michigan, public schools.

James J. Griffin, coordinator of safety, Chicago, Illinois, public schools.

Irmagene Nevins Holloway (Mrs.), educa-

tional consultant, Greater Cincinnati Safety Council, Cincinnati, Ohio.

Jesse T. Holmes, director, safety education, State Department of Education, Santa Fe, New Mexico.

Charles J. Kraft, Jr., assistant director, health education, Board of Education of the City of New York, Brooklyn, New York.

Ray N. McFarlin, safety education supervisor, Cleveland, Ohio, public schools.

John P. Rostmeyer, executive secretary, Baltimore Safety Council, Baltimore, Maryland.

George P. Silverwood, director of safety, Green Bay, Wisconsin, public schools.

Leon O. Smith, assistant superintendent, Omaha, Nebraska, public schools.

Herbert J. Stack, director, Center for Safety Education, New York University, New York, New York.

Marian Telford, staff representative, National Safety Council, Chicago, Illinois.

Mary May Wyman, supervisor of safety and special education, Louisville, Kentucky, public schools.

Cecil G. Zaun, supervisor of safety, Los Angeles, California, public schools.

Requests for additional information should be addressed to: Standard Student Accident Report Committee, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.



NATIONAL SAFETY COUNCIL

425 NORTH MICHIGAN AVENUE
CHICAGO 11, ILLINOIS

Dear Colleague:

Re: National School Safety Honor Roll

All schools exerting exceptional effort in the field of safety education receive special recognition by being listed on the National School Safety Honor Roll of the National Safety Council. Requirements for this recognition are given on the enclosed Evaluation Check List

To be listed on the Honor Roll, a school must have its safety program recommended to the National Safety Council by a committee of four -- composed of the principal, the president of the local parent-teacher association (or a responsible member of another parent group), a student, and a local civic leader. Schools which meet Honor Roll requirements will receive an Honor Roll Certificate which indicates the number of consecutive years the school has maintained Honor Roll standing.

The evaluation should be made during the last month of the school year. If your Committee believes the school's safety education program merits Honor Roll listing, the attached Testimonial should be signed and sent together with the Evaluation Check List, to the School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. If your school is to be listed, the testimonial and check list should be in the mail not later than May 31, 1953.

The Honor Roll Judges are: Dr. Forrest E. Long, Chairman, Dept. of Secondary Education, New York University, Thelma Reed, Principal, William Volker School, Kansas City, Mo., Peter B. Ritzma, District Supt. of Schools, Chicago Public High Schools, Chicago, Ill., and Mrs. Fred Knight, Safety Chairman, National Congress of Parents and Teachers.

Very sincerely yours,

Wayne P. Hughes, Director
School and College Division

WPH:jh
Enc.

Dr. Wayne P. Hughes, Director
School and College Division
National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

Dear Dr. Hughes:

Re: Testimonial and Evaluation Check List
National School Safety Honor Roll
A. Elementary and Secondary

We have investigated the safety education program of _____

_____ School

thoroughly and believe it merits listing on the National School Safety Honor Roll
for the _____ consecutive year.

Certified by:

Name

Position

Name

Position

Name

Position

Name

Position

The "Evaluation Checklist for a General Safety Program" is enclosed.

If awarded Honor Roll status, the name of our school should appear on our certificate exactly as shown on the line below:

Sincerely yours,

Name _____

Position _____

Address - Street _____

City _____

Date _____

State _____

EVALUATION CHECK LIST FOR A GENERAL SAFETY PROGRAM

Directions: The safety program varies from school to school. Listed below are some of the safety activities engaged in by a number of schools with good safety education programs. These items are presented as a basis for National School Safety Honor Roll recognition.

For the first three years, the National Safety Council does not attempt to outline a specific program which a school must follow. This is considered a trial period during which the school can prepare itself to meet the standards which have been established for continued Honor Roll listing. To qualify for Honor Roll listing, the following schedule must be used:

For years 1-3 inclusive

Enough items must be checked to indicate a well-rounded program which serves local community needs. The safety education program is left to the discretion of the committee signing the Testimonial, but it is suggested that the required activities for successive years be inaugurated during this trial period.

For years 4-6 inclusive

All single starred (*) items, plus any three unstarred items are required.

For year 7, and all subsequent, consecutive years

All single and double starred (*) (**) items, plus any three unstarred items are required.

During the past year, has your school:

- *1 Participated in Standard Student Accident Reporting and made use of those reports? - - - - - _____
- *2 Used monthly safety lesson units and posters? - - - - - _____
- *3 Conducted a safety inspection of school buildings and grounds, and eliminated hazards? - - - - - _____
- *4 Held meetings of a student safety organization (such as: Junior Safety Council, School Safety Patrol, Student Safety Commission, School Building Patrol or Monitor, Bicycle Club)? - - - - - _____
- *5 Arranged special safety instruction for holidays (such as: Halloween, Christmas, Memorial Day, Fourth of July)? - - - - - _____
- *6 Had an active safety program among school patrons? - - - - - _____

- **7 Had a well-rounded program including instruction in school, recreation, traffic, fire and home safety? - - - - - _____
- **8 Developed special safety activities materials? (Beginning with year seven, exhibits or samples of these materials must accompany this check report. This exhibit may consist of any such items as: courses of study; minutes of safety meetings; inspection forms; radio scripts; copies of articles appearing in newspapers, school papers, magazines such as Safety Education; reports of safety assemblies; plays; safety instructions to teachers; reports of special activities)- - - - - _____
- 9 Maintained a spot map of accident locations? - - - - - _____
- 10 Had students formulate a code for safe living? - - - - - _____
- 11 Co-operated in the preparation of the community's report for the National Traffic Safety Contest; American Automobile Association Pedestrian Protection Contest; the Inter-Chamber Fire Waste Contest of the Chamber of Commerce of the United States? - - - - - _____
- 12 Contributed to or co-operated in a system-wide preparation of a safety manual or course of study? - - - - - _____
- 13 Arranged for younger students to have supervised practice in:
 - a) fire drills? - - - - - _____
 - b) crossing the street? - - - - - _____
 - c) using school equipment? - - - - - _____
 - d) using transportation system? - - - - - _____
- 14 Had students draw posters or create other art work emphasizing safety? - - - - - _____
- 15 Had students make slides or drawings of accident statistics? - - - - - _____
- 16 Aided library in maintaining clipping file of accidents or safety activities? - - - - - _____
- 17 Had student groups visit:
 - a) fire department? - - - - - _____
 - b) police department or traffic engineering department? _____
 - c) traffic court? - - - - - _____
- 18 Co-operated in community safety activities (such as: Fire Prevention Week, Cleanup Week)? - - - - - _____
- 19 Arranged a safety exhibit or a safety bulletin board? - - - - - _____

- 20 Held at least one safety assembly - - - - - _____
- 21 Shown safety motion pictures, film strips or slides? - - - - - _____
- 22 Presented a safety broadcast on the school public address system or local radio station? - - - - - _____
- 23 Furnished a safety speaker to community organizations? - - - - - _____
- 24 Publicized description of safe practices in the school newspaper, local newspapers, SAFETY EDUCATION or other magazines, newsletters, or on radio programs? - - - - - _____

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The following check list is for those schools with the Industrial Arts Option or School Shop Membership.

To qualify for Honor Roll listing, the following schedule must be used:

For years 1-3 inclusive

Enough items must be checked to indicate a well-rounded program which serves local community needs. The safety education program is left to the discretion of the committee signing the Affidavit, but it is suggested that required activities for successive years be inaugurated during this trial period.

For years 4-6 inclusive

All starred (*) items are required.

For years 7, and all subsequent, consecutive years

All items under (1), (2), and (3), and at least one method of instruction listed under (4) are required.

During the past year, has your school:

- *1 Conducted at least one comprehensive shop safety inspection? _____
- 2 Used the following teaching techniques? (Check those which your shop used).
 - a) Posted safety rules - - - - - _____
 - b) Printed rules and distributed to each student - - - - - _____
 - *c) Displayed and used safety posters - - - - - _____
 - d) Formulated a safety pledge for students - - - - - _____
 - e) Appointed or elected a student safety engineer - - - - - _____
 - f) Used a student safety committee - - - - - _____
 - g) Shown motion pictures or slide films on safety in the shop - - - - - _____
 - h) Made active use of a safety suggestion box - - - - - _____
 - *i) Given safety tests - - - - - _____

*3 Participated in Standard Student Accident Reporting and analyzed all accidents - - - - - _____

*4 Included safety instruction as checked: (At least one of the following.)

- a) Conducted a separate safety course - - - - - _____
- b) Taught separate units on safety - - - - - _____
- c) Taught safety as an integral part of each unit - - _____

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