

MANHATTAN DISTRICT HISTORY
BOOK I - GENERAL
VOLUME 11 - SAFETY PROGRAM
APPENDIX G

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CONSOLIDATED REPORT

A COMMUNITY SAFETY PROGRAM
FOR
CLINTON ENGINEER WORKS
OAK RIDGE, TENNESSEE

TO THE
DISTRICT ENGINEER
MANHATTAN DISTRICT
UNITED STATES ENGINEER OFFICE
CORPS. OF ENGINEERS-U. S. ARMY

BY
NATIONAL SAFETY COUNCIL, INC



OCTOBER 1943

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SUMMARY

Seldom does the National Safety Council have the opportunity to recommend a community safety program under such favorable conditions, and seldom has any community of equivalent size offered so many possibilities for accomplishing the desired results.

Oak Ridge might well become America's safest war plant community. That it is worth working for, to conserve manpower for the war effort, needs no explanation. The humanitarian accomplishments of safety is by no means of secondary importance, it builds up morale. Further, it is understood that Oak Ridge is not a war duration project, therefore important developments such as safety, must be considered as post-war in addition to current needs.

Since the industrial safety program has been very successful and well organized, emphasis is placed on the importance of community safety to arouse and maintain interest in off-the-job accidents.

The representatives of the National Safety Council, whose recommendations are contained in this report, have faithfully applied the knowledge and experience of the Council to the safety problems of Oak Ridge. Each recommendation has been carefully considered from the standpoint of practicability, and all have been considered whether the expense of putting them into effect is justifiable.

For convenience, this report is divided into five chapters: PLANNING FOR TRAFFIC SAFETY, HOME SAFETY, SCHOOL SAFETY, APPLYING THE SAFETY PROGRAM TO THE COMMUNITY, and ACCIDENT REPORTING AND ANALYSIS.

With so much construction and organization work in progress and many ideas for future development in the formative stage, it is anticipated that many of the recommendations will simply confirm the importance of plans already conceived by those who have participated in the building of the community. The growth of the community will bring new problems, and some of the current problems will require further study. The Council will gladly participate in further studies and offers the services of its staff as may be needed.

The fine cooperative assistance extended to the Council representatives during the study by representatives of the District, Area Engineer, Area Safety Departments and the Town Management, was very much appreciated.

National Safety Council
20 N. Wacker Drive
Chicago

SUMMARY OF RECOMMENDATIONS

PLANNING FOR TRAFFIC SAFETY

1. Nationwide uniformity of traffic laws is necessary for a successful program of traffic safety. The Clinton Engineer Works should adopt the "Model Municipal Traffic Ordinance" for the town of Oak Ridge and the proposed Townsite. It may be necessary to make minor changes so as to conform with the State of Tennessee laws and government regulations. (Page 14)
2. Upon the adoption of the "Model Traffic Ordinance," a digest of the provisions which the drivers and pedestrians should know for safe use of streets, should be prepared and published for distribution among the residents of the Area. (Page 15)
3. A Municipal Court should be set up for the Area controlled by the Clinton Engineer Works, and to function in accordance with the State Constitution and Statutes pertaining thereto, for the trial of misdemeanor cases, tort cases and for preliminary hearing of other cases as may be customary in the Municipal Court practices of the State. (Page 15)
4. One municipal court should serve the Town of Oak Ridge and the proposed Townsite, with a suitable schedule of certain days of the week for the hearing of cases in each community. (Page 15)
5. The Clinton Engineer Works, with two communities and several hundred miles of access roads, as well as industrial traffic problems, justifies the services of a qualified full-time traffic engineer if economic, convenient and safe movement of traffic is expected. (Page 15)
6. The traffic engineer should report directly to the Area Safety Director. All problems relating to traffic safety and movement should be referred to the traffic engineer for investigation and recommendation. (Page 16)
7. It is recommended that the community traffic police force be established since traffic law enforcement is necessary for preventing accidents. The size of the force will depend on the miles of roadway, traffic volumes and type of persons living in the area. There should be sufficient enforcement applied to discourage operators from violating safe driving practices which may result in accidents. Also sufficient personnel is necessary to carry out an accident reporting and investigation program. (Page 18)

8. A study of reports of 208 cities with more than 25,000 population in the 1941 National Safety Contest reveals that it is desirable to have the equivalent of 4 to 4½ full-time men per 10,000 population, including all time devoted to traffic. (Page 18)
9. All motor vehicle accident reports should be filed by street locations with a cross reference file to drivers names so that the record of any high accident location becomes available immediately for detailed study. (Page 19)
10. A spot map should be kept which shows at a glance the distribution of accidents, eliminating the necessity of going through the file to find high accident locations. (Page 19)
11. All signs and pavement markings throughout the Area should conform with the Manual on Uniform Traffic Control Devices for streets and highways sponsored by the American Association of State Highway officials and the National Conference on Street and Highway Safety. (Page 19)
12. Highway 61 should be a 4-lane roadway with lanes 11 feet wide. Parking on this roadway should be prohibited at all times. (Page 22)
13. Central Avenue between highway 61 and Tennessee Avenue, which is now a divided roadway, should be two pavements 20 feet wide plus combined curb and gutter. Parking should be prohibited at all times. (Page 21)
14. West Gateway and East Gateway Avenues should be 20 feet wide with a No-Parking restriction enforced at all times. (Pages 21 and 22)
15. The following streets should be designated as through streets at once: Tennessee Avenue, Pennsylvania Avenue, Outer Drive, Delaware Avenue, Georgia Avenue, Michigan Avenue and New York Avenue. (Page 21)
16. Kentucky Avenue, on which the high school fronts, should be discouraged for use by through traffic. Stop signs should be placed on Kentucky Avenue at Broadway and Michigan Avenues. "Through Traffic Prohibited" signs should be erected at the same intersections. (Page 21)
17. Tennessee Avenue should be widened to a minimum of 40 feet, or 43 feet from face to face of curb, if curbs are constructed. This Avenue will carry greater vehicular volumes than other streets because of the street pattern, and in addition, parking should be prohibited at all times so as to accommodate four moving traffic lanes. (Pages 20 and 22)
18. The secondary system of roads should be constructed at least 28 feet in width to permit two lanes of moving traffic and parallel parking on one side. (Pages 20 and 22)

*Proposed with
some changes.*

19. The tertiary system of roads should be constructed as two-lane roads, 18 feet in width so that speeding will be discouraged. (Page 21)

20. Broadway Avenue, a business street, should be constructed at least 36 feet in width to provide two moving traffic lanes and two parallel parking lanes. (Page 21)

21. No diagonal parking should be put into effect. Plans for diagonal parking along Broadway Avenue in the business section should be revised to parallel parking only. (Pages 21 and 22)

22. Access roads throughout the area should be designed in accordance with policies of the American Association of State Highway officials. The traffic lanes should be 11 feet wide. (Page 21)

23. Adequate off-street parking facilities in the business section should be constructed. Proposed plans for such should not be changed because of buildings that may be built in the future. Off-street parking should also be provided for homes and dormitories. (Page 23)

24. Sidewalks should be constructed on both sides of the streets within the business section and at least on one side of the secondary system of roadways. (Page 23)

25. With the coming of winter thought should be given for treatment of slippery roads and necessary equipment. (Page 23)

26. Unbalancing the use of the roadway should be put into effect along Scarboro School Road and other three-lane roadways at times when unbalanced volumes are moving along the roadway, by assigning two lanes to the greater volume. (Page 24)

HOME SAFETY

27. From a home safety standpoint, the community is an amazing demonstration of forethought in planning. Actually the design of homes and multiple occupancy dwellings leaves little to be desired so far as physical conditions are concerned. Therefore, except for a relatively few important recommendations pertaining to such conditions, this report stresses mainly the importance of adequate maintenance and public education.

28. The town management plan and its correlation with the District and Area Safety Divisions leaves little to be desired so far as the establishment and execution of an organized home safety program is concerned.

29. Another important factor is the high social level of the present and anticipated population.

30. Falls will rank high in the causes of home accidents. Particular attention should be paid to floor finishes in the homes, to the provision of handholds alongside bathtubs and the removal of snow and ice from outside steps and walks in winter. (Page 25)

31. There are serious fire panic hazards in the dormitories due to obstruction of exits with screen doors and inadequacy of fire alarm systems. (Page 25)

X 32. There is need for uniform safe practices instruction placards to be posted in all homes and it would likewise be desirable to post first aid placards in all bathroom medicine cabinets. (Page 26)

33. The eradication of poison ivy is an important problem in this area. (Page 27)

34. The anticipated large maintenance crew can do much to contribute to tenant safety by receiving special training and by meeting quarterly to plan for the control of seasonal hazards. (Page 28)

35. The use of kerosene for starting fires has caused numerous fatalities in other similar towns. Its use should be discouraged and the provision of adequate kindling with the coal will help to overcome the practice. Grass and brush fires should be prohibited as well as the burning of leaves and rubbish. Home dry cleaning should likewise be discouraged and only non-flammable or high flash point solvents permitted in the town. (Page 30)

X 36. Conveniently located demonstration homes should be established and used for the enlightenment and education of housewives in good home practices. Provision should also be made for the care of children of working parents and to give relief to burdened mothers by establishment of prekindergarten schools and tot playgrounds adjacent thereto. (Pages 31 and 32)

37. A town-wide nursing service plus a practical nurse employment service, a domestic help employment service and a more effective development of the "sitter club" plan are all essential community needs. (Page 31)

38. Repair facilities for household furnishings and appliances should be provided for in the shopping centers because few of these goods are now replaceable. (Page 30)

X 39. Because the canning and preserving of fruits and vegetables is hazardous, particularly with present unavailability of proper equipment, community canning centers would contribute greatly to the safety of the housewives. (Page 32)

40. A minimum number of regulations are recommended for town home safety regulations. These pertain to collection of rubbish and garbage, prohibition of grass and brush fires, the storage and use of gasoline and kerosene, keeping steps and walks free of ice and snow and the inspection of homes by uniformed firemen. (Page 31)

41. The Home Safety Section of the Community Safety Council recommended in a separate section of this report, will be essential to the fulfillment of an adequate continuous home safety program. The importance of this organizational and promotional work cannot be stressed too strongly. It should be a broad, vigorous and, above all, practical development guided by extremely competent persons. (Page 32 - See also section Applying The Safety Program To The Community).

SCHOOL SAFETY

- ✓ 42. School officials should set up an adequate plan for administering and supervising the school safety program. (Page 34)
- ✓ 43. School buildings, grounds and equipment should be maintained in a safe condition. (Page 34)
- ✓ 44. Sidewalks and pedestrian paths should be constructed to enable children to go to and from school safely by the most direct route. (Page 35)
- ✓ 45. Traffic guards should provide adequate protection for children on the way to and from school. (Page 37)
- X 46. Special provisions should be made for children who ride bicycles to school. (Page 37) *only by regulation, if this will help.*
- ✓ 47. Provision should be made to insure safety while children are being transported to and from school by bus. (Page 37)
- ✓ 48. Adequate fire drills should be held to insure rapid and orderly evacuation of school buildings. (Page 37)
- ✓ 49. The standard student accident reporting system should be used. (Page 38)
- ✓ 50. A well balanced instructional program in safety should be offered to the appropriate grade levels. (Page 38)
- ✓ 51. Adequate safety instructional materials should be provided for pupils and teachers use. (Page 39)
- ✓ 52. Proper supervision should be provided for schools and playgrounds. (Page 39)
- ✓ 53. An adequate procedure for the care of pupils injured on school property should be established. (Page 39)
- ✓ 54. Before pupils enroll in physical education classes or participate in athletics, they should be given a medical examination. (Page 39)
- ✓ 55. Nursery schools should be established. (Page 39)

APPLYING THE SAFETY PROGRAM TO THE COMMUNITY

- 56. An Oak Ridge safety council should be organized. (Page 40)
- 57. A steering committee should recommend a constitution and nominate candidates for the Board. (Page 40)
- 58. The Board of Directors should govern the safety council. (Page 40)
- 59. An executive committee should handle important details. (Page 40)
- 60. Officers should be President, Vice President, Secretary and Treasurer. (Page 40)
- 61. An executive secretary should be assigned to manage the safety council. (Page 40)
- 62. Promotional materials should be provided to the safety council. (Page 41)
- 63. The safety council would be an advisory group only. (Page 41)
- 64. Special sections should work on traffic, school, home, recreation and commercial vehicle safety programs and on fire prevention. (Page 41)
- 65. The National Safety Council will gladly assist in the organization process. (Page 44)

ACCIDENT RECORDS AND ANALYSIS

A - Traffic Accidents

- 66. A complete, standard traffic accident reporting and analysis system should be instituted to provide information for the guidance of accident prevention activities. (Page 45)
- 67. Uniform definitions and classification procedures should be followed throughout the system. (Page 46)
- 68. Accident reports should be made on the standard form approved by all leading traffic safety organizations. (Page 46)
- 69. Analysis should be carried out on standard tally and summary forms for most efficient use of the data collected. (Page 47)
- 70. A driver record file should be established to bring to light drivers with poor driving records. (Page 47)
- 71. Fatality records should be carefully maintained, with close cooperation with health authorities and with the state traffic authority. (Page 48)

- ✓ 72. Spot maps should be utilized to direct attention to locations needing engineering, education, and enforcement attention. (Page 49)
- ✓ 73. Reports should be filed by location for most efficient use in accident prevention work. (Page 49)

B - Public and Home

- ✓ 74. Accidents occurring on home premises or in public places, except motor vehicle traffic and occupational accidents are included in this record system. (Page 50)
- ✓ 75. All accidents should be reported which cause disability beyond day of injury, or require medical attention. (Page 50)
- ✓ 76. Standard report form gives information on identity of person, time and place of accident, circumstances of accidents, nature of injury, and cost. (Page 50)
- ✓ 77. Tabulations should be made according to standard accident summaries for schools, for public (except motor vehicle) accidents, and home accidents. (Page 53)
- ✓ 78. Accidents should be analyzed for circumstances and causes according to unsafe acts, unsafe conditions, age, accident type, and others as suggested by inspection of the reports. (Page 53)

A COMMUNITY SAFETY PROGRAM

DETAILED DISCUSSION

OF THE PLAN

- CHAPTER I PLANNING FOR TRAFFIC SAFETY
- CHAPTER II HOME SAFETY
- CHAPTER III SCHOOL SAFETY
- CHAPTER IV APPLYING THE SAFETY PROGRAM TO THE
 COMMUNITY
- CHAPTER V ACCIDENT REPORTING AND ANALYSIS

CHAPTER I

PLANNING FOR TRAFFIC SAFETY

ADOPTING THE MODEL MUNICIPAL TRAFFIC ORDINANCE

The fact that the residents of the Area will come from cities all over the United States makes uniformity of Oak Ridges' traffic ordinance with the ordinances of other cities highly important. They will be the type of people who understand the need for uniformity and its importance.

The Model Municipal Traffic Ordinances were drafted for the National Conference on Street and Highway Safety by the Committee of leading legal and technical experts on traffic regulation and control. They were first approved by the Third National Conference in May, 1930, and then approved in revised form by the Fourth National Conference in May, 1934, and recommended for adoption by all cities in the United States.

The ordinances as revised and published in pamphlet form in October, 1934, by the United States Department of Agriculture, Bureau of Public Roads, consist of three parts. Part I is the Model Traffic Ordinance which can be adopted with only slight changes, if any, by cities in states having laws conforming closely with Act V of the Uniform Vehicle Code, the uniform act regulating traffic on highways, also recommended by the National Conference on street and highway safety. Part II is the Model Traffic Administrative Ordinance which provides the proper setup for handling traffic administration and fixes the duties and responsibilities for it. Part III consists of sections of the Uniform Act Regulating Traffic on Highways, some or all of which may need to be incorporated into the Ordinances of cities and states which have not adopted legislation conforming with the Uniform Act. Part III does not constitute a third ordinance. It is desirable to adopt Part I and Part III as separate ordinances because their purposes are different and any necessary subsequent division of the one need not usually complicate the other.

The Model Traffic Ordinances include two general classes of provisions:

- (a) Rules of general application that can be copied in the proposed ordinance with only those changes that are necessary to make them conform with the Tennessee State Traffic laws; and
- (b) Regulations for special locations for which the models provide a general form into which details must be inserted in accordance with local conditions.

After the Model Traffic Ordinance has been adopted, it is suggested that a digest of the provisions which the drivers and pedestrians should know for safe use of streets, be prepared and published for free distribution. This digest need not contain the entire ordinance and it need not conform literally with the ordinance provisions which it presents. Rather it should be stated in simple terms that will be readily understandable and will convey accurately the various ordinance of provisions.

THE MUNICIPAL COURT

It is recommended that a Municipal Court be set up for the Area controlled by the Clinton Engineering Works, and to function in accordance with the State Constitution and Statutes pertaining thereto, for the trial of misdemeanor cases, tort cases to such an amount as may be desirable, and for preliminary hearing of other cases which are customary in the Municipal Court practices of the state.

Misdemeanor cases would include the trial of traffic violations, and it is further recommended that separate dockets be kept of all misdemeanor traffic cases and that the trial of these cases be held at special traffic sessions or at different hours of the day so that they may receive the attention they deserve.

Non-moving traffic violations and those which do not contribute to traffic accidents may be disposed of without the formality of court appearance, by the means of a traffic violations bureau, which is described in the Model Traffic Ordinance.

The Bureau should be operated on the basis of signed plea of guilty and waiver of appearance with conveyance upon the Clerk of the Bureau, the Power of Attorney to represent the defendant before the court and to enter his plea of guilty. The Traffic Violations Bureau should be under the direct supervision of the court and all clerical persannel accountable directly thereto.

It is recommended that one Municipal Court serve the Town of Oak Ridge and the proposed municipality within the area, with a suitable schedule of certain days of the week for the hearing of cases in each community.

TRAFFIC ENGINEERING FOR TRAFFIC SAFETY

"The position of a city traffic engineer should be established in every city government, and responsibility for a program of continuous, aggressive traffic planning and safety should be placed on this city traffic engineer."

The Clinton Engineer Works with two communities, several hundred miles of access roads and traffic problems which will occur around the in-

X industrial areas, justifies services of a qualified full-time traffic engineer. This work should be the responsibility of an individual with technical and practical experience in the field of traffic engineering, if safe, convenient and economic movement of traffic is expected.

X Since the traffic engineer is concerned with the safe movement of traffic, it is recommended that he work directly under the area safety director. All problems on the area relating to the movement and safety of traffic which need technical study and remedial solution should be referred to the traffic engineer for investigation and recommendation before action is taken.

X Not only is the traffic engineer interested in safety, he should also be in close contact with the department that designs and constructs streets and highways. The traffic engineer must also cooperate closely with traffic law enforcement and with the traffic safety education so that he will understand the problems of those who provide the functions of traffic administration.

Enforcement and engineering viewpoints are entirely different in approaching the traffic problem. Enforcement officers must deal with violators and must be watching for violations. They are inclined to think of each driver or pedestrian as a potential violator, whereas the engineer's viewpoint must be one of making restrictions, regulations and establishing control equipment most convenient for drivers and pedestrians to obey voluntarily. He must consider that the majority of persons are potentially safe to the extent that they understand how to be safe under different conditions.

DUTIES OF THE TRAFFIC ENGINEER

X The traffic engineer should always be on the lookout for the first symptoms of traffic problems. There is no better information for revealing the traffic problem than accident experience. Therefore, whenever a special study or a report of a traffic hazard or suggestion is to be made, the accident experience should be checked. On the basis of his investigation and special study, the traffic engineer will determine what restriction and regulation of traffic are required and will recommend these to the Area Safety Director for enactment, execution and enforcement. The duties of the traffic engineer should be as follows:

(a) He should establish the means for properly detecting and developing traffic problems before an emergency condition arises, using such as:

1. The traffic accident spot map for portraying accident experience.

*By Safety
Director*

2. A list of high accident intersections kept up to date from the spot map.
 3. Personal observations of congestion, confusion or accident hazards.
 4. Complaints, requests, petitions and suggestions from other departments or from the citizens of the area.
- (b) He will then study all of these traffic problems as they appear, and prepare recommendations for remedies, work involving such office studies and field observations as:
1. A collision diagram of the accident experience.
 2. A condition diagram of street intersections.
 3. Special vehicle or pedestrian volume count and speed observations.
 4. Checks of obedience of restrictions, signs and signals.
 5. Observations of parking practices.
 6. Origin and destination counts.
- (c) He will prepare publicity or provide information regarding new restrictions and control measures, what they are intended to accomplish, and how the public should conform with them.
- (d) He will make detailed investigations for installation of equipment, and inspect and approve such installations when they have been made.
- (e) He will make rechecks of accidents, speeds, volumes, and practices to determine whether the measures that have been inaugurated, have been successful.
- (f) He will check street designs for determining whether adequate traffic capacities have been provided, and needed traffic control equipment and safeguards have been incorporated.
- (g) He will develop the standard specifications for driveways, entrances, loading zones and other traffic facilities.

MAINTENANCE OF TRAFFIC CONTROL DEVICES

X Since the traffic engineer will be responsible for establishing traffic control devices, it is desirable that the department which will maintain

*As per
Recommendation
of Safety Section*

signs, pavement markings and safeguards, be part of the traffic engineering bureau. If the men who will do this work are under another jurisdiction and it will be advisable to place them directly responsible to the traffic engineer, then some form of work order procedure should be established.

THE AREA TRAFFIC POLICE FORCE

Long experience has shown that drivers and pedestrians will comply more readily with safe driving and safe walking regulations when such regulations are reasonable. An enforcement program is most effective in reducing accidents and securing public cooperation and support when it is based on good legislation and accompanied by sound traffic engineering and educational programs.

Enforcement is the first line of defense against traffic accidents. It must be emphasized, however, that enforcement alone will not solve the problem. It must be a part of a balanced program wherein engineering education and enforcement each plays its proper part. Enforcement is the means of promoting compliance with regulations installed as the result of careful engineering study and is the method of compelling compliance with such regulations by persons who refuse to heed the educational program.

Drivers and pedestrians may be separated roughly into three classifications; a small percentage who instinctively obey all laws and regulations, another small percentage who never voluntarily obey any laws or regulations, and the big majority who will obey if enforcement is good or will disobey if the enforcement program is inadequate. Hence, good enforcement directed against the small percentage who must be compelled to obey regulations, has a magnified effect on this vast majority of all drivers. Unless habitual violators are checked by constant enforcement treatment to provide a deterrent to other drivers, the tendency to disregard regulations becomes widespread and there is a general breakdown of the accident prevention program. Therefore, enforcement must be consistent and well directed.

The size of the traffic police force depends of course on local conditions, such as traffic volumes, miles of roadway in the area terrain, and the type of persons living in the community. A study of the report of 208 cities of more than 25,000 population in the 1941 National Safety Council Contest, reveals that minimum manpower requirements for a traffic police force should be equivalent to 4 to 4½ full-time men per 10,000 population. It is recommended that an area traffic police force be established with this manpower ratio. After the traffic police force has been functioning for several months, it may be desirable to increase the personnel. However, the force should be supplied with adequate manpower so that sufficient enforcement is applied to discourage drivers and pedestrians from violating safe practices which may result in accidents. There should be enough trained personnel to carry out an accurate accident investigation and accident reporting program.

FILING MOTOR VEHICLE ACCIDENTS, AND SPOT MAPS

In accordance with the Model Traffic Ordinance all motor vehicle accidents involving deaths, injuries and property damage to the extent of \$25.00 should be reported. These accidents should be first handled by the traffic police and then conveniently filed by street location with a cross reference to driver's names. The purpose of filing motor vehicle accidents by location so that whenever a concentration of accidents occur at some location they will be easily available at once for making detailed traffic and enforcement studies. Complete reports are necessary in order to effectively direct the traffic enforcement department in reducing future violations and the traffic engineer in conducting field studies in determining whether physical conditions are contributing factors in causing accidents. (Refer to Chapter V, Part A, for detailed discussion.)

Spot maps should be kept that show at a glance the distribution of accidents. The Spot map eliminates the necessity for going through the file to find high accident locations. Generally two spot maps are kept:

1. A spot map showing the location of the accident and the violations involved, such as speeding, disregarding stop sign, etc. This type of spot map will assist the enforcement in directing their program.
2. A spot map showing the location of the accident and the type, such as pedestrian versus motor vehicle, motor vehicle versus motor vehicle, fatal, injury and property damage. This map will assist the traffic engineer in planning his program.

UNIFORM TRAFFIC CONTROL DEVICES

During the past few years there has been a marked tendency through the country, for the adoption of uniform highway signs and markings. Since the residents of Oak Ridge will come from every state in the union, all signs and pavement markings should conform with the Uniform Manual on Traffic Control Devices for streets and highways, sponsored by the American Association of State Highway officials and the National Conference on Street and Highway Safety. This manual contains standard specifications for various types of signs which are recommended for guidance, warning and regulation. Motorists are gradually becoming familiar with the shapes and characters of these signs, therefore uniformity is important. In addition, this manual contains standards for pavement markings.

The primary function of a road sign is to convey to the motorist, quickly and intelligently, a method of warning, of guidance, or of regulation. Each sign must serve a useful and specific purpose, therefore care should be exercised in preventing the installation of too many signs. The necessity for signs shall be determined by facts and field studies because their value depends upon correct and consistent application.

Pavement markings have numerous functions, the most important being to separate traffic into respective lanes. In some instances it is the only practical means of conveying the desired message to the motorist. Pavement markings indicating crosswalk boundaries encourage pedestrians to walk in designated lanes and inform the motorist where pedestrian movement can be anticipated. They indicate limit of parking zones; define the outlines of bus zones, safety zones and fire hydrant zones. Pavement markings should conform with the Uniform Code in order to be effective. Once motorists have become accustomed to such a system, the desired meaning will accomplish its purpose.

ADEQUATE STREETS FOR CONVENIENT AND ECONOMIC MOVEMENT

For the safe, convenient and economic movement of traffic throughout the area, streets and highways should be of sufficient lane width and capacity. This is not only true for civilian and military use but is imperative for the movement of emergency vehicles, particularly fire apparatus.

The Oak Ridge street pattern has been well planned for vehicular traffic distribution from the business section to the homes, as well as to Highway 61 which feeds to other sections of the area and surrounding cities. Tennessee Avenue will be the focal point of conversion and distribution of vehicular traffic, from and to which vehicles will fan out on the secondary streets, such as Pennsylvania Avenue, Delaware Avenue, Georgia Avenue, Michigan Avenue and New York Avenue. From these streets vehicular traffic will disperse throughout the network of tertiary Streets.

It is evident that Tennessee Avenue will carry the greater volume of vehicular traffic, since the entire secondary system is connected to it at various points. There will be a considerable number of vehicles turning into and off on Tennessee Avenue at the junctions of secondary streets. Therefore, to eliminate congestion and hazards, Tennessee Avenue should be at least a 4-lane roadway so that accelerating and decelerating vehicles can enter and turn off without interfering with through movement. With only a 2-lane roadway through vehicles will attempt to pass slower moving vehicles by turning into the lane for opposite movement, which of course is hazardous. Two lanes are necessary for each direction to accommodate the two types of movement for smooth flow of vehicular traffic. Tennessee Avenue should be widened to a minimum of 40 feet, or 43 feet from face to face of curbs if they are constructed.

The secondary system of feeder roads should be wide enough to accommodate two lanes of moving vehicles and one lane for emergency parking, so that vehicles can park without interfering with vehicular movement. Therefore the Outer Drive, Pennsylvania Avenue, Utah Avenue, New York Avenue, Delaware Avenue, California Avenue and Vermont Avenue, should be constructed at least 28 feet wide; two 10 foot lanes for moving vehicles and one 8 foot lane for parallel parking on one side. However, it is desirable that these

roads be 36 feet in width so that parking can be permitted on both sides.

All of these streets should not be designated as through streets however, only the Outer Drive, Tennessee Avenue, Pennsylvania Avenue, Delaware Avenue, Georgia Avenue, Michigan Avenue, and New York Avenue should be made through streets at the present time.

It is desirable to discourage through traffic to use Kentucky Avenue since the high school is on this street. Through traffic should be educated to use Michigan Avenue since this street will conveniently serve the same origin and destination. Therefore stop signs should be erected at Broadway Avenue and Michigan Avenue and Kentucky Avenue, as well as "Through Traffic Prohibited" signs facing traffic that would want to enter this street.

The tertiary system of roads should not be constructed too wide. They should be 2 lane roads with traffic lanes 9 feet in width, and constructed on short tangents and curves with minimum radii of 100 feet. These streets should dead-end with turn-arounds. This type of street layout discourages unwarranted use and controls movement.

West and East Gateway Avenues which are secondary access roads to Highway 61 should be constructed at least 20 feet in width in order to permit two moving traffic lanes.

Central Avenue, the primary roadway connecting the Highway and the Town of Oak Ridge street system, which is now a divided roadway, should be two pavements 23 feet wide from face to face of curbs. The additional width is advisable because motorists tend to veer away from curbs and crowd other traffic lanes.

Broadway street, which may be classed as a business street, should be a minimum of 36 feet in width to permit two moving traffic lanes and parallel parking on both sides. The proposed plan for diagonal parking along Broadway Street and other streets should be revised. Diagonal parking along streets is hazardous and interferes with vehicular movement. Drivers backing out when parked diagonally must do so by taking a chance, for they cannot see oncoming vehicles until the greater portion of their car is in the path of the approaching vehicle.

LANE WIDTH OF ACCESS ROAD SYSTEM

Recent observations made by the Bureau of Public Roads indicate that 2-lane roads 20 feet wide are adequate for light traffic, but are inadequate for modern mixed traffic. Therefore, the accepted practice by many states in designing highways is to make traffic lanes 11 feet wide. Conclusions were based on observations of vehicle behavior when passing on 22 foot pavements, indicating wider lanes are desirable as speed increases. Distances from the center of the right wheel to the right edge of the pavement were measured, varying from 2.5 feet at 15 miles per hour to 3.5 feet at 40 miles per hour.

An increase in traffic density indicated more frequent passing of vehicles, therefore the desirability for wider lanes. The extra cost of wider lanes is offset to some extent by a reduction in cost of shoulder maintenance and a reduction in surface maintenance due to lessened wheel concentration at the edges of the pavement.

It is recommended that the access road system connecting the industrial areas and the two communities be constructed with lanes 11 feet wide. Highway 61 accessible to Oak Ridge should be a 4-lane roadway to intersections of other access roads, or where dispersion takes place. Four lanes are needed paralleling Oak Ridge so that through traffic and vehicles entering and leaving the community can be segregated.

Shoulders, guard rails and curbs should conform with "A Policy On Highway Types" (geometric), prepared by the American Association of Highway Officials. Shoulders for highways are necessary for safe operation and for developing the full traffic capacity of the highway. The use of guard rails is advised at points of extreme danger. Construction of curbs adjacent to traffic lanes of rural highways should be used only for drainage, while they should be low and very flat where no sidewalks exist, and should be 6 to 8 inches high adjacent to sidewalks.

REGULATING PARKING ON STREETS AND HIGHWAYS

From a safety standpoint, emphasis is placed on the importance of prohibiting parking too close to crosswalks and stop signs. Such practices restricts the view of both pedestrians and drivers. Therefore, parking regulations, such as no parking within 20 feet of a crosswalk and 30 feet from a stop sign, which are in accordance with the Model Traffic Ordinance, should be strictly enforced at all times.

So that maximum lane capacity on Highway 61, Tennessee Avenue, East and West Gateway Avenues, will be available at all times "No Parking At Any Time," should be strictly enforced. This regulation should be put into effect at once so that a precedent will be established. Habits of motorists are difficult to change.

No diagonal parking should be planned or put into effect on any street because this regulation is hazardous and causes congestion. Diagonal parking is favored by merchants and business men because more cars can be parked on the streets, but is unfavored by safety and traffic engineers, because of the hazards. It must be remembered that the primary purpose of streets is for moving traffic.

Emergency parking should be permitted along the secondary streets on one side only so that drivers will not be forced to weave from one lane to another. With assurance of parking on one side only, drivers will stay in the same lane for the entire length of the roadway.

OFF STREET PARKING FACILITIES

One of the most serious problems today in every city is inadequate parking space in the business sections. There is not enough curb space available to accommodate all wishing to park their vehicle while shopping, banking, etc. When parking space is inadequate double parking becomes prevalent, causing congestion.

Every home must be considered as a potential terminal with each street serving as a conveyor belt to the business section. Since there is not enough curb space in the business section to take care of these vehicles, other convenient facilities must be provided. Therefore, the proposed plan for off-street parking should be continued and expanded. Future construction should not be placed in areas which have been planned as parking lots. From experience in other cities, it is desirable to have at least one parking stall for every four registered vehicles in the community.

✓ Off-street parking areas should be provided for the homes by building a central parking lot for each group of homes with one entrance and exit to the nearest street, preferably one of the tertiary streets. The parking lots should not be too far from the homes of people using them, for it will discourage their use.

✓ Adequate off-street parking areas should be built in the dormitory sections so that people living in the dormitories won't have to park their car on the street.

SIDEWALKS FOR PEDESTRIAN SAFETY

ms Pedestrian accident exposure is much greater when pedestrians are forced to walk on the streets. In 1942, almost two-fifths of all traffic deaths and one-fourth of the injuries involved pedestrians. In cities over 10,000 population where sidewalks are provided only 5 percent of pedestrian deaths were caused by walking on the roadway. However, in rural areas where walking on the roadway is common the experience was 700 percent greater, indicating the absolute necessity for sidewalks. Sidewalks should be constructed on both sides of Tennessee Avenue, Central Avenue, Broadway Avenue, and on at least one side of the secondary streets.

WINTER ROAD MAINTENANCE

of necessity
With the coming of winter thought should be given for treatment of slippery roads. It may be advisable to place stock piles of abrasives, such as sand and cinders, at various locations throughout the area which should be used with a mixture of sodium or calcium chloride. An inventory should be taken on spreaders, chains, etc. The importance of the work on the area requires a steady and safe flow of vehicular traffic, making it advisable to consider treatment of the entire length of the access roads rather than only hills, curves and intersections.

UNBALANCING THE USE OF HIGHWAYS

Unbalanced lane use should be established along Scarborough Road between 5:00 and 5:30 p.m., from the Y-12 Gate, north to the junction of Saw Mill Road. This procedure will permit two lanes for north bound movement and one lane for south bound movement. There is considerable unnecessary delay because the full capacity of the roadway is not utilized. Similarly the same procedure should be used in a reverse direction from 5:30 to 6:30 p.m., when the greater volume is south bound. Educating the drivers by traffic police several days will be necessary, and improving the shoulders along the roadway should be undertaken. For safety the roadway should be marked for three lanes and portable "Keep to Right" signs placed on the roadway between the opposite movement of traffic. (Unbalanced lane use was tried out on September 1st, 1943, from 5:00 to 5:30 p.m. for the heavy north bound movement and congestion was reduced by 15 minutes. Prior to that date the highway was congested from 5:00 to 5:30 p.m., and on the date of trial it was clear at 5:15 p.m.)

Unbalanced use of the highway is an effective way to expedite traffic and reduce the number of accidents. It is a cheap way to cut down on the amount of travel time used by war workers. A few signs, some pavement markings and a 3 or 4 day educational program by police or plant guards will do the job. Not only does this method of traffic control reduce congestion and accident exposure, it also is a way of helping to reduce dissatisfaction, absenteeism and job changing. Workers who have considered the amount of time spent each day in traveling to and from work, consequently seek employment at a location which requires the least amount of travel time.

CHAPTER II

HOME SAFETY

PHYSICAL STRUCTURE OF DWELLINGS AND ORIGINAL EQUIPMENT

X Since falls head the list of home accidents and because a large proportion of these are due to slippery floors, steps should be taken with all possible haste to decide upon and provide or direct a finish for the hardwood floors which will reduce the slipping hazard to a minimum. Unless a better method can be found it is suggested that a good grade of durable floor varnish be applied and that the use of wax and oil either be prohibited or discouraged. Serious falls also occur with too great frequency in bath tubs. Rubber bath mats are the usual solution to this problem, but since these are not obtainable at present it is recommended that suitable hand-holds be installed on the walls at one side of all bath tubs to provide adequate assistance when stepping in and out of the tubs.

X In the E type four family houses, no provisions have been made for persons trapped on the second floor to make their escape. Fatalities occur frequently in relatively small homes because of this deficiency. It is recommended, therefore, that the trellis at one end of the front porch be converted to a substantial permanent fire ladder and that one of the windows opening out onto the porch roof be marked in neat but somewhat conspicuous lettering, USE THIS WINDOW AS AN EXIT IN CASE OF FIRE.

Install Fire Ladder
At present there is a serious catastrophe hazard in each of the dormitories. This should be corrected with all possible haste and the same condition should be avoided in the completion of other multiple occupancy buildings. The condition referred to is the blocking of fire exits by stoutly built screen doors that swing in, and the complete absence of alarm systems to arouse the occupants. The screen door hazard can best be overcome by providing a partition with door opening, about four feet distant from each fire exit door, and hanging the screen in this opening so it swings in the direction of travel of fleeing occupants. Until this can be done, it is urged that the screen doors be taken down for the winter just as soon as conditions will permit. *Back up*

Study NOTE: The urgency of this recommendation has been demonstrated in many instances when occupants fleeing from fires have become panicky and their flight has been obstructed by conditions far less serious than the strong middle bar of a screen door.

Manually operated fire alarms are recommended for the dormitories in preference to the electrical type because it is understood that the electrical power supply is frequently interrupted for considerable periods of time.

These gongs should make sufficient sound and should be so located as to assure the awakening of the occupants in all parts of the buildings. They should, of course, be within convenient reach of the desk clerk.

Because the fire escape steps have not been roofed over, instructions should be issued that the janitors must free them of ice and snow immediately after winter storms.

No provisions have yet been made for the stringing of clothes lines at the A, B, C, D, and E type dwellings. In the absence of such facilities many housewives will string their clothes lines dangerously low. It would appear that the most satisfactory solution to this problem from the standpoint of utility, uniformity, appearance, and safety would be to provide umbrella type clothes line supports which can be stowed away in utility rooms when not in use.

A valuable and simple addition to the equipment in each house would be the cementing of a first aid instruction placard to the inside door of each bathroom medicine cabinet. These could be given a coat of varnish when installed to prevent their defacement. Another desirable addition to the equipment in A, B, C, D, and E type houses and efficiency apartments would be the installation of durable placards, preferably framed under glass, containing such information as the following:

- a. What to do in case of fire, accident or serious illness.
- b. Safe operation of furnaces and fireplaces.
 - 1). Starting fires.
 - 2). Damping fires.
 - 3). Burning rubbish in furnaces.
 - 4). Use of fireplace screens.
- c. Operation of electric stoves.
- d. Pulling main switches when leaving house for considerable periods of time.
- e. Regulations on keeping walks and steps clear of ice and snow.
- f. Storage and use of flammable liquids (include instructions on dry cleaning).
- g. Warning against use of electric appliances in bathroom.

- h. Keeping floors in safe condition.
- i. Instructions about installation of radio aerials.
- j. Instructions about disposal of garbage, ashes, and rubbish.
- k. What to do when supply of electricity is interrupted.
- l. What to do about thawing frozen pipes.

X Since the houses are not equipped with radio aerials and because of the danger of encouraging residents to climb roofs and trees to install them, it is recommended that a standard type of installation be decided upon and that, if and when the necessary materials are obtainable, provisions be made to have these installed for them at such low cost that they cannot afford to do other than order the standard installation. Actually there may be very little demand for any aerials because of the improved efficiency of built-in aerials in modern radios.

X Both for fire prevention reasons and to lessen the temptation for little children to climb to hazardous heights, it would be desirable to remove the lower limbs from all trees in the immediate vicinity of all houses and to remove all branches which overhang chimneys.

THE SAFE ERADICATION OF POISON IVY

A similarly desirable and important project would be the eradication of poison ivy in the community in so far as it is practicable to do so.

The most recent information available on the safe eradication of poison ivy comes from L. W. Kephart, Senior Agronomist, Noxious Weed Investigations, U. S. Bureau of Plant Industry. Kephart recommends spraying the leaves with a solution of Ammonium Sulfamate when the poison ivy is in full leaf and before the plants start to go dormant. Within twenty four hours the leaves begin to wilt, but the action is relatively slow. They become wholly brown and brittle in about a week. Thereafter they slowly dry and disintegrate. The dead stems remain standing for some time. Ordinarily, little re-growths occur from either stems or roots, but a few weak sprouts may appear after three or four weeks. It is important, Kephart says, that these be destroyed by re-spraying. A second spraying is usually necessary in any case to treat plants overlooked at the first application. While a third treatment is rarely necessary to kill the original plants, new plants may arise from seeds, and the area should be watched for several years, for strays.

Ammonium Sulfamate, a salt-like substance, is dissolved in water at the rate of 12 ounces per gallon and sprayed on the leaves until they are wet but not dripping. Usually one gallon of spray solution will cover all of the leaves in a square rod of dense poison ivy or two square rods of scattered stand. The utensils used should be thoroughly washed immediately after use. A common garden sprayer of the knapsack type which applies the solution as

a fine spray rather than a fine, driving mist is satisfactory. Those who do the work should avoid actual contact with the poison ivy. They should wear long leather gloves, leggings and a heavy work shirt. They should tie trouser cuffs closely about the shoes and shirt sleeves over the cuffs of gloves if short gloves are worn. After work, the garments should be removed without touching them with bare hands. They should then be dry cleaned.

PROMOTING SAFETY THROUGH MAINTENANCE MEN

It is understood there may be as many as seventy-five maintenance men serving the community at some future date and since these men can promote home safety, very effectively as they go about their work, it is recommended that, starting with the small group of men now in this service, a series of classes on safety be instituted for them and that these be repeated as often as may be necessary to include new employees as added to the force. These classes should be based on the assumption that these men should: (a) look out for their own safety, (b) look out for the safety of tenants and property by doing their work safely, and (c) help to interest tenants in their own safety.

The complete course should include instruction in such subjects as:

A. Use, care and storage of hand tools:

- Hammers
- Saws
- Planes
- Knives
- Soldering Irons and Torches
- Drills
- Brace and Bits
- Screw Drivers
- Axes and Hatchets
- Chisels
- Wrenches
- Files
- Blow Torches
- Portable electric Power Tools
- Small Power Driver Machines
- Paint Spray Guns
- Goggles
- Garden Tools
- Welding Equipment
- Linemen's Tools

B. Use, care and storage of appliances:

- Ladders

Scaffolding
Rope
Hoists
Frozen Pipe Thawing Devices
Tree Trimming Equipment
Linemen's Appliances

C. Operations:

Lifting
Carrying Awkward Objects such as
refrigerators and stoves.
Piling objects
Climbing
Tree trimming and felling
Work on roofs
Thawing pipes
Installing and maintaining radio
aerials
Work in sumps and pits
Shoring trenches
Finishing Floors
Painting
Cleaning up after the job

D. Special points of hazard:

Steps and stairs
Walks
Hand Rails
Furnaces
Stoves
Refrigerators
Plumbing (Sewer gas, etc.)
Inadequate lighting
Electric outlets and cords
Electric fuses and switches
Broken windows

E. Hazardous materials

Oily Rags
Kerosene
Caustics, (Pye, etc.)
Ammonia
Acids
Paint & Varnish remover

F. Special Problems outdoors:

Bushes and other objects obstruct-
ing view of traffic

Playground equipment well main-
tained
Anchoring bird baths and sun dials
Height of fences around grass plots

G. First Aid:

Giving emergency treatment
Transporting injured to hospital

It would also seem desirable to hold quarterly safety meetings of the entire group to discuss seasonal hazards and methods of dealing with them.

SPECIAL SERVICES FOR THE COMMUNITY

✓ One of the most serious home hazards to be anticipated is the use of kerosene for starting fires. The easier it can be made for tenants to start fires without kerosene the less chance there will be of their using it. It is, therefore, recommended that the plans for furnishing and delivering coal include bundles of kindling at time of delivery sufficient to supply each tenant's needs. The enormous accumulation of scrap lumber resulting from the construction work could be used to advantage for the time being. A special effort should, of course, be made to discourage the use of kerosene.

✓ Because of the extensive wooded and grassy areas in which many of the houses are located, it is going to be highly desirable to prohibit grass and brush fires and to discourage the burning of leaves and rubbish in the open. An adequate plan for the regular collection of rubbish and ashes would contribute greatly toward assuring the desired results.

✓ For some time to come many items of furniture and household appliances will not be replaceable when they are broken or damaged. Furthermore, the tenants should be given every possible assistance in their efforts to take care of what they possess and to have repairs made when necessary. In addition, the repair shop facilities of a large community are some miles away. It is therefore recommended that a special effort be made to induce one or more good repairmen, skilled in such work, to establish themselves in the town on a concession basis. Here would be a splendid opportunity to provide employment for several disabled soldiers capable of doing the work.

✓ It is urgent that everything possible be done to stop and prohibit home dry cleaning with gasoline and other highly flammable solvents. To this end, arrangements should be made with the drug, grocery and general stores to carry only non-flammable cleaning fluids and with the filling stations to dispense only "High-flash point" solvents, especially produced for relatively safe dry cleaning.

Because of the fairly frequent interruptions of the electric power supply, it will be necessary for the tenants to be equipped with good flashlights,

candles or other means of illuminating their houses during the forced dark out periods. In view of this the town merchants should be asked to cooperate in stocking only the emergency lighting supplies that are safe for the tenants to use and in giving instructions for their safe use at time each sale is made.

During the intense shortage of help, adequate provisions should be made so that mothers burdened with the care of infants and pre-school children can find relief without exposing their children to the extreme danger of being left alone at home. This is all the more essential in those cases where both parents are employed. A still further urgent need is a nursing service not only for mothers taken ill but also for childless mothers whose husbands services are essential at their places of employment. These needs can be met satisfactorily in the following ways and the home economics specialists have already emphasized the need for putting them into effect with all possible haste:

- a. Area pre-kindergarten schools, A C or D type houses might be adapted to this use and the schools put on a self-sustaining basis or financed by arrangement with the authorities administering the Lanam Act.
- b. A visiting nurse service for emergency cases which it is understood is now contemplated, plus an organized practical nurse service to be available at reasonable cost to those having occasion to use the service.
- c. The establishment of an employment service for domestic help.
- d. A more effective development of the "Sitter Club" plan.

TOWN HOME SAFETY REGULATIONS

The following are obviously matters which should be made the subjects of town regulations at the earliest opportunity:

- a. Collection of ashes and rubbish.
- b. Prohibition of grass and brush fires except under the supervision of the town fire department.
- c. The requirements that gasoline be kept only in cans painted red and that neither kerosene nor gasoline be dispensed or kept in glass bottles or open top containers, except in minute quantities.
- d. Keeping walks and steps free of ice and snow, or making sure they are rendered less slippery by the use of ashes, salt, etc.
- e. Inspections of home for fire hazards by uniformed members of the town fire department.

HOME DEMONSTRATIONS FOR HOUSEWIVES

X Of immediate value from many standpoints and especially important from a safety education standpoint would be the establishment of demonstration homes at central points. These could be general information centers for new tenants and all new tenant housewives should receive a cordial invitation to attend demonstrations in the use and care of their houses and household equipment at regularly stated hours. At other times use could be made of these demonstration homes for home economics, infant care, and other classes on a variety of home subjects. This project should logically be placed under the direct supervision of the home economics specialists.

f Because there is a war time economic necessity for many housewives to engage in canning and preserving garden products, meats, etc., and because this work is hazardous, the establishment of a canning center would be an obvious contribution of considerable importance to the home safety program. It should be possible to put this on a self-sustaining basis. One of the valid arguments for it is the shortage of canning equipment on the market. Such centers are operating successfully in other industrial housing communities.

The community home safety program will benefit immeasurably by the integrated safety programs for the elementary schools and high school recommended elsewhere in this report. The importance of adopting such activities in the schools with all possible speed cannot be over emphasized.

HOME SAFETY INSPECTIONS

X Cities in which the ordinances provide for home fire hazard inspections by uniformed firemen as suggested in Town Home Safety Regulations find little objection to such inspections and the fire loss records are definitely improved by the practice. No doubt the success of these inspections is due to their being undertaken only by uniformed men well trained in the technique of approach and the avoidance of unnecessary prying. The psychological effect of the fireman's call at the home is probably more powerful in producing results than the actual inspection. If it is decided to adopt the plan, it is recommended that the firemen be taught some of the principal points of home safety other than fire prevention and that they be instructed to promote home safety tactfully when they make their inspections.

NOTE: It seems advisable not to recommend any additional home safety inspections at this time. Self-inspections by the tenants might be encouraged at some future time as a feature of the overall community program.

LONG RANGE HOME SAFETY PROMOTIONAL PROGRAM

The necessary home safety promotional program should be developed by the Town Safety Council (discussed in Chapter IV) in pace with the increase of the tenant population. It is urged that this program be developed with un-

usual care to avoid any feeling on the part of the townspeople that it may lack substance or sincerity. Promiscuous, unplanned distribution of easily available literature should be avoided in favor of a well studied plan based on a definite understanding of current needs. Some of the promotional activities which should receive serious consideration are:

a. Focussing public attention and safety activities on a pre-determined objective expressed by some such slogan as "Make Oak Ridge the Safest Town."

X b. The establishment of a SAFE HOME award plan in which special recognition will be given every home in the town which is accident free for a period of say one year.

✓ c. The establishment of a regular home safety column or page in the Oak Ridge Journal to be sponsored by the town safety council.

✓ d. The use of well placed safety posters.

✓ e. The use of visual aids as they become available.

Some of the currently important topics which should be emphasized and have not been fully covered elsewhere in this report are:

a. The hazard of smoking in bed, and placing lighted cigarettes and cigars in contact with flammable objects.

b. The hazards of canning and preserving.

c. The dangers of using electric appliances other than electric razors in bathrooms.

CHAPTER III
SCHOOL SAFETY

ADMINISTRATION AND SUPERVISION

- ✓ 1. The school safety program should be correlated with the safety program of the Area.
- ✓ 2. Responsibility for the administration and supervision of the school safety program should be definitely placed.
- ✓ 3. A faculty committee with sub-committees representing (a) elementary schools and (b) the high school should develop a well balanced safety education program to meet the unique needs of the children living in the community. This committee should be a permanent organization to give continuous direction to the program.
- ✓ 4. In-service teacher training in the field of safety education should be carried on.
- ✓ 5. A responsible person should be charged with the duty of seeing that the buildings, grounds and equipment are maintained in a safe condition.
- ✓ 6. The custodial staff should receive in-service training with respect to safe maintenance of the buildings, grounds and equipment.
- ✓ 7. All members of the teaching and custodial staffs should receive training in (a) First Aid and (b) how to use the fire extinguishing devices placed in the school buildings.

BUILDINGS, GROUNDS AND EQUIPMENT TO MEET SAFETY REQUIREMENTS

1. It is assumed that the buildings, grounds and equipment will satisfy the safety requirements and standards set by local, state and national agencies. Because of this assumption only a few standards will be mentioned:
 - (a) All exit doors, including classroom and other doors should open outward.
 - (b) All outside exit doors should be equipped with panic locks.
 - (c) All exit doors should be unlocked and unobstructed during school hours.

✓(d) Each building should be equipped with a special fire gong system which can be heard in all sections of the building. If the fire gong system is electrically operated, there should be substitute devices for sounding the alarm. There should be signal or alarm stations at several points in the building.

✓(e) Each building should be supplied with fire extinguishing devices distributed in such a way as to be readily available for effective fire fighting in any part of the building.

✓(f) Kitchens, laboratories and shops should be equipped with fire blankets to be used in case of ignited clothing.

✓(g) First aid supplies should be readily available in each building.

✓(h) Industrial arts equipment should be equipped with adequate guards.

✓(i) Screening on windows should be easily unfastened on the inside.

✓(j) Waste paper and trash should be disposed of daily.

✓(k) Tightly covered metal recepticals should be used for the storage of sweeping compound, oily rags and mops.

✓ 2. Adequate play ground space, with a smooth playing field should be provided. Separate spaces should be provided for, (a) young children, (b) older children, (c) various types of play apparatus, (d) various types of play activities.

✓ 3. The building, grounds and safety equipment should be inspected daily by the custodian and dangerous conditions remedied at once.

✓ 4. Periodic inspections of buildings, grounds and equipment should be made by competent specialists, other than the school authorities.

SIDEWALKS AND PATHS NEEDED FOR SCHOOL CHILDREN

✓ 1. Because of the amount of traffic on Tennessee Avenue it is recommended that sidewalks be built on both sides of the street for its entire length. If this cannot be accomplished immediately, an alternate but less desirable plan would be to construct a sidewalk on one side of the street, preferably the north side due to the fact that the schools and shopping center are on the north side. A sidewalk on at least one side of this main street of the town is absolutely essential to the safety of the children and adults of the community.

2. Because the layout of streets would cause pupils living in certain areas to travel in a roundabout way going to and from school, it is recommended

that pedestrian paths be constructed as follows:

- (a) From the east end of Powell Road to Porter Road.
- (b) From Pelham Road to Upsal Road.
- (c) From Pasadena Road to W. Newkirk Lane.
- (d) From Pacific Road to W. Newkirk Lane.
- (e) From the end of W. Maiden Lane to "West" School.
- (f) From the end of Maple Lane to Malvern Road.
- (g) From the west end of W. Malta Road to path "e".
- (h) From the end of Magnolia Lane to path "e".
- (i) From Kingfisher Lane to road to church.
- (j) From Guest House to E. Magnolia Lane.
- (k) From Georgia Avenue through the ends of Gorgas Lane and Fulton Lane to E. Forest Lane.
- (l) From Georgia Avenue at the intersection of Glendale Lane to W. Faunce Road.
- (m) From the end of E. Geneva Lane to W. Farragut Road.
- (n) From Glendale Lane and W. Geneva Lane to High School.
- (o) From E. Fairview Road across Tilden Road and Thelma Road to Taylor Road.
- (p) From E. Fernhill Lane to Thayer Lane.
- (q) From Ogonz Lane to Taylor Road.
- (r) From W. Dalton Road to Tabor Road.
- (s) From Hutment area to Robertsville School.

Check these against present plans.

3. School Zones should be marked by standard traffic signs.

4. The parking of motor vehicles on the side of the street adjacent to a school building or grounds should be prohibited during a period from one hour before school opens to one hour after school closes.

THE SAFE WAY TO WALK ON STREETS

1. Pupils who must walk in the road should be taught to walk on the left side of the road, single file, facing on-coming traffic.
2. School crossing protection should be under the supervision of the traffic police force and placed at hazardous locations. Project guards should be available for this type of work so as not to reduce the manpower of the traffic police force.
3. For school safety patrols see - Well Balanced Instruction Program To Be Offered, paragraph 5-a.

RIDING BICYCLES TO SCHOOL

1. The riding of bicycles to school by young pupils should be discouraged.
2. Pupils who ride bicycles to school should receive special instructions in safe bicycle riding.
3. Provisions should be made for the parking of bicycles at the schools.

REQUIREMENTS FOR BUSES AND DRIVERS TRANSPORTING PUPILS

1. Bus drivers should be examined for physical and mental competence and should be required to pass a stringent driving test.
2. All vehicles used to transport pupils should be in safe condition and should be inspected daily by a competent person.
3. A special area at the school should be provided and marked for the loading and unloading of buses.
4. Buses should stop to take on or let off pupils only at designated stops. Stops should never be near the crest of a hill.
5. See Well Balanced Instruction Program To Be Offered, paragraph 5-b.

FIRE DRILLS ARE NECESSARY

1. The fire gong system should be used only for fire drills or in case of fire.
2. Enough fire drills should be held at the beginning of each school term to acquaint pupils and teachers with the correct procedure. Thereafter, they should be held once a month or oftener.
3. Rapid evacuation in a fire drill is important, but order and control are more important and should not be sacrificed for speed.

- ✓ 4. During a fire drill, an inspection should be made to see that everyone leaves the building and each teacher should check her group to see that all are accounted for as soon as the group has reached its place outside the building.
- ✓ 5. Occasionally a "blocked exit" drill should be held.
- ✓ 6. Fire Drill directions should be posted in each school room.

SCHOOL ACCIDENTS TO BE REPORTED

- ✓ 1. It is recommended that all school accidents be reported. Pupil accident reports should be summarized periodically and administrators and teachers should be provided with copies of the summaries. (See Chapter V, Part B - Accident Records and Analysis).

WELL BALANCED INSTRUCTION PROGRAM TO BE OFFERED

- ✓ 1. A well balanced instructional program covering all aspects of safety necessary for the welfare of the pupil should be offered at the appropriate grade levels. These aspects include: School safety, fire prevention, traffic safety, home safety, occupational safety, recreational safety, seasonal safety, and first-aid.
- ✓ 2. Specific safety teaching covering the hazards inherent in the subject should be given in physical education, industrial arts, vocational education, home economics, and science.
- ✓ 3. Driver education and training should be offered as a separate subject in the high school.
- ✓ 4. All high school pupils should be required to complete a first-aid course.
5. Pupil self-governing organizations should be concerned with safety as a part of their activities.
 - ✓ a. One of the committees of the organization should be the school safety patrol. (See Appendix 1, Standard Rules For Operation of School Safety Patrols).
 - b. Another committee of the organization should be the bus patrol in schools having pupils transported by buses. (See Appendix 1, Standard Rules For Operation of School Safety Patrols).
 - c. Other committees may be: Clean-up, Playground Committee, Bulletin Board Committee, etc.

SUPPLYING SAFETY MATERIALS

1. The school library should contain safety publications for teachers use (See Appendix 1, Memo #2 - General Bibliography).
2. Teachers should be supplied with safety posters and lesson outlines. (See Appendix 1, Lesson Outlines and Posters).
3. Visual aids should be utilized in the safety program. (See Appendix 1, Memo #7 - Selected Visual Aids To Safety Teaching).
4. Textbooks used in the various subjects should be checked to see that the safety content is adequate.

SUPERVISION AT THE SCHOOL PLAYGROUNDS

1. Proper supervision should be provided for school playgrounds.

PROCEDURE IN CASE OF ACCIDENT ON SCHOOL PROPERTY

1. All pupils injured at school should be given first-aid at once by a trained first aider. First-aid procedures should be approved by the Area Medical Director.
2. Before an injured pupil is sent home, a check should be made to see if a responsible person is at home.
3. If an injured pupil is sent home, he should be accompanied by a reliable person.
4. In case of serious injury, the school doctor should be called.

MEDICAL EXAMINATION REQUIREMENTS

Pupils enrolled in physical education classes or participating in athletics, should be given a thorough physical examination each year before engaging in these activities.

NURSERY SCHOOLS FOR COMMUNITY NEEDS

It is recommended that neighborhood nursery schools be established to meet the urgent needs of the community. This recommendation should receive the earliest possible attention.

CHAPTER IV

APPLYING THE SAFETY PROGRAM TO THE COMMUNITY

*I question the
program of appointing
the Board. That the
steering committee should
be formed. These
sections.*

ORGANIZING THE OAK RIDGE SAFETY COUNCIL

Ways of preventing accidents are fairly well understood; the problem is to apply these methods to the community. The first step is to eliminate unsafe conditions, recommendations for which have already been outlined. The next step is to instruct the people in safe ways of doing things--an extremely detailed, continuous job that requires careful organization. Enlisting the leaders, getting the cooperation of all the community's organizations and conducting a sustained promotional program require a strong Safety Council.

The structure and functions of the proposed safety organization are indicated in the following recommendations:

1. The Safety Council should be organized as a non-profit, non-political, non-sectarian group.
2. A steering committee should organize the Safety Council, recommending a constitution and nominating candidates for the board of directors.
3. The board of directors, which should ultimately represent every important interest in the community, should govern the Safety Council.
 - a. Until the town's growth has stabilized, no attempt should be made to have a complete board; leading officials whose work involves safety and a few community leaders will be sufficient to start the Council.
 - b. New leaders may be added to the board as they appear.
4. An executive committee should be named by the board to "thresh out" problems.
 - a. The chairman of each of the sections, as well as the chairman of the local chapter of the American Society of Safety Engineers, should be members of the Safety Council's executive committee. (See organization chart below.)
5. Officers should be president, vice-president, secretary and treasurer.
6. An executive secretary, the community safety engineer operating under the area safety director, should be assigned to manage the Safety Council.

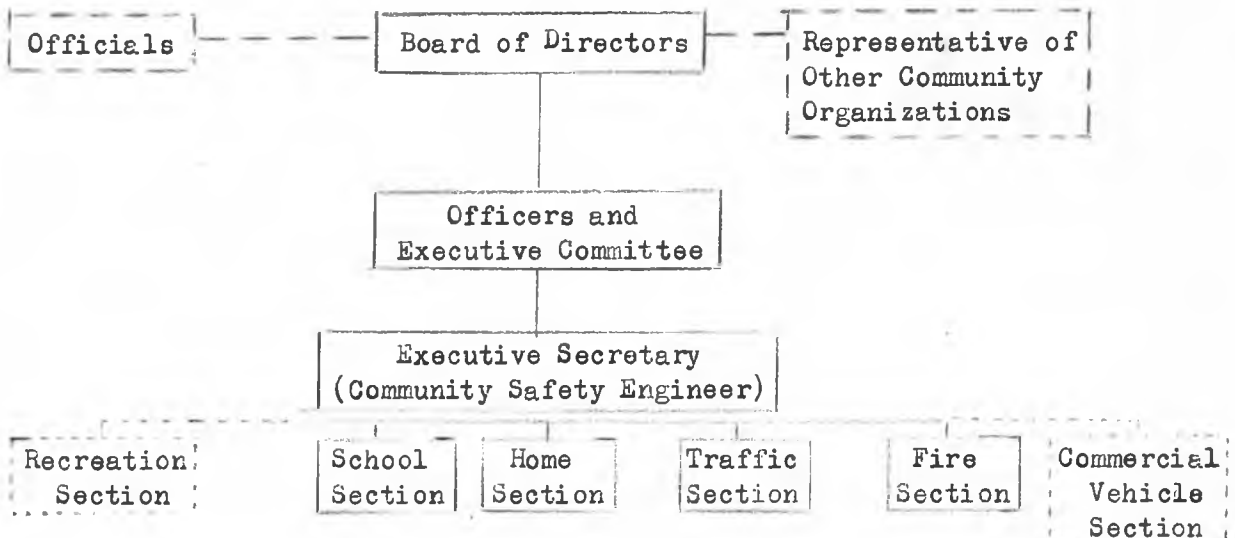
7. Promotional materials--posters, booklets, sound-slide films, etc.-- should be provided the Safety Council.

- a. While a continuous stream of such materials is necessary to maintain public interest, the items should be selected strictly in terms of their appropriateness to the program of the local Council.

8. Unofficial liaison should be an important function of the Safety Council; it would be an advisory group only, without official responsibility or power but should maintain harmonious relations with the officials and should support their safety work. The Safety Council should serve as a practical example of orderly cooperation between authorities and citizens--the American way.

- a. The police chief and fire chief, for example, should serve as section members, acting as consultants for the group.
- b. Special sections may ultimately develop into advisory commission; for example, the school safety section might, with the approval of the superintendent of schools, have a special faculty committee such as was recommended under "Administration and Supervision", Chapter III - School Safety. The traffic section's committee on engineering might serve as citizen-advisors to the traffic engineer.

9. Special sections should eventually be organized to work on traffic, school, home, recreational and commercial vehicle safety and fire prevention.



- - - - - cooperative relationships
 sections to be organized later

- a. The job of these sections should be to develop programs.
- b. Great care should be taken to avoid starting too many sections in the beginning and to make sure that no section will "bite off more than it can chew."
- c. Ultimately each section should devise such projects as the following:

TRAFFIC SECTION OF THE SAFETY COUNCIL

Establishment of a Speakers Bureau.

Inviting civic organizations and other groups to include some phase of safety in their programs.

Use of regular press releases, motion picture trailers, traffic safety posters, sidewalk slogans, bumper strips for trucks and buses, bus placards and billboards.

Organizing a Safe Drivers' League to conduct a contest among industrial workers based on the best record of traffic law obedience--an excellent way for industry to encourage off-the-job safety.

Maintaining a film library with up-to-date sound-slide and motion picture films for safety meetings.

Periodic use of safety promotional projects, such as safety parades, special holiday campaigns, pedestrian stunts, etc.

Publishing a Digest of the Traffic Ordinance - (See Chapter I - Planning for Traffic Safety).

Promoting a continuous pedestrian campaign to support efforts of official agencies to protect the pedestrian with special attention to middle-aged and elderly pedestrians.

SCHOOL SECTION OF THE SAFETY COUNCIL

Parent-Teacher Associations, which are devoting more and more attention to safety education, offer the schools an excellent liaison to convey accident prevention concepts to the entire community.

There should be a close relationship between schools and other community institutions to the end that safety training given under the environment of the school will be practical under everyday conditions in the home and in industrial plants.

The Safety Council should assist the schools with Junior Safety Councils.

RECREATION SECTION OF THE SAFETY COUNCIL

A year-round program of public education should be promoted through The Journal and nearby radio stations.

An annual recreational safety conference and exhibit should be held.

Safety promotion in this field lends itself particularly to stunts, such as bicycle parades, right and wrong diving exhibitions, etc.

A complete survey should be made of all water hazards in the nearby area.

Public education should be started to promote safety in hunting and fishing; safety literature should be distributed when firearms are registered with the town management division.

Playground Safety Councils, which would make and enforce their own rules, should be organized to promote such projects as safety towns, bicycle courts, bicycle testing lanes, etc.

This section should cooperate closely with the Recreation Association.

HOME SECTION OF THE SAFETY COUNCIL

Training courses should be developed including large meetings to be addressed by prominent experts followed by individual talks and demonstrations of home safety subjects; special courses for home study groups should be sponsored.

Special promotions should be planned in cooperation with the schools and with civic groups, using contests and community-wide programs; men's, as well as women's, organizations should help, and commercial organizations with a direct interest in the home.

Continuous education should be maintained through The Journal, using both straight news and features; through publication of a home safety news letter; through special publicity devices, such as displays in theatre lobbies and in the windows of banks and retail establishments, and through special advertising such as movie trailers, milk bottle caps, placards, billboards, etc.

A survey of home hazards and accidents should be made through the schools, the pupils taking home accident questionnaires to be returned to the Safety Council for analysis.

FIRE SECTION OF THE SAFETY COUNCIL

A year-round program of public education should be established.

Special promotions should be held during fire-prevention week.

PLANNING THE PROGRAM AND ACTIVITIES

Details of organizing the safety council, planning its program and conducting its activities can be developed through field visits of a staff member of the National Safety Council if desired.

- a. The plans must be custom-made to fit the unusual features of the town's life to make sure the Council fulfills the needs of the community; the projects mentioned in Item 9, for example, would not all be used but some entirely different promotions might be applied.
- b. Great care should be exercised in the preliminary steps, when mistakes are most likely to occur.

By the end of its first year, the Oak Ridge Safety Council should have enlisted good leaders, developed a sound and interesting program of activities and assisted in promoting good relations between the authorities and the community in accident prevention. Such worthwhile objectives require intelligent management and hard work, both based on a plan of operation that is intensely practical.

*Safety Section to review accidents reported
included in the appendix, The id of asgard,
but some of them are rather complicated. In
any event, their use should be limited to the
town police force. However, some method of
reporting should be used, and a summary
maintained.*

CHAPTER V

ACCIDENT REPORTING AND ANALYSIS

Part A
Traffic Accidents

NOTE: Accident statistics are grouped under the four general titles-- motor vehicle, public (except motor vehicle), home, and occupational. The following recommendations for the collection and analysis of accident records cover only the first three titles. The recording and analysis of occupational accidents has been systematized.

OBJECTIVES AND USES OF TRAFFIC ACCIDENT RECORDS

The collection of accident reports, preparation of summaries, and other activities of an accident record bureau are justified only if the accident reports and other products of the record bureau are actually used. Publications of the National Safety Council discuss in detail the many individual uses to which accident records may be put. The following list is not intended to be exhaustive, but does show typical, minimum uses:

- a. To ascertain the magnitude of the city's traffic accident problem, in deaths, injuries and property damage, so that the public may realize the need for the accident prevention activities of local and state governmental agencies, and the importance of cooperating with such agencies in traffic safety efforts.
- b. To determine the types of accidents which occur most frequently and their causes, so that public safety education may be forceful and effective.
- c. To find out what drivers and pedestrians were doing, or intended doing, at the time of accident, so that unsafe practices may be discouraged through education, enforcement, and engineering.
- d. To determine which streets and which intersections have the most accidents, so that these may receive more intensive study, and to provide the means of carrying through such study to determine corrective measures.

Monthly reporting to the National Safety Council is encouraged and earns credit in the National Traffic Safety Contest. It permits listing city death records by population groups in PUBLIC SAFETY Magazine. Approximately 400 cities have cooperated by forwarding reports by the 25th of each

month, thus making possible the most complete list of current city death records available. However, the forwarding of reports to the Council should be only incidental to the use of the records in the local accident prevention program.

DEFINITIONS OF TRAFFIC ACCIDENTS

The Standard Traffic Accident Reporting System should include all traffic accidents - both motor vehicle and those which do not involve a motor vehicle. Motor vehicle accidents on domestic premises or in places of employment are not traffic accidents and are not to be included. Motor vehicle traffic accidents include all accidents involving an automobile, a motorcycle or other motor vehicle which was in motion on a traffic way including cases where the immediate cause of the injury or death was a burn, drowning, etc., as well as the more usual collisions. Property damage, as well as injury and death cases, should be included, with a minimum reportable limit of \$25 property damage suggested.

It is important that police department records be complete for traffic fatalities. Ordinarily this is easily possible. But, where a death occurs some time after the accident, it may be missed. The police department should, therefore, check monthly with the registrar of vital statistics in the local health department. This official receives reports of all deaths from all causes, and an inspection of his records will determine whether the police department has a report of every traffic fatality occurring in the city as the result of an accident in the city. Police departments should also maintain close contact with the state department collecting accident records, not only to avoid discrepancies in published death totals, but also to get information concerning any death occurring outside of the city as a result of an accident in the city.

Reporting system should include all deaths which result from traffic accidents occurring in the city. Deaths in the city as the result of accidents occurring outside should not be included, but deaths occurring outside as a result of accidents within the city should be included. Traffic accidents and deaths should be classified according to the date of accident, not the date of death.

These brief paragraphs will not suffice to determine proper classification of occasional border-line cases. Requests for suggestions as to proper classification in these cases may be addressed to the Council. The U.S. Bureau of the Census has published a manual of Uniform Definitions of Motor Vehicle Accidents, a copy of which is available from the National Safety Council or the U.S. Census Bureau. This provides a standard set of basic definitions which will be very helpful in classifying accidents.

ACCIDENT REPORT FORMS

The standard city report form, Form Traffic 1-A, is 8-1/2" by 11", and is an exact duplicate, with the exception of the urban-rural location schedule, of the standard state investigator's report form. Being nearly identical to the state form, it greatly reduces the clerical work involved in comply-

ing with a requirement that cities forward copies of officer's reports to a state department, which provision is included in the 1938 revision of the Uniform Vehicle Code. This form is similar to the form drivers must file with the State of Tennessee. (See Appendix II).

Unless officers have been trained in accident investigation and reporting methods, and are familiar with the items of information required in the report, it is advisable for them to carry a small supply of report forms at all times. In departments with men trained in accident investigation, or assigned primarily to traffic accident investigation, it has usually been found that notes, taken in the field, are adequate to cover all essential details for a final, complete report. The report form can then be completed in detail, and typewritten, in the station.

TALLY AND SUMMARY FORMS

The standard traffic accident summary form consists of two separate sheets, Form Traffic 3-A and 3-B. Four pages in all, these 8-1/2" x 11" (green) sheets provide a wealth of information for guidance of accident prevention activities. (See Appendix II).

Two tally sheets, Form Traffic 2-A and 2-B, are provided to facilitate the preparation of the standard summary. The arrangement of schedules and items on these two 17" x 22" (yellow) forms follows the arrangement of the two sheets of the summary. The tally sheets are, of course, a hand tabulation method of preparing the summary. (See Appendix II) Mechanical Tabulation either by the use of electric accounting machines or the key-sort system, offers many advantages over hand tabulation through the possibilities of cross-classification. If the volume of reports justifies, mechanical tabulation should be adopted.

Cities should summarize accident records each month and, of course, make up an annual summary. Preparation of an annual or semi-annual summary consists simply of adding the summaries for the individual months, corrected to include delayed deaths and accidents not previously reported.

Despite detailed information available from the standard summary, need will arise from time to time for additional special information. Suggested summaries are pedestrian vs. non-pedestrian, day vs. night, and two-motor vehicle collision vs. all other motor vehicle collisions. In order to prepare a day-night summary, for example, all schedules on the tally sheets may be ruled with red pencil down the center of each column. Day accidents are then tallied to the left of the line and night accidents to the right.

THE DRIVER RECORD FILE

Police departments are finding value in a file summarizing the violation

and accident experience of individual drivers. A driver record file is useful to the courts in applying step-up penalties to repeating violators. Also, the file serves as a guide to selective treatment of those drivers most in need of training. In addition to its accident prevention uses, a driver record files serves as a cross-reference to driver names when the department is requested to furnish information concerning a certain driver.

The standard driver record card, Form Traffic 4, is 4" x 6", printed on one side only. A driver record card should not attempt to show details of the accidents in which a driver may have been involved, but should be confined to a cross-reference to the accident report file. Then, if a driver is to be given a special treatment or handling, the full, complete report may be obtained. (See Appendix II).

A driver record file may be maintained as a separate file or incorporated into the general name files of the department. Each procedure has its merits. Driver record cards should be filed alphabetically by surname, separated by step-cut index cards. It may be valuable to flag with visible index tabs of various colors to indicate "two violations", "two accidents", etc. All cards should be kept in a single file. It is not desirable to attempt to set up separate files for drivers involved in accidents and drivers in violation.

TRAFFIC FATALITY AND INJURY RECORDS

A complete file of names of persons killed and injured is not likely to have accident prevention uses commensurate with the work involved in maintaining it. Many police departments have kept a complete file of casualties, but this should be considered primarily as an information service for response to inquiries from outside the department. The only use for the file in the work of the record bureau will come with rare cases of delayed death where there is difficulty in tracing the death to the accident which caused it. It is recommended that these cases, possibly with some additional investigation, be traced through other records of the department.

Every police department should maintain a unified record of motor vehicle traffic deaths. Since all deaths, regardless of cause, which occur within the city must be reported to the local Board of Health, it is recommended that police departments reconcile their figures with those issued by the Board of Health. This may be done by correcting for the differences in time and place classification. The police department should have a memorandum record of every death which occurs within the city as the result of a motor vehicle accident, regardless of the place of accident. This will facilitate the reconciling of the two sets of figures.

It is recommended that a card file of deaths be maintained. (See suggested form below) The boxes along the top can be checked for ease in separating classes of deaths in the file. The card may be mimeographed in whatever size is best suited to the department's equipment. If there are relatively few deaths, the record can be maintained in a notebook, in a special cor-

responsiveness folder, or by any other method which will insure a complete record of deaths.

Although it is difficult for police departments to maintain complete agreement with the non-fatal injury and property damage accident figures issued by the state traffic authority, which is ordinarily collecting reports under the authority of a law requiring drivers to report, the two departments should maintain complete agreement on motor vehicle traffic death figures for the city. The reconciliation is quite simple if both authorities will prepare lists showing name, place of accident and death, and date of accident and death for the fatalities which they have included in their total.

42	43	In City	Out City	41	42	In City	Out City	Traffic	Non-Tr.
The Death				The Accident					
PERSON KILLED _____			SEX _____			AGE _____			
ADDRESS _____									
Date of Accident _____					Date of Death _____				
Accident No. _____					Type _____				
Location of Accident _____									
(If acc. occurred outside city, show county, city or town, and hwy. no.)									
Place of Death _____									
Cause of Death _____									
Coroner's Report? _____					Health Dept. Certificate No. _____			Health Dept. Code No. _____	

SPOT MAPS AND LOCATION FILING OF TRAFFIC ACCIDENT RECORDS

As soon as the information on the report card has been transferred to the tally sheet, the location of the accident should be shown on the traffic accident location spot map, and on any other special spot maps which are maintained. This is ordinarily done by means of spots pasted on, or pins stuck into, a large map of the city. Such maps show where accidents are accumulating and when prepared over successive periods, show changes in the distribution and concentration of accidents.

After the accident has been spotted on the map, the report is ready to be filed for later reference. Experience shows that the most useful filing method, from the standpoint of accident prevention, is by accident location. If accident spot maps show an accumulation of accidents at one intersection, the location file makes it quite simple to extract from the file reports of all of the accidents which have occurred at the particular intersection, for detailed analysis. If there is demand for a Stop Sign at a certain

intersection, this convenient analysis will help to determine the need for it.

PART B

Public and Home Accidents

PUBLIC AND HOME ACCIDENTS DEFINED

Public accidents (except motor vehicle) are accidents occurring in public places or places used in a public way, except accidents to persons in the course of their employment - these being classified as occupational.

Home accidents are accidents occurring on home premises with this qualification: accidents to domestic servants are included, but accidents to other persons on home premises in the course of their employment are excluded and are classified as occupational accidents.

It is recommended that a report be obtained on every public (except motor vehicle) or home accident that keeps the injured person from his usual activities beyond the day of the accident. It is further suggested that reports on those accidents which result in medical treatment only will be found useful and should be collected if necessary arrangements can be made. (See Appendix III).

THE PUBLIC AND HOME ACCIDENT REPORT FORM

The accident report form is divided into four sections: (1) identity of injured person; (2) time and place of accident; (3) circumstances of the accident; and (4) results of the accident. Most of the items on the form are self-explanatory but a few need some explanation. See Appendix III).

In the first section, in addition to the data on age and sex, an entry for status should be made for every injured person, using such terms as worker, housewife, student, pre-school child, unemployed.

In the second section, on time and place of accident, specify the location in sufficient detail so that when reports are periodically summarized, all accidents occurring at a certain type of location can readily be separated and counted. For example, steps from porch to sidewalk of house at 417 Main Street; swing on District 5 school playground; first floor center aisle of XY Store; sidewalk in front of First National Bank; station platform of A. & B. Railroad; bathroom of apartment 1, 22 South East Avenue.

In the third section, on circumstances of the accident, be as specific as possible on every item. This will simplify classification and summarization of the reports.

for object involved, give the object most closely associated with the accident, such as knife, steps, edge of floor, floor, curb.

By "hazardous arrangement" is meant a condition which usually is the result of lack of comprehension of the hazard involved, and usually can be corrected by rearrangement, putting in order, or substituting safer objects for the ones involved in the accident. Examples are a toy on the stairs, cabinet door left open, hot ashes in a wooden container.

"Other unsafe mechanical or physical conditions" are those which require improved maintenance or structural changes to eliminate the hazard. Examples are loose rugs on a slippery floor, ice on steps, or walks, poison ivy, no hand rail on stairs, broken board or post. The majority of accidents are, at least in part, the results of unsafe acts, but it should not be assumed that one will always be found. Also, it should be noted that in many cases the unsafe act may be associated with the hazardous arrangement or mechanical condition to cause the accident. Thus, standing too close to a burning building is an unsafe act; the burning building also constitutes an unsafe condition. Other examples of unsafe acts are cutting toward self with knife, going into water of varying depth when unable to swim, using wrong tool (such as wrench for hammer).

For "personal factor" choose that factor that bears closest on the accident. It may be that a housewife has poor vision, but if she does not know how to hold and use a hammer, that fact is to be preferred in making out the accident report. Some factor coming under the general heading of lack of knowledge or skill will probably be found to be the most significant personal factor in an appreciable proportion of the accidents.

After specifying the object involved, the hazardous arrangement or other unsafe mechanical or physical condition, the unsafe act, and the personal factor - and in this way having made a partial analysis - it is important to write a description of the accident that will show the circumstances leading up to it and the manner in which the injury was inflicted. This will serve to emphasize the brief statements made under the other headings and to show the sequence of events that ended with the injury, thus providing the additional information necessary to a well-considered classification of the accident. If several weeks elapse between the time the accident report is prepared and the final classification of the accident is made, it may be difficult for even the person making out the report to decide on a correct classification without the aid of a good accident description.

In describing a permanent disability it is important to be specific. Examples are amputation of first phalanx of left index finger, stiffened left shoulder joint which prohibits arm movement above horizontal, facial disfigurement sufficient to materially lessen employability.

In determining how many days were lost due to the accident, count the days

during which the injured person was unable to engage in his usual activities - go to school, go to work, shop, cook, clean. The limit of disability for a housewife may be difficult to determine, but in general it may be said that she is disabled if she can perform only the lightest of her household tasks. Begin counting disability with the day following the accident - not the day of the accident.

The cost of medical and hospital care should include the cost of prescriptions, dressings, wheel chair rental, and other incidentals, as well as the doctor's and hospital's bills.

Calculate wage loss by multiplying the number of days lost from work by the average daily wage. This is the amount of the wage loss, even though the worker may be partly or completely reimbursed by his employer or an insurance company.

FILING THE ACCIDENT REPORTS

Reports should be filed by location and by the month to facilitate summarizing in terms of this factor without resort to mechanical tabulation. This will enable the accident prevention authorities to follow closely the trends for different places, and to identify the high-accident locations. More detailed studies of the circumstances of accidents at these locations may then indicate the lines of action to be taken. The following brief list of locations may require changes and additions to adapt it satisfactorily to a particular city.

<u>Public (except Motor Vehicle)</u>	<u>Home</u>
School building or grounds - public or private	Stairs - inside
Other building operated by government administrative bodies	Stairs and steps - outside
Store, theater, church	Basement
Other building, except vacant*	Kitchen
Vacant building, or building under construction	Bathroom
Park	Other room or hall
Supervised playground, except park	Outside - yard
Swimming pool, except park	Outside - fence, tree, roof,
Vacant lot	Other elevation, except stairs
Stream, river, lake	Outside - other
Street or sidewalk, including alley	
Public conveyance, except motor vehicle	
Other places	

* Includes office buildings, restaurants, hotels (except guest rooms), barber shops, bowling alleys, factories (if injured was a visitor), grandstands, etc. This group may need subdivision, depending of accident frequency and type.

ANALYZING THE DATA FROM REPORTS

The following recommendations for summarizing the data contained in the individual accident reports do not cover all the possibilities of valuable analysis. Other studies will be suggested by the summaries discussed below, and by the frequency of accidents of certain types of characteristics. In making any summary, however, it should be kept in mind that the primary purpose is to obtain information that will indicate the major accident problems and the nature of the remedies.

- (a) Summarize accidents to school children in accordance with the standard student accident summary sheet (Appendix I).
- (b) Summarize all the accidents in the public (except motor vehicle) and home sections of the accidental death summary - copy attached - (disregarding the word "death") and supplement these data with motor vehicle injury figures obtained from the Police Department and occupational injury data obtained from the compensation authorities or safety engineers.
- (c) Keep a record of the monthly totals of each principal accident type, by age group, to serve as an indicator of seasonal trends.
- (d) Make experimental tabulations for selected types of accidents (and perhaps for selected age groups), cross-classifying unsafe acts with hazardous arrangement or other unsafe mechanical or physical conditions.
- (e) Tabulate type of accident (perhaps sub-divided by location) by nature of injury, to determine which accidents produce the most serious injuries, and therefore may warrant more preventive effort than their frequency indicates.

APPENDICES

APPENDIX I

To

CHAPTER III

SCHOOL SAFETY



STUDENT ACCIDENT SUMMARY

Month of _____ Year _____

City _____ School _____

No. of school days
in above month _____

Farm Student Acc. 2 (1941)

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

STUDENTS KILLED AND INJURED, BY GRADES

CLASSIFICATION	STUDENTS KILLED AND INJURED, BY GRADES														Days Lost All Grades
	All Grades	K'g'n	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
1. TOTAL ACCIDENTS															
SCHOOL BUILDINGS															
2. Classrooms & auditorium.....															
3. Laboratories.....															
4. Vocational shops.....															
5. Domestic science dept.....															
6. Gymnasium—basketball.....															
7. " —other.....															
8. Swimming pool & showers.....															
9. Dressing-rooms & lockers.....															
10. Toilets & washrooms.....															
11. Corridors.....															
12. Stairs & stairways.....															
13. Other building.....															
SCHOOL GROUNDS															
14. Apparatus—swings.....															
15. " —slides.....															
16. " —teeters.....															
17. " —bars.....															
18. " —other.....															
19. Athletics—baseball.....															
20. " —football.....															
21. " —soccer.....															
22. " —track events.....															
23. Other organized games.....															
24. Unorganized Running.....															
25. Unorganized Scuffling.....															
26. Activities Other falls.....															
27. Other.....															
GOING TO OR FROM SCHOOL															
28. Motor vehicle—bicycle.....															
29. Other motor vehicle.....															
30. Other bicycle.....															
31. Other.....															
HOME															
32. Falls.....															
33. Burns, scalds, explosions.....															
34. Cuts & scratches.....															
35. Other home.....															
OTHER															
36. Motor vehicle—bicycle.....															
37. Other motor vehicle.....															
38. Other bicycle.....															
39. Other street & sidewalk.....															
40. Playgrounds (not school).....															
41. Other places.....															
ENROLLMENTS AND DAYS LOST															
42. Enrollments.....															
43. Days lost—This month's accidents.....															
44. Days lost this month from previous month's 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.

Standard Rules for Operation of School Safety Patrols



Patrol Boy holds children on sidewalk while vehicles are passing. (See Rule 7.) He is wearing the standard Sam Browne belt.

1. **Function.** The function of the school safety patrol is to instruct, direct and control the members of the student body in crossing the streets at or near schools. Patrols should not be charged with the responsibility of directing vehicular traffic, nor be allowed to do so, other than signalling to a motorist who approaches the crossing after the student pedestrians have left the curb.

Note: Patrols need not and should not, therefore, be recognized by city ordinance. They must not be termed "police" nor organized as such. When a patrol member raises his hand to warn a motorist approaching a group of children who are crossing the street, he is not directing or controlling the motorist, but merely calling his attention to his obligation under the law to respect the rights and safety of pedestrians at crosswalks.

An important function of school safety patrols is to instruct the school children in safe practices in their use of the streets at all times and places.

Pupil's name _____

Address _____

Grade _____ School _____

I hereby consent to having my ^{son} _{daughter} serve as a member of the School Safety Patrol.

(Signed) _____ (Parent or Guardian)

Date _____

2. **Selection.** Patrol members should ordinarily be appointed by the principal or faculty adviser. These members are generally boys, but girls may be appointed in certain cases. They should be selected from the seventh and eighth grades, or from the sixth grade if that is the highest in the school. Patrol members should be selected for leadership and reliability. Their service should be voluntary and only with written approval of parent or guardian. Officers should serve for at least one school term; other members may be changed quarterly. Any officer or member should be removed for cause.

3. **Size and Officers.** The size of the patrol varies with street conditions and size of school. The average patrol has ten to twelve members including officers. Every patrol should have a captain. Lieutenants and sometimes sergeants may also be appointed.

4. **Instruction and Supervision.** Instruction and supervision are essential if the patrol is to be efficient and permanent. School officials are responsible for all school activities including safety patrols. Safety patrols are a means through which the instruction in traffic can be extended beyond the classroom. In the detailed training and supervision of patrols the best results generally are obtained by continuous supervision by a faculty sponsor and by utilizing the cooperation of the police department through one or more officers detailed for that purpose.

The local motor club, safety council, parent teacher association or other civic body also may cooperate by providing general supervision and encouragement and by furnishing equipment. New mem-

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This Patrol Boy is stationed here to prevent students from crossing the street in mid-block. Other Patrol Boys direct crossing at corners.

bers of the patrol should, where practicable, serve with and under the guidance of experienced members for at least a week.

5. **Insignia.** The standard insignia for patrol members is the white Sam Browne belt made of 2-inch material. This must be worn at all times while on duty. Special badges for officers may be worn on the left breast or left arm. Auxiliary equipment, if any, should be standard throughout the community.

Note: In order to increase effectiveness of patrol belts when worn over white or very light clothing, a narrow dark stripe may be provided at or close to each edge of the belt.

6. **Increasing Visibility of Patrol Members Where Special Need Exists.** The standard patrol belt is adequate to attract the attention of motorists under normal conditions. However, occasionally hillcrests, curves, foliage or other conditions prevent the motorist from seeing the patrol member soon enough to insure a safe stop or other driving readjustment which may be needed.

Under such unusual conditions one of the following procedures is warranted:

(a) If the patrol member cannot be seen at least as far away as the safe stopping distance for the legal speed at that location, a different location for the patrol-protected crossing should be selected.

(b) If this change is not practical, an auxiliary patrol member should be stationed on the approach to the crossing where he can

be seen soon enough and such patrol member shall carry and use a warning flag as hereinafter described. Or some effective flashing or other signal or sign giving warning of a "SCHOOL CROSSING AHEAD" shall be so placed as to produce an adequate reduction in speed of approaching vehicles.

(c) If the motorist *can* see the patrol member soon enough to make appropriate readjustments in his speed *but for some reason often does not see the patrol member soon enough*, the patrol member shall use a warning flag as hereinafter described.

Any such warning flag shall be approximately 24 inches square and shall be made of color-fast Federal yellow colored material. Such flag shall be fastened along one edge to a rod approximately four feet long. The flag may bear the word "SCHOOL" or the words "SCHOOL CROSSING." The flag shall be held upward and outward at an angle of about 45 degrees. The flag may be waved sufficiently to assure attracting the attention of any approaching motorist.

Note: When the flag is held at an angle of 45 degrees it presents the diamond shape which is the national standard signifying "SLOW." The designated Federal yellow color is likewise the standard color for a "SLOW" sign in accordance with the Manual on Uniform Traffic Control Devices. The size is also standard. It shall be clearly explained to patrol members that their use of such flags is solely for advising and assisting motorists and that patrol members have no power to control vehicular traffic.

The use of a red flag is not approved, for red is intended to mean "STOP" and might easily cause criticism against patrols which have no power to stop vehicular traffic.

Patrol members while on duty shall not have in their possession any stick, signal device, whistle, or other type of sign than the proposed yellow flag.

7. Position and Procedure. The patrol member should stand on the curb, not in the street, and hold back the children until he sees a lull in traffic. When this occurs, he motions for the children to cross the street in a group. He still keeps his position on the curb, except that if his view of traffic is obstructed by parked cars or otherwise, he may step into the street a sufficient distance to obtain a clear view, but not more than three paces; after the children have crossed, he returns to his station on the curb.

School authorities should arrange for proper parking of cars near schools so that only in exceptional cases will the patrol need to walk three paces into the street.

Where the street is wide or the traffic heavy, there should be two patrol boys at the crossing. One operates as described in the



Patrol Boys soon come to take great pride in their work and in their soldier-like appearance. This group is on parade.

preceding paragraph, on the side from which the children are coming. The other operates similarly on the opposite curb, giving attention to possible traffic approaching on that side and assisting the group of children to reach that curb in safety.

Where there are no adequate lulls in vehicular traffic occurring at reasonably frequent intervals and of sufficient duration to allow pupils to cross the street or highway safely, the traffic problem is not a patrol responsibility but should be handled by the municipality.

8. Hours on Duty. The patrol members should reach their posts ten or fifteen minutes before the opening of school in the morning and at noon and should remain until the last bell. At noon and afternoon dismissal they leave their classes two or three minutes before the dismissal bell and remain on duty until all pupils who are not stragglers have passed their posts. If any classes are dismissed earlier than the others, it is essential that patrols be on duty at all times while children are crossing the streets.

Note: From the standpoint of safety and of efficient patrol operation therefore, it is preferable that all classes be dismissed at the same time. If not, the size of the patrol should be increased and the groups rotated so that no one member will be absent too long from his class.

9. Relation to Police Officers. At intersections when traffic is controlled by an officer or a traffic signal or both, the patrols will direct the crossing of the children in conformity with the directions of the signal or the officer. At intersections without regular traffic

control, the traffic may be sufficiently heavy to require the special assignment of a police officer at the times when children are going to or from school. When this is done, it is recommended that the police officer should not stand in the intersection but at the curb and, when a group of children has been collected, escort them across the street, stopping vehicular traffic for this purpose if necessary. The function of the patrol is then to hold the children at the curb until the police officer is ready to take them across.

10. **Bus Duty.** Where pupils are transported to and from school by bus, patrol members may be assigned to bus duty. Such assignment shall in no wise change or remove the full responsibility which the bus driver has for the safe conveying of children to and from school. The bus patrolman's function is purely that of assisting the bus driver. School authorities should instruct children to obey the bus driver and any patrol members assigned to bus duty.

One or two patrol members may be appointed for each bus, depending upon its size. When two are on duty one shall be at the rear of the bus and one at the front. In the selection of patrol members for bus duty, consideration should be given to the location of the home of each such patrol member. It is desirable that the bus patrol members should be among the first to board the bus en route to school and among the last to leave the bus on the way home from school.

The duty of the bus patrol members shall be:

(a) To see that all pupils are aboard the bus and seated before it starts,

(b) To assist the bus driver in maintaining order while the bus is enroute. The patrol member will see that no children have heads, arms or hands out of windows and that they maintain their seats enroute.

(c) To assist the bus driver in checking attendance.

(d) To assist the bus driver in seeing that booklets, lunch kits, and other packages are placed where children are not likely to stumble over them.



If raincoats are provided for the Patrols, they should be black, with the standard white belt worn outside.

(e) To assist the bus driver in seeing that children board and leave the bus in a quiet and orderly manner. When children are to leave the bus, the patrolman should leave first and stand ready to give assistance if necessary to children getting off the bus. If, after the children have unloaded, some of them must cross the street or highway, the patrol member shall make certain that the roadway is clear in both directions before indicating to the children that there is a suitable lull in traffic for them to cross.

(f) When the bus stops to pick up children or when a patrolman comes on duty at a bus stop, it shall be the duty of the patrol member to advise any children who must cross the highway to board the bus. The patrol member shall make certain that the roadway is clear in both directions before indicating that there is a sufficient lull in traffic for the children to cross. Except when the patrol member himself is to board the bus or is to leave the bus, no patrol member shall escort children across the highway.

(g) In case it should become necessary the patrol member shall assist the driver in the use of the emergency door on the bus. For this purpose he should be given instruction by the bus driver.

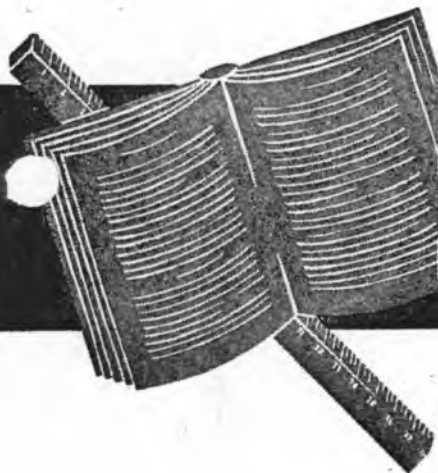
These standard rules were formulated in May, 1930. They were revised during 1936 and January 1937, by a committee composed of representatives of the American Automobile Association, National Congress of Parents and Teachers, National Education Association, National Safety Council and United States Office of Education. Educators, safety experts, traffic engineers, parents, police officers and others contributed to the formulation and revision of these rules.

They are based on experience and careful observation of patrol operation in approximately 1,200 cities, in at least one of which this work has been carried on for over twenty years with outstanding success in the practical elimination of accidents. The rules do not cover the operation of other types of safety patrols in school buildings, on playgrounds or at coasting hills.

NATIONAL SAFETY COUNCIL, INC.

General Offices, 20 North Wacker Drive, Chicago, Ill.

SAFETY EDUCATION MEMO



September, 1943

NO. 2 - GENERAL BIBLIOGRAPHY
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Safety Information

1. ACCIDENT FACTS. Chicago: National Safety Council, Published yearly. Price: \$.50.

The most valid and complete source of accident statistics available. Contains data relative to accidents of all types. An index and an ingenious marginal classification device makes the finding of the desired information very easy.

2. CHAPTER HANDBOOK ON ACCIDENT PREVENTION IN THE HOME AND ON THE FARM. Washington, D.C.: American National Red Cross, 1936. 22 pp. Price: Single copy free to teachers.

The purpose of this handbook is to supply chapter officials with the basic information that will help them in preventing accidents in their respective communities. It has some value for the teacher.

3. COMMITTEE REPORTS ON TRAFFIC. Chicago: National Safety Council. Reports of committees studying various phases of the traffic accident problem include: "Bicycle Accidents," "Safe on Foot," "Prevention of Night Traffic Accidents," "Winter Traffic Safety," "Speed Regulations," and "1941 Report of the Committee on Tests for Intoxication." Price: \$.25 each.

4. FACTS AND FIGURES ON HOME AND FARM ACCIDENT PREVENTION. Washington, D. C.: American National Red Cross, 1935. 61 pp. Price: Single copy free to teachers.

Rules for avoiding home and farm accidents.

5. HISTORY AND LEGAL STATUS OF SCHOOL SAFETY PATROLS. Safety Education Memo. No. 6. Chicago: National Safety Council, 1941. 7 pp. Price: Single copy free.

Discusses the development and legal recognition of school safety patrols.

6. Holbrook, S. H. LET THEM LIVE. New York: Macmillan Co., 1938. 178 pp. Price: \$1.50.

7. HOME AND FARM ACCIDENT PREVENTION. Washington, D. C.: American National Red Cross, 1935. 23 pp. Price: Single copy free to teachers.

A short discussion of causes of home accidents and a program for curing these.

8. INJURIES IN THE HOME: HOW THEY ARE CAUSED AND HOW THEY CAN BE PREVENTED. Washington, D. C.: American National Red Cross, 1936. 15 pp. Price: Single copy free to teachers.

A brief discussion of the causes and methods of preventing falls, burns, and scalds, asphyxiations and suffocations, poisonings, gun shot wounds, fires, special hazards in farm areas and other causes of home accidents.

9. LAWS OF THE VARIOUS STATES RELATING TO THE PROTECTIVE CONSTRUCTION OF SCHOOL BUILDINGS AND CONTROL OF THE FIRE HAZARD. Safety Education Memo No. 11. Chicago: National Safety Council, 1941. 4 pp. Price: Single copy free.
10. 1,000 SCHOOL FIRES. Boston, Massachusetts. National Fire Protection Association, 1939. 72 pp. Price: \$.35.

An analysis of school fires from 1903 to 1939.
11. Poe, A. C. SCHOOL LIABILITY FOR INJURIES TO PUPILS - A STUDY OF THE LEGAL LIABILITY FOR THE INJURY OF CHILDREN IN PUBLIC SCHOOLS. New York: Teachers College, Columbia University, 1941. 108 pp. Price: \$1.85.
12. Rosenfield, Harry N. LIABILITY FOR SCHOOL ACCIDENTS. New York: Harper & Brothers, 1940. 22 pp. Price: \$2.00.

Though not dealing specifically with safety, this clear exposition of the liability problem will interest safety teachers.
13. Rupp, Francis and Battey, Alvan D. HURT AT HOME. Chicago: National Safety Council, 1936. 11 pp. Price: \$.10.

A study of 4,602 hospitalized accidents.
14. SAFETY EDUCATION DIGEST. New York: Center for Safety Education, New York University. 50 pp. Price: \$.25.

Short articles on various subjects.
15. STATE REGULATION OF SAFETY EDUCATION IN THE UNITED STATES: 1940. Washington, D. C.: American Automobile Association, revised 1940. 33 pp. Price: \$.10.
16. TEACHER LIABILITY FOR PUPIL INJURIES. Washington, D. C.: National Education Association, 1940. 24 pp. Price \$.25.
17. THE PRESENT LEGAL STATUS OF SAFETY EDUCATION IN THE UNITED STATES. Safety Education Memo No. 9. Chicago: National Safety Council, 1941. 3 pp. Price: single copy free to teachers.

See also items Nos. 28, 79.

Teaching Guides -- (All levels)

18. A SAFETY PROGRAM FOR A SMALL SCHOOL. Safety Education Memo No. 25. Chicago: National Safety Council, 1942. 6 pp. Price: Single copy free.
19. Bannerman, G. W. and Braun, F. W. SAFETY THROUGH EDUCATION (A GUIDE BOOK IN SAFETY EDUCATION on inside fly leaf). Wausau, Wisconsin: Employers Mutual Liability Insurance Company, 1942. 124 pp. Price: \$.25.

20. FIRE PREVENTION EDUCATION. Prepared by the Center for Safety Education, New York University and the Committee for Fire Prevention Education. New York: National Board of Fire Underwriters, 85 John St., 1942. 355 pp. Price: \$.85 (Single copy), \$.50 (10 to 50 copies), special prices for quantity orders.
21. GROUP DISCUSSION MATERIAL ON ACCIDENT PREVENTION--IN THE HOME--ON THE FARM. Washington, D. C.: American National Red Cross, 1936. 79 pp. Price: Single copy free to teachers.

Six topics for discussion. Accidents of various types made vivid by addition of newspaper stories.
22. GUIDEBOOK FOR SAFETY EDUCATION. New York: National Conservation Bureau, 1931. 89 pp. Price: \$.10.

Suggestions for teaching safety throughout the elementary and senior high school.
23. Hart, William G. and Wenger, Roy. MAKING SCHOOL MOVIES: WITH SPECIAL EMPHASIS ON THE PRODUCTION OF FILMS ON TRAFFIC SAFETY. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941. 56 pp. Price: \$.50.

A manual for the production of student movies in the field of traffic safety.
24. IS YOUR ACCIDENT REPORTING SYSTEM PAYING WARTIME DIVIDENDS? Safety Education Memo No. 26. Chicago: National Safety Council, 1942. 6 pp. Price: Single copy free.
25. KEEPING ACCIDENT RECORDS (THE STANDARD STUDENT ACCIDENT REPORTING SYSTEM). Safety Education Memo No. 3. Chicago: National Safety Council, 1940. 6 pp. Price: Single copy free.
26. Leyson, Captain Burr W. THE AIR RAID SAFETY MANUAL. New York. E. P. Dutton & Co., Inc., 1942. 92 pp. Price: \$1.00.
27. PEDESTRIAN PROTECTION. Washington, D. C.: American Automobile Assn., 1939. 90 pp. Price: \$1.50.
28. PROBLEMS AND TOPICS IN SAFETY EDUCATION. Washington, D. C.: National Education Association, 1940. 32 pp. Price: \$.25.

An analysis of 271 safety courses. Objectives, items of learning, activities for teacher and principal and pupil safety organization are items of analysis. Road instruction in automobile driving has not been included.
29. SAFETY EDUCATION: EIGHTEENTH YEARBOOK, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. Washington, D. C.: National Education Association, 1940. 554 pp. Price: \$2.00.

Philosophy and procedures in safety education.

30. SAFETY EDUCATION IN THE RURAL SCHOOL. Chicago: National Safety Council, 1939. 56 pp. Price: \$.35.

A manual for teachers in rural schools. Covers the accident problem, environment, subject matter for safety lessons, methods of teaching safety, club and committee activities, bus transportation, the rural high school and references.

31. "Safety Education Thru Schools," RESEARCH BULLETIN OF THE NATIONAL EDUCATION ASSOCIATION. Volume XVI, No. 5, November, 1938. 59 pp. Price: \$.25.

The report of a questionnaire study.

32. SAFETY IN PHYSICAL EDUCATION AND RECREATION. Chicago: National Safety Council, 1941. 96 pp. Price: \$.50.

The fourth in the "Safety Education Series," covering the teaching of safety education in connection with the physical education program.

33. STANDARD RULES FOR THE OPERATION OF SCHOOL SAFETY PATROLS. Chicago: National Safety Council, 1937. 8 pp. Price: single copy free, 2 to 500 copies 3¢ each. (Also available from the American Automobile Assn., Washington, D. C. 6 pp. Free to educators.)

Gives the Standard Rules as formulated by a committee composed of representatives of the American Automobile Association, National Congress of Parents and Teachers, National Education Association, National Safety Council and United States Office of Education.

See also Items No. 79 through 86.

Teaching Guides--(Elementary and Junior High)

34. LeAnderson, Robert. WARTIME GUIDE FOR TEACHING TRAFFIC SAFETY: GRADES ONE TO NINE. Washington, D. C.: American Automobile Association. 36 pp. Price: free.

A guide planned especially to accompany the AAA lesson and poster series.

35. Hyde, F. S. and Sloan, R. C. SAFETY PROGRAMS AND ACTIVITIES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS. Chicago: Beckley-Cardy Co., 1938. 259 pp. Price: \$1.75.

36. Patty, W. W. TEACHING HEALTH AND SAFETY IN ELEMENTARY GRADES. New York: Prentice-Hall, Inc. 1940. 371 pp. Price: \$2.50.

Planned primarily to serve as a text book in teacher training institutions where teachers are preparing for elementary grades and where health and safety are taught as a unit.

37. SAFETY EDUCATION METHODS--ELEMENTARY SCHOOL. Chicago: National Safety Council, 1940. 95 pp. Price: \$.50.

A manual of specific suggestions for teaching safety in the elementary school. Activities are divided into "horizontal" activities--that is those suitable for one classroom or grade, and "vertical" activities--those which are suitable to groups composed of pupils of differing age and grade levels. A short introduction gives statistics and plan of the pamphlet, while a bibliography and an explanation of student accident reporting are appended.

38. Streitz, Ruth. SAFETY EDUCATION IN ELEMENTARY SCHOOLS. New York: National Conservation Bureau. 142 pp. Price: \$.60. 1937.

A technique for developing subject matter based on a study made at Teachers College, Columbia University, of the accident experience of children in a New York school.

39. UNITS IN SAFETY EDUCATION SERIES: GRADES ONE AND TWO. Washington, D. C.: National Education Association, 1940. 68 pp. Price: \$.25.
40. UNITS IN SAFETY EDUCATION SERIES: GRADES THREE AND FOUR. Washington, D. C.: National Education Association, 1940. 68 pp. Price: \$.25.
41. UNITS IN SAFETY EDUCATION SERIES: GRADES FIVE AND SIX. Washington, D. C.: National Education Association, 1940. 68 pp. Price: \$.25.

See also items No. 80 through 83.

Teaching Guides--(Senior High)

42. Beadle, K. N. DRIVER TRAINING PROCEDURE. New York: National Conservation Bureau, 1939. 28 pp. Price: \$.15.

A manual showing steps of organization administrating and teaching a high school course in automobile driving. Includes behind the wheel instruction as well as classroom work.

43. Brody, Leon. PERSONAL FACTORS IN SAFE OPERATION OF MOTOR VEHICLES. New York: Center for Safety Education, New York University, 1941. 116 pp. Price: \$.75.

44. DRIVER EDUCATION AND TRAINING MANUAL FOR HIGH SCHOOL TEACHERS. Washington, D. C.: American Automobile Association, 1940. 136 pp. Price: \$.25. (Single copy free to high schools or colleges.)

A manual for use with the Sportsmanlike Driving series. Includes detailed directions on both classroom and road lessons. A section devoted to tests for driving skill.

45. Laporte, W. R., Hunt, C. H. and Eastwood, F. R. TEACHING SAFETY EDUCATION IN SECONDARY SCHOOLS. New York: Prentice-Hall Inc., 1942. 181 pp. Price: \$1.50.

46. LEAFLETS DESIGNED TO HELP HIGH SCHOOL TEACHERS IN THE INTEGRATION OF CLASSROOM SUBJECTS WITH SAFETY EDUCATION. Washington, D. C.: National Education Association, 1941. 4 pp. Price: \$.05 each. (Reduced prices for quantity orders.)

The subjects covered are: art, civics, English, general science, home economics, shop and sociology. There is also a leaflet for parents.

47. Lloyd, F. S. and Others. SAFETY IN ATHLETICS. Philadelphia, Pa.: W. B. Saunders Co., 1936. 432 pp. Price: \$3.25.
Basic study and recommendations for safe procedures.
48. Lloyd, F. S. SAFETY IN PHYSICAL EDUCATION IN SECONDARY SCHOOLS. New York: National Conservation Bureau. 147 pp. Price: \$1.25.
49. Marble, Priscilla & Wilson, I. D. TEACHERS' MANUAL FOR AUTOMOBILE SAFETY. New York: American Book Company, 1940. 27 pp. Price: \$.40.
50. Noffsinger, F. R. & Neyhart, A. ORGANIZATION, ADMINISTRATION AND INSTRUCTION IN DRIVER TRAINING: A Syllabus of Instructional Units for Training High School Teachers. Washington, D. C.: American Automobile Assn., 1940. 123 pp. Mimeographed. Price: \$1.50.
51. Noffsinger, F. R. & Others. DRIVER EDUCATION AND TRAINING MANUAL FOR HIGH SCHOOL TEACHERS. Washington, D. C.: American Automobile Assn., 1940. 136 pp. Price: \$.25. (Single copy free to high school or colleges.)
52. SAFETY EDUCATION METHODS--SECONDARY SCHOOL. Chicago: National Safety Council, 1940. 104 pp. Price: \$.50.

A manual of philosophy and specific suggestions covering: planning and organizing the curriculum, methods of achieving objectives, organization, and safety through student self-government and club activities.

53. SAFETY FASHIONS FOR WOMEN IN INDUSTRY. War Edition. Chicago: National Safety Council, 1942. 23 pp. Price: \$.10.
54. SHOP SAFETY ILLUSTRATED. Revised edition. Chicago: National Safety Council, 1940. 40 pp. Price: \$.10.
55. A TEACHERS MANUAL DESIGNED FOR USE WITH "MAN AND THE MOTOR CAR--REVISED." New York: National Conservation Bureau, 1941. 48 pp. Price: \$.15.
Questions for discussion, problems and activities for each unit covered in the text.
56. TRAINING FOR SAFETY: A PROGRAM FOR SCHOOL SHOPS. Lansing, Michigan: (Bulletin No. 279). The State Board of Control for Vocational Education, 1942. 155 pp. Price: \$.45 single copy; 100 or more, \$.40 each.
57. WARTIME DRIVING TEACHER'S MANUAL. The basic guide for a wartime course using "Sportsmanlike Driving" American Automobile Assn., Washington, D. C., 1943.
58. Whitney, A. W. & Riley, L. A. A NEW APPROACH TO DRIVER EDUCATION. New York: National Conservation Bureau, 1940. 20 pp. Price: single copy free.

See also items No. 79, 83 through 86.

Inspection Aids

59. CHECKLIST OF SAFETY AND SAFETY EDUCATION. Washington, D. C.: National Education Association, 1939. 30 pp. Price: \$.25.

A list of 214 questions with reference to various phases of safety and safety education which may be used to evaluate one's own situation.

60. MAINTAINING A SAFE SCHOOL BUILDING. Safety Education Memo No. 24. Chicago: National Safety Council, 1939. 6 pp. Price: single copy free.

A school inspection checklist prepared with the aid of Dr. George Strayer, Teachers College, Columbia University.

61. MINIMUM STANDARDS FOR SCHOOL BUSES. Scranton, Pa.: International Text-book Co., 1939. 42 pp. Price: \$.50.

Developed and approved by representatives of the 48 state Education Departments.

Bibliographies and Other Lists

62. DRAMATIZATIONS IN SAFETY EDUCATION. An annotated bibliography. Washington, D. C.: National Education Association, 1940. 55 pp. Price: \$.25.

447 plays, radio plays and scripts. Classified according to safety areas.

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1401 references on safety. The references are divided into books, pamphlets, and bulletins and into magazine articles on safety. They are subdivided as to topics or in some cases method of distribution.

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Lists and describes the publications on safety of the various states. Includes information as to the availability of these publications.

73. SCHOOL SAFETY BIBLIOGRAPHY. Safety Education Memo No. 28. Chicago: National Safety Council, 1942. 5 pp. Price: single copy free.

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75. SELECTED VISUAL AIDS TO SAFETY TEACHING. Safety Education Memo No. 7. Chicago: National Safety Council, 1942. 22 pp. Price: single copy free.

76. TRAFFIC SAFETY BIBLIOGRAPHY. Safety Education Memo No. 8. Chicago: National Safety Council, 1942. 6 pp. Price: single copy free.

A selected list of references in traffic safety for elementary and senior high schools.

77. VISUAL AIDS IN SAFETY EDUCATION. Washington, D. C.: National Education Association, 1940. 32 pp. Price: \$.25.

Contains reviews of 156 silent and sound motion pictures. Review includes size of film, whether silent or sound, number of reels, running time, distribution, cost, recommended level and a descriptive and critical comment. It includes lists of film strips and lantern slides and reviews of 24 sound-slide films.

78. VOCATIONAL SAFETY BIBLIOGRAPHY. Safety Education Memo No. 32. Chicago: National Safety Council, 1942. 4 pp. Price: single copy free.

Periodical Teaching Aids--(All levels)

79. SAFETY EDUCATION Magazine. The only national safety magazine especially for use by school people. Included with membership in the Child Education Section of the National Safety Council (Teaching Service Plan). Published September through May. Price: \$2 a year for membership; \$3.50 for two years.

Includes articles reporting the experiences of successful safety teachers in all phases and on all levels, standards for best practices in all matters relative to schools and information vital to the safety teacher or administrator.

Certain regular features are: Monthly reports of the national student accident situation; a two-faced poster--one side planned for use with high school students, the other with elementary and junior high school students; a lesson outline for use with each of the posters; one safety play and one safety story in each issue; the "Together for Safety" page, reporting new and unusual activities relative to safety in schools throughout the United States; "The Safety Counselor," a department giving advice on specific school safety problems; and "The Book Corner," containing reviews of materials useful to the safety teacher.

Periodical Teaching Aids--(Elementary and Junior High)

80. LOOSE-LEAF LESSONS IN SAFETY EDUCATION. Washington, D. C.: American Automobile Association. Price: free.

A poster issued monthly throughout the school year with a teacher's guide of four different types as follows: (1) Kindergarten, first, second and third grade; (2) fourth, fifth and sixth grades; (3) seventh, eighth and ninth grade and (4) rural schools.

81. SAFETY LESSON OUTLINE. New York: Center for Safety Education, New York University. Price: \$.01 each.

A monthly lesson outline issued September through May and prepared by the teachers at the Center for Safety Education, New York University. A reprint from SAFETY, the publication of the American Museum of Safety and the Greater New York Safety Council. Graded for primary, intermediate, and junior high.

82. SAFETY POSTERS AND LESSON OUTLINES FOR ELEMENTARY SCHOOLS. Chicago: National Safety Council. (Available only to members of the National Safety Council or those enrolled in the Teaching Service Plan.) Price: \$.35 a set; minimum order, 5 sets.

A timely lesson on safety taught through a new 11-1/2 x 8-1/2 inch colored poster with lesson outline, mailed each month from September to May inclusive.

Periodical Teaching Aids--(Senior High)

83. GETTING RESULTS THROUGH EDUCATION. New York: National Conservation Bureau. 1 page. Price: free.

"A series of classroom lesson outlines based upon typical traffic situations. In each example an accident-prone situation is shown and the students are invited to discover for themselves the underlying cause or causes of the situation and how such situations may be avoided under actual driving conditions."

84. HIGHWAY HAZARDS: THEIR CAUSE AND CURE. Hartford, Conn.: Travelers Insurance Co., 4 pp. Price: free.

Nine issues yearly. May be ordered for delivery monthly, the entire set may be delivered at one time, or other method of shipment may be arranged. The lessons vary from year to year but always deal with the subject of highway safety.

85. SAFETY POSTERS AND LESSON OUTLINES FOR SECONDARY SCHOOLS. Chicago: National Safety Council. (Available only to members of the National Safety Council or those enrolled in the Teaching Service Plan.) Price: \$.35 a set; minimum order, 5 sets.

A timely lesson on safety taught through a new 11-1/2 x 8-1/2 inch colored poster with lesson outline, mailed each month from September to May, inclusive.

86. SKILLFUL DRIVER. New York: Royal Indemnity Co., 6 pp. Price: free.

A traffic lesson issued monthly. Contains a questionnaire for each lesson.

For the Pupil--(Elementary and Junior High School)

87. Address, J. M. and Others. SAFE AND HEALTHY LIVING. Boston: Ginn & Co., 1939.

The Health Parade. 168 pp. Price: \$.72.
Safety Every Day. 236 pp. Price: \$.72.
Doing Your Best for Health. 264 pp. Price: \$.80.
Building Good Health. 274 pp. Price: \$.84.
Helping the Body in its Work. 284 pp. Price: \$.84.
The Healthy Home and Community. 298 pp. Price: \$.88.
Growing Big and Strong. 238 pp. Price: \$.76.
Spick and Span. 141 pp. Price: \$.64.

88. Brownell, C. L. and Others. ADVENTURES IN SAFETY. Chicago: Rand McNally and Co., 1939. 326 pp. Price: \$1.28.

89. Brownell, C. L. and Others. HEALTH AND SAFETY SERIES. Chicago: Rand McNally & Co.

Everyday Living. 1935. 218 pp. Price: \$.68.
Helpful Living. 1936. 232 pp. Price: \$.72.
Friendly Living. 1937. 186 pp. Price: \$.60.
Happy Living. 1937. 202 pp. Price: \$.64.

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- Away We Go. 56 pp. Price: \$.24 paper cover, \$.40 cloth cover.
(Workbook 45 pp. Price: \$.16.)
- Happy Time. 136 pp. Price: \$.60. (Workbook. 48 pp. Price: \$.16.)
- In Storm and Sunshine. 152 pp. Price: \$.68. (Workbook, 48 pp.
Price: \$.16.)
- In Town and Country. 216 pp. Price: \$.76. (Workbook. 54 pp.
Price: \$.20.)
- Here and There. 285 pp. Price: \$.76. (Workbook. 72 pp. Price:
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- Around the Year. 346 pp. Price: \$.80. (Workbook. 72 pp.
Price: \$.24.)
- On Land and Water. 357 pp. Price: \$.84. (Workbook. Price: \$.24.)
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- Through The Year (Gr. 2) 180 pp. Price: \$.72.
- Health Secrets (Gr. 3) 242 pp. Price: \$.76.
- Healthful Way (Gr. 4) 246 pp. Price: \$.76.
- Let's Be Healthy (Gr. 5) 278 pp. Price: \$.80.
- Habits, Healthful and Safe (Gr. 6) 277 pp. Price: \$.84.
- Growing Up Healthfully (Gr. 7) 277 pp. Price: \$.84.
- A Sound Body (Gr. 8) 110 pp. Price: \$.88.
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95. Dull, Charles E. SAFETY FIRST--AND LAST. New York: Henry Holt and Co., 1938. 241 pp. Price: \$1.75.
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102. Main, Mildred Miles. POLLY, PATSY AND PAT. Chicago: Follette Publishing Co., 1942. 29 pp. Price: \$.72.
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Elementary, Junior-High Lesson Outline

Safety Friends in Wartime

Poster 7261

By H. LOUISE COTTRELL

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ONE of the greatest obligations imposed by war on our civilians is that of conservation—conservation of human life and conservation of materials needed in the war effort or in our daily lives. Every phase of accident prevention has become of paramount importance. Our boys and girls—and adults as well—through the great amount of publicity being given to absenteeism and possible bombing, should more than ever appreciate the great importance of accident prevention and should desire to learn the part each one can play.

The war effort has demonstrated that safety education promotes social service as well as self-preservation and protection for others. The series of "Safety Friends" posters and outlines for the coming school year is particularly timely. The material is planned not only to interest children in the various safety areas, but also to build up desirable social attitudes which should make children realize that safety is not only a personal responsibility but also a vital problem of every school, home and community; also the nation. These problems will be successfully solved only to the extent that each child is willing to cooperate with those adults who are making an effort to protect him.

Introduction

We are extremely interested in news from the War Front. Are we equally interested in the war on the Home Front? Everyone of you (who does not know it already) should be disturbed to learn that we suffered what might be termed a major defeat on the home front

in 1942. As Governor Thomas F. Dewey recently stated:¹

There would be a day of national mourning if the War Department released a battle list of 93,000 killed and 9,000,000 wounded. Yet that was the total of our casualties at home. They mount up to a total many times the total of our dead, wounded and missing in our military casualties. Yet these casualties occurred in our country, far away from the firing lines.

Even more distressing is the news that 45,000 of those killed were trained workers, mostly in our war plants, according to the 1943 edition of ACCIDENT FACTS.²

Traffic deaths dropped from 39,969 in 1941 to 28,200 in 1942—a decrease of about 29 per cent. This decrease, however, was brought about almost entirely by gasoline rationing, curtailment of non-essential driving, and lowering of the speed limit to 35 miles an hour.

The home has always closely fol-

1. Message to Greater New York Safety Congress, March, 1943.
2. ACCIDENT FACTS, annual statistical bulletin of the National Safety Council.



NATIONAL SAFETY COUNCIL

lowed the highway in the number of accident fatalities, but in 1942 there were more deaths in the home than in any other area. Home accident deaths totalled 30,000, motor vehicle 28,200, occupational 18,500, and public (except motor vehicle) 14,000.³

This is the national accident problem as it stands today. The fundamental approach to its solution lies in the education of children. What can you do this year to help solve it?

Primary Grades Home and School Friends

The safety training of a child begins in the cradle. The first to protect him is his mother, then other members of his immediate family. In other words, as far as the pre-school child is concerned, safety is strictly a family affair. Then comes the day when he starts for school. From his teacher he receives specific training to protect him while going back and forth to school. The guidance of a traffic officer or members of a school safety patrol frequently supplements this instruction and supervision. If the child rides to school, his safety is in the hands of a bus driver.

At no time during the day is the child safer than during his school hours. He is supervised constantly, and everyone associated with the school plant assumes responsibility for his safety—custodian, play director, teacher and principal. Does the little child appreciate this? What does he do to cooperate? It is not too early to develop social attitudes in the kindergarten and Primary Grades.

Suggested Activities

1. Safety problems of one community are not always similar to those of the next community, but in general the following seem common to every school district.

- The proper way to go back and forth to school.
- Acceptable behavior in the classroom, halls and basement.
- Safe play habits in the gymnasium and on the playground.
- Routine for fire and air raid drills.

3. *ibid.*

As the teacher develops desirable habits and attitudes, the children should be made sufficiently familiar with possible danger so that they will understand why they should protect themselves and others.

2. Invite traffic officer or safety patrol leader to do the following:

a. Help children to learn and obey all necessary traffic regulations.

b. Emphasize safety demands imposed by the war.

c. Emphasize increased precautions, particularly in military or industrial areas.

d. Emphasize the necessity of seeking shelter when air raid signal sounds.

3. Encourage children to join groups promoting supervised activity after school.

4. Encourage children to relate things members of their families do or say at home which are related to safety.

5. Start a notebook to which a page may be added each month. Call it MY SAFETY FRIENDS.

Middle Grades

Community Friends

War conditions place a strain upon a community. Homes are not functioning normally. Fathers and brothers have gone to war. Mothers and sisters are employed long hours in defense industries. School programs are interrupted by frequent drills and other necessary defense procedures and war activities. Deviation from the regular routine of the home and school may result in the appearance of factors which are known to be the causes of accidents: lack of parental supervision, undue haste, unfamiliar activity.

Since to hamper normal living is one of the objectives of the enemy, the theme for the teaching of the relation of safety education to the war effort is well expressed in the words of Sidney J. Williams, National Safety Council:

The schools have an extremely important task, not only in building morale by telling their young people what the war is all about, but also in teaching traffic and home safety as a patriotic duty. The schools also have, of course, the specific job of preparing for possible air raids. . . . Home safety is more important than ever because a worker killed or disabled at home is just as much off the job as if he had been killed or disabled at work or in traffic. Homemakers, too, must be ready for air raids and other emergencies.

More specifically, the individual child problem is this. How can I best care for myself outside of

school? Who are the individuals and what are the agencies with whom it is my patriotic duty to cooperate?

Suggested Activities

1. Invite the chairman of a local Defense Council or someone he delegates to talk to the children in an effort to stimulate them to the awareness of the need for civilian defense and the many specific ways in which each one can participate.

2. Use the Air Raid Warden Service as a basis for oral or written English. What is an Air Raid Warden? How is he selected? What are his qualifications and duties?

3. Make every effort to dramatize and dignify the work of volunteer protective units; also child cooperation.

4. Make provisions for child participation in the activities of the community defense program. Train students to serve as school Air Raid Wardens and Fire Guards.

5. Plan activities to train older children to substitute for mothers in the day care of themselves and younger children.

6. Plan, with teachers of primary grades, opportunities for children to supervise and work with small groups of young children.

7. Invite a doctor or nurse to make recommendations concerning (a) care of younger brothers and sisters; (b) sickness in the home.

8. Develop a program in the field of industrial arts to provide for an opportunity to work on home projects, such as home repairs and gardening.

9. Make a study of city departments to ascertain the contribution made by each to the safety of the community.

Junior High School

National Friends

Children of this age are beginning to show an interest in professions and careers; also in the possibilities of summer or part-time employment. Interest in the latter is at its height during a period of war. Occupational safety, therefore, seems a desirable starting point for the work of the month.

Suggested Activities

1. Use the following quotations as a basis for morning talks:

Accidents which under normal conditions exacted a tremendous toll of American manpower are rising to an

alarming degree under the impetus of war production. In a little over a year our casualties have risen from 4,000 daily to better than 17,000. We lost enough productive manpower in 1942 to build 150 aircraft carriers.

—Major F. Jones, Chief of the Safety and Health Section, Fifth Service Command, U. S. Army.

We are all proud of the fact that safety is synonymous with efficiency. Every accident is a sign of something wrong in men, machinery, materials or methods. A factory in which men lose fingers on machines, drop things on their feet, slip, stumble and fall, is *not* an orderly, well-managed factory; it cannot turn out its share of the production which today is our supreme need.

—Sidney J. Williams, National Safety Council.

2. Suggest to the pupils that they discuss the problem of occupational safety with employed members of their families and bring in reports answering the following questions: What part do the following play in the prevention of an occupational accident—supervision, training of personnel, safety consciousness, protection and care of machinery, methods, compensation laws.

3. Close the series of individual reports with a class report which ties up the findings with safety in the everyday lives of the pupils.

4. Guide children to check school absences resulting from accidents, and take steps to eliminate them.

5. Base teaching of safety on practical community or national problems.

6. Cooperate with Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H Clubs, and other agencies which encourage young people to participate in worth-while activities.

7. Encourage the organization of junior citizen groups: Junior Safety Council, Home Room Safety Club, School Safety Patrol, Playground Patrol, Corridor Patrol. How are these organizations contributing to the war effort?

8. The good citizen recognizes duties and responsibilities as well as rights and privileges. Draw up regulations for playground and other recreational areas.

9. Acquaint pupils with the special programs established by the U. S. government for the training and employment of war workers.

10. Develop a notebook devoted to national safety. Include (a) protection of armed forces; (b) public safety; (c) transportation; (d) legislation; (e) national organizations promoting safety. Use as a title: UNCLE SAM, SAFETY ENGINEER.

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TOGETHER FOR SAFETY-UNITED FOR VICTORY

NATIONAL SAFETY COUNCIL, Inc.  CHICAGO, ILL. PRINTED IN U.S.A.

7261

High School Lesson Outline

Training for Wartime Living

Poster 7262

By VIVIAN WEEDON

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"TWO EXPLOITS within the last week, by two branches of the American armed forces half a world apart, have written themselves into the annals of America and have brought a thrill of pride to the nation.

"The bombing of Rome, one of the most difficult and intricate military missions of all time, was made even more difficult by our meticulous insistence that damage to non-military objectives be avoided. Never before has a military mission been conceived that required such precision of execution. To assure the Allied nations full benefit of the propaganda value of the raid, and to prevent the Axis from capitalizing on it through distorted reports, the raid was actually announced as in progress a half hour before the planes were over their objectives. They came in just before noon, flying relatively low, supremely contemptuous of anti-aircraft defenses; achieved their purpose, and *retired with losses of less than 1 per cent.* For sheer audacity, and for precision, the raid established a new high point in the use of air power.

"No less thrilling, no less audacious, no less expert in its execution, was the feat of units of our South Pacific fleet in running the gantlet of Japanese air, surface and undersea forces, reaching a Jap-held island, and *rescuing therefrom 157 survivors of the torpedoed cruiser Helena.* The destroyers came in close, sent out landing boats, and brought the survivors to safety.

"'It was an impudent thing to do, running up there,' said the commander of the destroyer force, 'but it was damned well worth while.'

"Impudence and audacity are

essential qualities in warfare. *They are distinct from rashness or foolhardiness. They connote imagination, ingenuity and courage in the concept of operations. They also connote—and require—expert skill and precision in synchronization and execution.*"

The *Chicago Daily News* editorial writer who wrote the above for the July 21 edition had no idea he was writing about safety (the italics have been added). It seems to me, however, that he has expressed clearly and forcefully the philosophy of safety education which advanced thinkers, notably the late Albert W. Whitney, have been advocating for many years.

In a wartime world, or for that matter in a peacetime world of progress, there is no place for a "safety first" point of view. The American people, through their elected representatives, have made their choice. They have said in effect, "We should rather die than give up the ideals and principles

which we hold dear. We chose great physical danger for ourselves, for our sons and for our daughters rather than to live as 'safe' slaves."

It is equally true that in the wartime world, even more so than in the peacetime world, there is no place for wanton, useless waste of human resources. Why were the losses in the bombing of Rome less than one per cent? Expert skill and precision, imagination, ingenuity and courage are the answers given. In the language of the army and navy 157 survivors are very few. In the language of every-day accidents 157 are very few. Last year the average number of persons accidentally killed *each day* in the United States was more than one and a half times 157. And yet the navy felt that number worth saving.

Safety education means teaching boys and girls to make wise choices where "safety" is among the values involved. It means teaching them to be conscious of the safety value in living, or, stated in another way, to be safety sensitive. This is not to make cowards of them. The story is told of the bombardier who, having released his time bombs, noticed one of them had caught and was hanging to the plane. In a matter of seconds the bomb would have exploded, wrecking the plane and killing all its occupants. But the bombardier threw himself down, reached through the opening and pulled out the fuse. The act of a coward? No! The act of an extremely courageous *safety-sensitive* soldier; one who recognizes danger instantly and knows how to act to avoid that danger.

It is in regard to that last phrase, "knows how to act to avoid that danger," that so much of our safety education has gone astray. We have been content to point out



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the danger (and, I might add, to point it out ourselves rather than teach students to recognize it for themselves) and let it go at that. That, if anything, is the way to produce cowards. We must build up in our students a personal feeling of adequacy to meet the situations which they will face—a feeling of adequacy based on tested good judgment and tested skill, rather than on “rashness or foolhardiness.” We must succeed in getting across to our high school boys and girls the concept so well expressed in the editorial quoted, namely: that “impudence and audacity” (qualities understood and admired by most youths) are based on “imagination, ingenuity, and courage” and that they require “expert skill and precision.”

We cannot predict with accuracy what skills each student will need or in what situations he will need to exercise good judgment. We cannot build a pre-induction course in safety with the same precision that a pre-induction course in driver education or aviation can be built. We can, however, give the students much responsibility for making decisions while we are still at hand to guide them. We can help our students analyze good and bad judgments. Today we are at hand; tomorrow the student, like the bombardier mentioned above, will be on his own. The war has made the students grow up rapidly. Let us help increase that maturity.

Similarly in the matter of skills, with the exception of the areas in which there are definitely outlined pre-induction courses, it is not possible for us to determine what specific skills a given student will need. We cannot predict with any certainty that Jane will be in nurses training, and Helen in a plane factory; that Harry will be in the Air Corps and Nelson driv-

ing a prime mover for the Army.

We can, however, take two important steps in the matter of skills. First, we can be assured that each boy and girl has the skills necessary to meet his daily living needs, and second, we can help the student to develop an ability to evaluate his own skill. Have I sufficient skill to go safely over the pole vault at eleven feet? Have I sufficient skill to complete safely this job requiring the use of a circular saw? Have I sufficient skill to swim to the raft and back? Have I sufficient skill to maneuver this car safely out of its parking spot? Have I sufficient skill to bake this roast without burning myself? The physical fitness program seems to tire me so much more than the other members of the class; will I build up strength by persisting, even though exhausted? Should I engage in physical activity without a thorough medical examination? I have driven father's car a little; now I can get a job driving a delivery truck after school and on Saturdays; how can I tell if I am competent to hold that job?

Questions like the above are (or should be) constantly in the minds of high school boys and girls. One of the important jobs for which we teachers should assume responsibility is helping the students answer those questions of which they are aware and helping them to become conscious of those of which they are not aware.

H. R. Knickerbocker, chief of the *Chicago Sun* Foreign Service, writing under the date-line, “With the American Army in Enna, Sicily, July 20,” states: “If the popular and *erroneous* idea of a general's tactics had been followed, we would have stormed the place (the fortress at Enna), but actually there is no general operating today who is more *thrifty with the lives*

of his troops and more successful in gaining his objective by skillful maneuvers than ours.” (Quoted from the *Chicago Sun*, August 2, 1943; italics added.) Having your students watch for such quotations, indicating the virility of the safety concept as here presented, is one way of aiding them to increase the depth of their understanding of the term.

If the high school boys and girls under your guidance can gain an understanding of the real meaning of safety, they will have the finest pre-induction education for their wartime responsibilities which could be given them.

Statistical information which may well furnish a basis of discussion will be found in ACCIDENT FACTS, 1943 edition. A few selected facts follow.

1. 42 per cent of *all* aviation accidents on scheduled flights are due to personal errors; such errors account for 64 per cent of all private flying accidents.

2. 31 per cent of all persons 15 to 19 years of age who die, die in accidents.

3. In a study of hospitalized home accidents poor judgment was reported more often than any other personal cause. One-fourth of the 4,602 accidents were caused, at least in part, by poor judgment.

4. “Drinking” was reported in one out of five fatal motor vehicle accidents.

5. In two out of three fatal motor-vehicle accidents the driver was reported as violating a state law.

6. Accident records of workers, at least as far as deaths are concerned, are considerably better in this war than they were in World War I. Available information indicates that in 1917-18, deaths per 100,000 workers were nearly one and one-half times as numerous as in 1941-42.

7. The war production machine of the United States will be at a complete standstill for one full week this year *if* accidents to workers (off the job and on) continue at their 1942 rates.

8. In seven out of every eight occupational accidents reported to the Council, an unsafe practice on the part of the worker contributed to the accident.

**PRE-INDUCTION
TRAINING COURSE**
in

SAFE

OMBERG
NATIONAL SAFETY COUNCIL INC.  CHICAGO ILL. PRINTED IN U.S.A.

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SAFETY EDUCATION MEMO



August, 1942

NO. 7 - SELECTED VISUAL AIDS TO SAFETY TEACHING

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"A safety film may prove valuable in affecting conduct when used in the classroom with a general atmosphere of serious consideration and critical thinking, particularly when its showing grew out of the nature and extent of previous activities; yet this same film may turn into a hilarious and educationally bad experience if used with a heterogeneous group in the auditorium as part of a general and entertainment program."

. Charles F. Hoban, Jr.

These words should be seriously considered when planning to use a visual aid in safety. Here are some suggestions which may prove valuable:

1. The film should be viewed by the teacher before it is shown to the students. If possible, the principal and other interested teachers should be present at this preview. It may be desirable to include also a student or a student committee.
2. Before the film is shown have the students, under teacher guidance, plan their viewing, listing points to be observed, possible bias in presentation, etc.
3. After viewing, time should be allowed for a discussion of the film and a summarization of the facts or lessons learned.
4. The film will be more effective if used at a time when student interest is already focused on the subject.

* * * * *

Please order films from distributors. The National Safety Council does not distribute these films unless it is so specified. In addition to the sources listed in this memo many of the films are available from university film depositories or from state visual instruction departments which also distribute films.

Films should be ordered sufficiently in advance so that there will be time enough to make other arrangements in the event they are already booked. Two weeks usually considered enough advance notice. Also, at least one alternate date should be given. In most instances the borrower is required to pay transportation charges one or both ways.

* * * * *

This list contains visual aids which were selected for specific safety messages they bring to elementary, high school or college students. The Education Division of the National Safety Council is always interested to learn of visual aids which have been found helpful in the teaching of safety. Suggestions for improvement of this memo or corrections are sincerely welcomed.

PART I. - MOTION PICTURES

Section A - Bicycle

BICYCLING WITH COMPLETE SAFETY - 16 mm. sound, 1 reel. (1939)

Distributed by: (1) The Calvin Co., 26th & Jefferson, Kansas City, Mo.
(2) Bicycle Institute of America, Inc., Chanin Bldg., New York, N.Y.

Rental: Free - Bicycle Institute of America, only

Purchase: The Calvin Co. and Bicycle Institute

Level: Elementary through Senior High

Content: Presents an account of what the Kansas City police have done to reduce bicycle accidents. Includes bicycle inspection and demonstration of correct riding habits.

THE BIKE PARADE - 16 mm. sound, 1 reel. 11 minutes

Distributed by: Films, Inc., 330 W. 42nd St., New York, N. Y. and 64 E. Lake St., Chicago, Ill.

Rental: \$2.00

Content: A picture of the rise, fall and renaissance of the bicycle during the past 40 years. It traces the changes of style and use; illustrates some early inventions and shows what various cities are doing to provide safe cycling grounds.

BILL'S BIKE - 16 mm. silent, color, 1 reel. (1940) 15 minutes

Distributed by: Motor Vehicle Dept., Madison, Wis.

Rental: Free (Wisconsin only)

Level: Elementary-Junior High

Content: Bill rides his bicycle carelessly, finally smashing it in an accident. His father refuses to buy him another because he has the wrong attitude toward safety. Bill earns enough for a new bike, becomes interested in the local bicycle club and learns that "safety pays."

HANDLEBAR HAZARDS - 16 mm. silent, color, 1 reel. (1939) 20 minutes

Distributed by: Employers Mutual Insurance Co., Wausau, Wis.

Rental: Free

Level: Junior High and above

Content: Shows how Appleton, Wis., is trying to train pupils in correct use of bicycles. Various causes of bicycle accidents, and scenes in which young offenders are given tickets by police, are included.

JACK FINDS A WAY - 16 mm. silent, 1 reel. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.

Purchase: \$18.00

Level: Junior High

Content: Jack is a careless bicycle rider. While he is "riding" his younger brother on the handlebars he has an accident and his brother is injured. Further carelessness sends Jack to the hospital. Later, a much reformed Jack enlists the help of the mayor in setting up a bicycle safety clinic for inspection and riding instruction.

ON TWO WHEELS - 16 and 35 mm. sound, 1-1/2 reels. (1938) 14 minutes

Distributed by: (1) Bicycle Institute of America, Inc., Chanin Bldg., New York, N.Y.
(2) Dept. of Public Relations, General Motors Corp., 1775 Broadway,
New York, N. Y.

Rental: Free
Purchase: \$25.00 from Bicycle Institute of America, Inc.
Level: Elementary-Junior High
Content: A traffic court run by children. Cases are argued and violators of safe bicycle riding are sentenced for their negligence. Includes rules governing safe use of bicycles.

PEDAL PUSHERS - 16 mm. silent, black and white and color, with guide, 1 reel. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: Print cost
Level: Junior High
Content: This film has two parts: (1) The story of how the students made the movie, which is filmed in black and white; and (2) a section in color film titled "Safe Cycling," also made by the students.

THE SAFETY SLEUTH - 16 mm. silent, color, with guide, 175 feet. (1940) About 6 min.

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: \$17.50
Level: Intermediate
Content: Sally Smart, amateur detective, sets out to "sleuth" the bicycle riding of Donald Dumb. Each time she sees him make a mistake she writes it in her book. What Sally wrote in her book is to be answered by classroom discussion.

SPINNING SPOKES - 16 mm. silent, 1 reel. (1937)

Distributed by: H. M. Kuckuk, Rufus King High School, Milwaukee, Wis.
Rental: \$1.00 a day, \$3.00 a week
Purchase: \$30.00
Level: Junior High
Content: Teaches rules of safe bicycle riding by presenting a dramatic story in the life of a high school boy.

A TIKE ON A BIKE - 16 mm. silent, color, 190 feet. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: Print cost. Inquire Bureau of Educational Research
Level: Pre-primary
Content: Small children riding tricycles on sidewalk. A slightly older girl keeps them from crossing an intersection and shows them how to cross a driveway safely. Cast ranges from four to six years.

Section B - School Bus

KNOW YOUR DOORS - 16 mm. silent, 1 reel. (1942)

Distributed by: Audio-Visual Aids Service, Mercer County Schools, Princeton, W. Va.
Rental: Free
Purchase: \$25.00
Content: School bus safety. A student produced film.

LIFE'S TOO SHORT - 16 mm. silent, color, 1 reel. (1940)

Distributed by: Audio-Visual Aids Service, Mercer County Schools, Princeton, W. Va.
Rental: Free
Purchase: \$38.50
Content: Senior class becomes concerned about carelessness of students who ride school buses. After interviews with classmates, patrol members, bus drivers, state police, etc., they make a scrapbook showing safe practices in riding rural buses.

Section C - Fire Prevention

THE FIREMAN - 16 mm. sound, 1 reel. (1940)

Distributed by: Erpi Classroom Films, 35-11 Thirty-fifth Ave., Long Island City, N.Y.
Purchase: \$50.00, less 10% educational discount
Content: Care of equipment, drills, testing of trucks, hose, ladders and life saving devices are shown in typical setting. A real fire affords an opportunity to observe the firemen answering an alarm and extinguishing the blaze.

MEN OF FIRE - 16 mm. sound, 1 reel.

Distributed by: Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: \$1.50
Purchase: \$40.00
Level: Elementary and above
Content: History of fire fighting organizations from early volunteer bucket brigades to highly specialized experts of today, whose main object is to minimize damage. Training of firemen covered. Slight comedy angle.

ONE MATCH CAN DO IT - 16 mm. sound, 1 reel. (1940) 10 minutes

Distributed by: Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: \$1.50
Purchase: Bell and Howell and Panorama Pictures, 7936 Santa Monica Blvd.,
Level: All grades (Hollywood, Calif.)
Content: A camper's match starts dead leaves burning. Leaves ignite brush; trees burst into flame. With trees gone, soil is washed away by rushing water and river leaps the bank and covers the valley. Because of a match a town is flooded.

STOP FOREST FIRES - 16 and 35 mm. sound, 1 reel. (Revised 1939)

Distributed by: U. S. Dept. of Agriculture, Motion Pictures, Extension Service, Washington, D. C.
Rental: Free
Purchase: 16 mm., \$4.75; 35 mm., \$14.20
Level: Intermediate and above
Content: An assembling of the best shots from other forest films. Safety lessons taught easily and simply throughout.

WALK, DO NOT RUN - 16 mm. silent, 1 reel. (About 1940) 12 minutes

Distributed by: Harmon Foundation, Inc., 140 Nassau Street, New York, N. Y.
Rental: \$1.50
Purchase: Inquire, Harmon Foundation, Inc.
Level: Elementary-Junior High and teacher training groups
Content: Proper behavior in school fire drills. Also shows teachers how to organize drills. Includes proper conduct from time fire is discovered until building is evacuated.

Section D - First Aid

ARTIFICIAL RESPIRATION - 35 mm. silent, 1 reel.

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
Rental: \$2.50
Content: Approved methods of resuscitation.

FIRST AID--CARE OF MINOR WOUNDS - 16 mm. silent, 1/4 reel. (1932)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$6.00
Content: Stresses importance of immediate care for minor wounds. Shows proper method of applying sterile dressings.

FIRST AID--CARRYING THE INJURED - 16 mm. silent, 1/4 reel. (1932)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$6.00
Content: Demonstrates the making and use of a stretcher in emergencies, and the methods of carrying injured persons without stretchers.

FIRST AID--CONTROL OF BLEEDING - 16 mm. silent, 3/4 reel. (1932)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$18.00
Content: Shows with photography and animated diagrams, accepted methods of control of arterial and venous hemorrhages.

FIRST AID--LIFE SAVING AND RESUSCITATION - 16 mm. silent, 1 reel. (1932)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$24.00
Content: Demonstrations in water and (in slow motion photography) out of water, of various approaches and holds used in rescuing the endangered swimmer. Methods of resuscitation shown include use of the inhalator.

BLEEDING, RESUSCITATION AND SHOCK - 16 mm. silent, 1 reel. (1942)

Distributed by: (1) Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

FIRST AID IN FRACTURES - 16 mm. silent, 1 reel. (1942)

Distributed by: (1) Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

FIXED TRACTION SPLINTING - 16 mm. silent, 1 reel. (1942)

Distributed by: (1) Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

THE HUMAN BODY IN FIRST AID - 16 mm. silent, 1 reel. (1942)

Distributed by: Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

TRANSPORTING THE INJURED - 16 mm. silent, 1 reel. (1942)

Distributed by: (1) Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

TREATMENT OF WOUNDS AND BURNS - 16 mm. silent, 1 reel. (1942)

Distributed by: (1) Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

ROLLER BANDAGE - 16 mm. silent, 1 reel. (1942)

Distributed by: Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: \$1.00
Purchase: \$24.00
Level: Adult

Section E - Home

MORE DANGEROUS THAN DYNAMITE - 16 mm. sound, 1 reel. 9 minutes.

Distributed by: Bell & Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: \$1.50
Purchase: \$40.00
Level: Senior High and above
Content: Shows most common causes of accidents and fires in the homes.
Covers hazards of handling gasoline for dry cleaning and safeguards used in professional dry cleaning establishments.

PREVENTING FIRES THROUGH ELECTRICAL SAFETY - 16 mm. silent, 700 feet. 30 minutes.

Distributed by: International Assn. of Electrical Inspectors, 85 John St., New York, (N.Y.)
Rental: Free, transportation one way
Purchase: \$35.00
Level: Junior High and above
Content: Deals with prevention of fire in the use of electrical appliances.

SAFETY AT HOME - 16 mm. silent, 1/2 reel. (1940)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$12.00
Level: Primary
Content: Contrasts safe and unsafe places for play; illustrates safety in the use of play equipment, good habits in play and first aid for minor injuries.

SAFETY IN THE HOME - 16 mm. sound, 1 reel. (1940) 13 minutes.

Distributed by: Erpi Classroom Films, 35-11 Fifth Ave., Long Island, N. Y.
Rental: \$3.00, from National Safety Council, 20 N. Wacker Drive, Chicago, Ill., only.
Purchase: \$50.00, with educational discount of 10% for 30 days, from Erpi only.
Level: Fifth grade and above
Content: Precautions taken by a safety-conscious family in guarding its home against accidents.

SENTINELS OF SAFETY - 16 and 35 mm. sound, 1 reel. (1937)

Distributed by: Aetna Life Insurance Company, Hartford, Conn.
Rental: Free
Content: Glorifies housewife as person who must keep family safety-minded. Takes audience on a thought-provoking tour of the average American home pointing out the many hazards which, if unrecognized, may easily cause serious injury or death.

A WORD TO THE WISE - 16 mm. sound, 1 reel. (Revised 1942)

Distributed by: National Retailers Mutual Insurance Co., Film Distribution Dept., 7450 Sheridan Road, Chicago, Ill.
Rental: Free (through local agents)
Purchase: \$35.00
Content: Home fire prevention presented in story form. Common fire hazards and how they can be eliminated.

Section F - Pedestrian

BETWEEN THE LINES - 16 mm. silent, with guide, 1 reel. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: \$12.00
Level: Primary
Content: Pupils of third and fourth grade rooms are concerned about the many students who run carelessly across the street in front of the school instead of crossing at the corner. They enlist the aid of the mayor, who visits the school, and as a result the city paints pedestrian lanes.

PATROL PROTECTION - 16 mm. silent, 1 reel. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: \$12.00
Level: Elementary
Content: Main characters are Eddie, who is careless about his observance of safety rules, and Tommy, a member of the safety patrol. In an attempt to save his careless friend from the path of an oncoming car, Tommy is injured and taken to the hospital. The shock reforms the careless boy and he, too, becomes a patrol member.

SAFETY PATROL - 16 and 35 mm. sound, 1 reel. (1937) 10 minutes

Distributed by: (1) Dept. of Public Relations, General Motor Corp., 1775 Broadway,
New York, N. Y.
(2) The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Mich.
Rental: Free, from General Motors only
Purchase: \$36.50 f.o.b. from Jam Handy only
Level: Elementary-Junior High
Content: Covers safety rules for pedestrians and shows how safety is being promoted by the safety patrol. Adults could also gain from this picture.

SING A SONG OF SAFETY - 16 mm. silent, 2 reels. (1940) 25 minutes.

Distributed by: Antoinette Lowry, Bexley Schools, Columbus, Ohio
Rental: \$1.00, postage prepaid
Sale: \$75.00
Level: Primary-Intermediate
Content: Mother Goose becomes worried by the unsafe behavior of "her children" in traffic situations. Children, dressed as Mother Goose characters, exhibit safe and unsafe practices. The children who behaved safely are taken to the zoo by Mother Goose. The careless children remain at home. Story is carried by a series of "safety jingles" written by elementary children.

STREET SAFETY FOR ADVANCED GRADES - 16 and 35 mm. silent, 1 reel. (1934)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: 16 mm., \$24.00; 35 mm., \$75.00
Level: Junior-Senior High
Content: Right way to cross street, alight from street car, walk on country roads, etc. Particularly adapted for classroom instruction.

STREET SAFETY FOR PRIMARY GRADES - 16 and 35 mm. silent, 1/2 reel. (1934)

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: 16 mm., \$12.00; 35 mm., \$40.00
Level: Primary
Content: Correct pedestrian habits for younger children, such as where to cross the street, how to obey street lights and signs and where to play. In some scenes a dog illustrates correct habits to younger children. Positive approach throughout.

Section G - Recreation

SAFETY AT PLAY - 16 mm. silent, 1/2 reel. (1941) 10 minutes.

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$12.00
Level: Primary
Content: Contrasts safe and unsafe practices in play; safety in the use of play equipment; good habits in play; proper care of the playground and first aid for minor injuries.

VACATION SAFETY - 16 mm. silent, 1 reel. (1940) 15 minutes.

Distributed by: Eastman Kodak Co., Rochester, N. Y.
Purchase: \$24.00
Level: Intermediate-Junior High
Content: Covers water safety, boating, camping, poison ivy and camp fires.

Section H - Traffic

THE CHANCE TO LOSE - 16 mm. silent and sound, 1 reel. (1937) 20 minutes.

Distributed by: 16 mm. sound - National Safety Council, 20 N. Wacker Drive, Chicago, Ill.

16 mm. silent - Visual Instruction Service, Iowa State College, Ames, Ia.

Rental: Sound version - \$3.00
Silent version - Free, transportation both ways

Level: Junior High and above

Content: Combines drama and effective teaching of safe driving. Some causes of auto accidents, especially night accidents, dangers of speeding, driving while tired, racing or showing off, disregarding signs and signals on a lonely road and jay walking also included.

CONNECTICUT DELIVERS ON TIME - 16 mm. sound, black and white and color, 1 reel. (1942) 18 minutes.

Distributed by: Connecticut Highway Commission, State Office Building, Hartford, Conn.

Rental: Free

Purchase: Black and White, \$18.00; color, \$50.00

Level: Junior High and above

Content: Connecticut's highway safety program and how citizens can help to keep highways free from accidents and supplies moving at all times.

EVERYBODY'S BUSINESS - 16 mm. silent and sound; 35 mm. silent and sound, 1 reel.

Distributed by: (1) National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
(2) American Automobile Association, Washington, D. C., 35 mm. silent, only.

Rental: 35 mm. silent, free. 16 mm. silent, \$2.00; 16 mm. sound, \$3.00; 35 mm. sound, \$4.00.

Level: Junior High and above

Content: Two cars drive across town, one obeying all laws, the other taking all sorts of chances. Latter car covers 12-mile course only three minutes sooner than the first car.

FOLLOW THE WHITE TRAFFIC MARKER - 16 and 35 mm. silent, 1 reel. (1937)

Distributed by: U. S. Dept. of the Interior, Division of Information, Washington, (D. C.)

Rental: Free

Level: Junior High and above

Content: Emphasis placed on use of white lines in promoting safety. Used also to publicize cement for use as a traffic marker.

FORMATIONS - 16 and 35 mm. sound, 1 reel. (1936) 9 minutes.

Distributed by: Dept. of Public Relations, General Motors Corp., 1775 Broadway, New York, N. Y.

Rental: Free

Level: Junior-Senior High

Content: Invisible back seat driver points out cause of many traffic accidents -- discourtesy on the road.

GUILTY - 16 mm. sound, 1 reel. (1941) 30 minutes.

Distributed by: Kansas City Safety Council, 419 Dwight Bldg., Kansas City, Mo.
Purchase: \$95.00
Level: Senior High and above
Content: A dramatic story of a young man who refuses to take safety seriously and who, through his carelessness, becomes involved in an accident in which his sister is killed and he is permanently crippled. During a trip around town in a car many traffic regulations and other safety features are explained.

HIGHWAY MANIA - 16 mm. sound, 2 reels.

Distributed by: (1) Walter O. Gutlohn, Inc., 35 W. 45th St., New York, N. Y.
(2) Ideal Pictures Corporation, 28 E. 8th St., Chicago, Ill.
Rental: \$3.00
Purchase: \$50.00, from Gutlohn's only.
Level: Senior High and above
Content: Constructive steps taken in N. J. to meet problem of poor and reckless driving.

HIT AND RUN DRIVER - 16 mm. sound, 2 reels.

Distributed by: Motion Picture Bureau, National Council YMCA, New York -- Chicago -- San Francisco -- Dallas. (For use by educational institutions only -- must sign a special agreement.)
Rental: \$3.00
Level: Senior High and above
Content: One of the MGM "Crime Never Pays" series. Shows work of police department in apprehending a hit-and-run driver who is finally caught, forced to confess and is sentenced to 20 years in jail.

HORSE SENSE IN HORSE POWER - 16 mm. sound, 1 reel.

Distributed by: (1) American Automobile Association, Washington, D. C.
(2) Bell & Howell, 1801 Larchmont Ave., Chicago, Ill.
Rental: Free from AAA. \$1.00 service charge from Bell & Howell.
Level: Junior High and above
Content: Amusing scenes of driving in early days. An accident caused by thoughtlessness of two drivers is shown. Responsibility for safety is laid on the individual driver.

A KNIGHT FALLS - 16 mm. silent, with guide, 1 reel. (1940)

Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Rental: Free
Purchase: \$16.00
Level: High School
Content: A high school boy, who is unusually courteous to his girl friend in ordinary matters, forgets all rules of courtesy when he gets behind the wheel of a car. He loses his girl friend but peace is restored when he prepared a list of safe driving rules and promises to observe them.

KNIGHTS OF THE HIGHWAY - 16 and 35 mm. sound, 2 reels. (1938)

Distributed by: Chevrolet Motor Division, Detroit, Mich.
Rental: Free, from Chevrolet only.
Purchase: \$36.50 f.o.b. from The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit, Mich. 1 reel, 16 mm. sound, only.
Level: Senior High and above
Content: Driver instruction given by showing safe driving habits of inter-

KNIGHTS OF THE HIGHWAY -- (Continued)

state truck drivers. Truck drivers also illustrate six main principles of safe night driving.

LEARNING ABOUT TURNING - 16 mm. silent, 110 feet, with guide. (1940) 5 minutes
Distributed by: Bureau of Educational Research, Ohio State University, Columbus, O.
Purchase: Print cost
Level: Junior High and above
Content: Demonstrates two ways of turning a car around in a street.

MAN ON HORSEBACK - 16 and 35 mm. sound, 1 reel. (1938) 10 minutes
Distributed by: Dept. of Public Relations, General Motors Corp., 1775 Broadway, New York, N. Y.
Rental: Free
Level: Elementary and above
Content: Story is about the mounted traffic policeman. Picture shows steps in training horses for this important safety work and dramatically enacts the rigid tests each horse must pass before working in city traffic.

ONCE UPON A TIME - 16 mm. sound, color, 1 reel. (1934)
Distributed by: Metropolitan Life Insurance Co., 1 Madison Ave., New York, N. Y.
Rental: Free
Level: Primary-Elementary
Content: Animated cartoons with fairy tale setting, show what happens when Carelessness and Discourtesy motivate motorists. Supplementary teaching material and song sheets for teachers and pupils distributed free.

THE OTHER FELLOW - 16 and 35 mm. sound, 1 reel. (1937) 9 minutes
Distributed by: Dept. of Public Relations, General Motors Corp., 1775 Broadway New York, N. Y.
Rental: Free
Level: Junior High and above
Content: Comedy picture with a moral for the driver who is always criticizing "the other fellow" for mistakes of which he is also guilty.

THE POLICEMAN - 16 mm. sound, 1 reel. (1940)
Distributed by: Erpi Classroom Films, 35-11 Thirty-fifth Ave., Long Island City, N. Y.
Purchase: \$50.00, less 10% to educational institutions
Content: Follows a city patrolman through one of his regular shifts of duty. Use of motorcycles and patrol cars with two-way radio communication is demonstrated and explained. Lessons in rescue work and pedestrian and vehicular traffic safety are developed.

SAFE ROADS - 16 and 35 mm. sound, 1 reel. (1938) 8 minutes
Distributed by: Dept. of Public Relations, Gen'l Motors Corp., 1775 Broadway, New York, N. Y.
Rental: Free
Content: Takes viewer behind railroad scenes and taking tips from the railroads, shows how care, caution, attention to signals and use of safety devices while driving mean better, happier and accident-free enjoyment for drivers.

SAFETY ON THE HIGHWAY - 16 mm. sound, 1/2 reel. 5 minutes.

Distributed by: State and local depositories

Level: Senior High and above

Content: A "March of Time" re-issue of AND SUDDEN DEATH. A dramatic and emotional portrayal of the tragedy of automobile accidents.

SEEING GREEN - 16 mm. sound, 1 reel. 12 minutes.

Distributed by: The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Mich.

Purchase: \$36.50 f.o.b.

Content: Deals with operation of standard traffic signals. A presentation of what some people think is a complicated subject.

SHORT STOPS - 16 mm. sound, 1 reel.

Distributed by: The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Mich.

Purchase: \$36.50 f.o.b.

Content: How to use brakes most effectively for safe, short stops.

TAKE IT EASY - 16 mm. sound, 1 reel. 29 minutes.

Distributed by: Bell and Howell, 1801 Larchmont Ave., Chicago, Ill.

Rental: \$1.00 service charge

Level: Senior High and above

Content: Scientific study into causes and nature of fatigue as encountered in the work of truck drivers.

THE TRUCK AND THE DRIVER - 16 mm. sound, 1 reel.

Distributed by: National Conservation Bureau, 60 John St., New York, N. Y.

Rental: Free

Content: Deals with truck safety in town and on the highway. Concludes with a short subject entitled "How to Park Your Car," which gives a brief illustration of the right and wrong methods of parking.

UNCLE JIM TELLS 'EM - 16 and 35 mm. sound, 1-1/2 reels. (1940)

Distributed by: Wilding Picture Productions, Inc., 7635 Grand River Ave., Detroit, (Mich.)

Rental: Free

Content: Rules for safe driving.

WE DRIVERS - 16 and 35 mm. sound, 1 reel. 10 minutes.

Distributed by: Dept. of Public Relations, General Motors Corp., 1775 Broadway

Rental: Free (New York, N.Y.)

Content: Animated figures, personifying safety and recklessness, appear from time to time and try to influence a driver. Safety Sam wins out but not before the driver has had several narrow escapes. Includes hints on driving on ice and snow, in fog and at night.

YOUTH TAKES TO THE HIGHWAY - 16 mm. sound, color, 1 reel. (1942) 18 minutes.

Distributed by: Delaware Safety Council, Inc., 2169 DuPont Bldg., Wilmington, Del.

Rental: Free - only one copy available so distribution is limited.

Level: High School

Content: Exposition of skills which contribute to safe driving. Two students, a boy and girl, go through course in classroom and road instruction.

Section I - Vocational

FACTORY SAFETY - 16 mm. sound, 1 reel.

Distributed by: The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Mich.
Purchase: \$36.50, f.o.b.
Content: How to prevent industrial accidents; application of safety rules.

A SAFE DAY - 16 mm. sound, 1 reel.

Distributed by: The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Mich.
Purchase: \$36.50, f.o.b.
Content: Importance of safety thinking on the part of the workman.

SAFE USE OF TOOLS - 16 mm. sound, black and white and color, 1 reel. (1941)
6 minutes.

Distributed by: Coronet Productions, Palmolive Bldg., Chicago, Ill.
Purchase: Black & White, \$25.00; color, \$40.00.
Level: Primary-Intermediate
Content: Proper use of tools which younger children frequently encounter, such as scissors, saws, hammers, knives and rakes. Most of the characters are children. Continuity is maintained through skillful narration.

WE'RE ON THE SPOT - 16 mm. silent and sound, 1 reel. (1942)

Distributed by: Vision Educational Productions, 509 Fifth Ave., New York, N. Y.
Purchase: Silent version, \$38.50; sound version, \$42.50
Content: Shows common accident hazards found in all industrial plants engaged in our war effort. Stresses importance of safety.

Section J - War

AIR RAID WARDEN - 16 mm. sound, 1 reel. (1942)

Distributed by: (1) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
(2) Photo & Sound, 153 Kearney St., San Francisco, Calif.
Rental: \$1.50
Purchase: \$25.00
Content: Designed for use as an auxiliary teaching aid. Presents functions of a local air raid warden, prior to and during a blackout. The subject is handled as a story, told by a warden as he performs his varied tasks.

ALERT - 16 mm. sound, 1 reel. (1942) 10 minutes.

Distributed by: Brandon Films, 1600 Broadway, New York, N. Y.
Rental: \$1.50
Purchase: \$25.00
Level: Junior High and above
Content: Basic air raid precautions for the home. Presents procedures for creating a blackout room and other emergency safety measures.

FIGHT THAT FIRE! - 16 mm. sound, 1 reel. (1942) 10 minutes.

Distributed by: (1) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
(2) Ideal Pictures Corporation, 28 E. 8th St., Chicago, Ill.
Rental: \$1.50
Sale: \$25.00, from Brandon Films Only.
Level: Senior High and above
Content: A training film for instruction in methods of fighting all types of fires. Approved by U. S. Office of Civilian Defense

FIGHT THAT FIRE! - 16 mm. sound, black and white and color, 1 reel. (1942) 10 min.
Distributed by: Transfilm, Inc., 35 W. 45th St., New York, N. Y.
Purchase: Black and White, \$25.00; color, \$68.00. 25% reduction if purchased with "Fighting the Fire Bomb," also from Transfilm.
Content: Same as above.

FIGHTING THE FIRE BOMB - 16 mm. sound, black and white and color, 1-1/2 reels. (1942)
Distributed by: (1) Transfilm, Inc., 9 Rockefeller Plaza, New York, N. Y.
(2) Brandon Films, Inc., 1600 Broadway, New York, N. Y.
(3) Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill.
(4) Ideal Pictures Corporation, 28 E. 8th St., Chicago, Ill.
Rental: Brandon, Bell & Howell, and Ideal. Write for rates.
Purchase: Black and white, \$38.00 from Transfilm and Brandon, Color, \$68.00. Transfilm.
Content: Story of the fire bomb, what it is, how it is used against civilian populations in war and how to control it. Official training film of OCD.

OUR SCHOOL PREPARES FOR AIR RAIDS - 16 mm. silent and sound, black and white and color, 1 reel. (1942)
Distributed by: Harmon Foundation, 140 Nassau Street, New York, N. Y.
Rental: \$1.50, \$2.00, \$3.00 and \$4.00
Content: Instructions to be carried out in the event of an air raid.

SHOCK TROOPS FOR DEFENSE - 16 mm. sound, 1 reel. (1942)
Distributed by: Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$1.50
Purchase: \$25.00
Content: Deals with the need for auxiliary firemen and the roll they play in home defense.

THE WARNING - 16 mm. sound, 3 reels. (1942). 25 minutes.
Distributed by: Brandon Films, Inc., 1600 Broadway, New York, N. Y.
Rental: \$4.50
Purchase: \$81.00
Content: Picture of an air raid. Shows what the British civilians do prior to, during and after a raid. Stimulates awareness of the real nature of a raid.

WHAT TO DO IN A BLACKOUT - 16 mm. sound, black and white and color. 1 reel. (1942) 10 minutes.
Distributed by: Transfilm, Inc., 35 W. 45th St., New York, N. Y.
Purchase: Black and white, \$25.00; color, \$68.00
Content: A training picture which instructs the public in how to conduct effective blackouts in urban and rural areas. Also presents the latest official rules and regulations for protection of lives and property during a blackout. Produced in cooperation with U. S. Office of Civilian Defense, New York Fire and Police Departments, and U. S. Army Engineers.

WHAT TO DO IN AN AIR RAID - 16 mm. sound, black and white and color, 1 reel. (1942)
10 minutes

Distributed by: Transfilm, Inc., 35 W. 45th St., New York, N. Y.

Purchase: Black and white, \$25.00; color, \$68.00

Content: Designed to educate the public in precautions necessary to minimize casualties and property damage resulting from enemy air raids. Actually filmed on the streets and in the homes of a typical American community. Produced in cooperation with U. S. Office of Civilian Defense, New York Fire and Police Dept., and U. S. Army Air Corps.

Section K - General

KITCHEN AND DINING ROOM SAFETY - 16 mm. sound, 1 reel. (1941) 10 minutes.

Distributed by: Bell & Howell, 1801 Larchmont Ave., Chicago

Rental: Inquire

Purchase: \$42.50

Level: Senior High and above.

Content: Shows hazards to restaurant or kitchen workers who prepare or serve food. Useful in vocational schools, colleges and camps where students wait on tables, etc.

MAKING OF A SHOOTER - 16 mm. sound, 1 reel. (1942)

Distributed by: National Rifle Assn., 1600 Rhode Island Ave., N.W., Washington, D.C.

Rental: Free

Content: Safety in the handling of firearms.

SAFETY IN THE AIR - 16 mm. sound, 1 reel.

Distributed by: Films, Inc., 330 W. 42nd St., New York, N. Y. and 64 E. Lake St., Chicago, Ill.

Rental: \$2.00

Content: A study of the methods and devices used by transportation lines in the air and on the ground to maintain flying safety at peak level.

THEN CAME JULY 5TH - 16 mm. sound, 1 reel. 9 minutes.

Distributed by: Bell & Howell, 1801 Larchmont Ave., Chicago, Ill.

Rental: \$1.50

Purchase: \$40.00

Level: Junior High and above

Content: Shows dangers from use of fireworks. Fireworks displays under trained experts are advocated to attract youngsters. Realistic scenes of children being injured and receiving hospital treatment included.

WHAT PRICE SAFETY - 16 mm. sound, 2 reels. 20 minutes.

Distributed by: Motion Picture Bureau, Natl. Council YMCA, New York--Chicago--San Francisco--Dallas. (For use by Educational Institutions only -- must sign a special agreement.)

Rental: \$3.00

Level: Senior High and above

Content: A gang forces its way into the construction business, ignoring the provisions of the building code. A building collapses and people are killed. Apprehension of the guilty is followed by conviction.

PART II - SLIDEFILMS

Section A - Bicycle

SAFETY ON TWO WHEELS - 51 frames, silent, with guide. (1940)

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.

Purchase: \$10.00 (for complete set of five. Other films in this series are: "Tom Joins the Safety Patrol," "In Case of Fire," "Home Safety," and "Play Safe.")

Level: Elementary

Content: Prepared specifically for use as teaching aid. Covers safe riding practices, proper conduct in traffic, and observance of traffic signals.

Section B - School Bus

SIX STEPS TO SAFETY - sound. (1939) 16 minutes.

Distributed by: Superior Coach Co., Lima, Ohio

Rental: Free

Level: Elementary and above

Content: Six steps are: elimination of traffic hazards, training the driver, training the student, using safety patrols, using a good bus and regular bus inspection. Narrated by Lowell Thomas.

Section C - Fire Prevention

IN CASE OF FIRE - 48 frames, silent, with guide. (1940)

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.

Purchase: \$10.00 (for complete set of five. Other films in this series are: "Tom Joins the Safety Patrol," "Home Safety," "On Two Wheels," and "Play Safe.")

Level: Elementary and above

Content: How to safeguard against fire. Fire is portrayed as being two-faced--a friend if properly controlled, a dangerous enemy if neglected.

THE DEVIL TO PAY - sound. (1941) 10 minutes.

Distributed by: Illinois Agricultural Assn., 608 S. Dearborn, Chicago, Ill.

Rental: Free, plus transportation and insurance both ways.

Level: Upper Elementary and above

Content: Fire protection on the farm. Covers farm houses, barns, lightning rods, etc.

Section D - First Aid

FIRST AID TRAINING KIT - sound. (1942)

Distributed by: The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit, Mich.

Purchase: \$122.50

Content: Includes 20 slidefilms, 20 recorded lectures (14 discs), 1 general instructor's manual, 20 instructor's guides (one for each lesson) and 1 carrying case, indexed for reference. Covers all phases of first aid.

LIFE SAVERS OF THE HIGHWAY - sound. 10 minutes.

Distributed by: Northwestern University Traffic Institute, 1827 Orrington Ave., Evanston, Ill.
Rental: Free, plus transportation and insurance for \$5.00 both ways
Level: Senior High and above
Content: Prepared primarily for police accident investigation bureaus. Deals with correct methods of giving first aid to highway accident victims. Desirable for driver training classes.

Section E - Home

FARM FIRE - sound. 20 minutes.

Distributed by: Ohio Farm Bureau Federation, 246 N. High St., Columbus, Ohio
Rental: Free
Content: Farm fire hazards. Covers dangers of matches, storage of oil rags, danger of gasoline or kerosene for starting fires, need for good electrical conditions, etc.

HOME SAFETY - 61 frames, silent, with guide. (1940)

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
Purchase: \$10.00 (for complete set of five. Other films in this series are: "Tom Joins the Safety Patrol," "In Case of Fire," "On Two Wheels," and "Play Safe.")
Level: Elementary and above
Content: Prepared specifically for use as teaching aid. Covers common home hazards, room by room, and tells how they can be corrected.

Section F - Pedestrian

DANGEROUS TRAILS - sound. (1940) 15 minutes.

Distributed by: Illinois Agricultural Association, 608 S. Dearborn, Chicago, Ill.
Rental: Free, plus transportation both ways
Purchase: \$6.00
Level: Primary-Intermediate
Content: Comparison of dangerous trails in olden times, which had their hazards in the form of wild animals, with modern streets and highways, where animals are replaced by automobiles. Especially adapted for rural schools.

STOP, LOOK AND LIVE! - sound. 15 minutes.

Distributed by: (1) American Legion State Offices, or Americanization Commission, American Legion, Indianapolis, Ind.
(2) The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit, Mich.
Rental: Free - From American Legion only
Purchase: \$15.00 - From Jam Handy only
Level: Elementary and above
Content: A postman tells how to walk safely on city streets. A policeman and state highway officer also add their comments and suggestions for safe walking. Numerous illustrations of right and wrong ways.

TOM JOINS THE SAFETY PATROL - 51 frames, silent, with guide. (1940)

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.

Purchase: \$10.00 (for complete set of five. Others in this series are: "Safety on Two Wheels," "In Case of Fire," "Home Safety," and "Play Safe.")

Level: Upper Elementary

Content: How a student becomes a safety patrol. Includes activities and duties of patrols.

Section G - Recreation

PLAY SAFE - 47 frames, silent, with guide. (1940)

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.

Purchase: \$10.00 (for complete set of five. Others in this series are: "Safety on Two Wheels," "In Case of Fire," "Home Safety," and "Tom Joins the Safety Patrol.")

Content: Safe play on the playground and correct use of play equipment.

Section H - Traffic

INERTIA - sound. 15 minutes.

Distributed by: (1) American Legion State Offices, or Americanization Commission, American Legion, Indianapolis, Ind.

(2) The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit, Mich.

Rental: Free - From American Legion only

Purchase: \$51.00 - From Jam Handy only

Level: Senior High and above

Content: Illustrates momentum, centrifugal force and other natural laws on driving, slowing up for curves and starting slowly. Inertia's effect upon mental reactions of driver also illustrated. Positive instruction and simplified psychology.

LIVING IN THE MOTOR AGE - sound. (1940) 20 minutes. In two parts.

Distributed by: Center for Safety Education, New York University, New York, N. Y.

Rental: \$1.00 for each part

Purchase: \$6.00 per set

Level: High School

Content: Part 1, "Learning to Drive," deals with classroom instruction. Part 2, "Skillful Driving," demonstrates methods of instruction behind the wheel.

NIGHT DRIVING - sound. 15 minutes.

Distributed by: (1) American Legion State Officers, or Americanization Commission, American Legion, Indianapolis, Ind.

(2) The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit, Mich.

Rental: Free - From American Legion only

Purchase: \$15.00 - From Jam Handy only

Level: Senior High and above

Content: Includes charts and statistics on night driving. A woman, a young man and a bus driver describe precautions they take while driving at night.

THE OTHER FELLOW - sound. 15 minutes.

Distributed by: The Jam Handy Organization, 2900 E. Grand River Blvd., Detroit,
Purchase: \$15.00 (Mich.)
Level: Elementary and above
Content: People express the common belief that safety would be possible if "they'd do something about it," and the film points out that safety can be held only if we stop blaming the other fellow.

PLANNED HIGHWAY SAFETY - sound. (1938) 15 minutes.

Distributed by: Federal Works Agency, Public Roads Administration, Washington, D.C.
Rental: Free
Level: Senior High and above
Content: Deals primarily with safety factors in highway construction. Laws for controlling safety and lack of uniformity among state regulations are discussed.

SAFETY ON THE HIGHWAY - sound. 20 minutes.

Distributed by: Aetna Life Insurance Co., Safety Education Dept., Hartford, Conn.
Rental: Free
Content: Covers driving subjects, such as how to turn at an intersection, how to drive on the highway and how to avoid skidding. Also deals with pedestrian problems.

TESTING THE DRINKING DRIVER - sound. (1939) 20 minutes

Distributed by: National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
Rental: Free
Purchase: \$7.50
Level: High School and above
Content: How new scientific tests are being used in drunk driving cases.

YOU BET YOUR LIFE - sound. (1937) 25 minutes.

Distributed by: Travelers Insurance Co., Hartford, Conn.
Rental: Free
Level: Junior High and above
Content: Ozzie goes for a drive in a defective car, breaks numerous traffic laws, and finally is fined by the traffic court judge. Next day he has an accident and is sentenced to jail. Covers many traffic violations.

Section I - Vocational

THE EYES HAVE IT - sound. 20 minutes

Distributed by: The National Society for the Prevention of Blindness, Inc.,
1790 Broadway, New York, N. Y.
Purchase: \$7.50
Level: Senior High and above
Content: An appeal for the use of goggles in industry. Value and importance of goggles are demonstrated by case histories of eye accidents and how they could have been prevented.

EYES ON THE JOB - sound.

Distributed by: National Society for the Prevention of Blindness, Inc.,
1790 Broadway, New York, N. Y.

Purchase: \$10.00

Content: Cartoons in rhyme featuring "Sammy Squint." He advocates need for better vision in industry as a direct aid to better work and more of it, fewer accidents and less time lost, and a better attitude toward one's job.

LET'S USE OUR HEADS AND SAVE OUR FEET - sound. 20 minutes

Distributed by: Hy-Test Division, International Shoe Co., St. Louis, Mo.

Rental: Free

Content: Promotes use of safety shoes. Illustrates their construction and gives reasons why they should be worn at work, and many foot hazards encountered in daily work.

SHOPPING FOR SAFETY - sound. 30 minutes. In two parts.

Distributed by: Center for Safety Education, New York University, New York, N. Y.

Rental: \$1.00 for each part

Purchase: \$6.00 per set

Content: Deals with proper supervision, maintenance and techniques in school shop. Part I covers boy's introduction to safe practices in shop. Part 2 deals more specifically with the development of skills as a means of preventing accidents.

WE'RE ON THE SPOT - sound. (1942)

Distributed by: Vision Educational Productions, 509 Fifth Ave., New York, N. Y.

Purchase: \$17.50

Content: Shows common accident hazards found in industrial plants engaged in our war effort. Stresses importance of safety.

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APPENDIX II

To

CHAPTER V

Part A

Traffic Accidents



MOTOR VEHICLE ACCIDENT REPORT



L O T I O N	ACCIDENT OCCURRED ON:	Give name of street or highway number (U.S., State, County). If no highway number, identify by name. <input type="checkbox"/> At intersection with _____ Give name of street or highway number <input type="checkbox"/> Not at intersection _____ feet West OF _____ _____ feet East Show nearest intersecting street or highway, house number, curve, bridge, _____ feet South railroad crossing, alley, driveway, culvert, mile post, underpass, telephone _____ feet North pole (give number), or other identifying landmark. Show exact distance, using two directions and distances if necessary.	TIME OF ACCIDENT
	(Check and complete one) OR	Day of week _____ Date _____ 19____ Hour _____ A.M. _____ P.M. <input type="checkbox"/> Standard <input type="checkbox"/> Daylight saving	

ACCIDENT INVOLVED: Pedestrian Other motor vehicle R.R. train Street car Animal-drawn vehicle Bicycle Fixed object
 Animal (ridden, herded, unattended) Overturned in roadway Ran off roadway Other non-collision (fell from veh., fire, etc.) Other (explain in Remarks)

V E H I C L E S	VEHICLE No. 1									
	Year	Make	Type (sedan, cab, truck, bus, trailer, etc.)	Vehicle registration	Year	Number	State	I.C.C. Plate No.	State P.U.C. No.	
	Going (North, E., parked, etc.)	On	Street name, highway no., alley, etc.	Parts of vehicle damaged					Amount \$	
	DRIVER		Name		Street, (or RFD), city and state address		Age	Sex	Race	
	Driving experience	Years	Driver's license	State	Number	<input type="checkbox"/> Chauffeur's Operator's	Occupation			
	Vehicle owned by		Name		Address					
	Vehicle removed to		By					Driveable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	VEHICLE No. 2									
	Year	Make	Type (sedan, cab, truck, bus, trailer, etc.)	Vehicle registration	Year	Number	State	I.C.C. Plate No.	State P.U.C. No.	
	Going (North, E., parked, etc.)	On	Street name, highway no., alley, etc.	Parts of vehicle damaged					Amount \$	
DRIVER		Name		Street, (or RFD), city and state address		Age	Sex	Race		
Driving experience	Years	Driver's license	State	Number	<input type="checkbox"/> Chauffeur's Operator's	Occupation				
Vehicle owned by		Name		Address						
Vehicle removed to		By					Driveable?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Damage to property other than vehicles: _____ \$
Name object, show ownership, and state nature and amount of damage.

I N J U R E D	1. Name _____ Address _____		Age _____ Sex _____ Nature of injuries _____		Was person killed? <input type="checkbox"/> Driver <input type="checkbox"/> Passenger } Occupant in veh. no. _____		<input type="checkbox"/> Pedestrian <input type="checkbox"/> Other Race _____	
	Taken to _____				By _____			
	2. Name _____ Address _____		Age _____ Sex _____ Nature of injuries _____		Was person killed? <input type="checkbox"/> Driver <input type="checkbox"/> Passenger } Occupant in veh. no. _____		<input type="checkbox"/> Pedestrian <input type="checkbox"/> Other Race _____	
	Taken to _____				By _____			

PEDESTRIAN: Was going On Across _____ Street name, highway no. _____ From _____ To _____
Direction (North, E., etc.) _____ (S.E. corner to N.E. corner, or west side to east side, etc.)

(Check one) 1. Crossing at intersection—with signal 7. Walking in roadway: (check two) 11. Pushing or working on vehicle Were crosswalks marked? Yes No
 2. Same—against signal a. With traffic c. Sidewalks available 12. Other working in roadway No
 3. Same—no signal b. Against traffic d. Not available 13. Playing in roadway Was pedestrian inside markings or extensions of sidewalk lines? Yes No
 4. Same—diagonally 8. Standing in safety zone 14. Hitching on vehicle No
 5. Crossing not at intersection 9. Getting on or off street car 15. Lying in roadway Occupation _____
 6. Coming from behind parked cars 10. Getting on or off other vehicle 16. Not in roadway (explain)

<p>WHAT DRIVERS WERE DOING</p> <p>Vehicle 1 _____ 2 _____ (Check one for each driver)</p> <p><input type="checkbox"/> 1. Going straight ahead <input type="checkbox"/> 2. Making right turn <input type="checkbox"/> 3. Making left turn <input type="checkbox"/> 4. Making U turn <input type="checkbox"/> 5. Slowing or stopping <input type="checkbox"/> 6. Starting in traffic lane <input type="checkbox"/> 7. Starting from parked position <input type="checkbox"/> 8. Stopped in traffic lane <input type="checkbox"/> 9. Parked <input type="checkbox"/> 10. Backing</p> <p>(Check applicable items)</p> <p><input type="checkbox"/> 1. Passing <input type="checkbox"/> 2. Avoiding veh., object or pedest. <input type="checkbox"/> 3. Skidded—before applying brakes <input type="checkbox"/> 4. Skidded—after applying brakes <input type="checkbox"/> 5. Hit and run <input type="checkbox"/> 6. Driverless moving vehicle</p>	<p>VEHICLE VIOLATIONS INDICATED (Check one or more for each vehicle)</p> <p>Vehicle 1 _____ 2 _____</p> <p><input type="checkbox"/> 1. Exceeding lawful speed <input type="checkbox"/> 16. Disregarded police officer <input type="checkbox"/> 2. Did not have right of way <input type="checkbox"/> 17. Disregarded Stop-and-Go light <input type="checkbox"/> 3. Following too closely <input type="checkbox"/> 18. Disregarded Stop sign or signal <input type="checkbox"/> 4. Drove thru safety zone <input type="checkbox"/> 19. Disregarded Warning sign or signal <input type="checkbox"/> 5. Passing standing street car <input type="checkbox"/> 20. Improper starting from parked position <input type="checkbox"/> 6. Passing on hill <input type="checkbox"/> 21. Improper parking location <input type="checkbox"/> 7. Passing on curve <input type="checkbox"/> 22. Other improper action (explain) <input type="checkbox"/> 8. Cutting in <input type="checkbox"/> 23. No improper driving indicated</p> <p>Explain other violations: _____</p>	<p>SPEED</p> <p>(Fill in six items for each vehicle)</p> <p>Vehicle 1 _____ 2 _____</p> <p>1. Distance danger of accident first noticed (feet) _____ 2. Estimated speed at that time _____ 3. Estimated speed at moment of impact (feet) _____ 4. Distance vehicle traveled after impact (feet) _____ 5. Stated speed limit _____ 6. Maximum safe speed under conditions prevailing _____</p>
---	--	---

INDICATE ON THIS DIAGRAM WHAT HAPPENED

- INSTRUCTIONS:**
- (1) Use dash lines as guides to draw heavy lines which will show outline of roadway at place of accident.
 - (2) Number each vehicle and show direction of travel by arrow:
 - (3) Use solid line to show path of vehicle before accident: dotted line after accident:
 - (4) Show pedestrians by:
 - (5) Show railroad by:
 - (6) Show distance and direction to landmarks; id by name or number.

INDICATE NORTH BY ARROW

POINT OF IMPACT

(Check one or more for each vehicle)

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 1 | 2 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Vehicle**
1 2 Ped. (Check one or more)
- 1. Physical defect (eyesight, etc.)
 - 2. Ill
 - 3. Fatigued
 - 4. Apparently asleep
 - 5. Other handicaps
 - 6. Apparently normal
 - 7. Condition not known
- Wearing glasses

CONDITION OF DRIVER AND PEDESTRIAN

- Vehicle**
1 2 Ped. (Check one)
- 1. Had not been drinking
 - 2. Had been drinking. If so:
 - a. Obviously drunk
 - b. Ability impaired
 - c. Ability not impaired
 - d. Not known whether impaired
 - 3. Not known whether drinking
- Alcohol tests—type, results, and by whom given.....

Explain condition.....

VEHICLE CONDITION

- Vehicle**
1 2 (Check one or more)
- 1. Defective brakes
 - 2. Improper lights
 - 3. Def. steering mechanism
 - 4. Defective tires
 - 5. Other defects
 - 6. No defects
 - 7. Not known
- (Explain fully in remarks)
- Chains in use

DRIVER VISION OBSCURED
(Check one or more for each section)

- | | | | |
|---|--|--|--|
| Vehicle
1 2 | Vehicle
1 2 | Vehicle
1 2 | Highway |
| <input type="checkbox"/> <input type="checkbox"/> 1. Rain, snow, etc. on windshield | <input type="checkbox"/> <input type="checkbox"/> 1. Trees, crops, etc. | <input type="checkbox"/> <input type="checkbox"/> 1. Trees, crops, etc. | <input type="checkbox"/> <input type="checkbox"/> 1. Trees, crops, etc. |
| <input type="checkbox"/> <input type="checkbox"/> 2. Windshield otherwise obscured | <input type="checkbox"/> <input type="checkbox"/> 2. Building | <input type="checkbox"/> <input type="checkbox"/> 2. Building | <input type="checkbox"/> <input type="checkbox"/> 2. Building |
| <input type="checkbox"/> <input type="checkbox"/> 3. Vision obscured by load on vehicle | <input type="checkbox"/> <input type="checkbox"/> 3. Embankment | <input type="checkbox"/> <input type="checkbox"/> 3. Embankment | <input type="checkbox"/> <input type="checkbox"/> 3. Embankment |
| <input type="checkbox"/> <input type="checkbox"/> 4. (Specify other) | <input type="checkbox"/> <input type="checkbox"/> 4. Signboards | <input type="checkbox"/> <input type="checkbox"/> 4. Signboards | <input type="checkbox"/> <input type="checkbox"/> 4. Signboards |
| <input type="checkbox"/> <input type="checkbox"/> 5. Vision not obscured | <input type="checkbox"/> <input type="checkbox"/> 5. Hillcrest | <input type="checkbox"/> <input type="checkbox"/> 5. Hillcrest | <input type="checkbox"/> <input type="checkbox"/> 5. Hillcrest |
| | <input type="checkbox"/> <input type="checkbox"/> 6. Parked cars | <input type="checkbox"/> <input type="checkbox"/> 6. Parked cars | <input type="checkbox"/> <input type="checkbox"/> 6. Parked cars |
| | <input type="checkbox"/> <input type="checkbox"/> 7. Moving cars | <input type="checkbox"/> <input type="checkbox"/> 7. Moving cars | <input type="checkbox"/> <input type="checkbox"/> 7. Moving cars |
| | <input type="checkbox"/> <input type="checkbox"/> 8. (Specify other) | <input type="checkbox"/> <input type="checkbox"/> 8. (Specify other) | <input type="checkbox"/> <input type="checkbox"/> 8. (Specify other) |
| | <input type="checkbox"/> <input type="checkbox"/> 9. Vision not obscured | <input type="checkbox"/> <input type="checkbox"/> 9. Vision not obscured | <input type="checkbox"/> <input type="checkbox"/> 9. Vision not obscured |

ROAD CHARACTER

- Vehicle** (Check one for each vehicle)
1 2
- 1. Straight road
 - 2. Sharp curve or turn
 - 3. Other curves
- (Check one for each vehicle)
- 1. Level road
 - 2. Up grade
 - 3. Hillcrest
 - 4. Down grade

ROAD SURFACE

- (Check one)
- 1. Concrete
 - 2. Blacktop
 - 3. Brick
 - 4. Gravel
 - 5. Dirt or sand
 - 6. (Specify other)

ROAD CONDITIONS

- | | |
|-----------------------------------|---|
| (Check one) | (Check one or more) |
| <input type="checkbox"/> 1. Dry | <input type="checkbox"/> 1. Defective shoulders |
| <input type="checkbox"/> 2. Wet | <input type="checkbox"/> 2. Holes, deep ruts |
| <input type="checkbox"/> 3. Muddy | <input type="checkbox"/> 3. Loose material on surface |
| <input type="checkbox"/> 4. Snowy | <input type="checkbox"/> 4. Other defects |
| <input type="checkbox"/> 5. Icy | <input type="checkbox"/> 5. No defects |
- (Explain fully in remarks)
- Road under construction
 Detour

- Functioning** **Not Functioning**
- TRAFFIC CONTROL**
(Check one or more)
- 1. Officer or watchman
 - 2. Stop-and-go light
 - 3. Stop sign or signal
 - 4. Warning sign or signal
 - 5. R. R. crossing gates
 - 6. R. R. automatic signal
 - 7. (Specify other)
 - 8. No control present

- KIND OF LOCALITY**
Check one to show that area within 300 feet was primarily:
- 1. Manufacturing or industrial
 - 2. Shopping or business
 - 3. Residential district
 - 4. School or playground
 - 5. Open country
 - 6. (Specify other)

- LIGHT**
(Check One)
- 1. Daylight
 - 2. Dusk
 - 3. Dawn
- Darkness with:
- 4. Street or highway lighted
 - 5. Street or highway not lighted

- WEATHER**
(Check One)
- 1. Clear
 - 2. Cloudy
 - 3. Raining
 - 4. Snowing
 - 5. Fog
 - 6. (Specify other)

- ROAD WIDTHS AND LANES**
- 1. Width of pavement or road surface for vehicular traffic..... ft.
 - 2. Additional width of shoulders..... ft.
 - 3. Total number of traffic lanes.....
 - 4. Were lanes marked? Yes No
 - 5. Were opposing lanes separated? Yes No
 - By what?.....
 - 6. Was it a one-way street? Yes No

WITNESSES: Where was witness? (In Veh. 2, Ped. 60 ft. E., etc.)

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

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

DESCRIBE WHAT HAPPENED
Refer to vehicles by number.

If third vehicle was involved, so indicate, but give data on another report form. Also use this space for additional witnesses or injured persons and explanation of questions not fully answered by checking in boxes provided.

If more space is needed, use another report form or a sheet of paper of the same size.

Show Arrests and Charges

Name..... Charge.....

Name..... Charge.....

Time notified of accident Date Hour A.M. P.M. Investigation made at scene of accident Date Hour A.M. P.M. Driver report form furnished to Driver 1 Driver 2

Where else was investigation made? Were photographs taken? Yes No Is investigation complete? Yes No

★ **SIGNATURE** Investigator(s) Rank Department Date of report

TRAFFIC ACCIDENT SUMMARY



National Safety Council
Chicago
Form Traffic 3A
(1942)

City _____ State _____ Month _____ 194 _____
Report prepared by _____

I. TYPE OF ACCIDENT	No. of Accidents				Total Killed	No. of Persons		
	All Accidents	Fatal	Non-Fatal	Property Damage		Total	Injured	
							Severe	Slight
Collision of Motor Vehicle with—								
1. Pedestrian.....								
2. Other motor vehicle.....								
3. Railroad train.....								
4. Street car.....								
5. Animal-drawn vehicle.....								
6. Bicycle.....								
7. Animal.....								
8. Fixed object.....								
9. Overturned in roadway.....								
10. Ran off roadway.....								
11. Other non-collision.....								
12. Miscellaneous.....								
13. Motor Vehicle Traffic—Total								
14. Railroad—not with motor vehicle*								
15. Street car—not with motor vehicle*								
16. Other—not with motor vehicle*								
17. Total Traffic*								

II. TYPE OF ACCIDENT	Comparative Totals								
	Totals include delayed deaths and accidents not previously reported								
	Same Month Last Year			This Year to Date			Same Period Last Year		
Collision of Motor Vehicle with—	All Accidents	Persons Killed	Persons Injured	All Accidents	Persons Killed	Persons Injured	All Accidents	Persons Killed	Persons Injured
1. Pedestrian.....									
2. Other motor vehicle.....									
3. Railroad train.....									
Street car.....									
5. Animal-drawn vehicle.....									
6. Bicycle.....									
7. Animal.....									
8. Fixed object.....									
9. Overturned in roadway.....									
10. Ran off roadway.....									
11. Other non-collision.....									
12. Miscellaneous.....									
13. Motor Vehicle Traffic—Total									

III. AGE GROUP AND RACE	Persons Killed									Persons Injured								
	All Persons			Pedestrians			Bicyclists			All Persons			Pedestrians			Bicyclists		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1. 0-4 years.....																		
2. 5-9 years.....																		
3. 10-14 years.....																		
4. 15-19 years.....																		
5. 20-24 years.....																		
6. 25-34 years.....																		
7. 35-44 years.....																		
8. 45-54 years.....																		
9. 55-64 years.....																		
10. 65-74 years.....																		
11. 75 and over.....																		
Not stated.....																		
Total persons																		
13. White.....																		
14. Negro.....																		
15. Other.....																		
16. Not stated.....																		
Total persons																		

*All other schedules exclude non-motor vehicle accidents and include motor vehicle traffic accidents only.

VIII. AGE OF DRIVER	All Accidents	Fatal Accidents
1.		
2.		
4 years		
4. 25-34 years		
5. 35-44 years		
6. 45-54 years		
7. 55-64 years		
8. 65-74 years		
9. 75 years and over		
10. Not stated		
Total drivers		

IX. SEX OF DRIVER	All Accidents	Fatal Accidents
1. Male		
2. Female		
3. Not stated		
Total drivers		

X. RACE OF DRIVER	All Accidents	Fatal Accidents
1. White		
2. Negro		
3. Other		
4. Not stated		
Total drivers		

XI. RESIDENCE OF DRIVER	All Accidents	Fatal Accidents
1. Resident of city		
2. Resident of metropolitan district		
3. Resident elsewhere		
4. Not stated		
Total drivers		

XII. OCCUPATION OF DRIVER	All Accidents	Fatal Accidents
1. Professional and business men		
2. Clerical, sales, etc.		
3. Traveling salesmen		
4. Other commercial drivers		
5. Military		
6. All other workers (excl. domestic servants)		
7. Housewives and domestic servants		
8. Students		
9. All others		
10. Not stated		
Total drivers		

XIII. APPROXIMATE SPEED (Preceding Accident)	All Accidents	Fatal Accidents
1. Standing still (excluding proper parking location)		
2. 0-10 miles per hour		
3. 11-20 miles per hour		
4. 21-30 miles per hour		
5. 31-40 miles per hour		
6. 41-50 miles per hour		
7. 51 miles per hour and over		
8. Not stated		
Total drivers		

XIV. MISCELLANEOUS DRIVER ACTIONS	All Accidents	Fatal Accidents
1. Passing other vehicle		
2. Avoiding vehicle, object, or pedestrian		
3. Vehicle skidded—before applying brakes		
4. Vehicle skidded—after applying brakes		
5. Hit and run		

XV. CONDITION OF DRIVER	All Accidents	Fatal Accidents
1. Had been drinking		
2. Physical defect (eyesight, hearing, etc.)		
3. Asleep, fatigued, etc.		
4. Other handicaps		
Total drinking and defects		

XVI. VISION OBSCUREMENTS	All Accidents	Fatal Accidents
1. Rain, snow, etc. on windshield		
2. Windshield otherwise obscured		
3. Vision obscured by load on vehicle		
4. Trees, bushes, etc.		
5. Building		
6. Embankment		
7. Signboards, etc.		
8. Hill crest		
9. Parked cars		
10. Moving cars		
11. Blinded by headlights		
12. Blinded by sun glare		
13. Other obscurements		
Total vision obscurements		

XVII. TYPE OF MOTOR VEHICLE	All Accidents	Fatal Accidents
1. Passenger car		
2. Same—and trailer or house trailer		
3. Truck		
4. Truck and trailer		
5. Truck tractor and semi-trailer		
6. Other truck combination		
7. Taxicab		
8. Bus		
9. Motorcycle		
10. Other vehicle		
11. Not stated		
Total vehicles		
12. Emergency vehicles included above		

XVIII. MOTOR VEHICLE DEFECTS (Includes all defects, even though violation of driver was responsible)	All Accidents	Fatal Accidents
1. Defective brakes		
2. Headlights insufficient or out		
3. Headlights glaring		
4. Rear light insufficient or out		
5. Other lights or reflectors deficient		
6. Steering mechanism defective		
7. Puncture or blowout		
8. Other defects		
Total defects		

XIX. CONDITION OF PEDESTRIAN	All Accidents	Fatal Accidents
1. Under the influence of alcohol		
2. Other had been drinking		
3. Physical defect (eyesight, hearing, etc.)		
4. Asleep, fatigued, etc.		
5. Other handicaps		
Total drinking and defects		

XX. RESIDENCE OF PEDESTRIAN	All Accidents	Fatal Accidents
1. Resident of city		
2. Resident of metropolitan district		
3. Resident elsewhere		
4. Not stated		
Total pedestrians		

XXI. LIGHT CONDITION	All Accidents	Fatal Accidents
1. Daylight.....		
2. Dusk or dawn.....		
3. Darkness—street lights.....		
4. Darkness—no street lights.....		
5. Darkness—lighting not stated.....		
6. Not stated.....		
Total accidents		

XXIII. ROAD CONDITIONS	All Accidents	Fatal Accidents
1. Holes, ruts, etc.....		
2. Foreign material on surface.....		
3. Obstruction not lighted (darkness).....		
4. Obstruction not signaled (daylight).....		
5. Other defects.....		
Total defects		

XXII. KIND OF LOCALITY	All Accidents	Fatal Accidents
1. Manufacturing or industrial district.....		
2. Shopping or business district.....		
3. Residential district.....		
4. School or playground district.....		
5. Open or other.....		
6. Not stated.....		
Total accidents		

6. Road under construction or repair.....		
7. Road obstructed by previous accident.....		
8. Road—wet, muddy.....		
9. Road—snowy, icy.....		
10. Grade or hill.....		
11. Curve or turn.....		
12. Traffic controls functioning.....		
13. At intersection.....		
14. Weather—cloudy, fog, etc.....		
15. Weather—rain, snow, or sleet.....		

XXIV. DIRECTIONAL ANALYSIS (An accident consisting of a series of collisions, etc., is classified according to the first event.)

A. Pedestrian Accidents	All Accidents (Incl. prop. damage accidents)	Fatal Accidents					Non-Fatal Injury Accidents						
		Total Fatal Accidents	At Intersection			Non-intersection	Not Stated	Total Non-Fatal Injury	At Intersection			Non-intersection	Not Stated
			Car Entering	Car Within	Car Leaving				Car Entering	Car Within	Car Leaving		
1. Car going straight.....													
2. Car turning right.....													
3. Car turning left.....													
4. Car backing.....													
5. All others.....													
6. Not stated.....													
Total pedestrian accidents													

B. Two Motor Vehicle Intersection Accidents	All Accidents	Fatal	Non-Fatal	Property Damage
1a. Entering at angle—both going straight.....				
b. Same—one right turn, one straight.....				
c. Same—one left turn, one straight.....				
d. Same—all others.....				
2a. From same direction—both going straight.....				
b. Same—one right turn, one straight.....				
c. Same—one left turn, one straight.....				
d. Same—one stopped.....				
e. All others.....				
3a. From opposite direction—both straight.....				
b. Same—one left turn, one straight.....				
c. Same—one right turn, one straight.....				
d. Same—all others.....				
4. Not stated.....				
Total				

D. All Other Accidents	All Accidents	Fatal	Non-Fatal	Property Damage
1a. Collision with non-motor vehicle, train, st. car, bicycle, etc.—at intersection.....				
b. Same—not at intersection.....				
2a. Collision with fixed object in roadway— at intersection.....				
b. Same—not at intersection.....				
3a. Overturned in roadway—at intersection.....				
b. Same—not at intersection.....				
4a. Left road at intersec.—then overturned.....				
b. Same—then struck fixed object.....				
c. Same—then struck other vehicle.....				
d. Same—then struck pedestrian.....				
5a. Left roadway at curve—then overturned.....				
b. Same—then struck fixed object.....				
c. Same—then struck other vehicle.....				
d. Same—then struck pedestrian.....				
6a. Left roadway on straight road—then overturned.....				
b. Same—then struck fixed object.....				
c. Same—then struck other vehicle.....				
d. Same—then struck pedestrian.....				
7. Driverless moving vehicle.....				
8a. Occupant fell from vehicle—in boarding or alighting in traffic.....				
b. Same—not boarding or alighting.....				
9. Injured within vehicle (no other event).....				
10. Mechanical failure (no other event).....				
11. Fire (no other event).....				
12. All others.....				
13. Not stated.....				
Total				

C. Two Motor Vehicle Non-Intersection Accidents	All Accidents	Fatal	Non-Fatal	Property Damage
1a. Opposite directions—head-on collision.....				
b. Same—sideswipe collision.....				
2a. Same direction—rear-end collision.....				
b. Same—sideswipe collision.....				
3a. One car parked—proper location.....				
b. Same—improper location.....				
c. One car stopped in traffic.....				
4a. One car forward from parked position.....				
b. One car backward from parked position.....				
c. One car backward into parked position.....				
5a. One car entering or leaving alley.....				
b. One car entering or leaving driveway.....				
6. All others.....				
7. Not stated.....				
Total				

Name..... Date
of Birth..... Sex.....

Address..... Driver's
License No.....

Nationality..... Occupation.....

DATE	LOCATION OF ACCIDENT or TYPE OF VIOLATION	Accident or Arrest No.	TYPE OF ACCIDENT or DISPOSITION OF CASE
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Remarks.....
.....
.....
.....



I. TYPE OF ACCIDENT	Number of Accidents			III. AGE GROUP and RACE	TOTAL		
	TOTAL	Fatal Accidents	Non-Fatal Injury Accidents		Property Damage Only Accidents	Male	Female
Collision of Motor Vehicle with—							
1. Pedestrian				1. 0-4 years			
.....				2. 5-9 years			
2. Other motor vehicle				3. 10-14 years			
.....				4. 15-19 years			
3. Railroad train.....				5. 20-24 years			
4. Street car.....				6. 25-34 years			
5. Animal-drawn vehicle.....				7. 35-44 years			
6. Bicycle.....				8. 45-54 years			
7. Animal.....				9. 55-64 years			
8. Fixed object				10. 65-74 years			
.....				11. 75 years & over			
9. Overturned in roadway.....				12. Not stated			
10. Ran off roadway.....				13. White			
11. Other non-collision.....				14. Negro			
12. Miscellaneous.....				15. Other.....			
14. Railroad—not with mot. vehicle*				16. Not stated.....			
15. Street car—not with mot. vehicle*							
16. Other vehicle—not with mot. veh.*							

I. TYPE OF ACCIDENT	Persons Killed	Number of Persons Injured		
		TOTAL	Severe	Slight
Collision of Motor Vehicle with—				
1. Pedestrian				
.....				
2. Other motor vehicle				
.....				
3. Railroad train.....				
4. Street car.....				
5. Animal-drawn vehicle.....				
6. Bicycle.....				
7. Animal.....				
8. Fixed object				
.....				
9. Overturned in roadway.....				
10. Ran off roadway.....				
11. Other non-collision.....				
12. Miscellaneous.....				
14. Railroad—not with mot. vehicle*				
15. Street car—not with mot. vehicle*				
16. Other vehicle—not with mot. veh.*				

*All other schedules exclude non-motor vehicle accidents and include motor vehicle traffic accidents only.

Page 1 of Summary (Form Traffic 3) is complete

IV. DRIVER VIOLATIONS INDICATED	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Under the influence of alcohol*				
2. Exceeding stated speed limit.....				
3. Exceeding safe speed—but not stated limit.....				
4. Did not grant right of way to pedestrian.....				
5. Did not grant right of way to vehicle.....				
6. Following too closely.....				
7. Drove through safety zone.....				

①

9. Passing on hill.....				
10. Passing on curve.....				
11. Cutting in.....				
12. Other improper passing.....				
13. On wrong side of road—not in passing.....				
14. Failure to signal or improper signal.....				
15. Improper turn—wide right turn.....				
16. Same—cut corner on left turn.....				
17. Same—turned from wrong lane.....				
18. Other improper turning.....				
19. Disregarded police officer.....				
20. Disregarded Stop-&-Go light.....				
21. Disregarded Stop sign or signal.....				
22. Disregarded Warning sign or signal.....				
23. Disregarded other traffic control device.....				
24. Improper starting from parked position.....				
25. Improper parking location.....				
26. Failed to turn on lights.....				
27. Other violations.....				
28. Drivers in violation.....				
29. Drivers not in violation.....				
30. Drivers—violation not stated.....				
31. Accidents involving a violation.....				
32. Accidents not involving a violation.....				
33. Accidents—violation not stated.....				

*For drivers "Under the Influence" tabulate just that one item. Do not show "Speeding" or other violations for such drivers. Drivers "Under the Influence" are, of course, tabulated as violating drivers.

VII. PEDESTRIAN ACTIONS	TOTAL	Killed	Injured		
			0-4	5-9	10+
1a. Crossing at intersection—with signal.....					
b. Same—against signal.....					
c. Same—no signal.....					
d. Same—diagonally.....					
2. Crossing not at intersection.....					
3. Coming from behind parked cars.....					
4. Walking in roadway.....					
5. Standing in safety zone.....					
6. Getting on or off street car.....					
7. Getting on or off other vehicle.....					
8. Working in roadway.....					
9. Playing in roadway.....					
10. Hitching on vehicle.....					
11. Lying in roadway.....					
12. Not in roadway.....					
13. Not stated.....					
14. On sled, coaster wagon, roller skates, etc.....					
15. Pushing, pulling cart, buggy, wagon, etc.....					
16. Vending in roadway—no cart.....					
17. Hitch-hiking in roadway.....					



VIII. AGE OF DRIVER	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Under years (license age)				
2. (license age)—19 years				
3. 20-24 years				
4. 25-34 years				
5. 35-44 years				
6. 45-54 years				
7. 55-64 years				
8. 65-74 years				
9. 75 years and over				
10. Not stated				

IX. SEX OF DRIVER	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Male				
2. Female				
3. Not stated				

X. RACE OF DRIVER	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. White				
2. Negro				
3. Other				
4. Not stated				

XI. RESIDENCE OF DRIVER	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Resident of city				
2. Resident of metropolitan district				
3. Resident elsewhere				
4. Not stated				

XII. OCCUPATION OF DRIVER	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Professional and business men				
2. Clerical, sales, etc.				
3. Traveling salesmen				
4. Other commercial drivers				
5. Military				
6. All other workers (excl. domestic servants)				
7. Housewives and domestic servants				
8. Students				
9. All others				
10. Not stated				

XIII. APPROXIMATE SPEED (Preceding accident)	TOTAL	Fatal	Non-Fatal	Property Damage Only
1. Standing still (excl. proper parking location)				
2. 0-10 miles per hour				

①

3. 11-20 miles per hour

4. 21-30 miles per hour

5. 31-40 miles per hour

6. 41-50 miles per hour

7. 51 miles per hour and over

8. Not stated

XIV. MISCELLANEOUS DRIVER ACTIONS

1. Passing other vehicle

2. Avoiding vehicle, object, or pedestrian

3. Vehicle skidded—before applying brakes

4. Vehicle skidded—after applying brakes

5. Hit and run

XV. CONDITION OF DRIVER

1. Had been drinking

2. Physical defect (eyesight, hearing, etc.)

3. Asleep, fatigued, etc.

4. Other handicaps

XVI. VISION OBSCUREMENTS

1. Rain, snow, etc., on windshield

2. Windshield otherwise obscured

3. Vision obscured by load on vehicle

4. Trees, bushes, etc.

5. Building

6. Embankment

7. Signboards, etc.

8. Hillcrest

9. Parked cars

10. Moving cars

11. Blinded by headlights

12. Blinded by sunglare

13. Other obscurements

XVII. TYPE OF MOTOR VEHICLE

1. Passenger car

2. Same—and trailer or house trailer

3. Truck

4. Truck and trailer

5. Truck tractor and semi-trailer

6. Other truck combination

7. Taxicab

8. Bus

9. Motorcycle

10. Other vehicle

11. Not stated

12. Emergency vehicles included above

XVIII. MOTOR VEHICLE DEFECTS (Includes all defects, even though violation of driver was responsible)

1. Defective brakes

2. Headlights insufficient or out

1. Headlights glaring

4. Rear light insufficient or out

5. Other lights or reflectors deficient

6. Steering mechanism defective

7. Puncture or blowout

8. Other defects

APPENDIX III

To

CHAPTER V

Part B

Public and Home Accidents

Report of Public (except Motor Vehicle) or Home Accident

Fill out a copy of this form for every public (except motor vehicle) or home accident, as defined in the memo "Community Accident Records."

1. Identity of Injured Person

Name _____ Age _____ Sex _____

Address _____ Status _____

Engaged in war work? _____ Number of dependents _____

2. Time and Place of Accident

Date _____ Day of week _____ Hour _____ A.M. _____ P.M.

Place _____
(Such as kitchen, 132 Broad St., main stairs, Fourth Street School)

If a home accident, check the following:

		Estimated Rental value
<input type="checkbox"/>	One family house	<input type="checkbox"/> \$ 25 or less
<input type="checkbox"/>	Apartment	<input type="checkbox"/> \$ 26 to \$49
<input type="checkbox"/>	Rooming house	<input type="checkbox"/> \$ 50 to \$74
<input type="checkbox"/>	Other	<input type="checkbox"/> \$ 75 and over
<input type="checkbox"/>	1 story	
<input type="checkbox"/>	2 or more stories	

3. Circumstances of the Accident

Type of accident _____
(Such as fall - different level; fall - same level; burn; poisoning)

What was person doing when hurt? _____
(Such as washing windows from stepladder;
running across rough ground; climbing stairs with package)

Object involved _____
(Such as floor, toy, low ceiling, gun, hammer)

Hazardous arrangement _____
(Such as toy on stairs, unsafely piled boxes, aisle not clear)

Other unsafe mechanical or physical condition _____
(Such as frayed electric cord, no
hand rail on stairs, unguarded machine, defective tools)

Unsafe act _____
(Such as swimming alone, using chair for ladder)

Personal factor _____
(Such as poor vision, illness, could not swim)

Describe the accident FULLY _____

4. Results of Accident

Describe the injury _____
(Such as fractured skull, sprained ankle, lacerated hand)

Result of injury:

- Death
- Permanent disability. Describe _____
- Temporary disability (Such as an amputated finger, stiffened joint)

Days lost from work _____ from household duties _____ from school _____
from other _____

Doctor attended? _____ If hospitalized, state number of days _____

Total cost of medical and hospital care \$ _____.

Estimated total wage loss, even if compensated, if injured was employed \$ _____

TYPE OF ACCIDENT		All Ages (A)	0-4 (B)	5-14 (C)	15-24 (D)	25-44 (E)	45-64 (F)	65 and Over (G)	Age Unknown (H)
I. GRAND TOTAL.....									
OCCUPATIONAL (except public transportation)	2. OCCUPATIONAL TOTAL.....								
	3. Agriculture.....								
	4. Mining and Quarrying.....								
	5. Other Extractive Industries.....								
	6. Manufacturing.....								
	7. Construction.....								
	8. Transportation and Public Utilities.....								
	9. Trade.....								
	10. Clerical and Professional Service.....								
	11. Other Occupational Accidents.....								
	HOME	12. HOME TOTAL.....							
13. Poisonings (gas excepted).....									
14. Absorption of Poisonous Gas.....									
15. Conflagration, Burns and Explosions.....									
16. Mechanical Suffocation.....									
17. Firearms.....									
18. Falls.....									
19. Other Home Accidents.....									
PUBLIC		20. MOTOR VEHICLE TOTAL.....							
	21. Collision with Pedestrian.....								
	22. Collision with Other Motor Vehicle.....								
	23. Collision with R. R. Train.....								
	24. Collision with Electric Car.....								
	25. Collision with Bicycle.....								
	26. Collision with Horse Drawn Vehicle.....								
	27. Collision with Fixed Object.....								
	28. Non-Collision.....								
	29. PUBLIC (Not Motor Vehicle) TOTAL..... (Priority given to items 30 to 34)								
	30. Railroad—Not with Motor Vehicle.....								
	31. Street Car—Not with Motor Vehicle.....								
	32. Other Vehicle—Not with Motor Vehicle.....								
	33. Water Transportation.....								
	34. Air Transportation.....								
	35. Conflagration, Burns and Explosions.....								
	36. Drowning.....								
	37. Firearms.....								
	38. Falls—in Buildings.....								
	39. Falls—Not in Buildings or Unspecified.....								
40. Other Public Accidents.....									
41. Type of Accident Unknown.....									

IMPORTANT!

(Fill in blanks)

In addition to the.....motor vehicle deaths in public places, shown above, there were.....fatalities involving motor vehicles in homes and work places, making a grand total of.....motor vehicle deaths. Of this grand total of motor vehicle deaths,.....were persons who were in the course of gainful employment at the time of the accident.

Of the.....deaths in public (not motor vehicle) transportation accidents (lines 30 to 34),.....were persons who were in the course of gainful employment at the time of the accident.

INSTRUCTIONS

For cities this report is intended to cover all deaths that result from accidents occurring in the city. Deaths in the city that result from accidents occurring outside should not be included. But deaths occurring outside the city as a result of accidents within the city should be included.

For states the report may cover all accidental deaths occurring in the state regardless of where the accident occurred. The exceptions noted above for cities are less important for states and may therefore be disregarded.

In either cities or states **the information necessary to complete this report can be obtained only from the records of the Registrar of Vital Statistics.** Police departments or others who can expect to get complete information on traffic accidents only will be supplied with a different form, on request to the National Safety Council, Inc. The traffic accident form provides a detailed analysis of fatal, non-fatal, and property damage accidents and their circumstances.

DEFINITIONS

A. Occupational Accidents.

This classification includes all accidents arising out of and in the course of gainful employment unless injured person was a domestic servant; or was involved in a transportation accident. These transportation accident deaths of persons in the course of gainful employment are classified as Public, but they are also recorded in the footnote at the bottom of the Summary. However, if a transportation accident involving an employed person occurs in a railroad shop or yard, or other industrial work place not open to the public, it remains in the occupational classification.

B. Home Accidents.

This classification includes all accidents occurring within domestic premises, except when the person injured was in the course of his employment and was other than a domestic servant.

C. Public Accidents.

This classification includes all accidents other than those described in Sections A and B. This group of public accidents is separated into two parts; (a) Motor Vehicle Accidents; (b) Public (not motor vehicle) Accidents. Public motor vehicle accidents are accidents involving motor vehicles in motion or arising from use of stopped motor vehicles for purposes of travel, in public places, or places used in a public way.

This Report Prepared by:

Name

Title

Department

Address correspondence to.....

CERTIFICATION

If this summary is not prepared by the Registrar of Vital Statistics in the Health Department, the Registrar should sign the following statement:

The Grand Total given on the first line of this Summary includes all accidental deaths (International List of Causes of Death, Fifth Revision, numbers 169 to 195) occurring in the specified month, which were reported to this office

up to.....

(Date of tabulation)

.....
(Registrar)

.....
(Health Department)