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SAFETY EDUCATION

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H. W. PETERS

Superintendent of Public Instruction

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FOREWORD

This bulletin deals with materials of safety education for school children. It was prepared as a preliminary report of the subcommittee on elementary education of which Mary May Wyman is chairman. It is hoped that in the near future there will be prepared actual teaching units for use in teaching safety to children. Because of the valuable suggestions which this report contains, and because I believe these suggestions should be made available at once for use in the schools of this state, this report is being published as a bulletin of the Department of Education.

H. W. PETERS,
Superintendent Public Instruction.

EDITOR'S PREFACE

This bulletin is a preliminary report of the Subcommittee on Elementary Schools, a part of the Committee on Safety Education of which Superintendent H. W. Peters is Chairman. The Committee on Safety Education, through its various subcommittees, is seeking to plan a program whereby school children will be taught to live more safely.

This report is not the final report of the committee. It deals more with the materials of safety education than with methods of teaching safety. In the very short interval between the formation of this safety committee (May, 1937) and the preparation of this report, it was not possible to collect materials from the schools, showing how safety may be taught successfully.

Successful safety teaching can be measured effectively in terms of diminishing accidents. It is therefore hoped that schools will keep records of all accidents.

In order to further the work of teaching safety to children and to make possible another bulletin presenting actual teaching units, the cooperation of teachers, principals, supervisors, and superintendents is earnestly requested. The committee hopes that as teachers develop units of work they will send them to the Chairman of this Subcommittee for inclusion in the final report.

The Committee is grateful to Miss Marian L. Telford of the National Safety Council, and to Mr. Frederick Archer, Chairman of the Child Education Committee of the National Safety Council, for helpful criticisms.

Respectfully submitted,

MARY MAY WYMAN, *Chairman*
Subcommittee, Safety Education
in Elementary Schools.

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Unit I

WHAT IS THE PLACE OF SAFETY EDUCATION IN THE MODERN SCHOOL PROGRAM?

Education in safety is essential in the school program. Children must be taught safety if they are to survive long enough to fulfill the State's required attendance at school. There is no choice left to school authorities; children must be taught how to protect themselves in the modern world. Safety education, moreover, exemplifies the philosophy of education to which most of us subscribe. The old idea that schools exist solely as a preparation for adult life is out-moded. Education today strives to enable children to live more effectively each succeeding year, for the entire period of life. There should be no need for wasteful adjustments and painful readaptations in later years when education ceases to occupy all of one's time. Children learn to do by doing, and they develop desirable habits and attitudes by experience. To learn, one must experience situations. Safety education offers abundant opportunity for developing attitudes that permit immediate protection as well as offer ultimate rewards.

The hazards to life are increasing. Men have learned how to invent machines, but in many respects men do not know how to control the machines. Most of the difficulty, today, exists because there is not a clear recognition and analysis of the problems involved. Children must be made safety-conscious; they must desire safety; and they must learn how to recognize and classify the dangers and problems. They need opportunity to propose solutions and to test the proposals until satisfaction is attained. Knowledge is necessary, but does not rank in importance with attitudes and habits of safe-living.

Safety education should aim to help children meet emergencies as they arise. Children could be kept reasonably safe at school by having regulations set up, negations defined, and life regimented. Such a program, however, would not educate. An adequate education in safety permits children (1) to participate in the planning of the program; (2) to develop attitudes toward safety; (3) to form certain routine habits that protect from ordinary and common hazards; (4) to acquire whatever safety knowledge is useful; (5) to learn to use and improve these safeguards established by society; and (6) to develop independence in caring for themselves.

Living Safely at School

Although children must learn to live in a world where hazards are increasing, the schools should be as safe as it is humanly possible to make them. The building itself should meet accepted standards of construction and maintenance. The routine of school life should permit safe practices. The school system owes it to the child to offer every protection so that there can be no injury to hinder normal development, or to maim his body. Every precaution should be taken to provide equipment that is safe. Cogs, belts, and dangerous parts should be guarded. Safety guards should not only be installed, but should be used. Unfortunately, expensive guards are frequently thrown aside when machines are used.

The best constructed steps in the country may be the scene of many accidents, if children are permitted to crowd and push, to carry sharp tools carelessly, or to run up and down steps two at a time. The school environment is very real in the life of the child. The child learns unconsciously from what he sees in the school. Those who use machines should be required to operate machines with safety guards in use.

Every person in the school building is a teacher to the child. Therefore, everyone in the school should be safety-minded. The janitor exemplifies safety principles as he accomplishes his work, often more forcefully than the teacher in the classroom discussions.

Safety Instruction in the Classroom

The school building and school routine have their place in the safety program. They may be considered as part of the laboratory where theories are applied. Instruction in safety is essential, no matter how ideal the building, if there is to be real safety. Lessons in safety may be direct or may be integrated with other types of school work. The method used of necessity must vary with the situation and with the age of the child. One guiding principle should dominate all safety teaching—the teaching should be an **honest effort to modify behavior.** Whatever is taught should be within the environment of the child.

Instruction should be **positive** rather than **negative.** It should not deal with the gruesome details of accidents, nor should it inculcate fear. It should develop wholesome attitudes—safety for more and better adventures.

The best teaching situations are those that arise in the life of the child. The best way to come to school, how to cross the street

or highway, how to handle scissors, knives and pencils, etc., are real problems.

Experience in the whole of the United States over a period of years, reveals that the majority of accidents happen in the home and when parents alone are responsible for their children. Safety education, then, must seek to utilize situations that occur in the home and in life outside of school. There must be a consistent effort to have safety instruction carry over into life as it is lived, in school and elsewhere.

Instruction must be consistent and continuous. One cannot teach safety at the beginning of the school year, and think that the job is done. Nor can one teach safety this year and neglect education in safety next year.

Other Safety Activities

Many schools find that their safety programs are enhanced by organizing a junior safety council. This council may be thought of as a steering committee for safety for the whole of the school. It has been the experience of many schools, that this body functions best when it is a representative group elected by the students and aided by one of the teachers. The council should attempt to solve the safety problems of the school. If it is to be an organization in name only, it is best not to clutter the school with an organization, but to confine the efforts to classroom instruction.

Some schools have excellent safety committees as part of the student council organization. These committees may be very effective, and where there is an active student council and no real need for another organization, the committee can function admirably.

On the whole, such organizations are more purposeful if they meet during school time. It should be considered by students and teachers an honor to serve on the safety body.

Safety Patrols form an interesting and desirable activity as a part of the school safety program. In no sense of the word should a patrol be considered as **the** school safety program—it is only one phase of school activity and provides for training in leadership for a small part of the school group. Safety patrols should be organized under the direction of school authority, subject to regulations approved by the principal of the school. Local and state police, luncheon clubs, and other civic organizations frequently give excellent help in organizing and equipping patrols. This assistance is usually welcome and carefully given.

The only reason for the existence of school patrols is that of education. They should not be organized to save the community the expense of proper protection for the children by qualified police.

The National Safety Council has worked out a pamphlet outlining the work of the patrol. (See Bibliography, Unit IV.) The council insists that patrol members should aid children in such a way that the patrol makes no effort to stop vehicular traffic. Patrols do excellent work when traffic is not too heavy, and frequently aid the policeman assigned to the intersection by holding back the children until the policeman gives permission to cross the street or roadway. Older, responsible children should be the ones permitted to perform this service, and a position on the patrol should be considered an honor. Children should be allowed to serve only when written consent of the parents is on file in the principal's office. These school organizations will be discussed in detail in following chapters.

Safety education, then, has a well-deserved permanent place in the school program. Teachers should utilize every opportunity to make education in safety real and vital. Knowledge is a part of the program, but attitudes and habits have an important function. All agencies in the community that can contribute to safety education should be utilized, but the program should be directed and supervised by school authorities. There are many situations where children learn safety by practicing safety.

Unit II

HOW CAN THE SCHOOLS PLAN FOR SAFETY AT SCHOOL?

Every school building has problems of safety. Consolidated schools and newer buildings in towns and cities are more carefully constructed than are older one-room schools and many of the buildings still in use in towns and cities. While the larger schools have better equipment, there are other types of problems in these schools—those involved in the management of playground equipment, gymnasium, bus transportation and the dangers incident to greater numbers of children. For these reasons, there are common and special problems, building construction, fire prevention, pupil management in the building, etc., which apply to all types of schools.

Rural schools, and "portables" attached to larger schools have a special problem in heating. All stoves should be provided with metal jackets, metal floor plates, and good, secure stove pipes. Stoves should not be placed too near the exit or too close to children's desks. Stove pipes should not be run through cloak rooms or wooden partitions. There should be an emergency door in the side of the room, so placed that a fire originating with the stove will not block its use as an exit.

The proper maintenance of a fire may be the occasion for excellent safety lessons that have a direct value in the home life. Many children have seen adults at home use coal oil to kindle fires. The danger of this practice should be taught clearly. Positive teaching, demonstrating the proper way to lay a fire so that kerosene is not needed, may result in the saving of life. Explosive substances—coal oil (kerosene), naptha, gasoline—should **never** be kept at school. In school shops where a small amount of gasoline is necessary, such substances should be kept in a fireproof can approved by the Board of Fire Underwriters.

Doors in all school buildings should open outward. No school building can be considered as "safe" where there is but one exit. Windows should be considered as possible exits in buildings with only one door, and these should be kept in such a condition that they open easily. In all school buildings, exits should be kept clear. Door locks should be kept in good repair and no door (or gate to a fence) should be kept locked during the school day.

Every regulation concerning school buildings has as its prime purpose the safety of the children. For that reason, every attempt should be made to carry out regulations, not only to the letter, but in the spirit of the law.

Building and Ground Surveys

Surveys should be made each year to determine the safety aspects of the school. Many suggested forms are available. Such surveys should be very simple. Students should make these surveys under teacher guidance. Older children can list the points to be watched and thus make their own survey. If undesirable situations are found, remedies should be suggested. These points should be taken to whoever is responsible for the building.

It is well to remember that about one-fifth of all accidents happening at school occur on stairs or in corridors and about one-third occur in the gymnasium. Children in the sixth, seventh, and eighth grades experience more accidents than younger children.

Keeping Records of Accidents

Ideally, a record should be kept of all accidents that happen to children at all times—when the parents as well as the educational system are responsible for the child. Such a record is valuable in planning the entire safety program. Even though complete accident reporting is not a part of the procedure, a meticulous record of all accidents that occur in school should be kept. These reports should be analyzed and tabulated throughout the years. Each should be studied so that a repetition does not occur. If the underlying cause is found in building conditions, such as a needed light, a repair that should have been made, etc., it should be remedied. In like manner, if procedure is to blame—the way the children pass, the route used, etc.—new procedures should be tried. Frequently, accident records convince city or county authorities that certain inter-sections need safeguarding when children are going to or from school. And the Kentucky Education Code states that "each teacher in the public school is authorized and directed to hold pupils to a strict account for their conduct in school, on the way to and from school, etc." (Section 4503-4 Commonwealth of Kntucky Statute.) Safety of pupils is a part of this conduct.

It is surprising to note how much the children can contribute to projects of this type. Often they see dangers inherent in a situation before an accident occurs. They can and do make valuable suggestions concerning procedures at lunch time, at dismissal, in ways of distributing materials, etc.

STUDENT ACCIDENT REPORT

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

WHO WAS HURT?

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

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

WHEN DID ACCIDENT HAPPEN?

Date..... Time.....A. M. .....P. M.

WHERE DID ACCIDENT HAPPEN?

At school..... If so, in building or on playground? .....

On the street?..... If so, where?.....

Was this an automobile accident? .....

If on the street, was it on the way to school? ..... From school? .....

At home?..... If so, was it in the house?..... Outside house.....

If somewhere else, state where.....

HOW DID ACCIDENT HAPPEN?

What was person doing when hurt?.....
(Playing baseball, crossing street, jumping

.....

rope, climbing stairs, sawing wood, washing dishes, building fire, etc.)

Describe the accident .....

.....

.....

WHAT KIND OF AN INJURY WAS IT?

.....

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

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

.....

Number of days kept from school .....

Signature of Teacher.....

Form suggested by National Safety Council. These forms may be purchased or schools may print them.

SUGGESTED FORM FOR KEEPING ACCIDENT RECORD.

STUDENT ACCIDENT SUMMARY, Month of_____, 19____

City_____ School_____ No. of school days in above month_____

(There were_____ accidental deaths this month. Copies of original report cards covering them are attached.)

Students Killed and Injured, by Grades

CLASSIFICATION	All Grades (A)	Kindergarten (B)	1st Grade (C)	2nd Grade (D)	3rd Grade (E)	4th Grade (F)	5th Grade (G)	6th Grade (H)	7th Grade (I)	8th Grade (J)	9th Grade (K)	10th Grade (L)	11th Grade (M)	12th Grade (N)	Unclass. (O)	Days Lost All Grades (P)
1. TOTAL																
School Buildings																
2. Classrooms and auditorium																
3. Laboratories																
4. Vocational shops																
5. Domestic science dept.																
6. Gymnasium																
7. Swimming pool and showers																
8. Dressing rooms and lockers																
9. Toilets and wash rooms																
10. Corridors																
11. Stairs and stairways																
12. Other building accidents																
School Grounds																
13. Apparatus—swings																
14. " —slides																
15. " —teeters																
16. " —bars																
17. " —other																
18. Athletics—baseball																
19. " —football																
20. " —basketball																
21. " —soccer																
22. " —track events																
23. Other organized games																
24. Unorganized Activities — Running																
25. Unorganized Activities — Scuffling																
26. Unorganized Activities — Other falls																
27. Unorganized Activities — Other																
Going to or from School																
28. Motor vehicle accidents																
29. Other accidents																
Home Accidents																
30. Falls																
31. Burns, scalds, explosions																
32. Cuts and scratches																
33. Other home accidents																
Other Accidents																
34. Motor vehicle accidents																
35. Other street and sidewalk																
36. Playgrounds (not school)																
37. Other places																
38. Enrollments																
39. Days lost—This month's accidents																
40. Days lost this month from previous months' accidents																

Report made by_____ Title_____

One copy of this report should be sent each month to the National Safety Council, 20 North Wacker Drive, Chicago, covering all schools in the city that maintain records.

The Junior Safety Council

A Junior Safety Council can be a very valuable part of the safety program. To be successful, it must be organized for the one purpose of being an organization to function for safety. The work must be taken seriously by the teachers as well as the students. As a body, it must be respected. Where schools have active student body organizations that have existed for a long time, it may be wise to organize for safety as a committee of the existing organization.

Care should be taken to keep the organization simple. There should be representatives from each classroom. Ideally, these representatives should be elected by the children, although there are effective councils where representatives are appointed by the teachers. Two is usually the number chosen, and alternates to care for absences provide smooth-functioning. The principal should delegate one teacher to serve as faculty sponsor, or meet with the group himself. Meetings should be held twice each month; again, some schools find enough work to justify weekly meetings. Meetings should be held in school time. One-room schools will probably find a safety committee more satisfactory than a council.

Where possible, a representative from the Parent-Teacher Association might well be included in the membership of the council. This member can make contributions to make home safety more vital, and could give valuable aid in enlisting the cooperation of the parents in the problem of parents' parking around school.

The council should elect its officers. There should be no figureheads on the council. A president, a vice-president, and a secretary are essential. Usually, there are no dues, and a treasurer is not needed.

If there is a school-boy patrol, the captain should be a committeeman in the council. He has a specific job to perform and due honor should be paid for the faithful discharge of his duties. The safety council, always, under wise teacher-guidance, inaugurates school surveys. It may be responsible for the accident reporting. It studies potential hazards and makes recommendations both as to the building and pupil procedure. Occasionally, meetings may be given over to enjoying a speaker brought to the school for the occasion. It may be profitable on such occasions to have this meeting open to all the classes in the school. Meetings, held as an assembly program, are stimulating.

Some very successful councils follow the plan of having the children formulate one or two points for the entire school to stress during the interval between meetings. These points are based on

current problems. The sponsor writes these points on the board. Children copy them and take them back to their classes. The older children make carbon copies for the representatives in the first and second grades. The classroom teacher gives the representative an opportunity to tell his class what happened at the meeting. The teacher plans at least one safety lesson so that each class will have the opportunity to help solve the problem common to the school. The faculty advisor is given opportunity to explain the work to the teachers that the council is undertaking.

The safety council, then, as a sort of steering committee for the whole school, helps to set up objectives, and aids in the choice of subject matter for the classrooms. It represents an excellent opportunity for the finest type of pupil-participation in a work of permanent value, in addition to being a training school for future leaders in civic affairs.

The Junior Safety Patrol

Another avenue for pupil participation is found in the junior, or school boy, patrol. School authorities have acknowledged that safety patrols have educational value. These have been listed as: A school patrol may:

1. Provide training in actual situations encountered in life.
2. Represent a high type of individual and community duty, providing, therefore, an excellent form of civic training.
3. Stimulate a spirit of service
4. Teach the meaning of justice and law observance.
5. Develop qualities of leadership.
6. Improve morale and raise the standard of the entire school.
7. Exercise the best personal traits, such as self-control, self-discipline, courtesy, and consideration of others.
8. As a direct product of the above, the goal of safety becomes, or more nearly becomes, an actual attainment.

The size of the patrol is determined by the size of the school and the number of intersections to be safeguarded—street or roadways and railroads. There should be enough patrolmen to protect all intersections, and a few substitutes are essential. The members of the patrol should elect their captain and lieutenant. The substitutes should be chosen as the best remaining material after the patrol has been selected.

The captain should be a boy with outstanding ability as a leader. He must be reliable at all times. He will (1) assign the members to their posts of duty and keep a record of these assignments; (2) inspect and supervise the patrol while on duty; (3) pre-

side at meetings of the patrol; (4) carry out the suggestions of the principal or faculty advisor and the safety council; (5) report the activities of the patrol; (6) transmit to the principal all violations of the safety code; and (7) maintain discipline among the patrol members and work for the highest efficiency possible.

His lieutenants—as many as are needed—will do such duties as assigned to them, and will aid the captain in his efforts to have an efficient patrol.

Officers, except the first year a patrol is organized, should have served as patrolmen.

Patrolmen may be boys or girls picked for faithfulness to duty and reliability. Their duties may vary from school to school, but in general they perform these functions:

1. Direct pupils across streets and highways, railroad crossings, or other dangerous places, always using designated lines or crossing points.
2. If a police officer is assigned to the intersection, the patrolman should work with the officer, taking care that children obey him implicitly.

Under no circumstances should patrols attempt to direct vehicular traffic, nor should a patrolman stand in the street or road while vehicles are passing. No movement or whistling which motorists could interpret as signals should be permitted. In rural schools, it may be desirable to have a patrolman accompany the students along the highway to help them keep on the **left** side of the road, walking in single file, facing traffic.

If possible, help in organizing and supervising patrols should be secured from the local or state police. School patrols, however, should not be affiliated with the police department. The patrol should remain a school organization with its activities recognized as educational procedure.

Patrolmen should be equipped with the standard white Sam Brown belts, which should be worn over all clothing. Belts should be kept clean. Automobile clubs, civic organizations, and luncheon clubs are frequently willing to furnish the necessary equipment. Provision should be made for clothing for rainy weather.

School Bus Protection

The State Board of Education issued a bulletin on Pupil Transportation in April, 1936. This bulletin outlines the existing regulations for the operation of busses, the type of bus, the driver, operating rules and regulations, etc. Pages 42 and 43 outline the regula-

tions for the conduct of the pupil. These should be studied carefully and the pupils should develop desirable attitudes toward obeying these regulations.

A bus patrol committee may be organized to aid the driver. Even though there is no other patrol in the school and pupils are transported by bus, there should be a bus patrol to supervise the loading and unloading of the pupils and assist the driver in any possible way. One patrolman should ride each bus.

Other Duties which May be Performed by Patrols

Patrolmen may be assigned to other duties which will help keep children safe at school. They may be stationed in the halls, on stairways, playgrounds, etc. These duties may be performed as committee work by other committees designated by the council. It is well to remember that self-direction on the part of the students is the goal of education. "Bossing" by other pupils is no more, and frequently less desirable than teacher direction.

There should be on file in the principal's office, parental consent for pupil participation in school patrols. The following form is suggested:

Pupil's Name .....
Address .....
Grade..... School ....

I hereby consent to having my son (daughter) serve as a member of the School Patrol.

Date..... Signed.....
Parent or Guardian

The School Shop

Those schools that have shops where various types of shop operations are taught should be particularly careful to develop phases of shop safety. Safety in shops at school is a preparation for safety in industry, as well as a means of safeguarding life and limb while the child is at school. There should be a good safety organization within each shop. The first criterion used in selecting every piece of equipment should be: Is it safe for student operation? Necessary safety devices should be provided and used. Every unit of instruction should contain its study of safe practices. Safety regulations governing the use of each piece of equipment should be worked out by teachers and pupils, and these regulations should form the safety code to which strict obedience is required.

The Gymnasium and Playground

Accidents in the gymnasium constitute about 35% of all accidents that happen in the school building. This high rate is due partly to the fact that more children are apt to be in the gymnasium at one time than in any other part of the school building where activity is permitted. Another probable potent factor lies in the fact that children are permitted to engage in specialized activities before **they have developed necessary skills.** Here, again, every accident should be analyzed and teacher and pupils should together inaugurate a program which they have designed to minimize accidents.

Equipment for gymnasium and playgrounds should be selected with safety being given first consideration. Children should be taught how to use this equipment. Equipment should be inspected once each month by the principal. The best in time will wear to the extent that it becomes a hazard unless constant inspection is maintained and necessary repairs are made.

Statistics show that playground apparatus and organized games are safer than unsupervised play or highly organized athletics. Football is apt to be very hazardous unless the players are equipped adequately, and there are enough substitutes to avoid extreme fatigue in practice and games. Supervised play, with games selected to fulfill the requirements of age and sex are by far the safest, as well as the most worth while playground activities.

Special Occasions

Special observances, safety weeks, school assemblies are worth while only as far as they provide special stimulation. Speakers should be chosen not only because of their interest in safety, but because of their ability as children's speakers. By far the best assembly programs are those arranged by children.

Living safely at school is accomplished by permitting the children to plan and participate in school procedure that is designed for safe living. Each type of school has its particular problems. These problems may be used to educate the children in safe-living.

Unit III

HOW CAN WE EDUCATE FOR SAFETY?

Part I

Street and Highway Safety

Each year, automobiles exact a greater toll of human life. During the past two decades, the number of people killed and injured has far outgrown the increase in the number of motor vehicles. Consequently, both pedestrians and motorists must be educated. Fortunately, the death rate of children has not increased as rapidly as that of adults. In communities where there has been an active, consistent program of child safety education, there has been an actual decrease in motor deaths of children since the inception of the program. Such a state of affairs should stimulate all schools to attempt active programs.

Street and highway safety, moreover, is a problem as acute in rural areas as in the cities. While traffic is heavier in the city, speed is greater in the country. Pedestrians have sidewalks in the city; in Kentucky, sidewalks have not yet been built along our highways in many places. In 1924, 52% of the deaths from motor vehicles occurred in the rural areas; in 1936, 60% of the motor vehicle deaths occurred in the country. Between 1930 and 1936, motor vehicle deaths increased 7% in the cities, but increased 64% in the rural areas.

There are many ways of interesting children in street and highway safety. One interesting way is to begin with the children and their problem of coming to school. This situation is another where a survey is a useful device. A survey should be made of the community to determine the most dangerous crossings. These can be indicated on a map. Discussions should attempt to indicate procedures to be used at these crossings. If possible, protection should be provided for the most dangerous intersections.

Demonstrations are very valuable here. Children, particularly little ones, should be taken to the corner. They should observe the dangerous things. They should be taught, and permitted to practice, looking both ways before they attempt to cross. Upon the return to the school, dramatizations can be worked out, and children can relive the experiences of the corner.

Every child should be familiar with the signs and markings used in his neighborhood. He should be able to read them and tell what they mean, not only in words, but by actual performance.

Children should be taught to select the safest way to come to school. There is excellent opportunity for discussion as to what constitutes the safest route.

There should be discussion as to why children should obey the patrol and the policemen. Efforts should be made to have children do this.

Children in rural areas need to be taught to walk on the left side of the road, so as to face oncoming traffic. Situations should be laid so that children see the wisdom of this procedure. School boy patrols may aid children in following this plan.

All children should be taught to obey traffic signals such as changing lights. They should learn that red means "stop" and that green means "go." A simple test for color-blindness is valuable in detecting children who will require special instruction. Dramatizations, with equipment made by the children, will provide opportunity for practice, but the actual situations should be utilized if there is an electric signal near the school.

Children should be taught that it is not safe to "hang on" to vehicles while they ride bicycles or skate. Attitudes against hazarding one's life for short-lived thrills should be created.

By the time a child leaves the elementary school, he should have developed attitudes favorable to law enforcement. These attitudes will go a long way in giving highway police and public officials the popular support necessary to maintain a program of law enforcement. They should see the necessity for maintaining sufficient highway policemen to enforce traffic regulations and to adapt legislation to whatever changes occur.

Accident Records

Well kept accident records that show not only the fatalities but all injuries that occur to children are valuable to the school and to the community. Nothing shows the value of a safety program quite so well as facts from the particular community at the inauguration of a safety program and the decrease of, a few years later. The types of accidents, etc., form a basis for the selection of subject matter.

Some Teaching Suggestions

There are a few principles to remember:

1. Safety teaching should be positive rather than negative. Wherever possible, situations should be set out so that the emphasis is on the safe thing to do rather than on what should be followed immediately by the positive "do."
2. Fear has little or no place in the safety program in the elementary school. We should teach children to meet situations that arise. Safety is not the end of life, but a means of making life more enjoyable.
3. Children should be taught to discriminate between careless disregard of one's life and limb, and deeds of real adventure. There are many activities that bring pleasure, without risking one's life.

Real situations, the children themselves, and the problems they meet every day form the best type of material to use. Class discussions of these problems, formulation of safety codes, demonstrations of best practices, making traffic surveys, etc., all provide interesting methods. Plays and dramatizations provide expressions of ideas, when they are written by the children. Memorizing lines written by others has little or no value. Safety slogans, stories, poems, etc., are worth while if the child writes them. There is very little, if any, safety teaching to be found in having children memorize or repeat slogans, etc.

Scrap books, bulletin boards, or other study of current events are aids to be used. The making of safety posters may be stimulating. Safety parades, weeks, and drives serve to focus attention, but cannot be substituted for daily, honest effort to safe practices.

Participation in contests may stimulate interest where children must organize knowledge or plan safety programs. Any inter-class or inter-school competition must be undertaken very cautiously. In all our efforts in safety, it is necessary that we encourage the children to evaluate with absolute honesty. Speakers, special assemblies, etc., are useful to vary the program. Very often, there are interesting people in the community who have messages of real worth to the children. A uniformed officer, standing before a group, knows what he talks about when he says, "When that light turns red, you stop, because it is time for the automobile to go." The sincerity in his voice carries conviction.

The example of the teacher cannot be over-stimulated. Pupils are quick to sense the teacher's attitude in the way he drives his car, where he parks, and how he acts on the road. Children are great imitators.

Part II

Safety in the Home

Death by automobile is spectacular. Frequently, the motorist is to blame. Death in the home is much less sensational, but nevertheless is as real. The members of the family cannot ease their feelings by placing responsibility on others. Usually, no damage can be collected. There are no law suits. In many localities, safety in the home is much more of a problem than safety on the highway. More than four times as many people are injured in their homes as by automobiles on the highway. In industry and on the highways, legislation will accomplish some phases of safety. Education is the only factor that will promote safety in the home.

Many Types of Accidents Occur in the Home

The home is interpreted to mean the house, the yard surrounding the house, the garage, etc. In rural areas, the home includes the entire farm. Every type of home has its potential accidents—the palace of the millionaire as well as the hut in which the most humble person in the land may live.

The chief causes of loss of life in the home are: falls, burns, asphyxiation and suffocation, poisons, and electricity. These factors, plus cuts and punctures, produce also the greater proportion of disabling injuries. Accidents from poisoning seem to be on the decrease—thanks to the educational work of many agencies.

A system of reporting accidents accomplishes a valuable purpose in determining what hazards exist in the home. No complete data exists for Kentucky as a whole. Public accidents are fairly well tabulated, but data are lacking on the accidents that occur in the home.

The following items are accident-makers in the home. They represent the ones that should form the basis of the subject matter presented at school:*

1. Falls:
   From high places—chairs, tables, play apparatus, trees, windows, porches, etc.
   On stairs, steps
   Over obstructions on floor such as playthings, tools
   In bathtubs, showers
2. Burns, scalds and explosions:
   Playing with matches
   Playing near unscreened fireplaces, bonfires
   Playing with candles

* From "Source Material Suggested for Core Curriculum of Virginia Secondary Schools".

Falling against stoves, fireplaces, pipes, radiators
Upsetting hot liquids: a pan on stove or table, a coffee pot, a cup of coffee or tea
Fireworks
Explosions of cleaning fluids

3. Asphyxiation and suffocation:
   Suffocation in bedclothing (particularly deadly to young babies)
   Cutting off of air supply by swallowing foreign objects, such as coin, marble, piece of rubber balloon, etc.
   Inhaling poisonous gas: illuminating gas, carbon monoxide gas (The latter, given off by automobile engines, is particularly deadly, because it is odorless, colorless, and tasteless.)

4. Poisons:
   Accidental swallowing of cleaning fluids
   Accidental swallowing of medicine (intended for external use only, or taken in extreme doses)
   Contaminated food
   Plants
   Animals

5. Firearms:
   Playing with guns that are supposedly unloaded
   Careless use of small firearms, such as air rifles and BB guns (According to the National Society for the Prevention of Blindness, more than half of the eye accidents to children are caused by these small weapons and fireworks.)
   Accidental discharge of weapon deliberately or accidentally pointed at a person
   Failure upon the part of a hunter to be sure movement among trees or weeds is not caused by another hunter
   Failure upon the part of a hunter to put loaded weapon through a fence first and crawl through after it.

6. Cuts and scratches:
   Playing with knives, pointed objects
   Incorrect or careless use of hand tools, knives
   Stepping on broken glass, nails, wire

The Farm Home

The farm home includes all the hazards of the city home, plus many dangers peculiar to the farm. In most rural homes, hot water may be obtained only by heating water on the stove in large vessels. Risks from scalding are involved because of the heaviness of the containers. Handles of pans are sometimes turned in such a way that investigating little hands pour the contents over little bodies with disastrous results. All too frequently, home-makers are guilty of setting tubs of hot water on the floor where children may fall into them.

Lye is a substance used in many homes. Nothing is more terrible than the results of accidents with lye. Children do not realize its danger and they eat it. If death does not occur, the child is usually mutilated for life. If lye is used in the home, it should be

labeled properly and kept where children cannot reach it at any time. Children should be taught the danger of handling such substances. Other household cleaners containing lye should be handled with the utmost care.

The farm home is more apt to contain antiseptics that are poisonous than is the city home, for such materials are frequently needed in caring for the animals about the farm. All poisons should be labeled and kept in cabinets where only responsible adults have access.

Fire is usually more serious in rural areas because the aid of trained fire-fighters is not readily available. Kerosene and gasoline lamps, stoves, and equipment demand that these inflammable substances be kept for fuel. Methods of heating homes are more apt to cause fire than those used in the city. Kerosene, gasoline and kindred subjects should not be kept in the house, however. Flames on lamps and stoves should be extinguished and cooled before tanks are filled.

The farm mother is usually very busy with her many duties. The children must amuse themselves and frequently play in places where there is danger. It has been said that the kitchen is a dangerous place for children to play. Farm children, however, usually spend most of their time where the mother or the father works.

Certain activities of the farm provide definite hazards. Hog-killing presents its dangers with sharp knives and hot water. Canning and cooking for harvest hands present additional occasions for burns. The cutting of firewood may be attended by hazards from axes. In like manner, many occasions for accidents might be listed.

The school should attempt to help the child live more safely in his home. Each teacher should know the type of home from which children come, and should adapt her teaching to the needs of the children.

Material about preventing fires will be given in the chapter, "Fire Prevention".

Suggestions for Teaching

Home inspection is a device that carries considerable value from the teaching standpoint in that it aids in making children safety-conscious. The check list should be simple. Some forms are available free from insurance companies. Blanks prepared for use in other communities, however, may contain items of no value in the districts in which they are needed. Questions in the check list should be pertinent and definite, as well as simple. For example:

A. Equipment

1. Do you have a strong, safe stepladder that is in good condition?
2. Are means taken to keep rugs from slipping, particularly on polished floors?
3. Are stairways and halls well lighted? Are they free from obstacles and litter?
4. Is there a handrail?
5. Is a rubber mat provided for the bathtub to prevent slipping?
6. Have you a screen for use in front of open fires?
7. Are all gas pipes and fixtures tight to prevent leaks?
8. Are your furnace and stove pipes clean?
9. Do you have a metal container for hot ashes?
10. Are metal boxes provided for storing matches out of the reach of children?
11. Is there any rubbish in your attic or basement?
12. Is there any tool or piece of equipment in your home that may cause an accident?

B. Family habits

1. Do the members of your family stand on a stepladder when they reach for things?
2. Are toys and similar articles kept off stairways and walks?
3. Are brooms, mops, rakes, lawn mowers are similar equipment kept in suitable places in such a way that they will not cause accidents?
4. Are snow, ice, or other slippery substances promptly removed from stairs and walks?
5. Do you keep coal oil, gasoline, naphtha, linseed oil, or other inflammable substances in the house?
6. If any "dry cleaning" is done at home, is it done with non-inflammable fluids?
7. Are cigars, cigarettes, and matches completely extinguished after use and placed in proper containers?
8. If clothes are dried indoors, are they hung at sufficient distance from stoves or open fires to prevent their being ignited?
9. Do you ever keep oily rags or rags with paint spots on them in the house?
10. Do you turn off gas or disconnect electrical appliances before going to bed or leaving the room for a long time?
11. Are fires extinguished or properly protected at night or when people go away from home?
12. If kerosene lamps or stoves are used, are they extinguished and cold before they are filled?
13. Does any member of the family ever use kerosene to start fires?
14. Does anyone leave kettles of hot water where children may fall in them or may tip them over?
15. Are the children taught not to play with knives, scissors, bottles, and matches?
16. Are razor blades, broken glass and bits of china disposed of in such a way that no one can be hurt?
17. If you have firearms in the house, are they kept where children cannot reach them?
18. Are strong medicines or poisons properly labeled and kept out of children's reach?
19. Is the electrical wiring safe? Are all electric cords of the safe type and in good condition?
20. Does any member of my family do anything that might cause an accident to himself or to others?

Inspection of homes are more valuable when they extend over long periods of time, noting certain types of problems at one time as these hazards are discussed at school.

Encouraging children to beautify their yards by having attractive gardens is one good way of encouraging perpetual clean-up. The gardener or home owner who wants an attractive back yard will not permit wood with dangerous nails, tin cans, glass, or other bits of trash to accumulate in the back yard.

Informal dramatizations are effective in teaching home safety. As has been pointed out previously, the dramatizations written by the children are those with the most value. Care should be taken to stress prevention of accidents in these situations. Where there are playhouses, emphasis should be put on safe practices as the children play in the houses.

Demonstrations are of value as in highway safety. Children like to show how they remedy situations, how they put their toys away, and how they keep safe.

Accounts of "What Mother Does to Keep Us Safe", "How My Dad Works with Safety", "How I Help Keep Our Home Safe", should be substituted for gruesome tales of accidents that occur.

A demonstration of how to build a fire in the kitchen stove and in a heater, how to light a lamp, how to build a fire to burn waste material, etc., are interesting to all children.

Clean-up campaigns accomplish much good, because many people in the community grow careless. The goal should be toward constantly keeping trash and litter from accumulating.

Parents should be interested. A serious attempt should be made to arouse the interest of all women in the problem of home safety. The Parent-Teacher Association has devoted much of their time during 1935-36 to safety, but efforts should be perennial. A representative from this body might well be included in the membership of the Junior Safety Council.

Other clubs would probably be glad to join in campaigns of this nature. Insurance companies, safety organizations, and other national organizations, such as the American Red Cross, have available booklets that can form the basis for discussions or study clubs. There is an emotional appeal to the idea of making homes safe. The end—safety in the home as well as work and play—justifies the effort that is expended.

Other means of teaching safety in the home will be found in many school activities. In primary grades, classes frequently build houses of blocks or boxes. Safety features in the home should be considered. When planning the lights for the house, the fireplace, the arrangement of furniture, and all other phases of home life, safety should be emphasized.

School housekeeping connected with the cooking and serving of lunches offers abundant opportunity for teaching safety. It is important for the girl and boy to learn how to handle cooking utensils and hot food so that no one is hurt. The teacher needs only to be alert to such opportunities.

Part III

Fire Prevention

Most fires are caused by carelessness or ignorance. Almost three and one-half million homes burn and about 8,000 people die as the direct results of burns each year. Important causes for 1934 were listed as: smoking; defective flues and chimneys; defective stoves and furnaces; hot ashes, coals and open fires; rubbish and litter; and fireworks. In many communities, more children burn to death than are killed by automobiles. If injury and death from fire is to cease, education will have to be the accomplishing agent.

Fire Prevention in Schools

There should be frequent inspections of school buildings to make sure that they are safe from fire. This responsibility rests squarely on the school administrator. The School Building Code gives adequate and explicit directions to safeguard against fire. A form for inspections has been worked out. This form is now being used by some of our Kentucky cities. (See Appendix.)

Teachers and pupils should join with the principal and janitor in an effort to keep schools free from fire. All the phases can be made educational procedure—keeping aisles and fire escapes open and free from obstructions; safe disposal of waste paper; safe storing of rags and materials used in cleaning; keeping inflammable substances in the school building, etc.

Every school should be equipped with a fire extinguisher, kept in working condition in an easily accessible place. If it is the liquid type, it should be recharged once each year. The date of the last filling should be recorded. Its use should be demonstrated to the children. This can be done in emptying it, prior to its being recharged.

Fire Drills

Fire drills are mandatory by law at intervals not greater than two weeks. Suggestions for conduct of these drills should be made by local fire authorities where they exist. In general, the following points should be observed:

1. Signals should be clear, loud, and used for no other purpose.
2. Teachers and pupils should take fire drills seriously.
3. Neither teachers nor children should know when drills are to occur.
4. Pupils should walk (not run) without talking, from the building, to a sufficient distance to provide real training.

Fire drills should give children practice in acting under varying conditions—change of classes, assemblies, physical education periods, and lunch time, as well as during regular classes. Different exits should be occasionally shut off. Care should be taken that the children understand that exits will be closed for the sake of practice. The principal or someone delegated by the principal should have a placard placed at the closed exit: "This exit closed". No door should be locked.

There is considerable difference of opinion as to whether the teacher should lead the class from the room or be the last to leave the room. There are distinct advantages in having the teacher be the last to make sure that all children are out. There are other advantages in having her lead the group.

Children should not be permitted to get their wraps after the fire bell has been sounded. It must be emphasized that it is dangerous for children to carry anything in their hands during the fire drill. Principals should exercise discretion in the day selected for fire drill. Weather conditions should be such that children can be out-of-doors without wraps for a few minutes without risking illness.

Smoking in school is prohibited by law: Kentucky Statutes, Section 1277a-4, quoted from "Kentucky Common School Laws", June, 1934, Volume II, No. 4, page 22, states:

"Every person, who shall smoke or use a cigarette or cigarettes in any school building or any building or such parts thereof as may be used for school purposes, or upon school grounds, while children are assembled there for lawful purposes, shall be guilty of a misdemeanor, and upon conviction, shall be punished for each offense by a fine of not less than one nor more than five dollars."

Some Points in Fire Prevention in the Home

While fire is more apt to spread in areas where houses are close together than in rural areas, homes in cities have the advantage of efficient fire-aid near at hand. Each year many farm homes are completely destroyed by fire.

Defective chimneys cause many fires. Each chimney should be sound from top to foundation. There should be no loose bricks and no places where the mortar is missing. Chimneys should extend

from the foundation of the house. There should be no cracks or open crevices anywhere in a chimney. Houses should be so built that it is possible to inspect chimneys between ceiling and roof.

Defective stovepipes are another source of danger. Every joint should fit closely. Stovepipes should be free from rust, and should not be closer than eight inches to woodwork. Each stovepipe should be fitted with a fireproof thimble and a metal collar where it touches the wall. Stovepipes should be kept clean, so that the soot will not catch fire and throw burning chunks on the roof.

Open fires. Many people use open grates in their homes. Wherever they are used, they should be protected with fire screens. Many little children burn to death each year when they get too close to the fire. Coals and sparks from open fires frequently set flooring boards on fire.

In this same category comes the practice of **leaving stove doors open** when the family is away, busy in some other part of the house, or during the night.

Gas heaters and **electric heaters** are as dangerous as open grates in their ability to ignite clothing. Since they do not require attention, it seems difficult for some people to remember that they get hot.

Ashes should be kept in metal containers, and kept away from wooden partitions, fences, or any other place that can catch fire. Live coals frequently stay hot for hours under the blanket of ashes.

Bonfires. Fires to burn trash, paper, etc., should be built far away from buildings. Whenever one is laid, a bucket of water should be set in a place conveniently near the fire. Fires should never be left while the responsible person goes to do something else. Children should not be permitted to build such fires without the immediate supervision of an adult. Fires should never be started when the wind is blowing toward buildings, nor should they be lighted anywhere when there is a high wind.

Spontaneous combustion is an accepted fact, not just a theory. It is caused by oily rags, paints, varnish, damp hay put in mows, heating manure piles, etc. Fires from spontaneous combustion may start at any time in clothes closets, attics, barns, hay mows, stables, coal bins, or even in rooms. Rubbish should never be allowed to accumulate. Oiled dust rags, mops, or similar equipment should be put in tin containers, with tight tin lids, if they cannot be thrown away immediately. Dust is an explosive. Accumulations of dust, therefore, are apt to burn. If newspapers are to be kept for any purpose, they should be folded neatly and tied in bundles.

Gasoline and kerosene are two dangerous substances when improperly handled. Neither should ever be used to start a fire. **Don't** store in house, barn or garage. Never pour any out of the can except in daylight.

Many people lose their lives attempting to dry-clean clothes with these and similar substances. It is not necessary for gasoline, naphtha, benzine, etc., to come into contact with an open flame for fire to follow. Electricity generated by rubbing the fabric frequently is the only spark needed. Women will do well to economize in some other way and let the professional cleaners do the cleaning of clothes.

Matches should be kept out of reach of children, etc. They should be kept in a metal container, a safe distance from stoves, pipes, and furnaces. Rats and mice sometimes carry matches into their holes with dangerous results. The woodmen's rule of breaking a match in two before he throws it down is a good one.

Cigarettes frequently cause fire—they are rapidly becoming the greatest fire hazard of this age, not only because of their burning stubs, but because of the careless handling of matches in lighting them. They set fire to grass along the roadside, bushes, hay, straw, farm yard rubbish, barns, houses, etc.

Smoking in bed is another dangerous practice. The smoker drops off to sleep and before he knows what has happened, the bed is on fire. Several hotel fires have been started in this way.

Electric wiring should be done by experts. All wires should be carried in strong metal conduit, and electrical work should be inspected before it is used in communities where such service is available. Electric appliances should have cords and plugs in good condition. Real fuses should be used. The fuse is the safety valve, and when one is blown, it is because there has been trouble somewhere. A blown fuse means a fire has been prevented. Fuses should not be replaced by pennies.

Fourth of July and Christmas Fireworks

Fireworks cause many injuries to people and are responsible for many serious fires. Since Kentucky is located between the North and the South, Kentuckians are apt to celebrate with fireworks twice each year—July 4 and during the entire Christmas season.

Because of the campaigns conducted for a "Safe and Sane Fourth", people tend to believe that the deaths occasioned by fireworks have ceased, and that those that occur are due to gross care-

lessness. Such is not the true picture. In 1936, 7,738 children between the ages of 1 and 10 were injured; 30 were killed; a group of 57 children lost the sight in at least one eye. Two-thirds of all accidents are caused by the common small firecracker. Quite frequently, powder or shot carries dirt into the flesh where tetanus germs thrive in the deep wounds. Powder burns hardly noticed may be the cause of tetanus or lockjaw, which may result fatally.

The rural schools, particularly those in session around July 4, can change this picture in Kentucky, if teachers will accept the challenge. Our people should know that there is no such thing as safe fireworks in the hands of children.

Christmas Safety

Christmas is too happy a time to have it marred by injury and death. However, many homes are saddened and many public entertainments are turned into veritable holocausts because someone in charge did not think of safety. Old Santa himself, sometimes, pays the penalty when whiskers and cotton batting catch fire. If possible, use electric lights on Christmas trees. Remember evergreens burn easily, and after they have been cut several weeks, they are hazards. If electric lights are not possible in schools and public halls, do not light the tree under any circumstances.

Paper and cotton batting are easily inflamed. Purchase Christmas decorations that are non-inflammable. Labels bearing the approval of National Bureau of Fire Underwriters and similar organizations will act as a safeguard.

The joy of Christmas need not be overshadowed with anxiety. Take all precautions and then enjoy the programs. Children appreciate efforts in their behalf and enjoy aiding them.

Teaching Fire Prevention

It has been stated that man's indifference to fire is instinctive; fire has an attraction for human beings. If this be true, teaching fire prevention is upsetting a human instinct and can be accomplished only by employing other instincts and emotions. Thus, when a child persists in playing with matches, another type of emotional reaction must be set up to break the habits. If the father or mother takes the child in the backyard, gives him a box of matches, and insists that he light each one individually, blow it out and break it before he discards it, the new reaction may stop further trouble.

In most communities, there is an observance of fire-prevention week. It is well to observe this occasion, because the focusing of attention is a stimulation. Fire-prevention, however, should be taught throughout the year, as the occasions present themselves. During severely cold weather when stoves are apt to be overheated and folks stand too close to heat; at Christmas, when our thoughts are farthest away from tragedy; during the spring, when the mania for cleaning seems everywhere—these are a few of the occasions for additional lessons.

Programs suitable to every age of the child may be carried out in every department of the school. Representatives of local fire departments can be used as speakers. A fireman in uniform, telling where to keep coal oil cans, etc., makes an impression.

Efforts should be made to have the children appreciate the value of community cooperation in the matter of controlling fire. They should evaluate the work of the fireman, and realize the part each individual plays.

This is an excellent time to inspect the home to determine how free they are from fire hazards. Parents hear much about fire prevention over the radio at this time, and usually are interested in the problem.

Children should be taught how to build a fire, both in a stove and out-of-doors. For older children, there are considerations of kindling temperatures, etc., but for the little child, it is enough to know that one crumples paper, lays pieces of firewood on that, and then larger wood, etc., in such a way that the air can get to it. He should know the dangers of using coal oil. He should be helped to form the habit of filling the kindling box and wood bin during the day so that a supply is available. Children should be taught that matches are not toys and that children must not play with them.

Where there is community cooperation in fire control, children should be taught how to turn in an alarm. They should know why false alarms are menaces. Children in rural areas as well as cities should be taught what to do in case fire breaks out in the home.

In like manner, everyone should be taught what to do in case clothing does catch fire. He should be taught how to smother out flames in various circumstances, and that under no conditions does one run from one room to another, or out-of-doors.

Dramatizations and plays have their part to play in teaching fire prevention. A number of movies are available. Local fire departments and insurance companies frequently have such material

available. Magazines carry interesting suggestions. Safety Education Magazine, published by the National Safety Council, always has material that is designed for school use.

Part IV
Safety at Play

Play Spaces

Childhood and play go together, but play has lasting happiness only when it is safe. Every time one plays, there are risks, but if one takes necessary precautions, he will not suffer the many accidents that could occur.

The subject of play at school has been discussed in another chapter. Play outside of school will be discussed in this chapter.

Every child should have a safe place in which to play the games which are interesting and valuable to him. The street and the highway do not constitute safe places for play. Cities usually have areas set aside for play. Usually there are vacant lots in towns that can be utilized.

An asphalt or concrete surface, however, seems to be necessary for successful use of skates and wheels. No community has yet been listed that has provided skating places in public parks for boys and girls, even though there are bridle paths, golf links, swimming pools, and tennis courts for the relatively few people. Until the community can be induced to provide for all children, the schools must do what they can to teach children to utilize the resources that are available.

Some communities rope off certain streets for a part of the day to permit dancing, skating, coasting, showers, etc. Kentucky might well copy these plans from other cities. Use of school buildings and grounds after school hours is another means of discouraging accidents.

Bicycles

Bicycles are increasing in popularity both in cities and rural areas. Boys and girls should be taught how to ride their bicycles so that they may get the greatest enjoyment from their use, and that they may not endanger the lives of others. Some schools have had very successful campaigns during which every bicycle was inspected. Those that met requirements were given an "O. K." tag. Those that were defective were given a tag telling the owner what needed to be done. These tags were exchanged for "O. K." when the corrections were made.

The following points are suggestive, not only for inspection of bicycles, but could be used as the subject matter on which lessons are based:

A. Selecting a bicycle
   1. Materials used in construction of frame, fork and rims—Is it substantial? Will the frame break easily or come apart?
   2. Spokes—Are there sufficient spokes and are they strong enough to support a rider?
   3. Tires—Is there a tread to grip the roads and prevent skidding?
   4. Brake—Is there a coaster brake?

B. Adjusting the bicycle
   1. Height of saddle—Is the saddle low enough so that the foot rests comfortably when the pedal is at the lowest point?
   2. Handle bars—Do the hands drop naturally upon the handle bars a little in front of the body with the elbows only slightly bent?
   3. Working condition—Are all parts of the body in good working condition? Are all parts clean and well-oiled? Are tires in good condition and properly inflated?
   4. Lights for use after dark—Is there a light on the front and one on the rear?

C. Traffic regulations—Some communities have regulations for bicycles. In general, the following apply to bicycles in the State:
   1. Ride close to the curb or the edge of the road **on the right-hand side.**
   2. Ride single file on city streets and on roads except when there is very little traffic. If two or more cyclists meet an auto or are overtaken by one, they should ride single file even on roads when there is little traffic.
   3. Never ride on the sidewalk.
   4. Never ride a person or heavy bundle on the handlebars or frame.
   5. Never hitch on another vehicle.
   6. Dismount and walk across difficult crossings.
   7. Obey all traffic lights, boulevard stops, and other traffic signals.
   8. Use the proper signals to turn right, left, and stop.
   9. Do not try to squeeze through narrow places between two vehicles.
   10. Use your light after dark—autoists cannot see you if you have no light. You should have a light in the front and some type of light or reflector in the rear.
   11. Have a horn or bell but use either only as it is necessary.

Roller Skates

Some school systems prohibit the storing of skates at school to prevent children's skating to school. Traffic is by far too heavy in early morning hours to permit children's skating through the busy streets. Care should be taken to select places where skating is safe. Some cities rope off streets for skates at regular times. When many children in a school have skates, an inspection similar to that outlined for bicycles may prove interesting and valuable.

Children should obey certain rules about skating:

1. Skating is an exercise, not a means of transportation. Therefore, skaters should skate and not hang on trucks, automobiles or street cars. This practice of hooking rides is very dangerous because the child at any time may strike a bump that causes a fall into the path on another vehicle.
2. Places where there is little traffic should be selected for skating.
3. Precautions should be taken to see that skates are in good condition.

Ice Skates

There is little opportunity in Kentucky for people to become proficient skaters. The very fact that temperatures vary widely in the winter months makes skating on ice a hazardous sport. Precautions should be taken to see that the ice is thick enough to bear one's weight. Skates should be kept in good condition to minimize falls from tripping.

Coasting

The occasional snows in Kentucky make coasting intriguing. A safe place should be selected, one that is not traversed by a road, even though seldom used, or a railroad. Hooking rides on vehicles on roadways is very dangerous as proven by the lives sacrificed in this way through collisions. There is another danger not so apparent—that of poisoning by carbon-monoxide gas. The child on the sled is perilously close to the exhaust pipe and there are cases on record where hooked rides have resulted in fatal gas poisoning.

Kites

Kite season exists throughout many months of the year in Kentucky, however traditional may be kiteflying in March. Every year, serious damage is caused by kite strings meeting electric wires. If wire or tinsel string used instead of cotton twine, comes in contact with high tension wires, death is apt to result to the kiteflier or to others. If the electric current is only moderate in volume, sections of the city may be deprived of current until the damage can be repaired. Very weak current may kill people with weak hearts. Kites made with wire in the frame may cause short circuits, when the kite rests on several wires or carry the current to the flier. In like manner, wet string may carry electric currents to the flyer or may interrupt service.

Children should be taught not to climb poles to retrieve kites. The danger of coming into contact with live wires is by far too great to run the risks. Utility companies frequently would rather send an employee to retrieve a kite than to permit children to risk

their lives. Some of these firms have representatives to lecture on this subject, using a demonstration to show what happens when metal string touches wires carrying current. A lecture of this type is interesting and very helpful.

The following points represent the subject matter that should be included in lessons on this subject:

A. Constructing a kite
   1. Select a design that is moderate in size—i. e., not too large for cotton string to fly it when complete.
   2. Use only paper, wood, and string to make a kite. It is better to omit the nail usually used where sticks cross. The sticks can be bound in place with string.
   3. Select cotton cord for flying the kite. Do not use "Christmas" or tinsel-wrapped string.

B. Flying the kite
   1. Select an open space, away from trees and wires.
   2. Avoid flying kites on the streets, because of vehicular traffic.
   3. Do not use a wire line to get the kite up.
   4. If the kite should break loose and be caught in a tree, be very careful in climbing to retrieve it. Test the limb to see if it will bear your weight before you get out on it.
   5. If the kite gets caught on wires, call the utility company who owns the wires.

Other Dangerous Toys

There are many other toys which may be a source of danger to children. Chief among these are rifles, BB guns, sling shots and darts. Occasionally, misuse of such toys cost lives, but the most frequent damage is to vision. Many children lose one or both eyes through such accidents. Children should be taught the dangers of playing with such toys and that one should always remember the eyes of the other fellow. No retribution can be made for causing another to lose the sight of an eye.

There are other playthings that children use and games that children invent that are very dangerous. Ice picks, knives, and scissors cost eyes and even life itself. Games in which bandits are hanged, etc., are very dangerous. Whistles and party balloons may endanger by being drawn into windpipes or lungs. It is a safe rule not to put such objects in the mouth.

Occasionally, children pick up explosives and investigate them with a hammer. It has been said that a person has but one accident with an explosive.

Play on the Farm

Children on farms are much more apt to be injured than children in cities. They have the same dangers of the home and yard

immediately around the house that the city child faces, as well as a multitude of hazards connected with farm life. The farm child is free to roam far away from the watchful eye of his parents. Usually, he has fewer toys than the city child. He amuses himself with implements and animals. As children wander through the fields, there are poisonous snakes and poison plants, barbed wire, and nails protruding from planks, as well as farm implements that are interesting but sometimes dangerous. The farm child needs to remember that riding a playful colt, a cow, or even a strange horse, has many dangers. He must know that swimming holes may be deep, or polluted and that gravel pits, sand beds and abandoned quarries hide hazards to life and limb.

Poison Ivy

Poison ivy is found in every section of the State. It is the most common of the poisonous plants. It produces severe inflammation, itching and burning of the skin of some persons who come in slight contact with it. Others can touch it and not be affected. No person, however, should depend on his apparent immunity to prevent his being poisoned. There are many cases where people get severe cases of poison ivy when they thought themselves immune. It must be remembered that the posion can be carried to the body from touching clothing that has come in contact with the ivy several days before.

Anyone exposed to poison ivy should wash the exposed parts thoroughly with common laundry soap and **running** water as soon after exposure as possible. It is now possible for doctors to give "shots" that cure ivy poisoning and immunize for a short time. It is very unwise to use sugar of lead as a cure, because lead poisoning is possible, and forms a much worse condition than the ivy poisoning.

Poison ivy is recognized by its three leaflets. In the fall the foliage is brilliantly colored and the plant bears white berries. It will poison in winter as in summer. Occasionally, poison ivy plants will appear in gardens, on walls, etc., since the seeds are carried by birds.

Hunting

Hunting is a favorite sport of many farm boys. The hunting season is a dangerous one, but deaths from gunshot wounds are not confined to any one season. Children should know that one must always:

1. Carry a gun, even a toy one, with the muzzle pointing toward the ground.
2. Keep the muzzle free from mud, snow and ice.
3. Put the gun through the fence safely before climbing a fence.
4. Refrain from pointing a gun at anyone.
5. Take the shells from a gun before putting it away.
6. Remember that "unloaded" or "empty" guns kill a tremendous number of people.
7. Be sure the way is clear before shooting.

Farm Machinery and Animals

Many members of the family operate farm machinery. Certain types of farm machinery should be used only by adults trained in their operation. Guards should be provided where they are necessary. Mowers, discs and harvesters present serious problems because of their sharp cutting edges. All power-operated machinery is potentially dangerous if handled carelessly.

The handling of farm animals requires skill and care. Vicious or frightened animals have injured many. Fortunately, our 4-H Clubs are teaching boys and girls how to handle farm animals. The Dairy Head Improvement Association uses this slogan: "No bull is a safe bull".

Children should learn the hazards connected with working with farm implements. They should form certain habits—removing loose sleeves, ties, etc., when working around machinery; and attending strictly to business when operating machines. They should refrain from teasing animals with young. They should not attempt to play with strange animals.

Swimming

Swimming is an enjoyable sport. It contributes possibly more than most other physical activities toward keeping the body fit; it prepares for participation in other water sports which should not be attempted unless one can swim. It may be a means of saving one's life when accidents occur during travel, etc. It aids in the development of the body, increases endurance and develops ease and grace of movement.

There are a few important rules:

1. Select carefully the place you will swim; know the hazards—the current, step-offs, etc.
2. Always swim in reasonably clean water.
3. Never attempt to swim beyond one's endurance.
4. Always swim with company, or where the place is supervised.
5. Avoid swimming at least one hour after eating, and do not eat immediately after coming out of the water.

6. Never enter the water when overheated.
7. If the water is cold, one should remain in it for only a few minutes. Chattering teeth and blue skin are danger signals.
8. If cramps occur, the muscle should be rubbed gently.
9. Avoid excessive sunburn.
10. Take a bath with soap as soon as possible after swimming.

Railroads

If a railroad is located in the school district, the teacher should recognize it as a problem for safety education. Railroad rights of way frequently attract venturesome children to play there, as well as to use the track as a short cut or roadway. Lesson should be planned. The following points should be included:

1. Railroads are private property.
2. Persons injured while walking, playing, etc., on railroad property cannot expect compensation for their injuries because individuals not employed by the company have no business on this private property.
3. Walking on the tracks is dangerous because:
   a. Through trains make great speed, and often the person cannot get out of the way in time.
   b. The roar from one train frequently drowns out the noise from a second train.
   c. Trains may be expected at any time because trains are late and there are extra trains.
   d. Fast-moving trains create such air-currents that children's clothes are drawn against the train, even though the child attempts to get away from the train.
   e. Feet sometimes get caught in switches and canoot be removed in time for the child to get out of the way.
   f. Undesirable characters frequently hang around railroad tracks. Tramps sometimes rob children or do them bodily harm.
4. Cinders of railroad tracks cause undue wear on shoes.
5. It is never safe to play on box cars even when standing still because of the danger of falling.
6. Hooking rides is particularly dangerous because the person cannot get a firm footing. The moving train has a tendency to drag one forward and under the train.
7. One must not throw rocks or shoot at moving trains. People riding on trains get severe eye injuries in this way and have been known to be killed.

Hitching or Hanging on to Moving Vehicles

This problem becomes more serious each year as traffic hazards increase. The following points are suggestive for discussion:

1. The child's position is not secure since he is merely "holding on". It requires very slight jolts to throw him to the street.
2. There are many rough places in the street to jolt the vehicle.
3. The driver may be involved in a machine accident that might also injure the child.
4. The driver may turn corners swiftly and throw the child to the street.

5. Hands may become cramped and cause the child to drop off.
6. Traffic back of the vehicle may not be able to stop and in addition to the fall the child may have a machine run over him.
7. Sometimes the driver forces the child to get off the vehicle in places where traffic is dangerous.

Hitch-Hiking or Begging Rides

Children as well as adults endanger their lives when they attempt to thumb rides. There are many dangers to be considered. A few are:

A. Dangers to child:
   1. Danger of being struck by traffic while out in the street asking for rides.
   2. Driver who takes child may be involved in accident.
   3. Child may fall into hands of very unscrupulous individuals who may abuse the child in many ways.

B. Dangers to motorists that hitch-hiking causes:
   1. Machines may collide in the driver's attempt to avoid child in street.
   2. Drivers become irritated at being forced to slow down, because they do not know what child will do next. Irritation causes accidents.

Teaching Suggestions

Information should be acquired as it is needed and as it arises naturally. After Christmas, excellent safety lessons are taught by allowing little children to discuss their toys and tell how they can enjoy them most. Perhaps, these toys may be brought to school and safe usage demonstrated. Develop the idea that we enjoy our toys most when there are no accidents to mar our pleasure. Older children may formulate rules for safe handling of toys. One teacher had her class develop a set of rules that manufacturers could print on tags and give with the article.

Teachers must remember that children have to have contact with these ideas many times before they make these ideas part of themselves. Education in safe play is a never-ending process.

The best we can hope to do is help these boys and girls develop attitudes. In many instances, the desired goal is to have them substitute less dangerous play for what is first proposed. If we can get children to consider "Is the game worth the risk?" the battle for safety is almost won. A variety of methods can be used:

1. Tabulation of accidents to children and their friends makes an impression.
2. Dramatizations and demonstrations of how to handle farm animals, drive horses, ride machinery, care of animals with young, etc.
3. Field trips to get acquainted with poisonous plants.

4. Collect and study bulletins from the University of Kentucky that identify and describe poisonous plants.
5. Discussions of best practices on the playground and at home.
6. Teaching children group games that are interesting, so as to give wide variety of desirable activities.
7. Helping children to develop skills that enable them to play well.
8. Pretend your father has promised you a bicycle when you know the rules of the road, and the proper way to care for a bicycle. What dialogue would take place?
9. Pretend you are a salesman. How would you sell a certain make of bicycle on its safety features?
10. Pretend you are a salesman. Sell your friends necessary accessories such as lights, warning devices, new tires, etc.
11. What advantages are found in traveling by bicycle?
12. Discuss why bicycling is more dangerous now than in 1890.
13. Discuss why hitching is dangerous.
14. Who benefits by the regulations concerning bicycles as expressed in our traffic ordinance?
15. Would you add any other regulations concerning bicycles? If so, what?
16. Resolved: The State should require compulsory inspection of bicycles.
17. Work out a bicycle inspection for those who ride bicycles in your school.
18. Find out how many passengers were killed while riding on trains last year on any railroad. Find out how many who were trespassing were killed in the same year.

Part V
First Aid

Safety and first aid are so closely related that education in safety should include instruction in first aid. The American Red Cross always includes consideration of accident prevention as part of its first aid course. Because there are many excellent manuals in first aid, only a few items will be included in this bulletin.

It is important that children learn as soon as possible what to do when some unexpected accident occurs. First aid means treatment given an injured person before the doctor arrives. Prompt, efficient first aid saves the patient much pain, aids recovery, and may save life itself.

Teachers themselves should be proficient in administering first aid. The completion of an adequate course in first aid should be a part of every teacher's professional equipment. He should know what to do for the types of accidents met at school—cuts, bruises, shock, broken bones, dislocations, etc.

Teaching First Aid

Teaching first aid offers a positive and relatively unemotional method of calling to the children's attention the nature and serious

consequences of common accidents. Children should understand that remedial measures can be administered to relieve the suffering and that tragic after-effects can frequently be avoided.

Children are apt to consider minor injuries unimportant, or to want to depend on others to do for them. They should know something of bacterial infection and how to combat it by prompt, careful attention.

Every boy and girl should know how to clean a simple wound and apply a bandage. They should be taught that punctures are dangerous, because of possible lockjaw and that a doctor should be seen and that he probably will advise anti-tetanus vaccine. They should know that if simple wounds become swollen, red, or painful in spite of care, that a doctor should be consulted. They should know the indications of broken bones and what to do.

Prompt, efficient care of accidents represents the best possible teaching material. Lacking these—and there should be very few of them if the safety program is a good one—dramatizations of situations should be used.

Every school should have a first aid kit. It should contain the following:

1. First aid dressings: individual package type sterile dressings, kept unbroken until used.
2. Assorted gauze bandage in rolls.
3. Tincture of idodine (3½% solution and **NEVER** bandage wet iodine).
4. Tincture Mercurochrome or some other antiseptic that does not sting for minor abrasions.
5. Absorbent cotton.
6. Carbolated vaseline or some similar substance in small tubes.
7. Soap.
8. Alcohol.
9. Drinking glass or paper cups.
10. Scissors.
11. Splints for broken bones.
12. A triangular bandage.

Unit IV

WHAT MATERIALS ARE AVAILABLE TO HELP THE TEACHERS?

Given a class of children living normal lives in their homes in any part of the state, an alert teacher needs very little other material to teach safety. The children, themselves, their habits, their mishaps, are the best materials available. Every newspaper carries accounts of the accidents that occur everywhere. Care should be taken that the emphasis be positive.

There are, however, many types of material that make teaching effective and vary the subject for both children and teacher. Materials should be judged carefully before they are used with criterion similar to this:

1. Safety materials should be positive. Safety education strives to develop wholesome attitudes rather than fear.
2. Any material used should come directly to the point.
3. Posters should be good posters from the standpoint of art.
4. Material should be true to life.

It should be remembered that using posters, reading stories, showing films, in themselves, do not represent safety teaching. They are only devices used to hold attention, to clinch points, to strengthen impressions, etc. The goal of safety education is safe living on the part of boys and girls, and all material should aid in modifying behavior.

There is one very excellent magazine, **Safety Education**, published by the National Safety Council, priced at $1.00 a year (cheaper in quantity). This magazine has a wealth of material for teacher and pupil. If there is as much as a dollar a year to spend, it could not be spent to better advantage.

Much material is available free. In many instances, the name of the concern distributing can easily be removed to comply with Boards of Education rulings regarding advertising. Frequently, Parent-Teacher organizations, luncheon clubs, etc., will supply material. Local Safety Councils and Automobile Clubs supply posters. The following bibliographies should be helpful:

Administration and Supervision

The National Safety Council maintains three classes of memberships for schools—(1) for School Executives, (2) for the Ele-

mentary School, (3) for Secondary Schools. Each membership includes publications suitable to the level and is available at $5.00 per year.

Playgrounds—Their Administration and Operation. By George D. Butler. A. S. Barnes Co., 1936. 400 pp., $3.00. Contains an excellent chapter on safety on the playground and the entire book is based on the principle that safety is a prerequisite to a successfully operated playground.

Safety and Health of the School Child. By Dr. James Frederick Rogers. Circular Number 65, Office of Education, U. S. Department of the Interior, Washington, D. C., 1932. 29 pp. Single copy free; 5 cents for each additional copy. A self-survey of school conditions.

Safety in Pupil Transportation. National Education Association, Research Division. Research Bulletin No. 14, No. 5, November, 1936. Price 25 cents. This bulletin directs attention to some of the possible causes of pupil injury associated with school bus operation and suggests numerous safeguards and safety precautions which have proved effective eliminating school bus accidents.

School Busses—Their Safe Design and Operation. National Safety Council, Chicago or New York. 1933. 11 pp. Price 15 cents. A practical discussion of this important problem including definite outlines for safe procedures for both driver and pupil as well as standards for construction and operating.

Standard Rules for Operation of School Safety Patrols. National Safety Council, New York, N. Y. 1936. Revised by a joint committee representing National Education Association, United States Office of Education, National Safety Council, National Congress of Parent-Teacher Associations, and American Automobile Association.

Supplementary Texts and Readers

Chalk Talks on Health and Safety. By Walter H. Cobb. Macmillan Company, New York. 1925. 243 pp. Price 80 cents. Safety and health stories for primary and elementary grades.

For Safety. By Ralph Henry Barbour. D. Appleton-Century Company, New York. 1936. Price $1.50. The story of a group of boys and girls and their successfully organized crusade for fewer automobile accidents in their home town.

Habits for Safety. By Henry W. Gentles and George H. Betts. The Bobbs-Merrill Co., New York. 1932. 228 pp. Price 67 cents. Lively, attractive reading for the intermediate grades.

Jimmie and the Junior Safety Council. By Stella Boothe. World Book Company, Yonkers, N. Y. 1926. 246 pp. Price $1.20. Supplementary reader for the intermediate grades based on junior safety council activities.

Roller Bears and the Safeway Tribe. By Edith Fox. Macmillan Company, New York, 1929. 259 pp. Price 96 cents. Adventures of the Safeway Tribe and Danger Trails (streets) and the Safety Trails (sidewalks) where members of the tribe escape the "bears" (trucks) and "savages" (touring cars).

Safety First for Children. By Benjamin Veir. Noble and Noble, Publishers, New York. 1926. 96 pp. Price 65 cents. A silent reader that will help prevent fires and accidents.

Safety First for Little Folks. By Lillian Waldo. Charles Scribner's Sons, New York. 1933. 165 pp. Price 64 cents. Supplementary reader for third and fourth grades.

Safety First for School and Home. By Harriet E. Beard. Macmillan Company, New York. 1925. 223 pp. Price $1.25. Information for the teachers on the causes of public and home accidents. Detroit course of study included.

Safety First Stories. By George L. Brinkerhoff and Celena Rowe. Longmans, Green and Company, New York. 1928. Pupil's edition, 186 pp. Price 83 cents. Teacher's edition, 201 pp. Price $1.00. A silent reader. Stories deal with everyday situations involving safety. For the third and fourth grades.

Safety Stories and Pictures. By Leila Loper. Hall and McCreary Company, Chicago, Illinois. 1928. 32 pp. Price 15 cents. A silent reader and a workbook for the lower grades. Pictures to be colored accompany the text.

Safety Through the Year. By Florence Nelson and H. Louise Cottrell. McGraw-Hill Book Company, Inc., New York, N. Y. Price 36 cents. An Activity-Text Workbook for Intermediate Grades.

Safety Town Stories. By Mildred Miles Roberts. Lyons and Carnahan, New York. 1930. 96 pp. Price 60 cents. Safety reader for little folks.

Sparks. By Valine Hobbs. Pioneer Publishing Company, Ft. Worth, Texas. 1927. 171 pp. Price 50 cents, paper; 75 cents, cloth. A supplementary reader on fire prevention for primary grades.

Stop, Look, Listen. By Berta and Elmer Hader. Longmans, Green and Company, New York. Heavy boards, $1.00; cloth, $1.25. This book, with pictures and story, teaches young children the rules of safety in an interesting, non-frightening way.

Sure Pop and the Safety Scouts. By R. R. Bailey. World Book Company, Yonkers, New York. 1918. 129 pp. Price 72 cents. Supplementary reader for the fourth and fifth grades.

With Mother Goose in Safety Land. By Leora Doan and William J. Emig. Harr Wagner Company, San Francisco, California. 1932. Price 10 cents. A little book of verses about street safety.

Posters and other safety publications may be secured from various insurance companies.

Selected Reference List for the Use of Schools
Prepared by the Education Division, National Safety Council
One Park Avenue, New York

General Curriculum Material

Accident Facts. National Safety Council. Order from Education Division, New York. 96 pp. Price 50 cents. Annual statistical report giving the most recent tabulated data on accidental deaths.

A Guide-Book for Safety Education. National Bureau of Casualty and Surety Underwriters, New York. 1931. 89 pp. Price 15 cents. A course of study in safety education for elementary and secondary schools.

Health and Safety in the New Curriculum. By E. George Payne and Louis C. Schroeder. American Viewpoint Society, New York. 1925. 317 pp. Price $2.00. A teacher training book.

How the Safety Movement Began. By Lewis A. DeBlois. Education Division, National Safety Council, New York. 1934. 8 pp. Single copy free; $3.50 per 100 copies. A brief history of the safety movement in relation to industry.

Monthly Posters and Lesson Outlines. Free. Apply Local American Automobile Association or Washington Headquarters. Traffic and highway posters and graded lesson outlines. (No. 1, Kindergarten, Grades 1, 2, 3; No. 2, Grades 4, 5, 6,: No. 3 Grades 7, 8, 9,; also lessons for rural schools).

Safety and the New Schools. By Albert W. Whitney. Education Division, National Safety Council, New York. 1935. 11 pp. Single copy free; $4.00 per 100 copies. An education for a controlled world.

Safety Education. By Carolyn Towle. Teachers' Lesson Unit Series, No. 13. Teachers College, Columbia University, New York. 1931. 17 pp. Price 25 cents. Eighteen safety lesson units based on actual classroom situations.

Safety Education in the Rural School. Education Division, National Safety Council, New York. In process of revision. A manual for the teacher dealing with the accident problem in rural communities.

Safety Education in the Schools. White House Conference on Child Health and Protection. Century Company, New York. 61 pp. Price 60 cents. Report of Subcommittee on Safety Education in the Schools. Contains successful methods of administering safety education; materials and methods of teaching; extra-curricular activities, etc.

Safety Education Magazine. Education Division, National Safety Council, New York. Price $1.00 a year; reduced rates for quantity orders. Contains illustrated lesson plans, stories, plays, information on seasonal hazards, and a colored safety poster supplement.

Safety Through the Year. An Activity—Text—Workbook for Intermediate Grades. By Florence Nelson and H. Louise Cottrell. McGraw-Hill Company, Inc. 1937. Price 36 cents.

The Junior Safety Council Handbook. Education Division, National Safety Council, New York. 1935. 72 pp. Price 35 cents. A handbook of safety activities, containing practical program suggestions, patrol organization and references.

The Present Status of Safety Education. National Society for the Study of Education. Part I of the Twenty-Fifth Yearbook. Public School Publishing Company, Bloomington, Illinois. 1926. 410 pp. Price $1.75. Gives background and philosophy of safety education—methods of administering safety, and a course of study for six elementary grades.

Films

Available free or for small rental fee.

Ask Daddy. National Safety Council, Chicago, Illinois. 2 Reels. 35 mm. $5.00 daily rental to members; $10.00 daily rental to non-members. Deals with home and street safety, and firearms. Shows the dangers of modern life in contrast with those of cave man.

Artificial Respiration. National Safety Council, Chicago, Illinois. 1 Reel. 35 mm. Non-flammable. $2.50 daily rental. Shows in practical fashion how to revive persons from drowning and from aspyhxiation by gas.

Carbon Monoxide. The Unseen Danger. U. S. Bureau of Mines, Pittsburgh, Pennsylvania. 1 Reel. 35 mm. and 16 mm. Non-flammable. Free. Shows where this deadly gas may be encountered; points out ways of preventing accumulation of the gas; and visualizes methods of reviving victims.

Contrasts. Motion Picture Instittute of American Industries, Inc., New York. 3 Reels. 35 mm. Non-flammable. $6.00 daily rental. Two boys of school age—one keen and attentive, the other careless and irresponsible—are shown in various situations relating to safety as they grow to manhood.

Cross Road Puzzle. American Automobile Association, Washington, D. C. 2 Reels 35 mm. Non-flammable. $10.00 daily rental. An actual motor journey across the country depicting the hazards of traffic due to congestion and lack of uniformity in regulations.

Fire Preventiton. Eastman Kodak Company. 1 Reel. 16 mm. Non-flammable. May be rented from the Iowa State College, Ames, Iowa, for $1.00 plus transportation. Shows the construction of an approved fire-resisting building; correct electrical insulation; the proper way to safeguard materials.

First Aid—Care of Minor Wounds. Eastman Kodak Company. ¼ Reel. 16 mm. Non-flammable. May be rented from the Iowa State College, Ames, Iowa, for 25 cents plus transportation. Stresses the importance of immediate care for even the slightest wound. Demonstrates in detail the proper method of applying sterile dressings.

First Aid—Control of Bleeding. Eastman Kodak Company. ¾ Reel. 16 mm. Non-flammable. May be rented from the Iowa State College, Ames, Iowa, for 25 cents plus transportation. Shows with actual photography and animated diagrams, accepted methods of control of arterial and venous hemorrhage in various areas of the body.

First Aid—Life Saving and Resuscitation. Eastman Kodak Company. 1 Reel. 16 mm. Non-flammable. May be rented from the Iowa State College, Ames, Iowa, for $1.00 plus transportation. Different types of life saving holds; swimming strokes; principles of resuscitation.

Forest Fire Films. Forest Service, U. S. Department of Agriculture, Washington D. C. 35 mm, or 16 mm. Non-flammable. Free.

Forest and Streams. 1 Reel.
Forest Fires. 1 Reel. Only 35 mm.
Forest Fires or Game? 1 Reel. Sound.
Good Turns for Our Forests. 1 Reel. Only 35 mm.
How Forests Serve You. 1 Reel.
It Might Have Been You. 1 Reel.
Red Enemy. 2 Reels. Only 35 mm.
Trees of Righteousness (story). 3 Reels.
Trees of Tomorrow. 2 Reels. Only 35 mm.
Unburned Woodlands. 1 Reel.
What the Forest Means to You. 2 Reels.

Goofs. Automobile Club of Southern California, Los Angeles, California. 1 Reel. 35 mm. Non-flammable. $2.50 daily rental from National Safety Council, Chicago, Illinois. Warning against common accidents befalling school children. Particularly suitable for use in secondary school safety programs, and by Parent Teacher Associations.

Health and Safety at Coney Island. American Museum of Natural History, New York, 1 Reel. 16 mm. Non-flammable. Free. Health and safety at the beach.

How Jimmy Won the Game. Institute of Makers of Explosives, New York. 1 Reel. 35 mm. and 16 mm. Non-flammable. Free. Shows dangers of playing with blasting caps.

Just for Fun. Y. M. C. A. Motion Picture Bureau, New York. 1 Reel. Non-flammable. Daily rental 35 mm. $3.50; 16 mm. $2.00. Comedy drama tells story of a small boy who played war "just for fun" but found that the consequences were not at all funny.

Learn and Live. U. S. Bureau of Mines, Pittsburgh, Pennsylvania. 1 Reel. 35 mm., and 16 mm. Non-flammable. Free. A gripping story picturing the value of first aid and demonstrating the Prone Pressure Method of Resuscitation.

Once Upon a Time. Metropolitan Life Insurance Company, Welfare Division, New York. 1 Reel. Obtainable in black and white, in sound or silent version, on 16 mm. or 35 mm. stock; also in technicolor on 35 mm. only. Non-flammable. Free. Animated cartoon with musical symphonies (on the sound film) showing fairyland setting used to emphasize the need of safety on the streets and highways.

Saving Seconds. Aetna Casualty and Surety Company, Hartford, Connecticut. 1 Reel. 35 mm. and 16 mm. Non-flammable. Silent or sound. Free. Shows highway dangers and how to avoid them. Splendid for showing before senior high school drivers and prospective drivers.

Readin', 'Ritin' an' 'Rithmetic. American Transit Association, New York. 1 Reel. 35 mm. and 16 mm. Non-flammable. May be obtained free of charge from the American Museum of Natural History, New York. Shows children how to ride safely on street cars and busses.

Speaking of Safety. Department of Visual Instruction of the National Education Association. Non-flammable. May be obtained from Films of Commerce Company, 21 W. 46th Street, New York City.

Sportsmanship. Ray-Bell Films, Inc., St. Paul, Minnesota. ½ Reel. 35 mm Non-flammable. Sound. Free. Lesson on careful driving.

Street Safety—For Primary Grades. Eastman Kodak Company. ½ Reel. Non-flammable. May be rented from the Iowa State College, Ames Iowa, for 50 cents plus transportation. A trained police dog is included among the actors and is used to demonstrate fundamental points of street safety by the indirect method. Designed especially to impress younger children.

The Bad Master. Aetna Life Insurance Company and Affiliated Companies, Hartford, Connecticut. 1 Reel. 35 mm. and 16 mm. Non-flammable. Silent or sound. Free. Fire prevention film.

The Fire Demon. National Motion Pictures Company, Mooresville, Indiana. 1 Reel. 35 mm. Non-flammable. $1.50 daily rental. Includes common hazards—how to turn in an alarm, children and matches, and concludes with firedrill.

The Red Robber. Pyrene Manufacturing Company, Newark, New Jersey. 2 Reels. 35 mm. and 16 mm. Non-flammable. Free. Demonstrates need for adequate fire protection; various methods of home protection.

Why Be Careless? John Hancock Life Insurance Company, Boston, Massachusetts. 1 Reel. 35 mm. and 16 mm. Non-flammable. Free. A series

What Price Recklessness. Motion Picture Institute, Inc., New York. 2 Reels. 35 mm. Non-flammable. $5.00 daily rental. Presents the results of careful and conscientious training versus irresponsible carefree type. of "right and wrong" driving practices.

Lantern Slides

Available for transportation costs.

The National Bureau of Casualty and Surety Underwriters has placed sets of lantern slides in state and city depositories from which they are distributed. The following is a list of the sources from which some of the sets may be secured. Slides should be borrowed from the local depository.

Museum of Natural History, New York.
Department of Visual Instruction, New York City Schools, New York.

Pennsylvania Museum, Harrisburg.
New Jersey Museum, Trenton.
Boy Scouts of America, New York.
Department of Health and Physical Education, Richmond, Virginia.
Massachusetts Safety Council, Boston.
New Jersey Motor Vehicle Department, Trenton.
Pennsylvania Motor Vehicle Department, Harrisburg.
Police Academy, New York, New York.
Department of Visual Instruction, Newark, New Jersey.
Buffalo Museum of Science, Buffalo, New York.
Detroit Public Schools, Detroit, Michigan.
Los Angeles Public Schools, Los Angeles.
Department of Visual Instruction, Philadelphia.
Department of Motor Vehicles, Hartford, Connecticut.
Department of Motor Vehicles, Richmond, Virginia.
National Bureau of Casualty and Surety Underwriters, One Park Avenue, New York.

National Organizations Interested in Safety

American Automobile Association, Washington, D. C.
American Red Cross, Washington, D. C.
National Board of Fire Underwriters, New York, New York.
National Bureau of Casualty and Surety Underwriters, New York, New York.
National Congress of Parents and Teachers, 114 East 32nd Street, New York, New York.
National Fire Protection Association, Boston, Massachusetts.
National Safety Council, General Offices, Public and Industrial Safety Divisions, Chicago, Illinois; Education Division, New York, New York.
National Society for the Prevention of Blindness, New York, New York.
Underwriters Laboratories, Chicago, Illinois.
United States Government Departments, Washington, D. C.

Material Relating Specifically to Farm Safety

The American Red Cross suggests the following bibliography for farm safety:

American Red Cross Publications
- ARC 1028 Chapter Handbook on Accident Prevention (1936)
- ARC 1027 Group Discussion Material on Accident Prevention in the Home and on the Farm (1936)
- ARC 1023 Injuries in the Home and on the Farm (Revised January, 1936)

Farmers' Bulletin, United State Department of Agriculture
- No. 44 Fires on Farms, 5 cents
- No. 1512 Protection of Buildings and Farm Property from Lightning
- No. 1590 Fire Protective Construction on the farm, 5 cents
- No. 1643 Fire Safeguards for the Farm, 5 cents
- No. 1649 Construction of Chimneys and Fireplaces, 5 cents
- No. 1667 Rural Community Fire Departments, 5 cents
- No. 1678 Safe Use and Storage of Gasoline and Kerosene on the Farm, 5 cents
- No. 1698 Heating the Farm Home, 5 cents
- Technical Bulletin No. 141, Spontaneous Combustion of Hay

National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts
- Preventing Farm Fires
- Keep Your Home from Burning
- It's Dangerous

National Board of Fire Underwriters, 85 John Street, New York City
Safeguarding the Farm Against Fire
Safeguarding the Home Against Fire
Self-Inspection Blanks for Home

Metropolitan Life Insurance Company, 1 Madison Avenue, New York City
Accident Prevention in the Home
Preventing Accidents in Your Community

National Safety Council, 20 N. Wacker Drive, Chicago, Illinois
Monthly Home Safety News Letter

National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York City
Home Safety Test, $1.00 per 100

Cleveland Safety Council, 1900 Euclid Avenue, Cleveland, Ohio
How Safe is your Home?

Bureau of Standards, United States Department of Commerce, Washington, D. C.
Safety for the Household (Circular No. 397), 15 cents

International Association of Electrical Inspectors, 85 John Street, New York City
Safeguarding Electric Service in the Home

American Museum of Safety, 1170 Broadway, New York City
Safety

APPENDIX

SELF-INSPECTION BLANK FOR SCHOOLS

Prepared by

The National Board of Fire Underwriters

Chicago New York San Francisco

Approved and Adopted by

The National Association of Public School Business Officials

If precautions are taken to minimize the danger of fire and to provide for safety in case fire occurs, real progress will be made in safeguarding life and protecting property. Intelligent thought and care in practice can eliminate practically all fires within schools.

Instructions

Inspection to be made each month by the custodian and a member of the faculty at which inspection only Items 1 to 20 need be reported. At the quarterly inspection, a member of the fire department should accompany the above inspectors, and the complete blank should be filled out. The report of each inspection (monthly and quarterly) is to be filed with the Board of Education or School Commissioners.

Questions are so worded that a negative answer will indicate an unsatisfactory condition.

Date.....

Name of School..... City.....

Class: Elementary..... Junior High..... Senior High .....

Capacity of School?..... Number now enrolled .....

1. Are all exit doors equipped with panic locks?..... Are these locks tested each week to insure ease of operation?..... Do these lock securely so that additional locks, bolts or chains are not necessary?..... Are such additional locks open whenever building is in use?.....
2. Are all outside fire escapes free from obstructions and in good working order?..... Are they used for fire drills? .....
3. Is all heating equipment, including flues, pipes and steam lines:—
   (a) in good serviceable condition and well maintained?.....
   (b) properly insulated and separated from all combustible material by a safe distance? .....
4. Is coal pile inspected periodically for evidences of heating?.....
5. Are ashes placed in metal containers used for that purpose only?.....
6. Is remote control provided whereby oil supply line may be shut off in emergency? .....

7. Where is outside shut-off valve on gas supply line?.....

.....

8. Check any of the following locations where there are accumulations of waste paper, rubbish, old furniture, stage scenery, etc., and explain under remarks:— attic, basement, furnace room, stage, dressing rooms in connection with stage, other locations .....

9. Is the space beneath stairs free from accumulations or storage of any materials? .....

10. What material or preparation is used for cleaning or polishing floors?.....
Quantity on hand?..... Where stored?.....

11. Are approved metal cans, with self-closing covers or lids, used for the storage of all oily waste, polishing cloths, etc?.....

12. Are approved metal containers with vapor-tight covers used for all kerosene, gasoline, etc., on the premises?..... Why are such hazardous materials kept on the premises?.....

13. Are premises free from electrical wiring or equipment which is defective?..... (If answer is No, explain under Remarks.)

14. Are only approved extension or portable cords used?.....

15. Are all fuses on lighting or small appliance circuits of 15 amperes or less capacity? .....

16. Are electric pressing irons equipped with automatic heat control or signal and provided with metal stand? .....

17. Are sufficient fire extinguishers provided on each floor so that not over 100 feet travel is required to reach the nearest unit? .....
In manual training shops and on stage, 50 feet? .....

18. Have chemical extinguishers been recharged within a year?.....
Is date of recharge shown on tag attached to extinguisher?.....

19. Is building equipped with standpipe and hose having nozzle attached? ..... Is hose in good serviceable condition? .....

20. Is a large woolen blanket readily available in the domestic science laboratory for use in case clothing is ignited? .....

Remarks (Note any changes since last inspection)

The following items to be included in each quarterly inspection:—

21. Building construction: Walls..... Floors..... Roof.....
No. stories ..... No. class rooms .....

22. Which sections of building are equipped with automatic sprinklers?

.....

23. Are there at least two means of egress from each floor of the building? ..... Are these so located that the distance measured along the line of travel does not exceed

From the door of any classroom, 125 feet? .....

From any point in auditorium, assembly hall or gymnasium, 100 feet? .....

24. Are all windows free from heavy screens or bars? .....

25. Do all exit doors open outward? .....

26. Are all interior stairways enclosed? .....

Are doors to these enclosures of self-closing type? .....

27. Are windows within 10 feet of fire escapes glazed with wire glass?.....

28. Are manual training, domestic science, other laboratories and the cafeteria so located that a fire in one will not cut off any exit from the building? .....

29. Is a smoke-tight projection booth, built of incombustible materials, and vented to the outside, provided for the motion picture machine?.....

30. Are heating plant and fuel supply rooms cut-off from the main corridors by fire-resistant walls, ceiling and doors? .....

31. Do all ventilating ducts terminate outside of building?.....

32. State type of construction of any temporary buildings in school yard.....

.....

33. Is nearest temporary building at least 50 feet from main building? .....

34. How often are fire drills held?..... Average time of exit?.....

35. Are provisions made for sounding alarm of fire from any floor of building? ..... Is sounding device accessible? ..... Plainly marked?.....

36. Give location of nearest city fire alarm box .....

.....

How far distant from the premises? .....

Remarks

Inspector..... Title.....

Inspector..... Title.....

Inspector..... Title.....

IS YOUR HOME SAFE?

(Suggested Home Inspection Blank, prepared by
National Safety Council, 1 Park Avenue, New York City.)

Can you answer "yes" to the following questions?

1. Are safety matches used? .....
2. Are matches kept in metal containers placed well out of the reach of small children? .....
3. Are chimneys and flues inspected and cleaned annually? .....
4. Are stoves and furnaces clean and in proper repair? .....
5. Are ashes, oily rags, paper, and other flammable rubbish placed in metal containers? .....
6. Are closets, attic, cellar, etc., inspected regularly and kept free of rubbish? .....
7. Have you at least one fire extinguisher? Is it charged yearly?.....
8. Are wall or floor outlets provided for electric appliances? .....
9. Are electric and gas appliances inspected frequently? .....
10. Do you know the proper fuses for use in your home wiring system and have you a supply on hand? .....
11. Do you prohibit the storage or use of gasoline and other flammable liquids in the house? .....
12. Are fire escapes and other exits unobstructed? .....
13. Do you know the location of the nearest fire alarm box and how to turn in an alarm? .....
14. Are stair treads, banisters and porch railings in good repair? .....
15. Are stairs well lighted? .....
16. Are safety gates provided at top and bottom of stairs (where there are small children in the family)? .....
17. Are stairways, cellar entrances, etc., protected by railings to prevent falls? .....
18. Are pads or other devices used to protect small rugs from slipping? .....
19. Is a good stepladder part of the household equipment? .....
20. Are barriers placed across lower sections of windows for protection of small children? .....
21. Are safety catches provided for screens? .....
22. Is there a hand-hold near the bathtub? .....
23. Is a special shelf in the medicine cabinet set aside for bottles containing poison? Are these medicines labelled plainly? .....
24. Are cleaning powders, lye, insecticides, and other poisons kept on high shelves and plainly labelled? .....
25. Are firearms unloaded before being brought into the house, and kept out of the reach of children? .....

The American Red Cross supplies the following inspection blank through its local chapters at minimum cost:

THE AMERICAN NATIONAL RED CROSS

Check-List for Common Hazards

IN AND ABOUT THE HOME

Home Accident's Annual Toll
39,000—Killed
150,000—Crippled
5 Million Injured

More than one-third of all fatal accidents and nearly half of all injuries are sustained in and about the home

1. Floors and Stairways (Check √)
Are they kept clear? . . ..
Are they in good repair? . .....
Are they well lighted? . .....
Are they secure from slipping? . . . .
Are loose rugs anchored? .....

2. Porches and Balconies
Have they secure railings? .....
Have they solid foundations? . . . .
Have they level floors? . .....
Is screening secure? . . ..

3. Appliances and Equipment
Are gas burners properly adjusted? . . . .
Are connections free from leakage? . . . .
Is electric wiring insulated? . . . .
Are switches at safe locations? . . . .
Are all appliances shockproof? . . . .

4. Sharp Tools and Instruments
Are they kept in safe places? . . . .
Are they used with due care? . . . .

5. Toys
Do toys have sharp points and edges? . . . .
Are toys put away after use? . . . .

6. Fires (Check √)
Has chimney been cleaned recently? . . . .
Are pipes safely located—connected? . . . .
Is fireplace properly sceened? . . . .
Are matches kept from children? . . . .

7. Trash and Rubbish
Are they promptly disposed of? . . . .
Are safe containers used? .....
Is broken furniture discarded? . . . .

8. Firearms
Are firearms kept unloaded? .....
Are they out of reach of children? . . . .

9. Foods
Are foods protected from flies and dust? . . . .
Are perishable foods kept cool? . . . .
Are hot containers safely placed? . . . .

10. Poisons
Are poisons safely stored? .....
Are containers clearly labeled? . . . .

11. Garage
Are garage doors kept open while motor is running? .....

12. Yard
Is it a safe place for children to play? . . . .

TO THE TEACHER:

My child has brought home the Check-List for Common Hazards. I am in sympathy with this effort to reduce accidents in our community.

.....
Signature—Parent or Guardian

THE AMERICAN NATIONAL RED CROSS

Check-List for Common Hazards

ON THE FARM

Annually more than four thousand farmers are killed by accident.

Farming is the most dangerous of all occupations. The two major causes of farm accidents are—

Machinery . . . 29%
Animals 22%

1. Machinery (Check √)

Have you read printed warnings attached to new machinery? . . ..
Is machinery kept in good repair? . . . .
Is it kept well oiled? . . ..
Is it used only by experienced operators? . . ..
Is it used with due care? . .....
Are children kept away from dangerous machinery? . . . .

2. Tools and Equipment

Is there a place for everything? . . . .
Is everything in its place? .....
Are sharp and jagged tools hung flat against the wall? . . . .
Are hammering tools solid in handles? . . . .
Is hay-hoisting equipment in good shape? . . . .
Are pulleys securely fastened? . . . .
Are ropes strong and serviceable? . . . .
Are carriers kept oiled? .....
Are ladders safe? . . . .

3. Yard

Is yard cleared of outworn machinery? . . . .
Are wells and cisterns properly covered? . . ..

4. Farm Home

(Use check-list on other side)

5. Buildings (Check √)

Are all buildings in good repair? . . . .
Are decrepit structures torn down or restored? . .....
Are doors high and wide enough? . . . .
Is entrance to hay-loft protected by railing? . . ..
Are trap doors kept closed? .....
Are stairs too steep? . . ..
Are steps too narrow? . . ..
Are wall-ladders secure? . .....
Is there ample fire protection? . . . .
Are lanterns securely hung in safe places? . . . .
Is gasoline stored at safe distance? . . . .
Have you read Farmer's Bulletin on Spontaneous Combustion issued by U. S. Dept. of Agriculture .....

6. Animals

Are dangerous animals, such as bulls and boars, secured to prevent injuring people? . . . .
Are all pens, stalls, fences, safely constructed? . . ..
Are animals spoken to when their stalls are entered? . . . .
Are pets, such as calves and colts, handled with care by children? . . ..
Are animals with young protected from annoyance? . . . .
Are cross dogs tied up? . .....

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.....
Signature—Parent or Guardian