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EDUCATIONAL SAFETY FOR COSMETOLOGY IN THE
DALLAS INDEPENDENT SCHOOL DISTRICT

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EDUCATIONAL SAFETY FOR COSMETOLOGY IN THE
DALLAS INDEPENDENT SCHOOL DISTRICT

by

Rosa Lee K. Mitchell

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of the Requirements for the Degree of
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R. L. K. M.

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CHAPTER I

INTRODUCTION

It is most pertinent that safety habits be established and practiced, because of the essentiality placed upon human being. It is imperative that attention be given to the welfare and health of the individual. There is probably no other problem which is of more increasing concern everywhere than safety--safety in the home, on the highway, in industry and school.

Most accidents in a beauty school are preventable. They do not just happen; they are caused. It is obvious that they are caused by carelessness, ignorance or negligence on somebody's part. Accidents result from mistakes of individuals and misuse of materials and equipment.

The vocational teacher undoubtedly can exert more influence in having students to become safety-conscious than anyone else. A well-qualified teacher, moreover, can keep unsafe student behavior at a minimum by providing his class with careful instruction, conscientious supervision, and intelligent, sympathetic guidance.

THE PROBLEM

Statement of the Problem. This study is an attempt to find out how adequately Cosmetology Departments in Dallas County Senior High Schools meet safety standards set-up by the Texas State Board of Hairdressers and Cosmetologists and Texas Education Agency. In

approaching this problem, it is anticipated that the results of the findings will answer the following questions:

1. What are the Texas State Board of Hairdressers and Cosmetologists Safety Standards for Beauty Culture?
2. What are the Texas Education Agency Safety Standards?
3. To what extent does the cosmetology instructor agree with these standards?
4. How well does the cosmetology instructor try to meet these standards?
5. To what extent has the cosmetology instructor prepared safety standards of her own?
6. Does knowing, practicing, and having necessary equipment reduce accidents in the cosmetology departments?

Purpose of the Study. It is the purpose of this study to develop safety mindedness, initiate a vivid awareness of the importance of eliminating accidents, and to create mental alertness in recognizing and correcting hazardous conditions and practices that might lead to injury.

Limitations of Study. This investigation is restricted to the four (4) Senior High Schools in Dallas County, qualified for the teaching of Cosmetology. Emphasis is to be based on safety practices in Cosmetology.

Research material in the area of safety in Cosmetology is limited.

Method of Procedure. The descriptive or survey method is employed after careful consideration of the problem.

A questionnaire was explicitly developed and sent to the cosmetology instructors of the Dallas County Senior High Schools. After completion of the forms, they were returned to the investigator. This information is available in this thesis on charts, based on reply of participants.

Visitations were made to the four (4) Senior High Schools. The visit revealed insights to the physical aspect of the cosmetology departments.

A check list was used to show evidence of potential hazardous conditions capable of leading to injury.

Review of Previous and Related Literature. Information on safety practices in cosmetology is somewhat limited, however, authorities have done much research in Industrial and Vocational Education Safety which can be applied to most laboratories.

Williams findings revealed that the development of good safety attitudes can take place only in a safe environment. The working area must be a safe one and safety instructions must receive emphasis in both theory and practice. The keystone of safety education is knowledge and skill; with these being developed in an optimum manner in a safe environment, the attention of the instructor may be directed toward another significant factor in safe behavior;

the development of good safety attitudes.¹

According to Giachino and Gallington, the very nature of the school shop and laboratory environment with all its physical equipment, is conducive to fostering safe habits of work. The authors suggested that teachers must take full advantage of their positions and regard safety as one of the most important aspects of teaching. Therefore, they must prepare a statement of instructional practices for a course of study to include an outline governing the teaching of safety.²

Texas A. and M. Engineering Service published Suggested Basic Course Outline for Cosmetology, Rev. 6-64, which included pertinent information on shop planning; relating indirectly several suggestions for a safety check list. This publication also dealt with General Safety Practices in the teaching of cosmetology.³

Safety precautions and sanitary measures in Kibbe's New Standard Textbook of Cosmetology in relation to modern beauty salon services were covered in depth following each chapter, with the intention of eliminating accident hazards and establishing safe work habits. Also, a section was devoted to a knowledge of first-aid

¹William A. Williams, Accident Prevention Manual for Shop Teachers (Chicago: American Technical Society, 1963), pp. 73-74.

²J. W. Giachino and Ralph O. Gallington, Course Instruction in Industrial Arts (Chicago: American Technical Society, 1961), pp. 171-174.

³C. M. Allen and others, Suggested Basic Course Outline for Cosmetology (Bryan: Texas A. and M. College Engineering Service, Texas A. and M. College System, 1964), p. 3.

and the importance of having a first-aid-kit available for immediate use in the event of emergency or accident.⁴

Florio and Stafford revealed that schools would do well to model their vocational safety programs after the remarkable effective accident-prevention system employed in industry. It was mentioned that high school vocational teachers should have a clear and appreciative understanding of the industry safety program, for many of the accident-prevention techniques that have proved successful in the factory can be profitable in the school's laboratories.⁵

DEFINITION OF TERMS

Cosmetology - is the scientific study and practice of beautifying and improving the hair, skin, and nails.

Cosmetologist, Cosmetician, Beautician, Operator, Hairdresser (all have synonymous meaning) - one who is qualified and licensed after the scientific study and practice of cosmetology to beautify and improve the hair, skin, and nails.

Dispenser - is a person who distributes materials, keeps inventory of materials, check items taken and returned by students

⁴ Constance V. Kibbe, Standard Textbook of Cosmetology (Bronx: Hilady Publishing Corporation, 1967), p. 461.

⁵ A. E. Florio and G. T. Stafford, Safety Education (New York: McGraw-Hill Book Company, Inc., 1960), p. 219.

to the dispensary, and keep tools scrupulously cleaned and sanitized.

Receptionist - is a person who receives and greets patrons, assign work to operators, make future appointments, report complaints to manager and keep record of cash and sales.

Safety-mindedness - is the ever active attention to safety in every detail of each days work on the part of every person involved in order to eliminate accidents or correct conditions and practices that could lead to bodily injury.

Safety-consciousness - is an awareness or mental expression which serves as a guide for conduct.

Safety-attitude - refers to an awareness of the hazards and dangers in the handling of hand tools, power machines, equipment, and the materials of industry.

Questionnaire - a list of planned written questions related to a particular topic with space provided for indicating the response to each question intended for submission to various individuals for reply.

Check List - a list of written items or statements about a particular topic providing space for check mark.

CHAPTER II

OBJECTIVES OF VARIOUS AGENCIES

Cosmetology as a career, not only demands a high degree of skill, but also requires the exercise of such mature qualities as responsibility, courtesy, and emotional control. In light of this, it is important that emphasis be placed on safety objectives. The following agencies will be covered in this thesis, Texas Education Agency, State Board of Hairdressers and Cosmetologists, Dallas Independent School District, and L. G. Pinkston High School.

It is pertinent that students understand the general objectives to be achieved in cosmetology education in order to grasp the great possibilities for a successful career. Understanding the goals, serve to guide the teachers effort in attaining specific objectives in the classroom. Understanding the goals, help the teachers to comprehend the kind of teaching skills and qualities needed to achieve such objectives.

TEXAS EDUCATION AGENCY

Texas Education Agency proposes that Texas Public High Schools Beauty Culture Schools provide instructional methods, laboratories materials, equipment, and tools which are comparable to those used in industry.

Each student enrolled in cosmetology should receive three hours of shop instruction each school day which is centered around the performance of useful or productive jobs and taught by a teacher who is experienced and competent in the subject she teaches.

Students must be provided an opportunity to develop desirable work habits, attitudes, and an appreciation of the standards of workmanship, cleanliness, and safety needed for success in this field of work, and meet license requirements of State Board of Hairdressers and Cosmetologists.⁶

STATE BOARD OF HAIRDRESSERS AND COSMETOLOGISTS

The State Board of Hairdressers and Cosmetologists formulates state board requirements defining the practice of cosmetology, other terms and definitions; providing license for those desiring to engage in the practice of cosmetology; providing for the qualifications, manner and examination for obtaining such license; by meeting certain requirements before taking the examination, having the power for granting of license, denying, refusing to renew, suspend or revoke a license in certain cases.

It makes provision for obtaining licenses to operate and maintain a beauty culture school; providing for the number of

⁶ Texas A. and M. College Engineering Extension Service and Texas Education Agency, Suggested Basic Course Outline for Cosmetology (Bryan: Texas A. and M. College, 1964), p. 3.

instructors, course of study and prescribing the qualifications for students and instructors for certain fees; prohibiting the establishment of itinerant shops, providing for the adoption of safety measures and sanitary rules under certain conditions; prescribing the qualifications of beauty shop inspectors.⁷

DALLAS INDEPENDENT SCHOOL DISTRICT

It is the aim of the Dallas Independent School District to furnish guidance and personal service in helping individual students to realize their potentials and in planning for their future; and emphasize careful preparations in establishing life plans, habits of industry and seriousness of purposes; give experiences which will help older adolescents in establishing their independence.⁸

A vocational safety program is provided stressing the strict enforcement of safety rules to prevent accidents in the laboratory and to prepare students to work safely in industry, the occupation for which they are trained, and at home.

LOCAL SCHOOL

Specific instructions provide for the development of safety

⁷ Neatha Frane, Margarett Bortel and Bill Stafford, Texas Beauty Culture Laws (Austin: Texas State Board of Hairdressers and Cosmetologists, 1953), p. 3-4.

⁸ Dallas Independent School District, The Curriculum in Action (Dallas: Dallas Independent School District, 1965), p. 31.

consciousness which will prevail long after the student leaves the school and enters the world of work.

It is also evident that some of the more important contributions which laboratory instruction should make to accident prevention for students occupational preparation, are the development of satisfactory attitudes, knowledge and skill toward the experience in the use of material, equipment, tools and processes for eliminating hazards from a job and enabling them to adjust to the duties and responsibilities of a citizen and work in his chosen field.⁹

CURRICULUM

Recognizing that the school curriculum requires flexibility and is subject to frequent change, one must provide for frequent revision. It is intended that an improvement program should move consistently and successively from one step in instructional improvement until one has achieved the desired goals. Changes and improvement should be beneficial toward the needs and capacities of the individual and community.

It is the public school's responsibility to establish a program that provides for the different groups composing the student body, varying in intelligence, in ability, in vigor, in physical

⁹L. G. Pinkston High School Administrators and Faculty, L. G. Pinkston High School Hand Book (Dallas: L. G. Pinkston High School, 1965), p. 81.

condition, in race, in creed, in economic status, in expectation but untied in the democratic ideal through academic, vocational, industrial, commercial, and culture training.

COMPREHENSIVE HIGH SCHOOL

The Comprehensive High School is characterized by the scope of its curriculum and co-curricular offerings. The range of offerings broad enough to serve the usual needs of all the youth of the community; offering college preparatory courses applicable for admission to College or University and course offerings in Vocational and Industrial Arts Education carrying credits toward receiving a High School Diploma.

TECHNICAL HIGH SCHOOL

The Technical High School, also College Preparatory, prepares youth for employment in both trade and technical occupations. Even though commercial, trade, and technical courses carry credit toward high school graduation, the chief aim is to enable students to acquire and develop salable skills (develop skills not necessarily for a job but for apprenticeship).

VOCATIONAL EDUCATION

Education designed to develop skills, abilities, understandings, attitudes, work habits and appreciation, encompassing knowledge and

information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of the total education program and contributes toward the development of citizens by developing their physical, social, civics, cultures, and economic competencies.

VOCATIONAL SCHOOL

A school which is separately organized under a principal or director, for the purpose of offering training in one or more skilled or semi-skilled trades or occupations. They are designed to meet the needs of secondary school students preparing for employment and to provide upgrading or extension courses for those who are employed.

TRADE SCHOOL

A public or private vocational school which trains youth and adults in the skills, technical knowledge, related industrial information, and job judgement necessary for success in one or more skilled trades. These schools provide opportunity, also, for the continuation of general education.

ADULT VOCATIONAL EDUCATION

Instruction offered to adults or out-of-school youth over 16 years of age who are already engaged in or preparing to enter an occupation. Vocational education for adults is chiefly of

an up-grading nature, offered on a part-time basis.

TRADE AND INDUSTRIAL EDUCATION

Instruction which is planned for the purpose of developing basic, manipulative skills safety judgement, technical knowledge, and related occupational information for the purpose of fitting young persons for initial employment in industrial occupations and to up-grade or retain workers employed in industry.

JUNIOR COLLEGE

A Junior College is designed to serve the needs of the community and of students who seek two years of academic training leading to a Bachelor's degree; those who are preparing for careers in vocational and technical fields; adults who need additional training for advancement in their present fields or retraining for employment in new fields; and those who desire special classes in cultural and civic subjects.

CHAPTER III

EDUCATIONAL CRITERIA FOR SAFETY

THEORY AREA

The writer contends the theory area must be conducive to learning; being properly located, having adequate floor space and properly covered, good lighting and heating, well ventilated, comfortable tablet arm chairs, chalkboards, bulletin boards, tack boards, audio-visual equipment, magazine rack, receptionist center and any other media the instructor feels will enhance learning.

This is the area that related information may be acquired by the student. It is the teacher's responsibility to plan and suggest the many special details required for the teaching of varied knowledge and laboratory activities with student participation.

Weaver states, that, "the teacher must accept the responsibility of instruction for the student in order to achieve the maximum efficiency in the use of all equipment and facilities, and at the same time provide the best possible condition for the students health and safety."¹⁰ The following items should be taken into consideration of the laboratory, the location, floor space and floors, light, heat, ventilation, seating arrangement, chalkboards,

¹⁰Gilbert Weaver, Shop Organisation and Management (New York: Pittman Publishing Corporation, 1959), p. 30.

bulletin boards, tack boards.¹¹ In addition, the writer has added the receptionist center to keep the theory area conducive to learning.

LOCATION

The classroom should be located in an area where there is the least amount of noise. The area so constructed that noise is kept within reasonable limits. This may be accomplished by, (a) treatment of walls with sound absorbing materials, (b) insulation of pipes so that they do not pick up vibrations, (c) installation of hardwood doors with one entrance and one exit.

A corner on the ground floor is most suitable for a cosmetology laboratory. Not only would that reduce noise from other classes but give access for customers and supply deliveries.

FLOOR SPACE AND FLOORS

The beauty schools should not have less than thirty-five hundred (3,500) square feet floor space divided into three (3) separate departments, theory classroom, a room for practical work for seniors, a room for practical work for juniors, unless for public beauty schools, whereas, juniors come in the morning and

¹¹Ibid. p. 31.

seniors come in the afternoon or vice versa. Adjoined to either theory or practical room is a dressing area with two closets and shelves, and modern restroom facilities with hot and cold running water. The State Board of Hairdressers and Cosmetologists compels beauty schools to have two separate restrooms if male students are enrolled.¹²

The floors should be covered with long-wearing material that will be easy to clean and sanitize, comfortable, resilient, economical maintenance, pleasing in appearance and non-skid in character.

LIGHT HEAT VENTILATION

Windows are preferable on at least two sides of the laboratory. The window area should be large enough covering at least 25% of floor area. Glass-brick construction is advisable wherever practical. North light is very desirable, as, 80% of the students impressions are visual. Illumination, therefore is of primary importance to his learning, his safety, the quality of his work, the care of equipment, and the continuation of concentrated attention over a period of time. The lighting installation must, in order to be adequate, provide a minimum light intensity. Weaver made obvious the importance of the lowest foot candle intensity being ten (10) regardless of the

¹² Neatha Frane, Margarete Bortel, and Bill Stafford, Texas Beauty Culture Laws (Austin: Texas State Board of Hairdressers and Cosmetologists, 1953), p. 17.

wide range requirements.¹³ The type and kind of light required should be incandescent fluorescent, direct or indirect.

The heating system should include those controls which will provide the most satisfactory degree of comfort for the wide variety of tasks performed in the school. The choice of a particular system depends largely upon the weather conditions throughout the year, type of structure housing the school, and requirements of occupations.

Acceptable ventilation provides for the necessary number of air changes to assure a continuous supply of fresh air. There is probably no single factor that influences behavior and work attitudes more than ventilation. Opening of windows usually supply enough outside air to insure students comfort, however, in areas where the humidity is high in summer, if air condition is not possible, exhaust fans often insure comfort of the student. It was interpreted by Florio and Stafford that the teacher must be first to recognize improper ventilation, whether it be too high or too low effective temperature, in order to insure the safety and welfare of all concerned.¹⁴

SEATING ARRANGEMENT

The seating arrangement and seats should be comfortable, and

¹³Weaver, op. cit., p. 33.

¹⁴A. F. Florio and G. T. Stafford, Safety Education (New York: McGraw-Hill Book Company, Inc., 1962), p. 220.

equipped with tablet arm-chairs for note-taking. The room sufficiently large enough to give sufficient volume of air space for the number of people occupying the room; a demonstration area with demonstration table provided for various demonstrations.

CHALKBOARD BULLETIN BOARD TACK BOARD

The theory area should be equipped with a minimum of the chalkboards sufficient chalk, and clean erasers. The chalkboards, bulletin board, tack board and display case should be adequate in number and size. A stand should be available for mounting the charts, posters, and other visual aids to be used during the lecture, demonstration or discussion period. A screen should be available for showing filmstrips, films and overhead projector transparencies.

RECEPTION CENTER

Students assigned the duty of a receptionist are afforded opportunity to develop their personality and skill, use their initiative, obtain confidence and acquire experience both in cooperation and management. Promptness, politeness, and cleanliness are essential attributes to the receptionist.

PRACTICAL AREA

According to Weaver, the practical area must be so arranged so as to have many elements in common with beauty business and

vocational enterprises. High quality and up-to-date training should be made available to students with the aid of modern machines, standard equipment, materials, and tools best suited for laboratory purposes.¹⁵

The laboratory should, if possible, duplicate the beauty industry of the best quality, in respect to, care and issuance of tools, storage, safety, maintenance, good housekeeping, water supply, and laboratory inspection. These items are important in the practical area because of their relationship to the various activities of the students involved.

CARE AND ISSUANCE OF TOOLS

Tools should be arranged orderly and placed in the cabinet. These tools should be issued and checked out by the dispenser who in return receives the tools and check them off the list when the students return them to the dispensary after completion of a job. The dispenser cleans, washes or sanitizes the tools and arranges them in their proper place.

STORAGE

The laboratory teacher is responsible for a large variety of valuable materials and tools which require considerable attention. She must organize the handling and storage as to protect those

¹⁵Weaver, op. cit., p. 38.

tools and materials against loss and deterioration. In addition, the teacher must be able to justify the purchase of all materials and tools received. Materials should be:

1. Stored according to the standards recommended by each manufacturing company.
2. Stored safely to prevent loss, breakage, or spoilage.
3. Visible to reduce duplication, maintain adequate supplies, prevent wastage and permit quick check and inspection.

SAFETY

Safety should be stressed throughout the year in order that the students continue to be aware of safety habits at all times. Safety instruction is best introduced when the teacher is explaining or supervising or demonstrating the proper way to handle and use various types of tools and standard equipment. Regular demonstrations, lectures, visual aids, posters and pamphlets are vital to successful teaching of any safety program. Frequent reminders are necessary to make the student safety conscious. Thorpe commented periodically that, posting rules or posters in danger zones would focus attention on the proper usage of materials.¹⁶

The Standard Textbook of Cosmetology list Do's and Don'ts at

¹⁶ S. C. Thorpe, Teacher's Guide for Beauty Culture (New York: Hilary Publishing Corporation, 1965), p. 6.

the end of each chapter. Each operation performed and lessons taught incorporate safety precautions.

Rules and regulations of the State Board of Hairdressers and Cosmetologists regarding safe use and handling of sharp instruments, electrical equipment, broken tools, and sanitary implements, should be included in the lecture.

A first-aid-kit should be kept in the laboratory. A nurse should be on active duty in the school. The teacher and nurse should have in their file the name of each student's family doctor, address, telephone number, and complete data on place of employment of the student's parents. All accidents of any type should be reported to the instructor so that proper measures can be taken.

MAINTENANCE

After the installation of the required equipment, it becomes the teacher's responsibility to keep the machines and equipment in good condition for effective use. This responsibility involves constant checking as well as making requisition for minor repairs on all appliances or equipment. A suggestive check for maintenance care is as follows:

1. All electrical appliances should be checked before each period of use.
2. Students should be assigned specific responsibility and be closely supervised by the instructor.
3. Tools should be kept in good working condition.

4. Defective parts of tools should be replaced or repaired.
5. The teacher should decide when an item is to be replaced and establish a definite procedure for replacement.

GOOD HOUSEKEEPING

Blakes states, "Good Housekeeping includes not only cleanliness and orderly arrangement of equipment, but a place for everything and everything in its place."¹⁷

The school laboratory should set an example for cleanliness and orderliness. Because of the multiplicity of equipment, the teacher has a fine opportunity to teach good housekeeping, and to supplement the paid janitorial service provided by the school administration. Student participation in this activity is of mutual advantage to the student and to the school through:

1. Higher shop standards of cleanliness.
2. Less authorized use of shop facilities.
3. The development of laboratory responsibility.
4. The development of laboratory pride.

The duties of the dispenser are of vast importance. The dispenser is responsible in maintaining good housekeeping in the laboratory when students are performing practical operations.¹⁸

The following may be assigned duties:

¹⁷
Roland P. Blake, Industrial Safety (Englewood Cliff: Prentice-Hall, Inc., 1963), p. 46.

¹⁸
Thorpe, op. cit., p. 25.

1. Deep dispensary and utensils scrupulously clean and cooperate with the receptionist in maintaining the salon in a sanitary condition.
2. Have bottles properly labeled and arranged in an orderly fashion.
3. Have materials for the days lesson and prepare fresh sanitizer and tissues to cabinets and containers.
4. Distribute towels, cotton, spatulas, oil or cream, and shampoo to shampoo area.
5. Prepare sufficient supplies for the following day.

Tools and materials should be returned to the dispenser after completion of each job. It is the student's responsibility to clean up the area where the job in the laboratory was performed. The rotation chart should be used in order to give all students the opportunity of performing various duties in the laboratory.

WATER

Hot and cold running water should be available at all times in the laboratory, so designed that adequate stations are available for the students enrolled. Water and accessories are necessary for:

1. Drinking Purposes
 - a. Fountain
 - b. Paper Cups
2. Washing and Cleaning Purposes
 - a. Hot Water
 - b. Wash Basin
 - c. Dispensary Sink
 - d. Shampoo Bowl

- e. Soap
- f. Paper Towels
- g. Sponge

3. Instructional Purposes
- a. Shampooing Hair
 - b. Washing Combs and Brushes
 - c. Manicuring and Massaging

The teacher should insist that the students use the facilities in an orderly manner. Special supervision must be exercised at all times for effective work and maintaining a good safety record.

Hot water heaters or boilers, equipped with recommended safety valves, must be capable of producing water at 180° F. Water must be supplied from an approved source which shall meet State Department of Health Standards for drinking purposes.¹⁹

LABORATORY INSPECTION

The cosmetology laboratory should be inspected monthly by the State Inspector. After careful inspection of the physical aspect of laboratory, license number, photograph, uniforms, dresserettes, wet and dry sanitiser, checking the number of combs and brushes; the inspector records the findings and grades the regular inspection form. One copy remains at the school, whereas, the inspector sends two to Texas State Board of Hairdressers and Cosmetologists, Austin, Texas.

¹⁹Vernon's "Annotated Penal Code," State of Texas, Article 734b, Section 10 (a).

The modern school should develop safe living at all school levels as a significant part of the total educational program. The two major facets of a safety curriculum being, (a) curriculum content, and (b) methods of instruction. In order to determine curriculum content, the needs of the school and the community should be considered. This can be accomplished by having a knowledge of:

1. The States Requirements, usually embodied in the syllabus or course of study.
2. Employment of accidents, the records and statistics to determine local, state, and national pictures of accident situations with regards to types and frequencies of accidents.
3. Determine what hazards are peculiar to the local community resulting from types of industry.
4. Determine types of activities in which students of various age groups participate both in and out of school.
5. Determine age level characteristic of student as they apply to safety, such as physical and mental maturation and emotional development.
6. Determine the community mores.²⁰

Learning in safety becomes more meaningful in the study of cosmetology when emphasis is placed on that particular topic or unit when those special types of hazards would be most prevalent.

A curriculum, however good, is futile unless backed by

²⁰ Maxwell N. Halsey and Program Area Committee on Accident Prevention, Accident Prevention (New York: The Blakiston Division - McGraw-Hill Book Company, Inc.), p. 203.

correct teaching methods, nothing more than a form of procedure. For the Teacher, method signifies such selection and arrangement of teaching activities of the students, as will produce with the maximum economy the results for which the activities are initiated. The methods based on "learning by doing," "direct experience," "pupil self-direction," and "emotional appeal," should prove most effective particular since they affect attitudes as well as develop knowledge and skills.²¹

The "Hackneyed" expression, we learn by doing, is as true today as when first made. It is well applied to the formation of a good safety attitude. Students should develop safe working skills as they do things safely in the laboratory and in doing they should form good attitudes toward doing things in a safe manner. These attitudes will be acquired indirectly as the teacher emulates safe working habits and attitudes and directly as she seeks to inculcate them into the minds of her students. For optimum development, safety attitudes must be aroused first by motivation and reinforced by repetition.

The importance of good laboratory discipline in relation to the building of sound safety attitudes cannot be overemphasized. Without discipline in the laboratory, there cannot be optimum teaching or learning. It follows then, that, good class control is requisite to the development of good safety habits.

²¹

Ibid., p. 205.

Teaching by example rather than precept has long been recognized as one of the best ways of teaching. This applies well to the development of safety attitudes and behavior. Fortunately, most laboratory teachers reflect sound, safe practices in their daily work; therefore, students will learn more from these examples than from any maxim or rule of conduct.

Positive and negative approach should be used in developing safety consciousness. Williams indicated that either instruction in either positive or negative form tended to increase desirable response and decrease undesirable responses, with negative instruction showing a slight superiority over positive instruction in reducing undesirable responses.²²

The inculcation of a positive safety attitude does not necessarily depend upon a series of rules and regulations for safe conduct in the laboratory. However, some safety rules are necessary and these should be a significant factor in the formation of a good safety attitude. Where safety regulations are utilized, they should be few in number. All safety rules should receive 100% enforcement in the laboratory. By insisting on strict adherence to safety rules, the cosmetology teacher tends to build good safety habits and attitudes whose resultant safety behavior comes as automatically and as unemotionally to the student's mind as combing one's hair or

²² William A. Williams, Accident Prevention for Shop Teachers (Chicago: American Technical Society, 1963), p. 81.

grooming ones body.

Kibbe states, that, "In special regards to safety practices or any phase of beauty culture, it is obvious to progressive teachers that there is an urgent need for instruction which is less technical and academic and more realistic and practical."²³ It is pertinent that both theory and practical phases of cosmetology safety training be taught explicitly. The theory or information; whereas, the practical or skill lesson involving the demonstration or actual practice, carrying out all steps in a logical order with safety precautions explained and demonstrated properly.

According to Williams, the keystone of an effective school laboratory for preventing accidents is the teacher. The safe practices employed in this instructional situations will serve to: (a) protect the pupils from harm, (b) minimise damage to building facilities and equipment, (c) provide experiences for development of safety concepts as they apply to all occupational fields for tomorrows safe workers are now in our schools.²⁴ The very nature of the school laboratory environment, with all its physical equipment is conducive to fostering safe habits of work. Safety actually involves correct human behavior. If young people can be

²³ Constance V. Kibbe, Standard Textbook of Cosmetology (Bronx: Milady Publishing Corporation, 1967), p. 30.

²⁴ Williams, op. cit., p. 85.

prevailed upon to develop correct and proper attitudes of behavior safety usually will be evident in all their endeavors.

DeReamer succinctly states the purpose of developing safety attitudes by saying, "In the development of 'safety awareness', the aim is to condition the person's mind so that whenever there is an element of danger present a 'sixth safety sense' will cause one to react the safe way."²⁵ Awareness for many things is an inborn trait, as, a person walks into a room and immediately sense if joy or sorrow prevails. Then too, safety awareness can be developed. Fortunately, it can be developed by, (a) training, (b) repetition, and (c) correction.

An accumulation of good safety rules curtails involvement. Since students are more likely to obey safety rules that they have helped to formulate, they should be given an opportunity to evaluate the regulations they are expected to obey. Students would believe that they have an approved status in society if consulted about the law that governs them, and the chance to verbalize their objections and resentments about existing rules may act as a catharsis that frees them to consider alternatives procedures for ensuring safety. The results often, essentially is the same set of rules, having been worked over by the students themselves and stated in a slightly different manner, with a new revision seemingly

²⁵ Russel DeReamer, Modern Safety Practices (New York: John Wiley and Sons, Inc., 1959), p. 16.

more acceptable.

Basic principles which govern the establishment and maintenance of sound safety rules pointed out by DeReamer are as follows:

1. Safety rules should be few in number and easily understood - no rules made unless the intention is to enforce them.
2. Instructors and all concerned must always set a good example by following safety rules themselves.
3. Prompt corrective action must be taken for failure to comply with safety rules - the emphasis being placed on education of the group not punishment of the individual.
4. Safety rules should not be made which require conduct contrary to human nature or infringe on the basic rights of individuals.²⁵

Developing and maintaining a good accident prevention program is desirous of all laboratory teachers. The following "General Safety Rules" listed, posted and enforced, instill in the student safety awareness and safety consciousness.

GENERAL SAFETY RULES

1. Electrical appliances must be properly installed and grounded.
2. Disconnect all connecting electrical appliances with dry hands.
3. Disconnect electrical equipment when not in use by grasping plug and with right hand, pulling gently.

²⁶ Ibid. p. 104.

4. Store all chemicals in a cool dry place.
5. Alcoholic solutions and cosmetics should be kept away from any source of heat or fire.
6. Cool all objects (stoves, irons, etc.) before handling.
7. Sterilize your hands before and after rendering service.
8. Sterilize all implements and tools before and after each use.
9. Utensils are to be thoroughly cleansed with soap and water before using.
10. Any article dropped on the floor should not be reused unless sterilized.
11. Avoid spilling liquids on furniture or patron's clothing.
12. Soiled linen must be kept in separate closed containers.
13. A clean towel should be provided for each patron and not be used for more than one operation.
14. Jars and bottles must be labeled, covered and kept in a cool place.
15. First aid treatment is required for cuts and abrasions.
16. Water or liquid spilled on the floor must be wiped up immediately.
17. Proper ventilation must be maintained at all times.
18. Hands must be washed after returning from lavatory.
19. Operators must be attired in clean uniform.

SAFETY RULES FOR EACH STATION:

SHAMPOO AREA

1. Always test temperature of water before applying to patron's head.
2. Always protect patron's face when spraying water or applying liquids.
3. Be sure patron's neck is placed correctly on shampoo board.
4. Be sure shampoo bowl has been sterilized before and after each use.
5. Clean up anything wasted on floor.
6. Use neck band or strip under shampoo cape.

DRYING AREA

1. Remove excess moisture from hair before placing patron under dryer.
2. Test or regulate temperature of air before placing patron under dryer.
3. Use dry hands in disconnecting or connecting dryers.

HAIR DRESSING AREA OR WORK STATION

1. Do not continue burning electric stove when not in use.
2. Use asbestos pads under hot irons, stoves, etc.
3. Use hard rubber combs instead of celluloid ones which are inflammable.
4. Avoid getting paper or other inflammable objects against stoves.
5. Cool all irons and stoves before returning to dispensary.
6. Use sterile combs and brushes.
7. All glass electrodes should be cleansed and sterilized after using on each patron.
8. Never use a violet-ray machine on a damp head.

9. All sharp instruments should be carefully used. When not in use, sharp points are to be protected or kept in closed case.
10. Use rubber gloves when using chemicals.
11. Avoid scratching scalp with sharp nails, teeth of combs, bristles of brush or razor.
12. All hair, cotton and waste should be removed from the floor.

FACIAL AREA

1. A lesion or eruption of the skin must not be treated in a beauty shop, but referred to a physician.
2. Use a clean wooden spatula in removing creams or ointments from a jar.
3. Avoid contaminating cosmetics and beauty supplies with pads or cotton that has been used on a patron's skin.
4. Do not use contents of broken jars or bottles.
5. Therapeutic lamps should be held or placed at the proper distance from the skin for the required length of time.
6. First aid treatment should be administered to skin injuries.

For an effective program it is always desirable to keep accurate records of accidents experienced in the laboratories. The value is two-fold: First, any assistance or modification of safety rules can be given direction by analysis of these reports; secondly, reports help to keep tab on programs to evaluate its effectiveness.

The basic reason for an accident investigation is to find the causes of the accident so prompt corrective action can be taken. Although unsafe acts and unsafe conditions will be apparent, finding

the contributing causes, especially the mental and physical condition of the person which influenced the unsafe act is sometimes a little more difficult. In as much as the goal of the accident investigation is to acquire as much information as practical; the investigation should not stop until the human factors involved have been identified.

The six questions specified by DeReamer teach all that should be known in regards to accident investigation.

WHO was injured?

WHERE did the accident occur?

WHEN did the accident occur?

WHAT were the contributing and immediate causes of the accident?

WHY was the unsafe act or unsafe condition permitted?

HOW can a similar accident be prevented?²⁷

The writer is cognizant of the fact that cosmetology teachers must possess a thorough understanding of the various methods of instruction, how to make or use prepared accident forms and the value of keeping accident forms; as, the time of the student is limited, and the raw material with which one's work is human time and energy, and the methods or techniques used by the teacher must become the methods and techniques of the students in their daily activities in the beauty salon.

²⁷ Ibid. p. 266.

CHAPTER IV

SUMMATION OF DATA RESOURCE

Letters were sent to various companies, vocational schools, publishing corporations, colleges and universities, who the writer felt was engaged in the area of Cosmetology. Additional letters were sent to the State Board of Hairdressers and Cosmetologists and Texas Education Agency.

Pertinent data related to the instruction in the area of cosmetology is limited. The State Board of Hairdressers and Cosmetologists and Texas Education Agency were able to supply specific information to the manufactured items, but little in respect to the broad scope of "Safety."

Questionnaires were sent to five (5) instructors engaged in the teaching of Cosmetology in the Dallas Independent School District. The findings are covered in the Appendix, which are revealed under the YES or NO section of the questionnaire; this is also true in relationship to physical conditions of the laboratory.

The National Standard School Shop Safety Inspection Check List revealed that regular and frequent inspections were essential in order to discover and correct dangerous and hazardous conditions that exist in the cosmetology laboratories; safety inspections aided in determining in advance if everything is in a satisfactory

condition. It is expected that all individuals concerned, namely; the instructor, students and student safety committee participate in making regular inspection of the laboratory. This could be done at the beginning of the first semester and again at the second semester. Planning should be made in advance; all areas checked thoroughly for any hazards, and recommendations made if warranted.

A follow-up is advisable to compare previous records of progress, eliminate hazardous conditions, replace outdated equipment, discard outdated materials and supplies.

The recommended Standard Student Accident Form reveals that, this form is valuable to the instructor, as it indicates all that should be known about the accident investigation, covering the who, where, what, why, and how. This completed accident form should not only be accessible to the instructor, but to the nurse, principal, and others involved in student administration.

The State Board of Hairdressers and Cosmetologists Inspection Report should be displayed at all times, findings of the state inspector as to the general condition of the school, physical condition of the school, students and instructors personal grooming, equipment, materials, and sterilizers is revealed in the record and displayed for public observation.

Specific grades from "A" to "D" are given by the inspector. If the grade of "D" is received, this situation must be corrected immediately or before next inspection period. If this situation

remains uncorrected at the next inspection, a letter is written to the State Board of Hairdressers and Cosmetologists with explanation by the inspector. Further communications concerning this situation are sent by the authorities to the head of public or private beauty schools.

Information received from the State Agencies was generous in scope. Presently, endeavors are being made to establish safety rules in each vocational area at Pinkston High School.

Inspection of the vocational areas at Pinkston High School has been made in the area of cosmetology.

The school has a program of safety instruction relative to safety in the cosmetology area. It was pointed out that the system to be utilized requires provision of the teacher. Such provision requires at least two teachers, one to instruct and one to assist. Such will mean the student to be instructed, another person, which means, and this means the safety problem.

It was the finding of the writer that the following teaching methods and aids are available to cosmetology instruction in the Public Senior High Schools which would effectively be provided and available to the students and which would be sufficient to meet the needs and skills of students in cosmetology in the cosmetology instruction.

The following teaching methods would be the best way in the

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to develop safety mindedness, initiate a vivid awareness of the importance of eliminating accidents, and to create a mental alertness in recognizing and correcting hazardous conditions and practices that might lead to injury in the area of cosmetology.

The writer has endeavored to secure available information relative to safety in the cosmetology area. It was revealed that, the keystone to an effective accident prevention program is the teacher. Safe practices employed in her instructional methods should inculcate correct behavior, develop proper attitudes, sufficient knowledge and skills that will train the student to think quickly, analyze problems, weigh facts, and then make the right decision.

It was the findings of the writer that the following teaching methods and aids now available to cosmetology instructors in the Dallas Senior High Schools worked effectively in arousing and sustaining interests of students and maintaining safe and efficient work habits and skills in a minimum of accident prevention in the cosmetology laboratories.

The following teaching methods helped to fix the theory in the

mind of the students, enhance their learning, established efficient work habits which resulted in the improvement of habits and skills by "doing", conserve costly equipment and materials, helped the learner to understand situations, concepts, and processes and revealed the extent of acquired learning:

Lecture Method
 Question and Answer Method
 Demonstration Method
 Practice Method
 Project Method
 Visual-Aid Method
 Workbook Assignment

It was concluded in this study that, there is a need for revision of the Texas Beauty Culture Laws and Rules and Regulations governing Sanitary Conditions of Beauty Shops and Beauty Culture Schools of Texas.

It is evident that knowing, practicing, and having the proper equipment eliminates many accidents in the cosmetology laboratory. An orderly arrangement of the laboratory is not only conducive to a good accident record, but, it is representative of competent management, efficient workmanship, and a better place in which to prepare students for their future goals in the field of cosmetology.

RECOMMENDATIONS

In view of this study, the following recommendations are made:

1. A revision of the Texas Beauty Culture Laws and Regulations Governing Sanitary Conditions of Beauty Shops and Beauty Culture Schools.
2. Enlarge and make safe storage facilities and

dispensary adequately for the distribution and storage of materials.

3. Air conditioning all cosmetology departments.
4. Provide all cosmetology instructors with first-aid-kits.
5. Make available individual copies of this survey to cosmetology instructors, administrators and central office administration.
6. Standardization of Safety Rules governing State and National Beauty Culture Schools.

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APPENDIX

QUESTIONNAIRE

After carefully reading the questionnaire, place a check after Yes or No in the space provided at the right. If it does not apply to your department, write (N. A.) for not applicable.

(A Summation of Questionnaires)	<u>YES</u>	<u>NO</u>
1. Do students wear clean white uniforms?	(5)	(0)
2. Do students wear low-heeled well fitted clean white shoes?	(5)	(0)
3. Do students maintain correct posture when working on a patron?	(4)	(1)
4. Is a clean towel used on each patron?	(5)	(0)
5. Are soiled linens kept in a separate closed container?	(5)	(0)
6. Are articles dropped on floors washed and sanitized before reused?	(4)	(1)
7. Are contents of bottles smelled in order to identify them?	(4)	(1)
8. Is the shampoo bowl cleansed and sanitized after each use?	(5)	(0)
9. Are manufacturer's directions or labels read carefully before using the product?	(5)	(0)
10. Are chemicals measured carefully?	(5)	(0)
11. Are chemicals stored in a cool, dry, dark place?	(5)	(0)
12. Are forceps used to remove objects from the wet sanitizer or from source of heat?	(2)	(3)
13. Do you keep a complete First-Aid-Kit on hand?	(3)	(2)
14. Are jars and bottles kept tightly covered and labeled?	(5)	(0)

- | | | |
|--|--------|-----|
| 15. Do you report a leaky hose immediately so that it can be replaced? | (5) | (0) |
| 16. Is the temperature of water tested before applying to patron's hair? | (5) | (0) |
| 17. Is water or other fluids wiped up immediately if accidentally spilled on the floor? | (5) | (0) |
| 18. Is dryer turned on to hot if patron has a history of high blood pressure? | (0) | (5) |
| 19. Are electrical equipment checked for working order before using them? | (5) | (0) |
| 20. Are dry hands used in connecting and disconnecting electrical equipment? | (5) | (0) |
| 21. Are hot electrical appliances tested by hands or by smelling? | (N.A.) | (3) |
| 22. Do you attempt to clean around electrical equipment when it is connected to an electrical current? | (0) | (5) |
| 23. Is only one plug used to each outlet? | (5) | (0) |
| 24. Do you examine cords regularly for worn cords to prevent short circuit or fire? | (5) | (0) |
| 25. Do you stress disconnecting current by removing plug without pulling cord? | (5) | (0) |
| 26. Are protective goggles worn when using infra-red or therapeutic light? | (5) | (0) |
| 27. Are protective goggles worn when making up chemical solutions? | (1) | (4) |
| 28. Are protective goggles worn by patron and student during exposure to ultra-violet ray? | (4) | (1) |
| 29. Is the patron's scalp examined for abrasions and lesions before giving a cold wave, chemical hair relaxer, tint or lightening treatment? | (5) | (0) |

- | | | |
|---|-----|-----|
| 30. Is the hair analyzed before giving any of treatments listed in #28? | (5) | (0) |
| 31. Are patron's left alone while processing a cold wave or chemical hair relaxing treatment? | (0) | (5) |
| 32. Is a glass container or plastic applicator used for tinting, lightening, or cold wave solution? | (5) | (0) |
| 33. Do you know properties of manufacturer's instructions of product you're using? | (5) | (0) |
| 34. Is a 24 hour patch test made before application of tint or toner? | (5) | (0) |
| 35. Are protective gloves worn or protective hand cream used when applying chemical relaxer or cold wave solution? | (5) | (0) |
| 36. Is a small bowl of cold water and cotton on hand in the event the lotion drops on the skin while wrapping? | (1) | (4) |
| 37. Do you stress the blocking of hair evenly when giving a cold wave? | (5) | (0) |
| 38. Are proper size rods selected for the particular hair condition and texture? | (5) | (0) |
| 39. Are two test curls given to determine the condition of hair and type of lotion? | (4) | (1) |
| 40. Is the hair shaped before giving a cold wave? | (5) | (0) |
| 41. Is patron draped properly to protect clothing when giving a cold wave, chemical hair relaxer, tint or lightening treatment? | (5) | (0) |
| 42. Is a record card carefully and accurately completed for each patron? | (5) | (0) |
| 43. Is a release statement secured and signed by patron receiving cold wave, tint, toner or chemical relaxer? | (5) | (0) |

- | | | | |
|-----|---|-----|--------|
| 44. | Is the point of a steel pusher used to cleanse under the nails? | (2) | (3) |
| 45. | Are sharp pointed implements handled carefully to avoid dropping them? | (5) | (0) |
| 46. | Are shears extended by handle to person receiving them? | (5) | (0) |
| 47. | Is a safety guard used on razor when giving a razor hair cut? | (5) | (0) |
| 48. | Is nipping skin with the points of scissors avoided? | (5) | (0) |
| 49. | Are hair pins used to squeeze or remove blackheads? | (5) | (0) |
| 50. | Is care used when inserting hair pins, bobby pins, clips and picks to avoid scratching or damaging the scalp? | (5) | (0) |
| 51. | When preparing steam towels are ends kept dry for wringing? | (4) | (1) |
| 52. | Is there any attempt to treat disease? | (5) | (0) |
| 53. | Is make-up applied on a person who has acne? | (0) | (5) |
| 54. | Do you attempt to remove hair from warts or moles? | (0) | (5) |
| 55. | Are hard rubber combs used instead of celluloid or plastic ones which are inflamed? | (4) | (1) |
| 56. | Are asbestos pads used under pots, stoves, marcel irons? | (3) | (N.A.) |
| 57. | Are hot marcel irons colled by twirling? | (3) | (N.A.) |
| 58. | Is the temperature of heated irons tested before applying to the hair? | (3) | (N.A.) |
| 59. | Are alcoholic solutions, inflammable liquids, and hair sprays kept away from any source of heat? | (5) | (0) |

60. Is overheating oil avoided, so as not to cause a fire? (5) (0)
61. Do you report all possible hazards? (5) (0)
62. Do you investigate all accidents to determine the cause? (5) (0)
63. Are Standard Student Accident Report Forms available in case of injury? (2) (3)
64. Do you make a written report of the cause of the injury or accident? (This report is to be signed by the injured and kept on file in the laboratory, nurse and Administration office.) (1) (0)
65. List the number and type of student's injuries or accidents, minor or major, occurred during training. (3) (0)

Scalp burn when giving chemical hair relaxer.

Ears burned with marcel irons.

Hair and scalp burn with pressing comb and marcel irons.

CHECK LIST FOR PHYSICAL CONDITION
OF COSMETOLOGY LABORATORIES

	Check -	<u>YES</u>	<u>NO</u>
1. Adequate floor space.		(5)	(0)
2. Well-lighted.		(5)	(0)
3. Well ventilated.		(3)	(2)
4. Interior finish safe.		(5)	(0)
5. Well insulated electric wires; lines well grounded.		(5)	(0)
6. Adequate duplex electric outlets.		(5)	(0)
7. Master switch conveniently located and available for instructor's use.		(1)	(4)
8. Adequately screened with not less than 16 mesh wire.		(0)	(5)
9. Two dressing rooms with restroom facilities.		(5)	(0)
10. Floors properly covered.		(5)	(0)
11. Counter and cabinet tops covered with proper material.		(5)	(0)
12. Adequate cabinets and proper storage.		(2)	(3)
13. Durable and heavy equipment.		(4)	(1)
14. Appropriate metal receptacle for waste materials.		(5)	(0)
15. Chemicals and flammable materials in proper container.		(5)	(0)
16. Fire extinguisher available.		(1)	(4)
17. Adequate and properly arranged exits.		(5)	(0)
18. Emergency instructions displayed on wall. (Fire Drill - Atomic Drill)		(5)	(0)

19. Proper fire drill held.	(5)	(0)
20. Proper atomic drill held.	(5)	(0)
21. First-Aid-Kit available.	(2)	(3)
22. Safety measures in evidence.q	(5)	(0)
23. General Safety Rules Posted.	(5)	(0)
24. Telephone available in department.	(1)	(4)

NATIONAL STANDARD SCHOOL SHOP SAFETY INSPECTION CHECK LIST

Prepared by the Joint Safety Committee of the
 AMERICAN VOCATIONAL ASSOCIATION—NATIONAL SAFETY COUNCIL

Date _____

INTRODUCTION

A safe environment is an essential part of the school shop safety education program. The safe environment will exist only if hazards are discovered and corrected through *regular* and *frequent* inspections by school personnel—administrators, teachers and students. Safety inspections are to determine if everything is satisfactory.

Inspections may be made at the request of the board of education, the school administration or upon the initiative of the teacher. Some

communities have drawn upon the cooperative service of professional safety engineers, inspectors of state labor departments, insurance companies and local safety councils to supplement and confirm inspections by school personnel.

The National Standard School Shop Safety Inspection Check List, recommended by the President's Conference on Industrial Safety is an objective inspection procedure for the school shop.

DIRECTIONS

WHO INSPECTS?

This will depend upon local policies. It is recommended, however, that shop teachers, and students—the student safety engineer and/or student safety committee—participate in making regular inspections.

This not only tends to share responsibility but stimulates a broader interest in the maintenance of a safe school shop.

WHEN TO INSPECT?

As a minimum, a safety inspection should be made at the beginning of every school term or semester. More frequent inspections may

be advisable.

HOW TO INSPECT?

Inspections should be well planned in advance. Inspections should be systematic and thorough. No location that may contain a hazard should be overlooked.

Inspection reports should be clear and concise, but with sufficient explanation to make each recommendation for improvement understandable.

FOLLOW-UP

The current report should be compared with previous records to determine progress. The report should be studied in terms of the accident situation so that special attention can be given to those conditions and locations which are accident producers.

accordance with accepted local procedures. A definite policy should be established in regard to taking materials and equipment out of service because of unsafe conditions. The inspection report can be used to advantage as the subject for staff and class discussion.

Each unsafe condition should be corrected as soon as possible in

CHECKING PROCEDURE

Draw a circle around the appropriate letter, using the following letter scheme:

- S — Satisfactory (needs no attention)
- A — Acceptable (needs some attention)
- U — Unsatisfactory (needs immediate attention)

Recommendations should be made in all cases where a "U" is circled. Space is provided at the end of the form for such comments. Designate the items covered by the recommendations, using the code

number applicable (as B-2). In most categories, space is provided for listing of standards, requirements or regulations which have local application only.

A. GENERAL PHYSICAL CONDITION

1. Machines, benches, and other equipment are arranged so as to conform to good safety practices..... S A U
2. Condition of stairways..... S A U
3. Condition of aisles S A U
4. Condition of floors S A U
5. Condition of walls, windows, and ceiling..... S A U
6. Illumination is safe, sufficient, and well placed..... S A U
7. Ventilation is adequate and proper for conditions..... S A U
8. Temperature control S A U
9. Fire extinguishers are of proper type, adequately supplied, properly located and maintained..... S A U
10. Teacher and pupils know location of and how to use proper type for various fires..... S A U
11. Number and location of exits is adequate and properly identified S A U

12. Proper procedures have been formulated for emptying the room of pupils and taking adequate precautions in case of emergencies S A U
13. Lockers are inspected regularly for cleanliness and fire hazards. S A U
14. Locker doors are kept closed..... S A U
15. Walls are clear of objects that might fall..... S A U
16. Utility lines are properly identified..... S A U
17. Teachers know the procedure in the event of fire including notification of the fire department and the evacuation of the building. S A U
18. Air in shop is free from excessive dust, smoke, etc.... S A U
19. _____ S A U
20. _____ S A U
21. _____ S A U
22. _____ S A U
23. Evaluation for the total rating of A. GENERAL PHYSICAL CONDITION S A U

HOUSEKEEPING

- General appearance as to orderliness..... S A U
- Adequate and proper storage space for tools and materials. S A U
- Benches are kept orderly..... S A U
- Corners are clean and clear..... S A U
- Special tool racks, in orderly condition, and provided at benches and machines S A U
- Tool, supply, and/or material room is orderly..... S A U
- Sufficient scrap boxes are provided..... S A U
- Scrap stock is put in scrap boxes promptly..... S A U
- Materials are stored in an orderly and safe condition.. S A U
1. A spring lid metal container is provided for waste and oily rags. S A U
2. All waste materials and oily rags are promptly placed in the containers S A U
3. Containers for oily rags and waste materials are frequently and regularly emptied S A U
4. Dangerous materials are stored in metal cabinets..... S A U
5. Machines have been color conditioned..... S A U
6. Safety cans are provided for flammable liquids..... S A U
7. Bulk storage of dangerous materials is provided outside of the main building S A U
8. A toe-board or railing around a mezzanine used for storage or washing facilities S A U
9. Materials are stored in an orderly and safe condition on this mezzanine S A U
10. Flammable liquids are not used for cleaning purposes S A U
11. Floors are free of oil, water and foreign material..... S A U
12. Floors, walls, windows, and ceilings are cleaned periodically. S A U
- _____ S A U
- _____ S A U
- _____ S A U
- _____ S A U
- _____ S A U
- Evaluation for the total rating for B. HOUSEKEEPING S A U

EQUIPMENT

- Machines are arranged so that workers are protected from hazards other machines, passing students, etc..... S A U
- Danger zones are properly indicated and guarded..... S A U
- All gears, moving belts, etc., are protected by permanent enclosure guards S A U
- All guards are used as much as possible..... S A U

C. EQUIPMENT (continued)

5. All equipment control switches are easily available to operator. S A U
6. All machines are "locked off" when instructor is out of the room. S A U
7. Brushes are used for cleaning equipment..... S A U
8. Nonskid areas are provided around machines..... S A U
9. Machines are in safe working condition..... S A U
10. Machines are guarded to comply with American Standards Association and local state code..... S A U
11. Adequate supervision is maintained when students are using machines and dangerous tools..... S A U
12. Tools are kept sharp, clean and in safe working order S A U
13. All hoisting devices are in safe operating condition... S A U
14. Machines are shut off while unattended..... S A U
15. Adequate storage facilities for tools, equipment, etc., not in immediate use S A U
16. _____ S A U
17. _____ S A U
18. _____ S A U
19. _____ S A U
20. Evaluation for the total rating for C. EQUIPMENT.. S A U

D. ELECTRICAL INSTALLATION

1. All switches are enclosed..... S A U
2. There is a master control switch for all of the electrical installations S A U
3. Electrical outlets and circuits are properly identified.. S A U
4. All electrical extension cords are in safe condition and are not carrying excessive loads..... S A U
5. All machine switches are within easy reach of the operators. S A U
6. Electrical motors and equipment are wired to comply with the National Electric Code..... S A U
7. Individual cut-off switches are provided for each machine. S A U
8. Machines are provided with overload and underload controls by magnetic pushbutton controls..... S A U
9. No temporary wiring in evidence..... S A U
10. _____ S A U
11. _____ S A U
12. _____ S A U
13. _____ S A U
14. Evaluation for the total rating for D. ELECTRICAL INSTALLATION S A U

E. GAS

1. Gas flow to appliances is regulated, so that when appliance valve is turned on full, the flames are not too high. S A U
2. Gas appliances are properly insulated with asbestos or other insulating material from tables, benches, adjacent walls, or other flammable materials S A U
3. No gas hose is used where pipe connections could be made. S A U
4. Gas appliances have been adjusted so that they may be lighted without undue hazard. S A U
5. Students have been instructed when lighting gas appliances to light the match first before turning on the gas. S A U
6. There are no gas leaks, nor is any odor of gas detectable in any part of the shop. S A U
7. Shop instruction has been given concerning the lighting of gas furnaces operating with both air and gas under pressure. . . S A U
8. When lighting the gas forge, goggles are worn. S A U
9. When lighting the gas furnace, the following procedure is used: (a) light the match; (b) turn on the gas; (c) drop the match in the hole in top of the furnace. S A U
10. In shutting down the gas furnace, the gas valve is closed before the air valve. S A U
11. _____ S A U
12. _____ S A U
13. _____ S A U
14. _____ S A U
15. Evaluation for the total rating for E. GAS. S A U

F. PERSONAL PROTECTION

1. Goggles or protective shields are provided and required for all work where eye hazards exist. S A U
2. If individual goggles are not provided, hoods and goggles are properly disinfected before use. S A U
3. Shields and goggles are provided for electric welding. . . S A U
4. Rings and other jewelry are removed by pupils when working in the shop. S A U
5. Proper kind of wearing apparel is worn and worn properly for the job being done. S A U
6. Leggings, safety shoes, etc., are worn in special classes such as foundry, etc., when needed. S A U
7. Respirators are provided for dusty or toxic atmospheric conditions such as when spraying in the finishing room. S A U
8. Provisions are made for cleaning and sterilizing respirators. S A U
9. Students are examined for safety knowledge ability. . . S A U
10. Sleeves are rolled above elbows when operating machines. S A U
11. Clothing of students is free from loose sleeves, flopping ties, loose coats, etc. S A U
12. _____ S A U

F. PERSONAL PROTECTION (continued)

13. _____ S A U
14. _____ S A U
15. _____ S A U
16. Evaluation for the total rating for F. PERSONAL PROTECTION. S A U

G. INSTRUCTION

1. Shop Safety is taught as an integral part of each teaching unit. S A U
2. Safety rules are posted particularly at each danger station. S A U
3. Printed safety rules are given each student. S A U
4. Pupils take a safety pledge. S A U
5. Use of a safety inspector. S A U
6. Use of a student shop safety committee. S A U
7. Use of safety contests. S A U
8. Motion and/or slide films on safety are used in the instruction. S A U
9. Use of suggestion box. S A U
10. Use of safety tests. S A U
11. Use of safety posters. S A U
12. Talks on safety are given to the classes by industrial men. S A U
13. Tours are taken of industrial plants as a means of studying safety practices S A U
14. Periodic safety inspections of the shop are made by a student committee S A U
15. Men from industry make safety inspections of the shop . . . S A U
16. Student shop safety committee investigates all accidents . . . S A U
17. A proper record is kept of safety instructions which are given, preferably showing the signature of student on tests given in this area S A U
18. Rotate students on the Shop Safety Committee so that as many students as possible have an opportunity to participate. . . . S A U
19. _____ S A U
20. _____ S A U
21. _____ S A U
22. _____ S A U
23. Evaluation for the total rating of G. INSTRUCTION S A U

H. ACCIDENT RECORDS

1. There is a written statement outlining the proper procedure when and if a student is seriously hurt. S A U
2. Adequate accident statistics are kept. S A U
3. Accidents are reported to the proper administrative authority by the instructor S A U

(check one)

(check one)

RECOMMENDED STANDARD STUDENT ACCIDENT REPORT

Recordable
Reportable Only

(See instructions on reverse side)

School District:

City, State:

General	1. Name		2. Address			
	3. School		4. Sex Male <input type="checkbox"/> Female <input type="checkbox"/>	5. Age	6. Grade/Special Program	
	7. Time Accident Occurred Date:		Day of Week:		Exact Time: AM <input type="checkbox"/> PM <input type="checkbox"/>	
Injury	8. Nature of Injury					
	9. Part of Body Injured					
	10. Degree of Injury (check one) Death <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary (lost time) <input type="checkbox"/> Non-Disabling (no lost time) <input type="checkbox"/>					
	11. Days Lost From School: From Activities Other Than School: Total:					
	12. Cause of Injury					
	13. Accident Jurisdiction (check one) School: Grounds <input type="checkbox"/> Building <input type="checkbox"/> To and From <input type="checkbox"/> Other Activities Not on School Property <input type="checkbox"/> Non-School: Home <input type="checkbox"/> Other <input type="checkbox"/>					
Accident	14. Location of Accident (be specific)		15. Activity of Person (be specific)			
	16. Status of Activity		17. Supervision (if yes, give title & name of supervisor) Yes <input type="checkbox"/> No <input type="checkbox"/>			
	18. Agency Involved		19. Unsafe Act			
	20. Unsafe Mechanical/Physical Condition		21. Unsafe Personal Factor			
	22. Corrective Action Taken or Recommended					
	23. Property Damage School \$ Non-School \$ Total \$					
	24. Description (Give a word picture of the accident, explaining who, what, when, why and how)					
	Signature	25. Date of Report		26. Report Prepared by (signature & title)		
		27. Principal's Signature				

INSTRUCTIONS

Please read carefully — Fill out form completely

Use the form on the reverse side to report each school and each non-school jurisdictional accident. In the upper left corner, check appropriate box:

School Jurisdictional. Any accident which results in any injury to a pupil and/or property damage which occurs in a school building, on school grounds, on the way to or from school, or in connection with any other school-sponsored activity even though not on school property.

Non-School Jurisdictional. An accident which causes restriction of activity to the pupil, occurring anywhere not definitely specified above.

In the upper right corner, check appropriate box:

Recordable. If the accident results in

- a. Pupil injuries severe enough to cause the loss of one-half day or more of school time, or
- b. Pupil injuries severe enough to cause the loss of one-half day or more of pupil activity during non-school time, or
- c. Any property damage as a result of a school jurisdictional accident.

Reportable Only. If the accident does not cause a *lost time* injury or property damage.

NOTE: Only those forms checked Recordable are to be included in the *Annual Student Accident Summary* forms which are submitted to the National Safety Council.

1. Name. Name of injured student.
2. Address. Home address.
3. School. School attended.
4. Sex. Check box.
5. Age. Age of student at last birthday.
6. Grade/Special Program. Grade level such as K—for kindergarten, 1—for first grade, 2—for second grade, etc.; Special Education, Adult Education, Junior College, etc. If a special program, such as Head Start, Student Work Program, Adult Re-Training or Pre-Primary, so indicate.
7. Time Accident Occurred. Indicate the time the accident occurred as follows: Date (month, day of the month, and year); day of the week; the exact time and check AM or PM.
8. Nature of Injury. Indicate, to the best of your knowledge, what the injury was, such as burn, fracture, abrasion, etc. If multiple injuries, so indicate and list each.
9. Part of Body Injured. Indicate part of body injured, such as lower left arm, right ankle, scalp, etc. If more than one part of body is injured, indicate as "multiple" and list each part.

10. Degree of Injury. Check one box. If the degree of injury is not immediately known, estimate or use a follow-up system. Reports should not be held up for lack of this information.

Death. If fatal.

Permanent. If injury results in a complete loss of, or loss of use of, a body part or parts, such as the loss of an eye, the loss of use of a limb, amputation of a part of the body, etc.

Temporary (lost time). If the injury does not cause permanent disability, but causes the child to lose one-half day or more of school, or one-half day or more of normal activity, during a non-school period.

Non-Disabling (no lost time). If the injury did not cause permanent disability and/or lost time, or loss of activity.

11. Days Lost. Indicate from one-half or more, the number of days that the student was absent from school; and/or the number of days from one-half day or more, the student was restricted from normal activities if during a non-school period. One-half day's lost time in school is defined as one-half of the normal school day for that particular student. The time charge for death is 1,200 days. See *Guidebook*, page 24, for permanent disability charges. If lost time is not immediately known, estimate or use a follow-up system. Reports should not be held up for lack of this information.

12. Cause of Injury. Identify the event which resulted in the injury, such as "struck against moving object," "fall from elevation," "rubbed or abraded," "over-exertion," etc.

13. Accident Jurisdiction. Check one box to indicate where the accident occurred.

14. Location of Accident. Indicate exact location of the accident. Example: Second floor corridor near room 210, girls' gymnasium, sidewalk at northeast corner of 12th and Locust, inside stairway at home, etc.

15. Activity of Person. Indicate what person was doing at time of the accident. Example: Conducting a science experiment, playing second base in soft ball, riding as a passenger in parents' car, driving a bicycle, etc.

16. Status of Activity. Indicate status of activity at time of the accident. Example: Regular classroom period, physical education class, intramural athletic practice, interscholastic athletics, recess, lunch period, supervised before or after school activities, at a friend's home, in the kitchen, at a supermarket, etc.

17. Supervision. Check box to indicate whether an adult was present at the scene of the accident; if "yes," indicate by name and title whether this adult was the teacher, another school employee, the parent, another adult, etc.

18. Agency Involved. Indicate the equipment, substance, material, or the thing most closely related to the accident. Example: Glass test tube, motorcycle, ground surface, other person, dog, etc.

19. Unsafe Act. Indicate any act on the part of the person or persons involved which may have caused or contributed to the accident. Example: Using equipment unsafely, feet in aisle, body contact in sports or other action in excess of intent of rule, not following established rules, etc.

20. Unsafe Mechanical/Physical Condition. Indicate any unsafe mechanical or physical conditions such as deep ruts in play area, ice on sidewalk, improperly guarded machine, improperly stored material, poor lighting, porch railing in need of repair, etc.

21. Unsafe Personal Factor. Indicate any unsafe personal factors that may have contributed to the accident. Example: Bodily defects such as defective hearing; lack of knowledge, skill or experience, such as failure to recognize hazards; emotional upsets such as death in the family, new sibling, parental separation or school failure.

22. Corrective Action Taken or Recommended. Indicate what action was taken locally and/or what further action is recommended, if needed action cannot be taken by local school personnel. Example: Maintenance action such as play area holes were filled and leveled; procedural action such as a study is being made to improve the flow of students into the auditorium; engineering recommendation such as the ventilating system should be studied to determine if sufficient for the area involved; curriculum recommendation such as the present course of study for woodworking shop should be reviewed to insure that safe procedures are included; counseling action such as referred child to guidance department.

23. Property Damage. Estimate in dollars the amount of damage, if any, to school property and/or other property as the result of the accident. Do not hold up report for this information. If there was no property damage write "none."

24. Description. Give a *word* picture of the accident, explaining who, what, where, when, why and how of the accident. Include such items as weather, equipment, unsafe conditions, unsafe acts, personal factors, and whether other persons may have contributed to the accident, and how.

25. Date of Report. Date report was completed.

26. Report Prepared by. Signature and title of person preparing report.

27. Principal's Signature.

TEXAS STATE BOARD OF HAIRDRESSERS
AND COSMETOLOGISTS

INSPECTION REPORT
MUST BE DISPLAYED

COUNTY.....

DISTRICT NO.....

SCHOOL LICENSE.....

WHITE..... COLORED.....

GENERAL CONDITION OF SCHOOL..... INSPECTOR.....

NAME OF SCHOOL.....

STREET..... CITY.....

OWNER..... SUPERVISOR.....

(as per Sec. 2b)

DATE..... LICENSE NUMBER.....

DISPLAYED		DISPLAYED ON BULLETIN BOARD	
School License.....		Curriculum.....	Exam Schedule.....
Sanitary Rules.....		Daily Schedule.....	Inspection Report.....
		Board Notices.....	Code of Ethics.....

INSTRUCTORS	LICENSE NO.	DISPLAYED	UNIFORM	ON DUTY

	GRADE		GRADE
VENTILATION		COMBS	
LIGHTING		BRUSHES	
FLOORS		CHARTS	
WALLS		INSTRUMENTS	
REST ROOMS		DISPENSARY	
LOCKERS		STOVE OR HOT PLATE	
CLASS ROOMS		SINK	
DRINKING WATER DISPENSED		SUPPLIES	
SHAMPOO LAVATORIES		STUDENT ON DUTY	
STUDENTS' UNIFORMS		WATER:	
DRYERS		HOT	
FACIAL COUCHES		COLD	
PERMANENT WAVE MACHINES		CLOSED STORAGE FOR LINENS:	
WALL PLATES		CLEAN	
DRESSERETTES		SOILED	
MANICURE TABLES		STERILIZERS: SUFFICIENT	
STEAMERS		WET	
MARCEL STOVES		DRY	
BLOCKHEADS		CLOSED SANITARY WASTE CONTAINERS	

SIGNED BY:..... TITLE.....

REMARKS.....

EXPLANATION OF GRADES: A—Good; B—Fair; C—Poor; D—Bad, must be corrected.