

University of New Mexico

## UNM Digital Repository

---

Teacher Education, Educational Leadership &  
Policy ETDs

Education ETDs

---

9-6-1940

### A survey of the need for a program of safety education in the public schools of New Mexico

Elizabeth Sherbino

Follow this and additional works at: [https://digitalrepository.unm.edu/educ\\_teelp\\_etds](https://digitalrepository.unm.edu/educ_teelp_etds)



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

#### Recommended Citation

Sherbino, Elizabeth. "A survey of the need for a program of safety education in the public schools of New Mexico." (1940). [https://digitalrepository.unm.edu/educ\\_teelp\\_etds/210](https://digitalrepository.unm.edu/educ_teelp_etds/210)

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).

UNIVERSITY OF NEW MEXICO-UNIVERSITY LIBRARIES



A14429 088515



---

Sherbingo

Safety  
Education

378.

789

Un3

Osh

1940

cop.2

---

LIBRARY  
*of*  
THE UNIVERSITY OF  
NEW MEXICO



92868

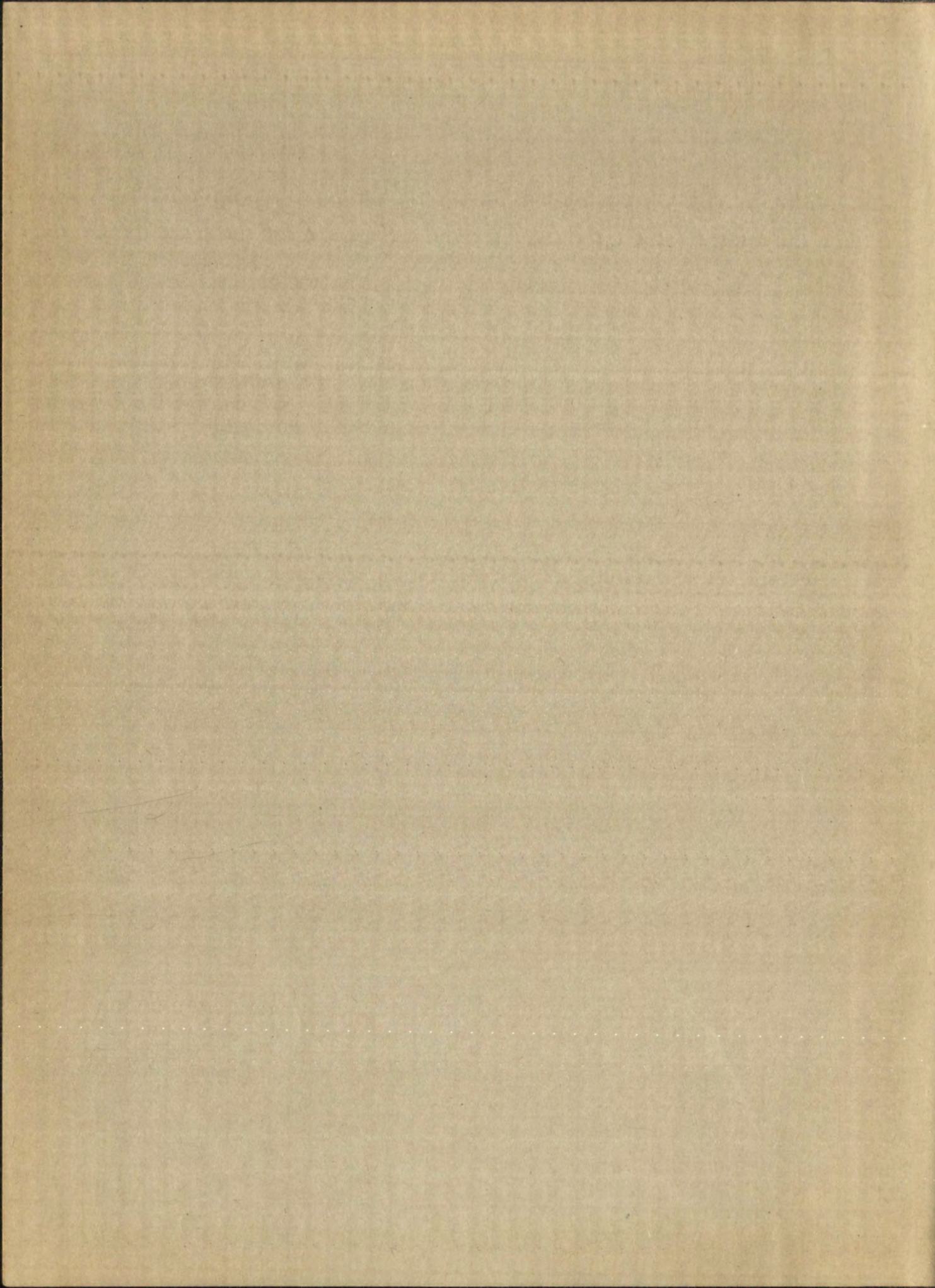
CLASS  
378.789

BOOK  
Un30sh  
1940  
cop.2

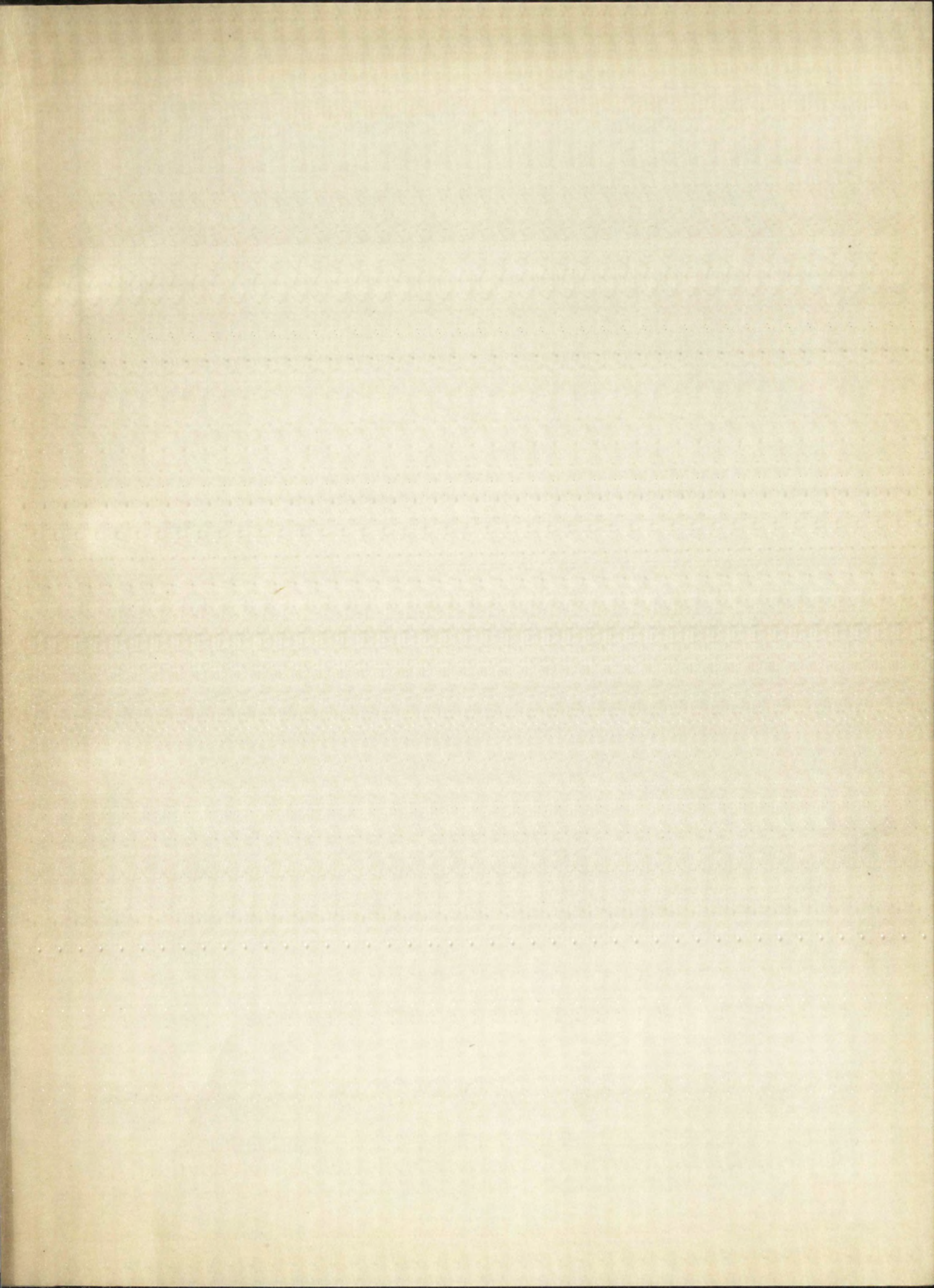
























WALTON

CERTIFICATE

OF

USA

RECEIVED

1911

7



# UNIVERSITY OF NEW MEXICO LIBRARY

## MANUSCRIPT THESES

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of New Mexico Library are open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but passages may be copied only with the permission of the authors, and proper credit must be given in subsequent written or published work. Extensive copying or publication of the thesis in whole or in part requires also the consent of the Dean of the Graduate School of the University of New Mexico.

This thesis by Elizabeth Sherbino.....  
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

A Library which borrows this thesis for use by its patrons is expected to secure the signature of each user.

NAME AND ADDRESS

DATE



## MAY 1961

Unpublished these submitted to the State and Federal Archives and deposited in the University of New Mexico Library. It is open for inspection but not to be used without the express written rights of the author. Unpublished materials may be used for private purposes only and the person using them must not be held responsible for any improper reproduction or use. The University of New Mexico and the State of New Mexico are not responsible for the use of the materials of the University of New Mexico.

This form is a standard form.

has been used by the following persons whose signatures are on the back of the above certificate.

Labels which are on the back of the form are expected to contain the signature of each user.

DATE

NAME AND ADDRESS



A SURVEY OF THE NEED FOR A PROGRAM OF SAFETY EDUCATION  
IN THE PUBLIC SCHOOLS OF NEW MEXICO

By

Elizabeth Sherbino

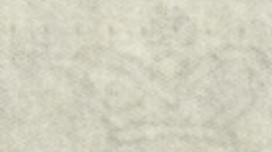
A Thesis

Submitted in partial fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

University of New Mexico

1940





THE SECRETARY OF THE TREASURY

WASHINGTON, D. C.

1908

NOV 10

RECEIVED

NOV 10 1908



TO THE SECRETARY OF THE TREASURY  
FROM THE SECRETARY OF THE TREASURY  
RECEIVED

NOV 10 1908

11



378.789  
U730sh  
1940  
cop.2

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

George R. Hammond  
DEAN

Sept. 6, 1940  
DATE

Thesis committee

E. H. Fiteley  
CHAIRMAN

S. P. Rammings

Carl H. Skinner

Edwin R. Snapp

92868



# DECLARATION

This form is to be filled out by the person who is making the declaration. It should be filled out in the presence of the person to whom the declaration is made. The person making the declaration should sign and date the declaration. The person to whom the declaration is made should also sign and date the declaration. The declaration should be filed with the court.

DECLARATION OF

STATE OF

11

DECLARATION

DECLARATION

DECLARATION

DECLARATION

DECLARATION

DECLARATION



#### ACKNOWLEDGMENTS

Much very valuable help was received in compiling the material for this survey from the following people: Dean S. P. Nanninga and Dr. E. H. Fixley, University of New Mexico; Chief of Police Patrick O'Grady, Albuquerque, New Mexico; Chief of State Police Thomas Summers and Chief of City Police Thomas Delgado, Santa Fe, New Mexico.



MEMORANDUM

Re: Very valuable information received from the following sources:

The material for this report was obtained from the following sources:  
Don A. J. [Name] and [Name], [Address]  
New Mexico, Chief of State Police, Santa Fe, New Mexico  
New Mexico, Chief of State Police, Santa Fe, New Mexico  
New Mexico, Chief of State Police, Santa Fe, New Mexico



# TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . .	1
The Problem . . . . .	3
Statement of the problem . . . . .	3
Delimitation of the problem . . . . .	4
Importance of the study . . . . .	5
Definitions of terms used . . . . .	9
Safety education . . . . .	9
Negative teaching . . . . .	9
Sources of the data . . . . .	10
Methods of procedure . . . . .	10
Review of related studies . . . . .	11
Organization of the remainder of the study .	30
II. BACKGROUND OF THE SAFETY MOVEMENT . . . . .	31
III. THE SAFETY SITUATION IN NEW MEXICO . . . . .	40
School Transportation . . . . .	41
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	53
Summary . . . . .	53
Conclusions . . . . .	55
Recommendations . . . . .	57
BIBLIOGRAPHY . . . . .	59
APPENDIX . . . . .	61



# TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DELIMITATION OF THE STUDY	1
The problem	1
Significance of the problem	2
Delimitation of the problem	3
Importance of the study	4
Definition of terms used	5
Survey conducted	6
Methods used	7
Review of literature	8
Review of related studies	9
Organization of the remainder of the study	10
II. BACKGROUND OF THE STUDY	11
The study area	11
Social background	12
Economic background	13
Political background	14
Cultural background	15
Educational background	16
Religious background	17
Summary	18
III. STATEMENT OF THE PROBLEM	19
Statement of the problem	19
Objectives of the study	20
Significance of the study	21
Delimitation of the study	22
Definition of terms	23
Review of literature	24
Review of related studies	25
Organization of the remainder of the study	26



# LIST OF TABLES

TABLE	PAGE
I. Number of Accidents, Deaths, and Injuries in the United States during 1939, Due to Ordinary Objects Involved in Traffic . . . .	22
II. Fields in Which Training Must Be Given to Insure Safer Automobile Travel . . . . .	24
III. Causes of Deaths and Injuries Involving Pedestrians in the United States during 1939 . .	25
IV. Accidental Deaths as to Ages from 1913 to 1937	29
V. Types and Causes of Accidents Occurring during 1939 in Bernalillo, Sandoval, and Santa Fe Counties . . . . .	44
VI. Traffic Accidents Occurring in Albuquerque during 1939 . . . . .	46
VII. Causes of Accidents and Injuries Involving Traffic in the City of Santa Fe during 1939.	49
VIII. Accidental Deaths Occurring during 1939 in Bernalillo, Sandoval, and Santa Fe Counties, not Involving Traffic . . . . .	51



# LIST OF TABLES

PAGE	TABLE
1	I. Number of accidents, deaths, and injuries in the United States during 1937, due to ordinary objects involved in traffic . . . . .
2	II. States in which training must be given to license motor automobile driver . . . . .
3	III. Causes of deaths and injuries involving pedestrians in the United States during 1937 . . . . .
4	IV. Accidental deaths as a result from 1918 to 1937 . . . . .
5	V. Types and causes of accidents occurring during 1937 in Berkeley, California, and Santa Fe Counties . . . . .
6	VI. Traffic accidents occurring in Alameda County during 1937 . . . . .
7	VII. Causes of accidents and injuries involving traffic in the City of Santa Fe during 1937 . . . . .
8	VIII. Accidental deaths occurring during 1937 in Berkeley, California, and Santa Fe Counties, not involving traffic . . . . .



## LIST OF FIGURES

FIGURE	PAGE
1. Accidental Deaths in United States by Age Groups	19



LIST OF FIGURES

FIGURE

FIGURE

1. Accidental Deaths in United States by Age Group



## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

There has never been a period in educational history when the child himself has been more the center of interest than at the present time. During the past twenty-five years the educational pendulum has swung over from an emphasis of teaching subject matter to an emphasis of the child.<sup>1</sup> All subject matter to be taught and procedure to be carried out are determined on the basis of what is best for the child. Here rests the basis for many significant changes in curricula and method developed within recent years, and for much research effort by educational authorities. The change in attitude is shown significantly in the increased consideration of the physical welfare of the school child. The magnificent school buildings of today with their wonderful equipment and careful attention to lighting and heating as well as proper seating of the pupils are an indication of this trend. Medical inspection and nurse service in the schools, with their accompanying check on the physical and health condition of the individual, lead to the detection and correction of defects of sight, hearing, posture, speech and other

---

<sup>1</sup> Robert MacMillan, Safety Education in the Public Schools of the United States (Philadelphia: Temple University, 1936), pp. 1-2.







physiological needs. The courses of study in health education are leading the pupils into a knowledge of their own physical condition and to the formation of good habits of living.

It is not at all surprising, then, that within the past decade attention should have been directed toward another phase of the child's well-being, that of his safety. The child's environment today, the community in which he lives, is very different from that of even twenty years ago. The increase in the number of motor vehicles leading to complications of traffic, the growth of various new means of transportation, the rapid advance of the machine age in its various forms, have brought many dangers to the younger generation as well as to the older. Almost every activity of a child today involves contact with dangerous situations in one form or another. The crossing of streets on his way to and from school, his activities within the school itself, his choice of places to play and his play itself, are all fraught with hazards which were unknown even a few years ago. A study of the accident situation will show that not only are children subjected to numerous dangers of one kind or another, but that the effects of this exposure to dangers are becoming increasingly serious.



physiological needs. The course of study in health education are leading the pupils into a knowledge of their own physical condition and to the formation of good habits of living.

It is not at all surprising, then, that within the past decade attention should have been directed toward another phase of the child's well-being, that of his safety. The child's environment today, the community in which he lives, is very different from that of even twenty years ago. The increase in the number of motor vehicles leading to congestion of traffic, the growth of cities and new means of transportation, the rapid advance of the machine age in its various forms, have brought many dangers to the youngest generation as well as to the adult. Almost every activity of a child today involves contact with dangerous situations in one form or another. The increasing of accidents on his way to and from school, his activities within the school itself, his outside activities play and his play itself, are all fraught with dangers which were unknown even a few years ago. A study of these accident situation will show that not only are children subjected to numerous dangers of one kind or another, but that the effects of these accidents to damage the body are increasingly serious.



Attention to this problem was first given in the schools about ten years ago and was an outcome of the studies of industrial hazards carried on in the industrial field for a number of years preceding. The movement for teaching of safety in the schools has been rather slow in gaining momentum. All educational people are convinced that there is great need for this work in the schools, but, in spite of significant statistics on the accident situation, some school systems have up to date, or until very recently, given little real attention to the problem. This seeming indifference may have been due to lack of the financial support needed to institute and carry on the work, or it may have been caused by a doubt as to what form safety education should take. In any case it would seem worth while to make a survey of safety teaching throughout the country today to show developments and trends in the situation.

## I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine whether a need for safety education exists in New Mexico. In order to determine this need two types of information have been secured: first, that pertaining to the kinds of safety measures that have been instituted in the state down to the present time; second,



Attention to this problem was first given in the

debate about the year 1900 and was an outcome of the  
debate of industrial hazards carried on in the late  
19th and a number of years preceding. The movement for  
securing of safety in the schools has been rather slow in  
gaining momentum. All educational people are concerned

that there is great need for this work in the schools, and  
in spite of significant attention on the problem since  
1900, some school systems have up to date, or nearly very  
recently, given little real attention to the problem.

This seeming indifference may have been due to lack of  
financial support needed to institute and carry on the  
work, or it may have been caused by a lack of knowledge  
that safety education should be. In any case it would  
soon worth while to make a survey of safety teaching  
throughout the country today to show development and  
trends in the situation.

## 1. THE PROBLEM

Statement of the problem. It is the purpose of this  
study to determine whether a need for safety education  
exists in New Mexico. In order to determine this need  
types of information have been secured. First, data  
relating to the kinds of safety measures that have been  
introduced in the state down to the present time, second,



the numbers of accidents, deaths, and injuries. These last have been arranged into types of causes in order to show the fields in which the greatest number of accidents occur and to determine if possible what steps might be taken to reduce this number.

Delimitation of the problem. In this study, the sections to be considered are Santa Fe, Sandoval, and Bernalillo Counties. Records show that the greatest number of accidents in New Mexico are in the field of traffic and, since this section has the heaviest traffic, it should provide an ample field for this study. Since safety education deals primarily with the school child, this section was chosen because it has the greatest child population. Furthermore, the schools in this section are in a better position, financially and otherwise, to take the first and most important steps in safety education if the need is recognized.

The need for safety education from the primary grades through senior high school will be considered. Needs in all fields of safety--home, school, traffic, fire, and recreation, will be studied.

The records of accidents studied will be for the year 1939, and will include the records of the State Police Department, the State Highway Department, the State Department of Education, and the State Health Department.



the number of accidents, deaths, and injuries, which  
last have been reported in the past few years, and  
show the fields in which the greatest number of accidents  
occur and to determine if possible the causes of the  
same to reduce the number.

Section 2. The Commission on the Safety of the  
Public. The Commission on the Safety of the Public  
has been organized and is now in session. The  
purpose of the Commission is to study the causes of  
accidents and to make recommendations for their  
prevention. The Commission is composed of members  
from the various departments of the Government, and  
also of representatives of the various industries and  
occupations. The Commission is now in the process of  
conducting a series of investigations into the causes  
of accidents, and is expected to report its findings  
to the President in a few months. The Commission  
is also conducting a series of public hearings on the  
subject of accidents, and is expected to make a  
series of recommendations for the improvement of  
the laws and regulations governing the safety of the  
public.

The Commission is now in the process of  
conducting a series of investigations into the causes  
of accidents, and is expected to report its findings  
to the President in a few months. The Commission  
is also conducting a series of public hearings on the  
subject of accidents, and is expected to make a  
series of recommendations for the improvement of  
the laws and regulations governing the safety of the  
public.



Importance of the study. From the point of view of education, not a great deal has been done in safety education. Much research has been done in the subject of safety itself, but its connection with education has come about so recently that the research side of the subject, as a part of education, has received little attention compared with research in other fields.<sup>2</sup> Furthermore, the schools, in taking up the burden of educating the public in accident prevention, have had very little time for organization or research. Cities, counties, and states have prepared courses of study as rapidly as possible. People in charge of safety training have not always been thoroughly acquainted with the problems of safety education. As the situation seems to stand at present, various schools and educational departments have started the work and made some progress, and now the work of the research student appears to be to measure the progress made in safety education and from his studies recommend the general trends of the future. The little research already done, although of value otherwise, still furnishes comparatively few comprehensive instructional programs in the field of safety education.

---

2. Frank W. Hubbard, "Research in Safety Education," The Phi Delta Kappan, XXI (January, 1939), 161-2







Within the past decade, the public has been increasingly aroused by the rapidly mounting number of accidents causing loss of life and injuries. From among all the plans attempted in the past, the most recent one seems to have lowered the death toll more than any other. This plan, called safety education, is based upon sound and scientific education and training of all persons in all the phases of safety. It is plain to be seen that any factor responsible for the saving of human life is of tremendous importance. It is important that the citizens of every state or community be informed as to the number of accidents occurring in the field of their special interest and it is the citizens' right to receive all available dependable information in methods of preventing these accidents.

Can there be any doubt as to the importance of a survey of safety conditions in New Mexico when during 1939, in Bernalillo County, twenty-four people were killed in traffic accidents alone? Any compilations of data that can awaken the public and the educational system of New Mexico to the great safety problem or that can recommend measures for preventing loss of life are indeed important. The accident problem has become important enough in New Mexico that a state supervisor of safety and a supervisor of school bus safety have been employed by the state



Within the next few days, the school was closed  
entirely because of the health conditions of the  
pupils causing loss of school days. The school  
the plan suggested in the past, the school was  
to have lowered the health conditions of the  
plan, called upon the school to have the  
school to have the health conditions of the  
the school to have the health conditions of the  
factor responsible for the health conditions of the  
school to have the health conditions of the  
every child in the school to have the health  
conditions of the school to have the health  
and it is the school to have the health  
pupils in the school to have the health  
school.

One of the main reasons for the health  
survey of the school to have the health  
1933, in the health survey, the school was  
in the health survey, the school was  
can make the health survey of the school  
Mexico to the health survey of the school  
measures for the health survey of the school  
The health survey of the school was  
Mexico that a health survey of the school  
of school the health survey of the school



department of education. The general subject of safety education was deemed so important by educators that it was recently selected as the theme of the 1940 Yearbook of the American Association of School Administrators.

The toll taken annually by accidents is colossal. According to the National Safety Council, accident fatalities increased from 91,087 in 1933 to 99,000 in 1934. Occupational accidents claimed 15,000 lives in 1934, an increase of 1,000 over 1933; motor vehicle deaths rose to 35,500 in 1934, an increase of 13 per cent over 1933; home accidents took 33,000 lives in 1934, an increase of 3,000 over 1933. The remainder of the 99,000 fatalities were due to miscellaneous causes. At the present rate it can be predicted that six out of every 100 persons born are destined eventually to die of accidental injury.<sup>3</sup>

Many times that number of persons suffer non-fatal injuries. These deaths and injuries cause untold distress and suffering; they blast the opportunities of hundreds of thousands of persons; and since life and limb have value, accidents result in a loss of millions of dollars annually. In addition to the losses resulting from death and non-fatal injury--which cannot be measured adequately in dollars and cents--accidents result annually in the destruction or the damage of hundreds of millions of dollars

---

<sup>3</sup> W. G. Reeder, A First Course in Education (Chicago: Macmillan Company, 1937), pp. 378-80.



department of education. The general subject of safety education was deemed so important by educators that it was recently selected as the theme of the 1940 yearbook of the American Association of School Administrators.

The toll taken annually by accidents is colossal. According to the National Safety Council, accident fatalities increased from 91,087 in 1935 to 93,000 in 1936. Occupational accidents claimed 18,000 lives in 1934, an increase of 1,000 over 1933; motor vehicle deaths rose to 32,500 in 1934, an increase of 1,000 over 1933. Accidents took 33,000 lives in 1934, an increase of 2,000 over 1933. The remainder of the 93,000 fatalities were due to miscellaneous causes. At the present rate it can be predicted that six out of every 100 persons born are destined eventually to die of accidental injury.

Many times the number of persons killed in fatal injuries. These deaths and injuries cause untold distress and suffering; they strip the opportunities of hundreds of thousands of persons; and whole life and limb have value. Accidents result in a loss of millions of dollars annually. In addition to the losses resulting from death and injury, fatal injury--which cannot be measured adequately in dollars and cents--accidents result annually in the destruction of the damage of hundreds of millions of dollars.



worth of property.

These accidents result from innumerable causes or instruments, the chief ones being automobiles, falls, railroads, drownings, burns, poisonous gases, and fire-arms. These instruments or causes are, of course, part and parcel of the civilization of the times, and they change as the work, habits, and customs of the people change. Many inventions, which come to be widely adopted, result annually in thousands of deaths and injuries, as witness the automobile.

Nor are accidents limited to any particular age, although the available data show that certain ages are beset with more accidents than others.

All, or practically all, accidents are preventable. They may be prevented through the universal education of the people in the causes of accidents and in the ways and means of eliminating those causes. The attainment of this goal, though possible, will not be easy; it will probably require universal instruction in safety education and universal following of that instruction.

In any program for reducing the number of accidents, school officials and employees have as their first responsibility the protection of the pupils from injury, particularly while the pupils are on the school premises or are on the way to or from school. Although the courts have







declared with near unanimity that school corporations cannot be held legally responsible for injuries suffered by school employees, pupils, or other persons; nevertheless it is not too much to expect that school officials and employees shall be morally responsible for the safety of pupils. The moral responsibility is always present, whatever the legal responsibility may be. Perhaps the terrible explosion which took the lives of 450 pupils and teachers in the school at New London, Texas, in March, 1937, could have been prevented if the school officials there had taken more seriously their moral responsibility.

## II. DEFINITION OF TERMS USED

Safety education. Safety education in this paper will refer to the training regarding causes and the practice in avoiding all types of accidents, especially for school children of all grades, through actual school work and through influence from non-school organizations.

Safety education is that phase of education which has as its specific objective the prevention of accidents. It seeks to teach the child how to live safely in a world of many hazards.

Negative teaching. Negative teaching is a term which will be used to describe that type of teaching in which the child memorizes a large number of things which



declared with great emphasis that the school should not be held liable for the death of a child. The school authorities, however, were not prepared to accept this view. It is not too much to expect that the school should be held liable for the death of a child. The school authorities, however, were not prepared to accept this view. Every the legal responsibility was put on the school.

While explosion which took place in the school premises in the school of the school, the school authorities, however, were not prepared to accept this view. 1937, could have been prevented if the school authorities had taken proper steps.

The school authorities, however, were not prepared to accept this view. The school authorities, however, were not prepared to accept this view. The school authorities, however, were not prepared to accept this view.

Safety Education - The school authorities, however, were not prepared to accept this view. will refer to the training which should be given to the children in avoiding all forms of accidents, especially school children of all grades. The school authorities, however, were not prepared to accept this view. and through this training, the school authorities, however, were not prepared to accept this view. Safety education is the basis of education which is the specific objective of the school authorities, however, were not prepared to accept this view. each to teach the child how to avoid accidents in a safe way. many accidents.

Domestic Training - The school authorities, however, were not prepared to accept this view. which will be given to the child in the school. which the child receives a proper training in the school.



he must not do, but in which little stress is laid on the reasons for not doing these things and in which no practice situations are provided.

### III. SOURCES OF THE DATA

Data for this study have been gathered from records of the State Police Department; the State Highway Department; the State Department of Education; various well known organizations sponsoring research in safety problems; and standard books on the subject of safety.

### IV. METHODS OF PROCEDURE

The normative-survey type of procedure was used for the most part in this study. Questionnaires in regard to safety activities being practised at the present were submitted to the three county superintendents. Documentary investigation was employed in studying records and in checking teachers' qualifications. Interviews with those people in charge of school transportation safety in the State Department of Education were arranged.

The historical method was followed in determining what had been done in safety education in other places. The information regarding accidents has been arranged into groups as to the common major fields of accidents; namely, home, school, traffic, fire, and recreation. The study



he must not do, but in the same way, the  
reasons for not doing it are not the same  
also situations are different.

### THE PROBLEM OF THE FUTURE

There is a great deal of talk about the  
of the state of the world, but the  
ment; the state of the world is  
known organizations, and the  
fence; and the state of the world is  
the state of the world is the state of the world.

The state of the world is the state of the world  
the most part in this state. The state of the world  
safety activities, and the state of the world  
added to the state of the world, and the state of the world  
investigation was reported in the state of the world  
especially for the state of the world. The state of the world  
people in the state of the world, and the state of the world  
State Department of the state of the world, and the state of the world  
The state of the world is the state of the world.

what has been done in the state of the world, and the state of the world  
The information reported in the state of the world, and the state of the world  
groups as to the state of the world, and the state of the world  
home, school, and the state of the world, and the state of the world.



includes a survey of the steps already being taken by educational, civic, and law-enforcement agencies and the results of these actions. From the data collected concerning accidents in this area, an estimate of the actual needs for safety education in New Mexico was made and recommendations offered for a useful course of study for New Mexico schools.

#### V. REVIEW OF RELATED MATERIALS

The writer has been unable to find any work of this type undertaken for New Mexico. There have been a number of national surveys of classroom methods in safety education and a number of statistical reports as to the extent and types of accidents.<sup>4</sup>

Much general material which was useful in this paper had been compiled by Northwestern University Traffic Institute. This is an organization for the training of police officers and carries on in its many bureaus much research in traffic problems and records. Other important safety education data have been gathered from the Bureau of Public Safety of Rutgers University. This bureau, unlike most organizations which train police officers, is an integral part of the university. Regular credit is given

---

<sup>4</sup> Hubbard; loc. cit.



includes a survey of the...  
national, ethnic, and...  
basis of these...  
ing...  
needs for...  
...  
Mexico...

The...  
type...  
of national...  
tion and a number...  
and types of...  
When...  
per...  
Institute...  
police officers...  
research...  
...  
of...  
the most...  
...  
...  
...



in many cases for the intensive courses offered in traffic regulations. Other institutions contributing to this type of work are the Yale Bureau for Street Traffic Research and the National Institute for Traffic Training, University of Michigan.

Outstanding among organizations contributing to the furthering of safety training is the American Automobile Association, which began the Boy Patrol movement over twenty years ago. Since then many valuable courses of study, bibliographies, and materials for visual education in the safety fields have been compiled and put into the hands of interested people by this association. The National Conservation Bureau and the National Safety Council provide all types of material for the study of safety and are constantly at work on methods of improving the teaching of safety. Numerous courses of study and other materials have been made available to teachers through these two organizations. The Center of Safety at New York University was organized in 1939, in answer to a growing and insistent demand for better teaching of safety. The center is financed by the National Conservation Bureau and had an enrollment in 1939 of three hundred students. Many of the contributions of the various organizations have been studied by the writer of this thesis and a bibliography of those that appeared most suitable to the work in



is made known for the first time to the public.  
regulation. The first of these is the  
of work and the second is the  
and the National Institute of  
of Michigan.

Outstanding among the many  
furthering of science and  
Association, which is the  
twenty years ago. The first  
study, ethnological, historical,  
in the early part of the  
hands of historical research  
National Commission on  
provide all types of  
are commonly of the  
ing of science. The  
this have been made  
two organizations. The  
University was organized  
and Institute of  
center is located at the  
had an enrollment of  
of the correspondence  
been studied by the  
raphy of the



New Mexico has been provided in the appendix of this study.

By following the methods used by these institutions in research work, the writer hopes to submit similar information regarding New Mexico.

According to Frank Hubbard<sup>5</sup> the research worker has a number of definite, important problems to study before the administrator can progress much farther. The first problem is to separate the teaching materials which are based on arousing fear, those which are based on the idea that isolated factual information leads to intelligent action, and those which are sensational or crude from material which agrees with modern educational practice. The second great undertaking of the research worker is to determine the areas in which the need is greatest and in which safety practices can be made most effective. Third, the research worker must experiment with instructional methods and materials and recommend especially those which contain the maximum of life-like elements and the minimum of negative, isolated factual information. The fourth important problem in research in safety education concerns the evaluation of safety training, the development of reliable testing methods, and the preparation of information on environmental and behavior patterns.

---

<sup>5</sup> Hubbard, op. cit., p. 162.







Teachers' training. One division of safety education has definitely lagged up to the present time, especially so in New Mexico,--provision for the education and training of teachers, both in teacher-training institutions and in in-service training. A questionnaire sent by the writer to the institutions of higher education in New Mexico revealed the fact that no courses in training in the teaching of safety education have been offered as individual courses. A few courses in such subjects as physical education, home economics, and poster making have included some salient training in safety. None of this, however, has been especially technical in nature. According to the criteria of institutions which have made the most progress in safety education training, this incidental training in New Mexico has been entirely inadequate. A survey of courses being offered to train teachers in safety education, published in the April, 1939, issue of the Safety Education Magazine, indicates that an undergraduate course in safety education of a general nature will be offered at State Teachers' College, Silver City, New Mexico. This course will be taught by E. L. Martin, of the education department, and is being offered during the summer only.

George P. Silverwood, Director of Safety in the public schools of Green Bay, Wisconsin, in an article







called "Let the Colleges Prepare,"<sup>6</sup> says:

For years, American institutions of higher learning have deplored the fact that students entering college are "totally unprepared" . . . But pedants who criticize the preparatory schools might turn their attention to ways of modernizing and improving their own educational services.

The organizations already participating in training in accident prevention, school authorities, state legislatures, and civic organizations, have contributed valuable assistance. The public schools will undoubtedly be taxed with the responsibility of accident prevention in the future, but until very recently little has been said regarding the responsibility of the higher institutions in the present social emergency.

Continuing, Mr. Silverwood's article states:

Classroom teachers, with but few exceptions, lack the necessary training and background to offer effective and adequate safety instruction. This can be ascribed, for the most part, to the fact that practical teacher training courses in safety education have been available in only a small percentage of our institutions of higher learning. Those colleges and universities which do have such courses, with a few exceptions, have thus far limited the work in this field to summer session courses. The most notable exceptions are Columbia University and New York University. . . .

The New Education may be defined as the process of training the child in proper habits of living in a changing world. The mechanized environment in which we live surrounds us with countless hazards to life and limb.

---

<sup>6</sup> George P. Silverwood, "Let the Colleges Prepare," Safety Education, 19:11-14, January, 1939.



called "Let the College Be a Part of the Community" for years. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community.

The organization has been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community.

Continuing to be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community.

The new program is a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community.

Safety Education is a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community. We have been successful in having the college be a part of the community.



Is there any subject in our modern school which is more vital to the welfare and happiness of the individual than a study of safety?

Today, elementary and secondary schools are striving to cope with the problem of child accident reductions, virtually single handed. They are forced to place untrained instructors in charge of safety activities because the colleges and universities have evaded, or, been unconscious of, their share of the responsibility. This is a handicap of immense proportions, since the classroom teacher has as much need for a knowledge of the techniques and skills of teaching safety as for the teaching of reading or mathematics.

This regretable situation, so aptly put by Mr. Silverwood, is unfortunately very true in New Mexico. Training in the teaching of safety should not be left for the instructor to acquire by the trial and error method. At least one course in safety education should be required for teacher certification, and all teacher preparation institutions should provide systematic and adequate training in safety instruction.

George Silverwood concludes:

One of the highest hurdles to effective safety education will have been surmounted when teacher training institutions assume their rightful share of the burdens by offering courses in the teaching of safety as an integral part of the regular curricula. Teachers who are graduated from these schools today, lacking proper knowledge of this subject, are not fully trained.

With so many of our progressive school systems requiring safety instruction from kindergarten through the high school it is difficult to understand why our normal schools, colleges, and universities have lagged to such an extent in providing for this need.







Much discussion has taken place regarding the age at which children can be expected to absorb formal safety training. On this question Irene Hirsch of State Teachers' College, Buffalo, New York, says:

There is a marked difference between the point of view that emphasizes safety with young children through building attitudes of fear and timidity, and the belief that habits of safety can be developed best when children are helped to understand and to practise safety in their daily school and home experiences.<sup>7</sup>

The practice of safety habits, the adoption of safety attitudes, and an understanding of causes and effects of safety have become a deliberate educational purpose from pre-primary levels upward. One of the biggest problems is how to make this training have real significance for even the very young. Can the very young child be rightfully expected to attach any real importance to safety slogans? Does the location of his school offer such a variety of hazards as to prevent an attempt at training the primary child? The following chart shows that the types of accidents vary with ages because the child is interested in different activities at different age levels. For this reason it appears that safety training should be included in all grades.

---

<sup>7</sup> Educating for Safety (New York: State Department of Education, 1938), pp. 1-2.



much discussion has been given to the  
of which children are considered to be at risk  
violence. On this subject, I have discussed the  
College, Buffalo, New York, and the

There is a general discussion of the  
view that children are at risk of violence  
through playing with guns and knives and  
the belief that such play leads to violence  
both when children are not supervised and  
immediate action is taken to remove the  
children.

The question of violence, the subject of  
safety studies, has been characterized by several  
tests of safety have been a significant factor  
from the perspective of the child. The child  
problem is how to make the child safe and  
senses for even the very young. The child  
be actually expected to make his own decisions  
safety program. There is a lack of information  
a variety of reasons for the lack of information  
the primary child. The child is not  
types of accidents may be prevented by the  
tested in different ways. The child is  
for this reason it is not possible to  
included in all areas.

V. Education for the Child  
of Education, 1981, 1-2.



In spite of the many factions at work in safety education, in spite of the fact that all that has been done in the name of safety education has not always been primarily for that purpose, there have been fewer accidents since the schools took up the work. It is a sad but true fact that New Mexico is not one of the eleven states requiring safety instruction in its schools or one of the thirty-one states to have a state course of study in safety. Yet there are a few pioneering teachers in the state who are trying to awaken the universities, the State Department of Education, the principals and superintendents to the great need. More is being done in the grades than in the high schools. This, of course, is better than nothing but a brief review of what is being done in other places in high schools should arouse some interest on the part of those in charge of high school curriculum plans.

Objectives. A great need in accident prevention today is fearless leadership. The ever-mounting accident toll is not going to be decreased materially until patriotic citizens in every community organize and actively direct local safety groups. They must sincerely have the saving of human lives and prevention of injuries as their chief objectives. They must refuse to let selfish interests direct and dominate their activities.



In spite of the fact that...

location, in spite of the fact that...

in the name of...

mainly for the purpose of...

since the school is...

fact that the...

getting better...

the system is...

state. The...

state who are...

Department of...

denies to the...

them in the...

nothing but a...

places in high...

part of these...

...

...

...

...

...

...

...

...

...

...

...

...

...



Communities which have organized for safety along these lines are getting results. The city of Milwaukee is a splendid example of a fearless accident prevention campaign which has greatly decreased deaths and injuries, chiefly because of its strong organization in the plan to save human lives. One hundred nineteen cities had well-formulated courses of study for safety in 1931 and the number is steadily increasing.<sup>8</sup>

Strong leadership which will not be controlled by interests that put profit first and safety second, is badly needed. Successful accident prevention work insists in driving hard and fearlessly at definite objectives, day after day, month after month, year after year.

In an article published by the United States Department of Commerce, occurs the statement that accident prevention is no job for a spineless person or organization, but it holds wonderful opportunities for those who desire to be of service, who have courage to do the right thing in face of strong opposition.<sup>9</sup>

The education division of the National Safety Council has stated that the great aim of all safety education

---

<sup>8</sup> Robert MacMillan, Safety Education in the Public Schools of the United States (Philadelphia: Temple University, 1936), pp. 1-2.

<sup>9</sup> Accident and Opportunity, United States Department of Commerce, 1938, pp. 1-4.





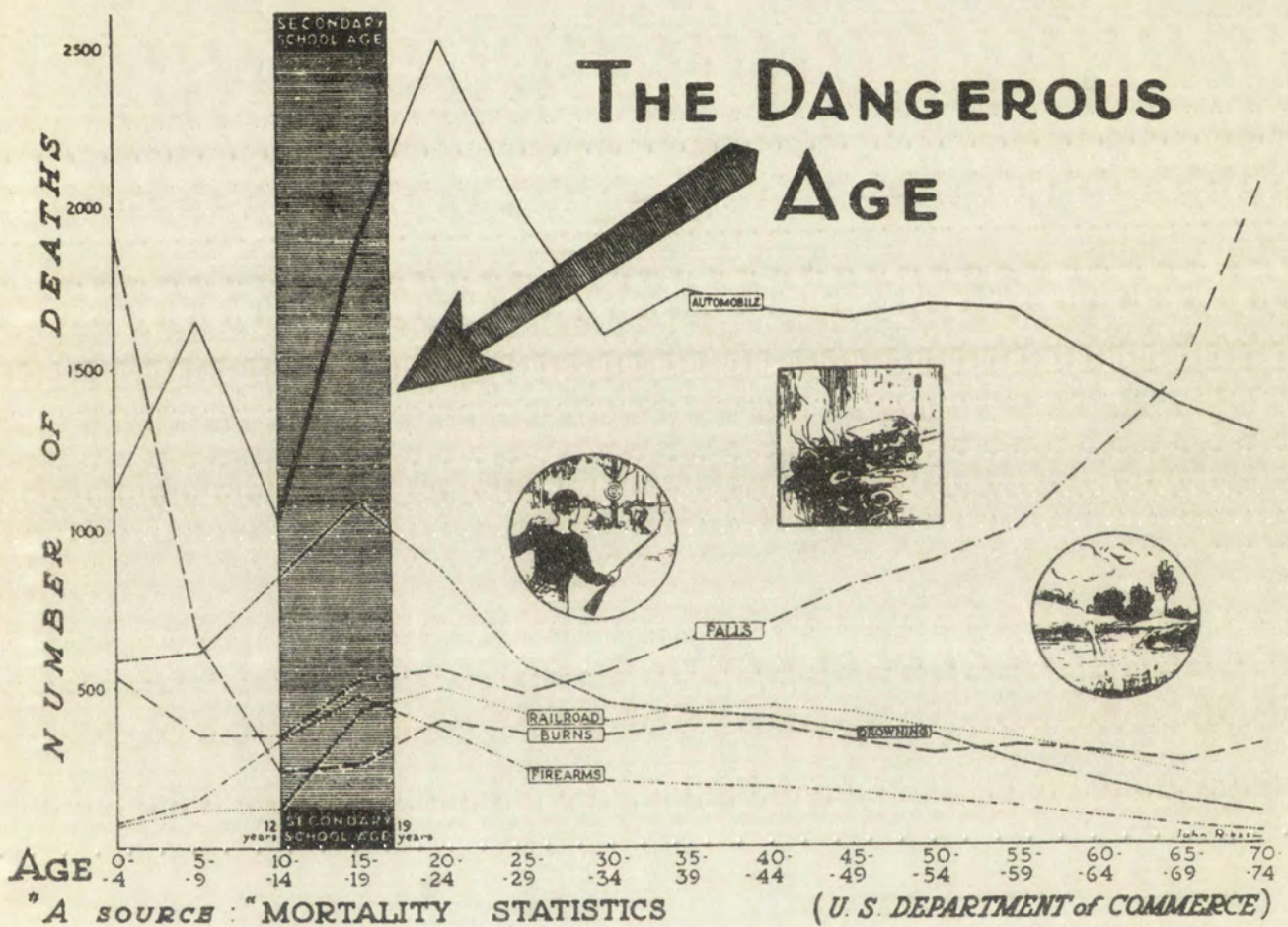


# Setting the Stage for Safety

By

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

## ACCIDENTAL DEATHS IN UNITED STATES BY AGE GROUPS



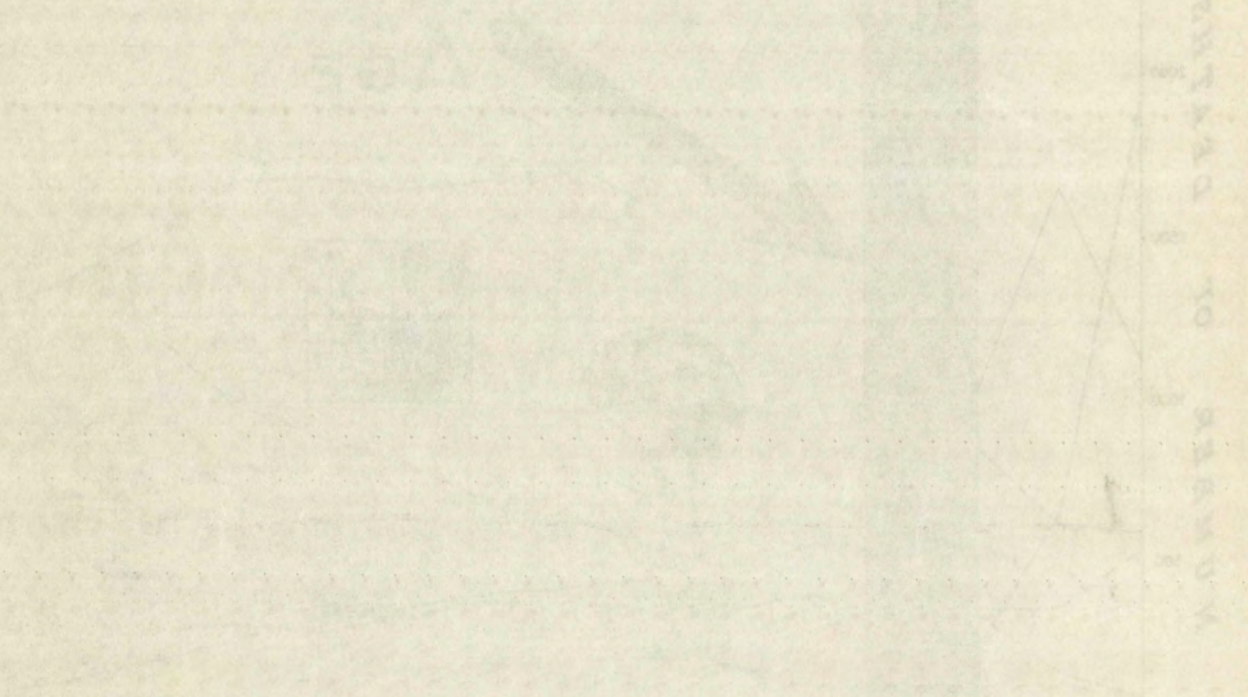
Reprinted by  
**NATIONAL CONSERVATION BUREAU**  
A division of  
Association of Casualty and Surety Executives  
60 JOHN STREET  
NEW YORK, N. Y.



Setting the stage for 2019

Accidental Death & Dismemberment

Accidental Death & Dismemberment



Age

Rate to Survive



is the development of such safety habits, safety attitudes, and skill as will cause a decrease in the number of accidental deaths and injuries to school children, produce safer adults for the future, and give to each individual freedom from fears and conditions which may restrict his enjoyment of life.

The same pamphlet says that the general objectives are to develop an appreciation of the need for personal safety and its relation to adventurous living; to develop an appreciation of the relationship between personal conduct and the safety of others and a willingness to act in accordance with that understanding; to develop an appreciation of the necessity for group control in the interests of safety and a willingness to co-operate in sound safety activities, suggested by official and private agencies; to develop an appreciation of the relationship between physical and mental fitness and safety; to give children and youth opportunities to develop habits and skills essential to their protection from the hazards of this modern world.

Accurate records have been compiled and used in making various types of traffic regulations and training programs. It is interesting to note in the following table<sup>10</sup> those factors which caused an annual death toll of

---

<sup>10</sup> Accident and Opportunity, op. cit., p. 3.



is the development of a sense of responsibility and self-reliance among the youth of the country. This is the only way to ensure the progress and prosperity of the nation. The Government is committed to providing the necessary support and resources to enable the youth to fulfill their potential and contribute to the development of the country. The youth are the future of the nation and it is the responsibility of the Government to ensure that they are well-equipped to face the challenges of the future. The Government is committed to providing the necessary support and resources to enable the youth to fulfill their potential and contribute to the development of the country. The youth are the future of the nation and it is the responsibility of the Government to ensure that they are well-equipped to face the challenges of the future.



36,800 and injuries amounting to 967,840, in 1936, in the United States.

The accidents listed in Table I were classified as those being caused by carelessness. Carelessness has come to be second in the causes of accidents; ignorance is listed as the first cause. Usually an automobile accident is the result of a mistake made by someone. Occasionally the pedestrian is at fault; sometimes it is the faulty design or marking or lack of marking of the highway that causes the accident. However, statistics show that three out of five accidents are the fault of the man at the wheel.



50,000 and 100,000

United States

The following table shows the number of persons

those being counted, and the number of persons

as to which it is estimated that the number

listed in the 1950 census is less than the

is the total number of persons in the

the population of the United States in 1950

sign of which is the number of persons in

there is the number of persons in the

out of the population of the United States

which



TABLE I  
NUMBER OF ACCIDENTS, DEATHS AND INJURIES DUE TO USUAL  
OBJECTS INVOLVED IN TRAFFIC

Object Involved	Accidents	Deaths	Injuries
Pedestrians	319,110	15,160	293,350
Automobiles	391,760	8,980	488,850
Horse-drawn vehicles	4,320	70	4,750
Railroad trains	5,110	1,770	5,810
Street cars	9,510	330	12,580
Other vehicles	6,920	290	7,740
Fixed objects	53,630	3,970	65,780
Bicycles	25,080	770	24,200
Non-collision	43,240	4,220	58,970
Miscellaneous	6,050	260	5,810
Total	864,800	36,800	967,840



# INVENTORY OF THE NATIONAL ARCHIVES

Subject	Location	Quantity
Manuscripts	Room 100	100
Prints	Room 101	100
Photographs	Room 102	100
Maps	Room 103	100
Books	Room 104	100
Periodicals	Room 105	100
Microfilm	Room 106	100
Audio	Room 107	100
Video	Room 108	100
Other	Room 109	100
Total		1000



Following is Table II portraying the types of traffic accidents most prevalent in the United States.

The complex game of life and death in which the present world, willing or not, must have a hand, and aptly called "America's traffic lottery" is a combination of nearly forty million drivers, some good and some bad; approximately one hundred twenty million pedestrians, including the lame, the halt, and the blind; more than twenty-seven million cars, some in good condition and some nearly ready to fall to pieces; three million miles of highways, with a score of physical hazards in every mile.

Since the fault is not always the driver's but often the pedestrian's, some figures on accidents involving pedestrians and their lack of care should prove interesting.



Following is a list of the names of the  
the societies were organized in the year 1900.  
The first society to be organized was the  
present society, which was organized in the year  
called "Society of the Friends of the  
nearly forty million people. Some of the  
proximately one hundred and fifty million people  
including the land, the sea, and the air, and  
thirteen million people. Some of the  
nearly ready to fall to pieces. That is, the  
highways, with a total of about 100,000  
about 100,000 people. Some of the  
often the present society, and the  
the present society, and the  
ending.

100



TABLE II

FIELDS IN WHICH TRAINING MUST BE GIVEN TO INSURE  
SAFE AUTOMOBILE TRAVEL

Number of Causes	Accidents	Killed	Injured
Exceeding speed limit	116,780	7,410	153,050
On wrong side of road	87,450	3,410	119,680
Did not have right-of-way	124,250	3,160	173,360
Cutting in	25,600	480	36,270
Passing standing street car	2,130	70	2,900
Passing on wrong side	6,930	270	9,430
Passing on curve or hill	6,400	290	8,700
No or improper signals	27,200	340	38,440
Car ran away--no driver	3,200	340	4,350
Drove off road	53,320	3,330	70,360
Reckless driving	53,320	2,930	71,080
Miscellaneous	26,660	730	37,720
Total	553,240	22,730	725,340







TABLE III

CAUSES OF DEATHS AND INJURIES INVOLVING  
PEDESTRIANS IN THE UNITED STATES DURING 1938

Causes	Killed	Injured
Crossing at intersection:		
With signal	190	12,020
Against signal	1,100	39,880
No signal	1,760	36,660
Diagonally	440	5,280
Crossing between intersections	4,640	82,110
Getting on or off street cars	60	2,930
Standing on safety isle	100	1,170
Getting on or off other vehicle	270	3,230
Children playing in street	1,410	41,940
At work in roadway	360	6,160
Riding or hitching on vehicle	270	3,520
Coming from behind parked cars	1,320	34,110
Walking on rural highways	3,170	13,200
Not on roadway	260	4,690
Miscellaneous	810	6,450
Total	16,160	293,350







Home accidents. For most people, home stands for security, yet between the ages of five and nineteen the greatest number of deaths occur from home accidents.<sup>11</sup> A great many of these accidents may be due to the fact that many parents do not know how to avoid them. Home accidents are usually considered as something that just happened without any logical cause. Home accident prevention depends chiefly on training people to do properly the ordinary things they have to do.

Parents should remember constantly that their children naturally follow them as examples; therefore, safety practises must not only be taught by the parents but practiced by them. The parents also influence the child's safety practises in driving, walking, and recreation.

A great home-accident prevention campaign is carried on by the American Red Cross. Through this organization, with the help of schools, each home is checked against fire and other hazards.

According to the 1938 report of the National Safety Council, fifty percent of all home fatalities result from falls and seventeen percent from burns. One half of all persons killed in home accidents are sixty-five years of

---

<sup>11</sup> W. G. Reeder, A First Course in Education (Chicago: Macmillan Company, 1937), p. 379.



Home Secretary, London, 19th April 1941.

Security, and the fact that the Government are not prepared to allow the public to know the names of the persons who are in the service of the Government, is a matter of great importance. It is the duty of the Government to protect the public from the knowledge of the names of the persons who are in the service of the Government, and to ensure that the public is not misled by the names of the persons who are in the service of the Government.

It is the duty of the Government to protect the public from the knowledge of the names of the persons who are in the service of the Government, and to ensure that the public is not misled by the names of the persons who are in the service of the Government. It is the duty of the Government to protect the public from the knowledge of the names of the persons who are in the service of the Government, and to ensure that the public is not misled by the names of the persons who are in the service of the Government.

It is the duty of the Government to protect the public from the knowledge of the names of the persons who are in the service of the Government, and to ensure that the public is not misled by the names of the persons who are in the service of the Government. It is the duty of the Government to protect the public from the knowledge of the names of the persons who are in the service of the Government, and to ensure that the public is not misled by the names of the persons who are in the service of the Government.

Yours faithfully,  
J. G. Jones

(Signature)



age or over. Drowning and fire-arms accidents take thirty-eight percent of the total accident deaths.

In a recent chart published by the National Conservation Bureau regarding accidents from birth to secondary school age, in order to depict which types of accidents take the largest toll, it is shown that automobile accidents begin at the age of twelve and reach their height at about nineteen. The greatest number of drownings occur between the ages of twelve and fifteen. There is very little difference in the number of deaths from burns between the ages of twelve and nineteen. Fire-arms take a rapid rise in toll from twelve to fourteen years of age.

Following are some interesting but alarming facts condensed from the 1938 edition of Accident Facts, published by the National Safety Council.<sup>12</sup> Accidents caused 106,000,000 deaths and 9,775,000 injuries in 1937. Although there were fewer accidents in 1937 than in 1936, the number is still needlessly high. Home accidents in 1937 numbered 32,500. Falls and motor vehicle accidents caused three-fifths of last year's accidental deaths. The proportion of other fatalities was: eight per cent burns; seven per cent drownings; and five per cent railroad accidents.

---

<sup>12</sup> Accident Facts (Chicago: National Safety Council, 1938), p. 1.







It is interesting to note, as will be shown in the following chapter, that the greatest number of accidents in New Mexico is not in the home but in the field of traffic.

In the report of the subcommittee of the White House conference entitled "Safety Education in Schools," the following quotation from A. B. Meredith, "What the State Can Do to Promote Safety," is given:<sup>13</sup>

1. Courses of study for the teaching of safety should be issued by the state department of education. These courses may be made a part of the regular syllabus in health education, civics, or other subjects, or issued as separate courses providing for the teaching of safety not only in connection with health and civics but also in geography, science, household and industrial arts, and other subjects.
2. Requiring that conditions of transportation should be standardized as one of the bases for state aid would enable safety standards to be established in connection with this activity.
3. A plan of cooperation should be established between the education department and other departments of the state, such as motor vehicles, health and labor, fire prevention, etc. This would include an interchange of materials and a study of statistics with their interpretation. The schools might receive this in the form of circular letters and leaflets.
4. Proper and adequate playgrounds should be provided to take pupils off the streets. Undoubtedly playgrounds do much to increase the safety of children. Provisions for playgrounds are urged in connection with erection of school buildings.

---

<sup>13</sup> MacMillan, op. cit., pp. 46-47.



It is understood that the following conditions shall be observed in New York City and in the State of New York.

In the event of the death of a person, the following conditions shall be observed in the State of New York.

1. The body of the deceased shall be kept in the State of New York for a period of not less than ten days after the death.

2. The body of the deceased shall be kept in the State of New York for a period of not less than ten days after the death.

3. The body of the deceased shall be kept in the State of New York for a period of not less than ten days after the death.

4. The body of the deceased shall be kept in the State of New York for a period of not less than ten days after the death.



TABLE IV  
ACCIDENTAL DEATHS AS TO AGES FROM 1913 TO 1937

---

Average	Number
0- 4	7,000
5-14	7,400
15-24	14,800
25-64	49,600
Over 64	27,200

---







This plainly shows that the greatest number of people being killed are at the ages when they are of most use to the nation, which fact proves that the problem of safety is a national responsibility as well as one of individuals.

## VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter deals with the background of the safety movement from a national point of view. The third chapter is concerned with what has been done about safety problems in New Mexico, including the employment of a State Supervisor of School Safety and a Supervisor of School Transportation by the State Department of Education. In this chapter the number, types, and causes of accidents are considered. Summary, conclusions as to needs determined from the tables of accidents compiled, and recommendations for measures to improve the situations are presented in the fourth chapter.



This plan... people being killed... as to the... safety in a... division.

VI. ... The second... safety... chapter... problem... State... School... In this... are... which... before... sent in...



## CHAPTER II

### BACKGROUND OF THE SAFETY MOVEMENT

The first accidents against which man consciously began to guard were those having to do with hunger and cold, wild beasts, and those caused by his fellow men. At first, each individual took what precautions he could against these enemies. Gradually, however, it was discovered that each family group and, finally, the entire tribe could accomplish more by working together. Thereupon, heads of groups made and enforced primitive regulations to aid in avoiding these accidents. A great many of these regulations, both individual and group, were made against evil spirits. Much the same idea is carried out in modern advertisements picturing certain evil spirits such as Fate, the Death Demon, the Fire Fiend, and the Highway Shadow.

As far back as the Old Testament, one finds recorded accident prevention rules--"When thou buildest a new house then thou shalt make a battlement for thy roof, that thou bring not blood upon thy house if any man fall from thence." (Deuteronomy, 22:8). Thus the right and duty of a government to insure a reasonable degree of protection for its citizens is of ancient origin and has become firmly established, not only as a protective measure







in prevention but in provision for aid after an accident has occurred.

The safety movement took on its greatest aspect of importance soon after trades and crafts began to be moved from the private homes, where each had been handed down from generation to generation, into centralized locations and later into factories. When factories first came into existence, the employees were controlled entirely by their employers and were really little better than slaves. For years the workers did not expect any protection or consideration from their employers. The number of people employed grew larger and the number of accidents multiplied.

Before the invention of machines there were few traffic accidents, because people traveled on foot and by horse. This mode of travel being slow, accidents were few. Up to the time factories came into existence many people lived on farms, doing their work slowly and on a small scale by crude methods. There were few accidents there.

Then in the brief space of a century came the hectic period of the Industrial Revolution, during which time the most deplorable working and living conditions were tolerated. The number of horrible accidents increased even more rapidly than the amount of machinery. Since with the increase in the use of machinery fewer farmers were necessary to produce food products, people rushed to



in prevention but in provision for what might happen  
has occurred.

The safety movement took on an importance  
importance soon after 1900 and grew rapidly in  
from the private home, where a child had been  
from generation to generation, into a public  
and later into a national. Then followed the  
existence, the of which were considered  
employers and the result of the latter  
years the country did not appear any more  
attention from their employees. The number of  
played even larger and the number of accidents  
before the invention of machines there was  
traffic accidents, because people had to go  
horses. This mode of travel being slow, accidents  
Up to the time accidents were not considered  
lived on farms, doing their work and  
people by cross accidents. Their new  
Then in the hotel scene of a century  
the period of the Industrial Revolution, and in  
the most dangerous working and living conditions  
tolerated. The number of deaths was  
even more rapidly than the amount of  
with the increase in the use of machinery  
were necessary to produce food products.



the cities. Here it was necessary to exist under any available conditions.

Through production on a large scale by machinery, group organizations came into being, first as partnerships, then as companies and corporations which became very powerful. The situation developed so rapidly that there were no laws to protect the worker. The crudely equipped factories were a constantly increasing menace to life and limb. People were crowded together into slums; their health was threatened; disease broke out; working conditions grew more dangerous; and the workers had little or no recourse to law.

Gradually, after a great deal of damage had been done, the child labor laws of 1802 and such laws as the Great Factory Act of 1844, the compulsory insurance acts of 1881, and the Compensation Act in 1897, came into being in England. Since then, protection through policies of insurance companies and enactment of laws by states have increased in most countries for the protection of workers. During and immediately following the Industrial Revolution the steel mills were called "Slaughter-houses." It became a by-word that a man would be killed for every mile of railroad track laid.

In America, among the early champions of the safety movement was Theodore Roosevelt. Due to his inquiries and



the office. There is no other way to get the information available outside.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.

There is a lot of information available in the office. It is not possible to get it elsewhere.



investigation, public interest was aroused in the appalling number of accidents. Sensational articles began to appear and laws for accident prevention were passed. At present there are only four states without workmen's compensation laws.<sup>1</sup> Better even than the laws, the general interest of employers in accident prevention was awakened.

As a natural outcome, the employees themselves began to think of safety and soon many safety organizations sprang into being, especially among railroad employees. Now there are numerous organizations other than those of employees, such as the American Red Cross and the American Museum of Safety, which render a very valuable service in the great safety crusade.

In all walks of life, through all the ages, as men's minds began to turn toward preventing accidents rather than mitigating the consequences of them, the great safety movement of today was born and has lived until, now, safety education in school has come to be considered the quickest, simplest, most efficient method of preparing people to avoid accidents.

It is true that the mounting number of accidents in industry brought about, to a large extent, the safety movement and that industry made rapid progress in accident

---

<sup>1</sup>. Thomas M. Nial, Workmen's Compensation Insurance (New York: McGraw-Hill Book Company, 1938), p. 116.



investigation, which...  
line number of...  
present there are...  
operation...  
interest of...  
as a...  
one to think of...  
agreed into...  
how there are...  
analysis, each...  
means of...  
the great...  
In all...  
means also...  
rather than...  
safety...  
now, safety...  
the...  
people to...  
It is...  
industry...  
went and...



prevention when it did begin, but prevention of accidents in industry only prepared the way for their prevention in other fields, especially in the field of traffic.

History has been written in many ways--in the chronicles of kings, in the prayers of priests, in the blood of battle, in the ledgers of merchants, in terms of travel and transport. History has also been written in the record of accidents, especially those connected with travel and transport. The earliest human annals show that men have tended to wander. Curiosity, desire for profit, thirst for knowledge, all have prompted men to find more rapid means of travel and transportation. The history of transportation, which leads to the present-day problem of traffic accidents, is an intensely interesting story, full of life, color, and romance.

The early travelers in trade were raiders, swooping down on a city and carrying away with them everything of value. These travelers expected a certain number of accidents. Eventually the raiders discovered that legitimate trading was much more profitable and laden camel trains plodded across the desert in increasing numbers. The early methods of travel by ox cart, camel train, horse, and dog sled were very slow and not at all dangerous as compared with transportation today. As travel by coach increased, the demand for better roads grew. As long ago as 600 B. C.,



prevention when the danger of a possible...  
in industry only...  
other risks, especially in the...  
History has been... in...

chronicles of...  
blood of...  
travel and...  
the record of...  
travel and...  
men have...  
thrift for...  
rapid means of...  
transported...  
traffic...  
of life, color, and...

The early...  
down on a...  
voice...  
hunts...  
trading...  
glad...  
methods of...  
also were very...  
with...  
the...



Pharaoh Necha expanded the then-existing means of travel by re-opening an old canal where the Suez canal is now.<sup>2</sup>

The old Roman roads were marvels of durable construction and were kept constantly in splendid repair. There was very little change, however, in modes of travel for many centuries. Stages, mail coaches, and private carriages became a little more elegant. Then came the momentous development of the ages--the successful use of steam in transportation.

The use of steam changed the entire pace of civilization. It immeasurably widened the scope of opportunities for the individual man but it also increased the accident hazard. It took transportation three thousand years to progress from a rude ox cart to a steam propelled vehicle and only one hundred years to progress from these first crude machines to modern automobiles and air-planes.

After having taken a brief view of the rise in the number of accidents to the present time and having reviewed the historical facts leading to this situation, it might be well for Americans with civic pride and realization of social responsibilities to ask themselves, "Where are we in safety education?"

---

<sup>2</sup> James Carlile McCoan, Egypt As It Is (London: Cassell, Petter, Galkin, 1877), p. 433.







Effects are being produced, as records show, among school children more than among adults. Since these favorable effects have not been markedly apparent until education took over the work, it must be, at least in part, due to educational methods.

A great many elementary schools are doing a certain amount of work in the safety field and high schools are rapidly falling into line, especially in the fields of driving and recreation. About thirty states have published courses of study; New Mexico, however, is not one of these. New Mexico can be thankful, not proud, that she is far down the list in fatal accidents of the home, fireworks, and industry, since this standing appears to be not the result of care or education on the part of her citizens. The fact that the general type of home in New Mexico is the one-story adobe structure is probably the reason for so small a number of accidental deaths due to falls. A very small number of homes have polished floors, bath tubs, or electricity, all of which may become causes of accidents. The small number of rural fires might easily be due to the fire-resistant qualities of adobe.

The citizens and educators of New Mexico should grasp the great opportunity they have to prevent this state from continuing to mount in the number of accidents and they should profit by the splendid work already



Efforts are being expended, as we all know, among school children more than among adults. Since these latter able efforts have not been markedly apparent until about ten years ago, it must be, at least in part, due to educational methods.

A great many elementary schools are doing a certain amount of work in the safety field and high schools are rapidly taking this line, especially in the fields of driving and recreation. At the thirty states have published courses of study. Now, however, it is not only of these. Now, however, it is not only of these. It is far down the list in fact, considering the fact that works, and industry, since this standing appears to be the result of care or education on the part of the state. The fact that the general type of work in the state is the one-story shop situation is probably the reason for so much of the number of accidental deaths due to falls. A very small number of these have resulted from falls, or electricity, all of which are serious causes of accidents. The small number of fatal fires is mainly due to the fact that the greatest possibility of fire. The electric and chemical industries should grasp the great opportunity they have to prevent this state from continuing to be one of the number of accidents and they should profit by the experience with fire.



accomplished by other states in safety education and accident prevention. There are but few laws, and these not well enforced, in New Mexico, which demand that an accident be reported; therefore, New Mexico's good record may not, in fact, be so good as it appears. For example, since no law exists requiring that accidents other than traffic accidents be reported, a recent publication states that only one accident from Fourth of July fireworks has occurred in New Mexico in the past ten years. Hospital records show that more than one accident has occurred during that time.

The greatest industry in New Mexico is the tourist trade, which naturally involves travel and that mostly by automobile. Hence one of New Mexico's greatest safety problems lies in the field of traffic. Fortunately the other industries in New Mexico are young, small, and not of a hazardous type.

It is deplorable that New Mexico has done nothing outstanding in her schools or through her state department of education in a field so important. That most states and individuals are awakening to the importance of safety training in schools is shown by the fact that the National Safety Council received during the last thirteen days of September, 1938, sixteen hundred letters and telegrams asking for help in the field of safety education.



accomplished by other means in safety education and that  
 have prevented it. There are the few that have been  
 well and good, in New Mexico, but on several that are  
 about as reported; therefore, New Mexico is not a  
 not, in fact, as good as it appears. The situation  
 alone in the United States that conditions are not  
 really serious is reported, a report that is not  
 that only one accident from March 15 to December 15  
 occurred in New Mexico in the past ten years. The  
 reports show that there are several and several  
 that that is.

The greatest industry in the United States is the  
 trade, which naturally involves several and that naturally  
 automobile. There are in New Mexico a great many  
 problems that are the result of traffic. Therefore, the  
 other industries in New Mexico are hotels, small, and  
 of a hazardous type.

It is dangerous and, New Mexico has some  
 out-standing in the schools or in the New Mexico  
 ment of education is a field of importance. The  
 status and individuals are extending to the law, the  
 safety training in schools is given by the fact that the  
 National Safety Council received during the last fifteen  
 days of September, 1936, fifteen hundred letters and tele-  
 grams asking for help in the field of safety education.



The danger of accidents in this modern world has increased so rapidly and become so formidable that the educational system has been forced to take over a job that has, from the first, been beyond the capacity of the home and the law.<sup>3</sup> It is doubtful whether any other subject has ever won an established place in the present educational system in so short a space of time. The progress of safety education has been spectacular, probably due to the emergency character of the safety problem.

---

<sup>3</sup> MacMillan, op. cit., p. 6.



The danger of accidents in this modern world has increased so rapidly and become so formidable that the educational system has been forced to take over a job that has, from the start, been beyond the capacity of the home and the law. It is doubtful whether any other subject has ever won an established place in the program of a liberal system in so short a space of time. The progress of safety education has been spectacular, probably due to the emergency character of the safety problem.



## CHAPTER III

### SAFETY SITUATION IN NEW MEXICO

Aside from a brief announcement in a recent issue of the New Mexico School Review<sup>1</sup> to the effect that a civic organization in Santa Fe had purchased and erected a number of "Safety Sally" traffic warning signs and a brief announcement in a later issue of the same magazine stating that a bibliography on safety education was available in National Education Association headquarters in Chicago, very little if anything has been done through the publications of the state to further safety education.

The State Department of Education does not require any safety training for certification of teachers and has not published any material for the teacher untrained in safety education. It has, however, taken steps to promote safety in the transportation of school children and has employed a state supervisor of safety education.

An investigation has been undertaken under the direction of J. T. Reese, State Director of Transportation, in which data have been gathered concerning loading zones for school buses, qualifications of bus drivers, and the general safety of the buses. Mr. Reese says in an article

---

<sup>1</sup> New Mexico School Review, XVIII (April, 1939), 8.







in the April, 1939, New Mexico School Review<sup>2</sup> that the bus drivers are usually untrained for their work and he feels that this type of driving does require special training. Many bus contracts are given to the lowest bidder without regard to qualifications. The state of New Mexico employs 972 bus drivers and transports 25,000 school children over all kinds of roads. These children are surely entitled to every possible protection from accident hazard.

It has been said by the State Police Department<sup>3</sup> that school bus drivers are as a whole the most careless group of drivers on the highways today. This deplorable condition cannot entirely be blamed on the driver. The method of letting the contracts and the facts that many of the positions amount to political appointments are much more responsible. Since the children spend anywhere from a few minutes to several hours in the care of the bus driver, he should be a person clean in mind and body and with some qualifications for properly supervising the conduct of the children entrusted to his care. There is a greater turnover in the bus driving department than in any other connected with education, which also tends to give a poorer and less settled type of driver.

---

<sup>2</sup> J. T. Reese, "Training for School Bus Drivers", New Mexico School Review, XVIII (April, 1939), 8.

<sup>3</sup> New Mexico School Review, XVIII (April, 1939), 8.



in the April, 1957, issue of the Journal of the  
American Medical Association, the following statement was made:  
"It is the policy of the American Medical Association to  
oppose any legislation which would restrict the right of  
physicians to practice medicine in their own states."  
The American Medical Association is a powerful organization  
which represents the interests of the medical profession  
in the United States. It is the largest and most influential  
of the medical organizations in the country. It has a long  
history of opposition to any legislation which would restrict  
the right of physicians to practice medicine in their own  
states. It is the policy of the American Medical Association  
to oppose any legislation which would restrict the right of  
physicians to practice medicine in their own states.

\_\_\_\_\_  
J. Edgar Hoover, Director  
Federal Bureau of Investigation  
Washington, D. C.



In addition to good character and moral habits it has been suggested that each driver should pass a test over highway regulations, a test for the purpose of determining his knowledge of local conditions and his probable reaction in time of emergency, and a test of his actual driving ability in the bus to be used. An efficient driver should be interested enough in his work to subscribe to magazines that would be helpful and should belong to organizations where his problems can be discussed. He should also be qualified to administer reliable first aid in case of accident.

Ingram B. Pickett has been engaged by the State Department of Education to supervise the state's first big step in safety training for school children. Mr. Pickett first made a tour of the schools of the state to determine what kind of training would best fit the various situations. At present records are being compiled and courses of study made for the new Safety Department. Universities and colleges in the state are being encouraged to offer courses to teachers in the teaching of safety. Mr. Pickett recently made a trip over the state lecturing and showing safety picture shows.

Table V shows the causes of the accidents occurring in the three counties studied and will be employed in determining the type of safety training which would be most



In addition to the other data, the following

has been suggested for the purpose of the

over-all survey, and it is suggested that

the following data be included in the

report in the following manner:

1. The following data should be included in the

report in the following manner:

2. The following data should be included in the

report in the following manner:

3. The following data should be included in the

report in the following manner:

4. The following data should be included in the

report in the following manner:

5. The following data should be included in the

report in the following manner:

6. The following data should be included in the

report in the following manner:

7. The following data should be included in the

report in the following manner:

8. The following data should be included in the

report in the following manner:

9. The following data should be included in the

report in the following manner:

10. The following data should be included in the

report in the following manner:

11. The following data should be included in the

report in the following manner:



beneficial in New Mexico. This table does not include the cities of Albuquerque and Santa Fe. Tables VI and VII give the same type of information as applied to these two cities.



Generalist in New Mexico. This office does not include the  
office of Albuquerque and Santa Fe. Dates of May 1911  
give the same type of information as given to Santa Fe  
office.



TABLE V  
CAUSES OF ACCIDENTS OCCURRING DURING 1939  
IN BERNALILLO, SANDOVAL, AND SANTA FE COUNTIES  
NOT INVOLVING DEATH OR INJURY

	Bernalillo County	Sandoval County	Santa Fe County
Disregarding signals	1		
Passing moving vehicles	4		6
Reckless driving	3		8
Passing parked cars	2		1
Livestock in road	5	1	2
Failure to signal	8		4
On wrong side of road	2	2	4
Speeding	2	1	9
Collision from the rear	1		
Drunken driving	1	2	2
No apparent reason	6	7	3
Excitement, losing control	1		1
Blow out	1		
Blinded by car lights	1		4
Failure to stop	1		
Not having right of way	6		
Turning left	1		
Cutting in	1	1	
Backing out of garage	1		
Collision with wagon	1		
Pedestrians involved		1	
Driver falling asleep		1	
Faulty car, lights, brakes	1	1	8
Skidding			10
Total	50	17	62







The following table of traffic accidents in Albuquerque was compiled for use in comparing rural traffic accidents as to number and types with those of the city.



The following table of results is  
presented for use in connection with the  
test results as to number and type of  
defects.



TABLE VI  
ACCIDENTS OCCURRING IN ALBUQUERQUE DURING 1939

	Total	Deaths	Injuries	Involving pedestrians	Involving bicycles
Jan.	157	1	13	5	8
Feb.	139	0	15	4	4
Mar.	116	1	10	1	11
Apr.	143	0	15	5	8
May	135	0	16	2	14
June	131	1	11	4	8
July	160	0	7	5	6
Aug.	172	0	5	3	13
Sept.	173	0	9	0	6
Oct.	172	0	14	1	1
Nov.	176	0	14	1	6
Dec.	185	0	8	1	3
Total	1859	3	136	32	88



# TABLE VI

## ADDITIONAL RECORDING IN ALBERTA WINTER 1952

Month	Total	Desires - Industrial	Industrial	Residential
Jan.	157	1	15	0
Feb.	125	0	15	0
Mar.	110	1	10	11
Apr.	155	0	15	0
May	150	0	10	14
June	151	1	15	0
July	150	0	7	0
Aug.	175	0	5	15
Sept.	175	0	5	0
Oct.	175	0	15	1
Nov.	175	0	15	0
Dec.	185	0	8	0
Total 1952	1500	2	150	25



From the small number of accidents on highways in Bernalillo County as compared to the number in the city of Albuquerque where there are more traffic officers and more rigid regulations to take care of the heavier traffic, the writer concludes that drivers must be more careful when not in the city; perhaps on the highway the driver has a stronger sense of responsibility.

Only one accident occurred in each of the two counties of Bernalillo and Sandoval as a result of defective tires, brakes, lights, or other faulty parts of vehicles, while there were eight such accidents in Santa Fe County. Such a large difference appears to be the result careless or inadequate checking for brake and light certificates in Santa Fe County.

The fact that Santa Fe County has the largest number of accidents for other causes, also, might be due to several reasons. The roads in the county are more winding and mountainous; a great number of tourists who are not experienced in mountain driving live in Santa Fe; more snow and ice lie on the pavements there, causing a high rate of accidents due to skidding; the State Police are more quickly called to the scene of an accident; therefore, probably a higher per cent of actual accidents are reported in Santa Fe County than are reported in other counties. The winding narrow roads in Santa Fe County do not







permit as high a rate of speed as the roads in other countries, thus causing the number of accidents due to speed to be greater.

The Safety Department in the State Department of Education has been operating such a short time that any effects from its training are not yet apparent in the records of the county and city police departments. Records for the year 1938 were not available at the State Police Department in Santa Fe, as all back records had been sent to the printing office; however, there is a report in the office showing there was a very slight decline in the accidents in 1939.

So few answers to the questionnaire were received by the writer that no reliable conclusions could be drawn. However, the fact was brought out that Santa Fe County, Sandoval County, and the city system of Albuquerque follow a definite plan of safety training. The decrease in accidents was probably brought about by a combination of school training, requirement of brake and light certificates, and better constructed and patrolled highways.

In Table VII it may be noted that traffic accidents in the city of Santa Fe seem to be caused from carelessness in obeying traffic regulations and appear to be of a minor nature.







TABLE VII  
CAUSES OF ACCIDENTS AND INJURIES INVOLVING  
TRAFFIC IN THE CITY OF SANTA FE DURING 1939

	Accidents	Injuries
Leaving curb	68	
Skidding	49	
Failure to stop at stop sign	33	1
Side swipe	28	
Backing up	20	
Crashing into parked car	15	
Collision from rear	14	
Collision not accounted for	13	
Not having right of way	9	
Leaving drive way	8	
Drunken driving	8	1
Failure to signal	7	
Passing in intersection	7	
Losing control of car	6	1
Carelessness	6	
Pulling away from stop sign	5	
Stopping suddenly	5	
Obstructed view	4	
Passing	4	
Turning off side street	4	
Parked car running away	4	
Collision with bicycle	3	
Making left turns	3	
Wrong side of road	3	
Crowding	2	8
Pedestrian	2	5
Traffic jam	1	
Parking	1	
Making U turn	1	
Speeding	1	
Asleep at the wheel	1	
Defective tires	1	
Soft shoulders		1
Leaving car		1
Hit and run driver	1	
Totals	301	18







Records were secured from the State Department of Public Health and were taken directly from the death certificates to compile the facts of Table VIII concerning accidental deaths.



Records were removed from the State Department at

Public Health and were sent directly from the State

Department to the State Department at 1911-1912

accidental damage.



TABLE VIII  
ACCIDENTAL DEATHS OCCURRING DURING 1939  
IN BERNALILLO, SANDOVAL, AND SANTA FE COUNTIES NOT  
INVOLVING TRAFFIC

	Age	Cause	Bernalillo	Sandoval	Santa Fe
Male	3 months	smothered	1		
Male	23 years	asphyxiation	1		
Male	54	fell in well	1		
Fem.	8	fell in home	1		
Male	7	fell from truck	1		
Male	21	fell from horse	1		
Fem.	18	fell from car	1		
Male	61	fell from wagon	1		
Male	27	run over by train	1		
Fem.	92	fell in home	1		
Fem.	84	clothing ignited	1		
Male	43	picked up live wire	1		
Male	41	fell from truck	1		
Male	21	fell from scaffold	1		
Male	3	smothered in bed	1		
Male	49	hit by train	1		
Fem.	57	fell at home	1		
Male	49	asphyxiation	1		
Male	25	car ran into house	1	1	
Male	59	struck by log	1	1	
Male	27	bank caved in	1		1
Male	27	fell from scaffold	1		1
Male	21	struck by rock	1		1
Male	21	shot cleaning rifle	1		1
Fem.	29	poured gas on fire	1		1
Total			25	2	5







From the detailed accounts of the manner in which these accidents occurred it must be concluded that every-one of them could have been avoided if the person involved had not been either careless or ignorant. Mr. Thomas Delgado, Chief of Police in the city of Santa Fe, expressed the conviction, during an interview with the writer, that all traffic accidents and most other accidents could be avoided by three main weapons--education, enforcement, and engineering.



from the detailed substance of the report in which  
these accidents occurred it must be concluded that  
one of them could have been avoided if the person involved  
had not been either careless or ignorant. Mr. Thomas  
Belmont, Chief of Police in the City of New York, has  
the conviction, shared by hundreds of others, that  
all traffic accidents and most other accidents could be  
avoided by those with common-sense, education, and  
caution.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I SUMMARY

It has been shown that in the three counties, Bernalillo, Sandoval, and Santa Fe, exclusive of the cities of Albuquerque and Santa Fe, a total of 257 accidents were reported during 1939.

The writer believes that through close cooperation among teachers, administrators, and the newly established Safety Department at Santa Fe an efficient and valuable course in safety training can be provided for every school child in the state by which the number of accidents may be lessened.

In Bernalillo County there were twenty-four deaths and 154 serious injuries from traffic accidents during 1939; in Sandoval County there were five injuries and no deaths; in Santa Fe County there were seven deaths and 45 injuries. In the three counties a total of 2,307 traffic accidents was reported during 1939. Thirty-two deaths occurred from accidents at home, work, or recreation. Most accidents occurred during December and January.







In a map issued with the Safety Magazine<sup>1</sup>, New Mexico was shown to have an accidental death rate of 99.5 persons for every one hundred thousand population. This compared rather closely with Colorado where the rate was 97.4 and with Arizona where the rate was 72.2. However, New York, with its dense population, heavy traffic, and many hazardous industries has an accidental death rate of only 66 persons per one hundred thousand. New York has one of the most efficient and widespread safety training systems for school children in the United States, while New Mexico, Arizona, and Colorado have just begun recently to have regular, well-planned systems of safety education. It appears that if school training played any part in improving the situation in New Mexico, the same type of training fitted to New Mexico's problems should bring about a proportionate improvement in New Mexico. Research workers in New York feel that the training received in school played a big part in decreasing the number of accidents because the greatest decrease was in accidents to children who had had more than two years of safety training in school.

In the United States, home accidents involving falls, electrocutions, and drownings while bathing take

---

<sup>1</sup> Safety Magazine, XIX (September, 1939).







the greatest toll of lives, followed closely by traffic accidents.<sup>2</sup> In New Mexico, the greatest number of accidental deaths is caused from home, industrial, and recreational accidents and the largest number of injuries and accidents not resulting in death involved traffic. There were 2,307 accidents in the three counties and two cities during 1939; thirty-one deaths from traffic accidents; thirty-two deaths from non-traffic accidents; 274 injuries from traffic accidents.

Records showing the causes of traffic accidents are not strictly reliable because the people involved are very often inclined to misrepresent or fail to tell the entire truth, either from fear of the law or excitement due to the accident, but approximately ninety-eight per cent of the traffic accidents in the city of Santa Fe was due to ignorance and carelessness and could have been avoided. Eighty per cent of all other traffic accidents could have been avoided had the persons involved practiced the principles of safety.

### III CONCLUSIONS

After having diligently studied all available records mentioned in the first chapter of this study, the

---

<sup>2</sup> Herbert J. Stack, Setting the Stage for Safety (New York: New York University, 1939), p. 2.



the greatest toll of lives, followed closely by traffic accidents.<sup>2</sup> In New Mexico, the greatest number of accidental deaths is caused from horse, automobile, and railway accidents and the largest number of injuries and accidents not resulting in death involved traffic. There were 2,302 accidents in the three counties and two cities during 1932; 1,011 of these from traffic accidents. Thirty-two deaths from non-traffic accidents; 215 injuries from traffic accidents.

Records showing the causes of traffic accidents are not entirely reliable because the police report very often inclined to misstatement or lack of certain facts. Traffic deaths, other than from the law of negligence, due to the accident, but apparently minor, might be a part of the traffic accidents in the city of Santa Fe due to ignorance and carelessness and could have been avoided. Eighty per cent of all other traffic accidents could have been avoided had the persons involved followed the principles of safety.

### III. CONCLUSIONS

After having diligently studied all available records mentioned in the first chapter of this study, the

---

<sup>2</sup> Herbert J. Smith, Reducing the Traffic Accidents (New York: New York University Press, 1932), p. 1.



writer offers the following conclusions:

1. Within the last decade an increasing number of educational people have become convinced that there is a need for safety education in the schools.<sup>3</sup>

2. Safety training and the factors concerned in its history and development open a vast field to research workers.<sup>4</sup>

3. In examining the causes of non-traffic accidents listed on the death certificates in the department of Public Health at Santa Fe, the writer concluded that ninety-one per cent of the accidents involved a combination of ignorance or lack of training and carelessness.

4. If New York can lower its accidental death rate to sixty-five persons per one thousand under its unfavorable conditions, through a combination of training and enforcement of law, New Mexico should be able by the same methods to lower its rate of 99.5 persons per one thousand.<sup>5</sup>

5. The writer feels that New Mexico's greatest need is the development of an attitude of care, courtesy.

---

<sup>3</sup> Robert Macmillan, Safety Education in the United States (Philadelphia: Temple University, 1936), p. 6.

<sup>4</sup> Frank W. Hubbard, "Research in Safety Education," The Phi Delta Kappan, XXI (January, 1939), 6.

<sup>5</sup> Safety Magazine, IX (September, 1939).



Writer offers the following conclusions:

1. Within the last decade or two, the educational needs of society have changed. The need for college education in the schools.

2. The writer believes that the history and development of the United States is a story of the struggle for freedom and democracy.

3. In examining the history of the United States, the writer believes that the history of the United States is a story of the struggle for freedom and democracy. The writer believes that the history of the United States is a story of the struggle for freedom and democracy.

4. The writer believes that the history of the United States is a story of the struggle for freedom and democracy. The writer believes that the history of the United States is a story of the struggle for freedom and democracy.

5. The writer believes that the history of the United States is a story of the struggle for freedom and democracy. The writer believes that the history of the United States is a story of the struggle for freedom and democracy.

6. The writer believes that the history of the United States is a story of the struggle for freedom and democracy. The writer believes that the history of the United States is a story of the struggle for freedom and democracy.



and responsibility on the highway and in the home. This conclusion is substantiated by all police and other officers with whom the writer conferred. Using records of types of accidents occurring most often as a basis, it appears that the greatest need for training is in the field of traffic in learning rules governing signaling and developing a sense of responsibility in using the knowledge of traffic regulations.

6. This study has shown that New Mexico has made a commendable beginning in the supervision of school transportation by the State Department of Education under J. L. Reese, the establishment of a State Department of Safety under Ingram B. Pockett, and by the active support brought through various civic organizations.

### III RECOMMENDATIONS

The writer recommends that:

1. All institutions of higher learning offer courses for teachers under the guidance of adequately trained instructors, beginning immediately.

2. The State Board of Education provide for a centralized plan of safety education. Only thirteen states including New Mexico have no provision at all for safety training.<sup>6</sup>

---

<sup>6</sup> Macmillan, op. cit., pp. 1-2.



and responsibility on the highway and in the home. This conclusion is substantiated by all police and other officers with whom the writer conferred. Using records of types of accidents occurring most often as a basis, it appears that the greatest need for training is in the field of traffic in learning proper driving habits and developing a sense of responsibility in using the knowledge of traffic regulations.

6. This study has shown that New Mexico has made a commendable beginning in the establishment of school transportation by the State Department of Education when J. L. Hesse, the establishment of a State Department of Safety under Eugene B. Foster, and by the active support brought through various civic organizations.

### III. RECOMMENDATIONS

The writer recommends that:

1. All institutions of higher learning offer courses for teachers under the guidance of adequately trained instructors, beginning immediately.
2. The State Board of Education provide for a centralized plan of safety education. Only limited action including New Mexico have no provision at all for safety training.<sup>6</sup>

<sup>6</sup> Macmillan, op. cit., pp. 1-2.



3. All school superintendents require safety training in every grade, beginning at once, and that bibliographies of helpful materials be put into the hands of all teachers at the beginning of school. That all teachers be encouraged to cooperate with Mr. Reese and Mr. Pickett in their fields of endeavor.

4. Every effort be put forth by schools and civic organizations to make every person in New Mexico safety conscious and willing and eager to participate constantly in the furthering of safety principles and practices.

5. The writer feels that every educator, school child, and adult should be brought to realize that safety education and practices are a living, vital, and continuous part of every day routine, not a school subject to be covered and promptly forgotten through lack of use.







## BIBLIOGRAPHY



PHOTOGRAPHY



## BIBLIOGRAPHY

Accident and Opportunity. Washington: United States Department of Commerce, 1938. 4 pp.

De Blois, Lewis, How the Safety Movement Began. Chicago: National Safety Council, 1931. 8 pp.

"Did You Know That?" Phi Delta Kappan, XXI (January, 1939), 207, 211, 215.

Educating for Safety. New York: State Department of Education, 1937. 8 pp.

Elliott, Charles H., What Safety Instruction Should Be Included in Our High School Program? New York: Greater New York Safety Council, 1931. 8 pp.

Hubbard, Frank W., "Research in Safety Education," Phi Delta Kappan, XXI (January, 1939), 161-2.

Hyde, Florence Post, and Slown, Ruth, Safety Programs and Activities for Elementary and Junior High School Grades. Chicago: Beckley-Cardy Company, 1935. 267 pp.

Kettering, C. F., and Orth, Allen, The New Necessity. Baltimore: William and Wilkins Company, 1932. 122 pp.

Macmillan, Robert, Safety Education in the Public Schools of the United States. Philadelphia: Temple University, 1936. 111 pp.

McCoan, James Carlile, Egypt as It Is. London: Cassell, Petter, Galkin, 1877. 788 pp.

Reeder, W. G., A First Course in Education. Chicago: Macmillan Company, 1937. 712 pp.

Reese, J. L., "Training for School Bus Drivers," New Mexico School Review, XVIII (April, 1939), 78 pp.

Safety Council, Chicago: National Safety Council, 1939. 11 pp.

"How Safe Is Your State?", Safety Education, XIX (September, 1939), 21-23.



# BIBLIOGRAPHY

- Accident and Opportunity. Washington: United States Department of Commerce, 1935. 2 pp.
- De Rios, Lewis. How the Safety Movement Began. Chicago: National Safety Council, 1937. 9 pp.
- "Did You Know That?" And Other Facts. XII (January, 1938). 307, 311, 312.
- Educating for Safety. New York: State Department of Education, 1937. 8 pp.
- Elliot, Charles W. What Safety Instruction Should Be Included in Our High School Program? New York: Bureau of New York Safety Council, 1937. 8 pp.
- Hubbard, Frank W. "Research in Safety Education". XII (January, 1938), 141-2.
- Hyde, Florence Host, and Simon, Ruth. Safety Education and Activities for Elementary and Junior High School Grades. Chicago: Booklet-Carey Company, 1935. 56 pp.
- Katzenberg, C. W., and Orth, Alvin. The New Secondary. Baltimore: William and Wilkins Company, 1937. 122 pp.
- Mann, Robert. Safety Education in the Public Schools of the United States. Philadelphia: Temple University, 1936. 11 pp.
- McDon, James Garfield. Survey as to Is. Chicago: Council, 1937. 122 pp.
- Reeder, W. C. A First Course in Chemistry. Chicago: McMillan Company, 1937. 122 pp.
- Reese, J. L. "Training for School Bus Drivers". New York: School Review, XVII (April, 1936), 70 pp.
- Safety Council. Chicago: National Safety Council. 1937. 11 pp.
- "How Safe Is Your School?". Safety Education. XII (January, 1938), 21-22.



Silverwood, George P., "Let the Colleges Prepare," Safety Education, XIX (January, 1939), 11-14.

Stack, Herbert J., "Training Tomorrow's Drivers," Safety Engineering, II (May, 1937), 4 pp.

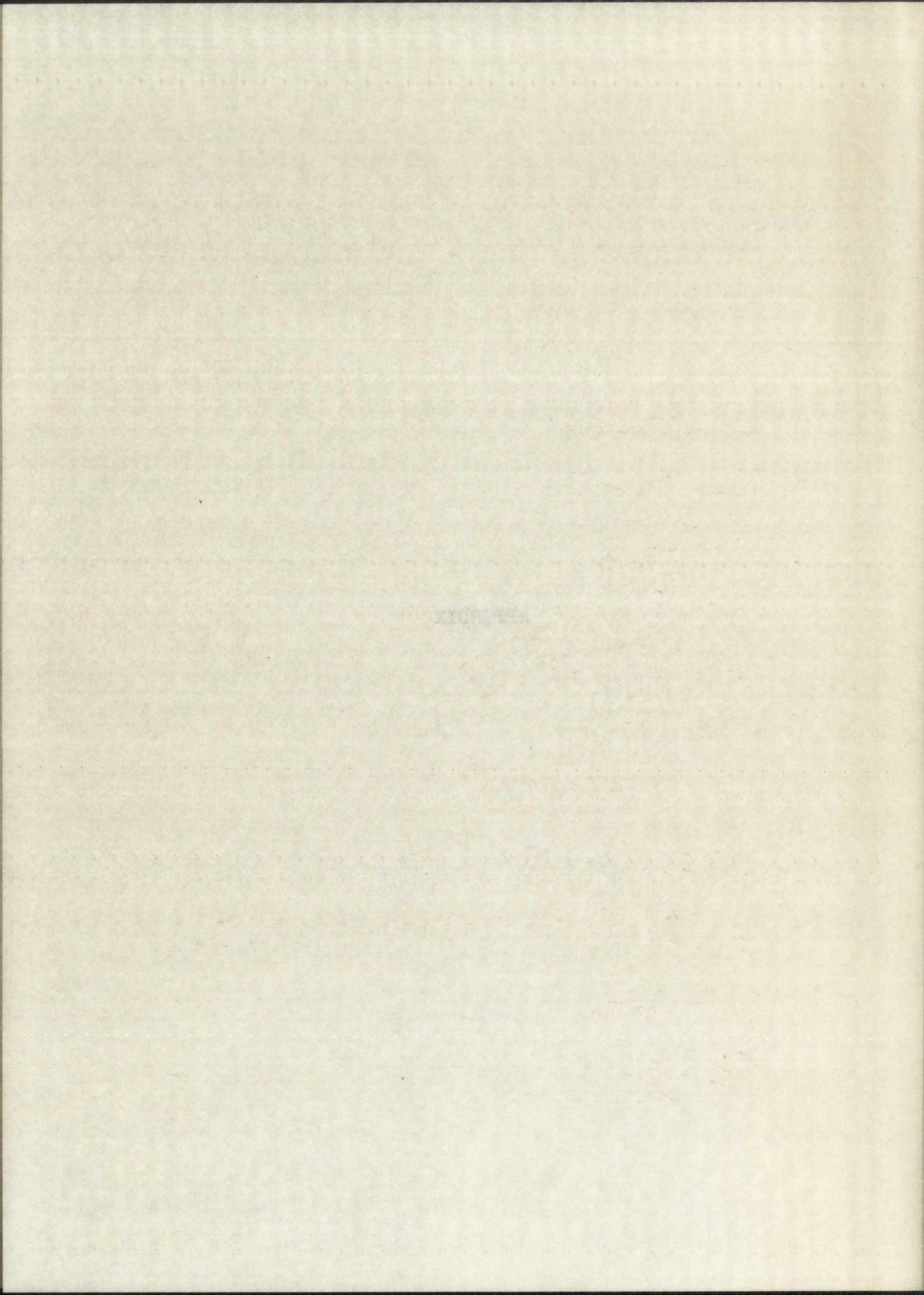


1891  
Silverwood, George, 111  
Kendall, 111  
Steel, Robert, 111  
Kendall, 111



## APPENDIX







## CHECK LISTS

American Automobile Association. Have Your Vacation Fun but No Accidents. Washington, D. C.: 1935. 14 pp.

American Red Cross. Check-List for Common Home and Farm Hazards. Washington, D.C.: 2 pp.

The Employers Group. Danger Spots in the Home. Boston: 12 pp.

National Board of Fire Underwriters. The Door of Opportunity. New York: 11 pp.

National Board of Fire Underwriters. Self-Inspection Blank for Schools. New York: 1938. 2 pp.

American Automobile Association. Driver Rating Manual. Washington, D.C.: 1937. 12 pp.

American Council on Education. Rules of the Road. Chicago: 1933. 32 pp.

Automobile Manufacturers Association. Automobile Facts. (Issued monthly) New York: 1938.

Boy Scouts of America. Automobiling. New York: 1938. 70 pp.

## COURSES BY CITY SCHOOLS

Baltimore, Maryland, Course of Study in Safety Education for Elementary Schools. 1931. 133 pp.

Opportunities for safety education in the elementary school curriculum; administrative aids to safety education.

Kansas City, Kansas, Safety in the Curriculum. Junior and Senior High Schools. 1937. 150 pp.

Outline of opportunities and situations offered by the daily school program for acquiring safety knowledge, habits, and skills.



## GENERAL LIST

American Automobile Association. Have Your Vacation Plan  
with the Automobile. Washington, D.C.: 1933. 12 pp.

American Red Cross. Check-list for General Home and Auto  
Insurance. Washington, D.C.: 1933. 8 pp.

The Employers Group. Present Status in the Home. Boston:  
 1934. 12 pp.

National Board of Fire Underwriters. The Motorist's  
Insurer. New York: 1934. 11 pp.

National Board of Fire Underwriters. Self-Inspection  
Check for Schools. New York: 1934. 8 pp.

American Automobile Association. Driver's Manual.  
 Washington, D.C.: 1937. 12 pp.

American Council on Education. Motor of the Road. Chicago:  
 1933. 32 pp.

Automobile Manufacturers Association. Automobile Facts  
(Issued monthly) New York: 1933.

Boy Scouts of America. Automobileing. New York: 1933.  
 70 pp.

## COURSES BY CITY SCHOOLS

Baltimore, Maryland. Courses in Safety Education  
for Elementary Schools. 1931. 12 pp.

Opportunities for safety education in the elementary  
school curriculum; administrative aids to teachers  
education.

Kansas City, Kansas. Safety in the Automobile. Junior and  
 Senior High Schools. 1937. 120 pp.

Outline of opportunities and materials offered by  
the daily school program for automobile safety, motor  
safety, habits, and skills.



Minneapolis, Minnesota, Safety and Health Education. 1932. 161 pp.

Objectives and suggestions of grade placement of topics.

Omaha, Nebraska, Suggestions for Safety Education in the Primary Grades. 1936. 10 pp.

#### COURSES BY STATE DEPARTMENTS

Louisiana, Course of Study in Safety Education. August, 1936. Baton Rouge. 79 pp.

Units on various aspects of general safety and first aid.

Ohio, Safety Bulletin for Elementary Schools. Columbus. 1937. 37 pp.

Utah, Safety Education in the Elementary Schools. Bulletin, 1935, No. E-18. Salt Lake City. State Department of Education.

#### GENERAL INFORMATION

Kettering, C. F., and Orth, Allen. The New Necessity. Baltimore: William and Wilkins Co., 1932. 124 pp.

National Conservation Bureau. Wisdom on Wheels. New York: 12 pp.

National Safety Council. You and Your Car. Chicago: In six parts.

Oregon State Secretary of State. Are Young Drivers Good Drivers? Salem: 1937. 31 pp.

Reisner, Elizabeth: de Obis, Harriet: and Stopler, Thalio. Parents and the Automobile. New York: Teachers College, Columbia University, 1936. 64 pp.

Stack, Herbert J. "Training Tomorrow's Drivers." Reprint from Safety Engineering, May, 1937. New York: National Conservation Bureau. 4 pp.



Minnesota, June 1931

Objectives and purposes of the project

General, specific, and detailed objectives

Methods and procedures

Location, date, and time of the project

Units or groups involved in the project

Ohio, Eastern Division, 1931

Plan, Eastern Division, 1931

Report, 1931

Eastern, 1931

National Conference, 1931

National Society, 1931

Oregon State, 1931

Eastern, 1931

State, 1931

Local, 1931



## FARM SAFETY

International Harvester Company. Stop Carelessness! Prevent Accidents! Chicago: 84 pp.

United States Department of Agriculture, Bureau of Chemistry and Soils. Fires on Farms. Leaflet No. 44. Washington, D.C.: Government Printing Office, 1937. 7 pp.

United States Department of Commerce, Accident Prevention Conference. How to Stop Farm Accidents. Washington, D.C.: Government Printing Office, 1936. 22 pp.

## FIRE SAFETY

American Fire Insurance Company. Home Fire Hazards. New York: 1936.

Chamber of Commerce of the United States, Insurance Department. Training Children in Fire Prevention. Washington, D.C.: 1932. 4 pp.

Guthrie, John D. Great Forest Fires of America. Washington, D.C.: United States Department of Agriculture, Forest Service, 1936. 10 pp.

National Board of Fire Underwriters. Nature's Artillery. New York: 1934. 16 pp.

\_\_\_\_\_, Safeguarding the Home Against Fire. New York: 95 pp.

National Fire Protection Association. Decreasing the Fire Hazard. Boston: 1929. 10 pp.

\_\_\_\_\_, Facts about Fire. Boston: 1937. 15 pp.

\_\_\_\_\_, It's Dangerous. Boston: 8 pp.

\_\_\_\_\_, Keep Your Home from Burning. Boston: 7 pp.

\_\_\_\_\_, School Fires. Boston: 1931. 63 pp.



International Commission on the History of the Americas  
Venezuela, 1958

United States Department of State  
Washington, D.C.  
July 1958

United States Department of State  
Washington, D.C.  
July 1958

American Historical Association  
New York, N.Y.  
1958

Division of Research and Statistics  
Washington, D.C.  
1958

General: John G. ...  
Director: ...  
Chief, Research Division: ...

National Board of Historical Research  
Washington, D.C.  
1958

State Department, Office of American Republics Affairs  
Washington, D.C.  
1958

National Historical Commission  
Washington, D.C.  
1958

State Department, Office of American Republics Affairs  
Washington, D.C.  
1958

State Department, Office of American Republics Affairs  
Washington, D.C.  
1958

State Department, Office of American Republics Affairs  
Washington, D.C.  
1958

State Department, Office of American Republics Affairs  
Washington, D.C.  
1958



## FIRST AID

American Red Cross. Emergency First Aid on the Highway.  
Washington, D.C.: 1936. 7 pp.

\_\_\_\_\_, First Aid -- Organization and Courses. Washing-  
ton, D.C.: 1937. 3 pp.

\_\_\_\_\_, First Aid Text Book. Washington, D.C.: 1937.  
256 pp.

\_\_\_\_\_, Instructor's Outline, First Aid Courses. Wash-  
ington, D.C.: 1937. 75 pp.

Boy Scouts of America. The Principles of First Aid. New  
York: 16 pp.

National Safety Council. First Aid Reminders. Chicago:  
1936. Seven Pamphlets, 4 pp.

## FREE MATERIAL FURNISHED BY NON-SCHOOL ORGANIZATIONS

Aetna Casualty and Surety Company. Are You Paying a Speed  
Tax? Hartford, Conn.: 1938. 19 pp.

\_\_\_\_\_, The Bad Master. Hartford, Conn.: 1937. 4 pp.

\_\_\_\_\_, How Good a Driver Are You? Hartford, Conn.:  
1937. 4 pp.

\_\_\_\_\_, Let's Be skillful. Hartford, Conn.: 1937.  
13 pp.

\_\_\_\_\_, Sentinels of Safety. Hartford, Conn.: 1937,  
8 pp.

Cycle Trades of America. Smart Riders Wait for the Green  
Light. New York: 1937. 8 pp.

The Employers Group. Now I Am Going to Drive. Boston:  
20 pp.

\_\_\_\_\_, Why Die in a Fire? Boston: 10 pp.



APPENDIX

American Red Cross, Emergency Relief on the Pacific  
Washington, D.C., 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945

How to Obtain Relief, 1945



General Motors Corporation. An Outline History of Transportation. Detroit: 1934. 67 pp.

\_\_\_\_\_, Putting Progress through Its Paces. Detroit: 1938. 31 pp.

\_\_\_\_\_, We Drivers. Detroit: 1936. 36 pp.

Good Housekeeping Institute. Safety in the Home. New York: 1937. 13 pp.

Insurance Company of New York. I Smell Smoke. Philadelphia: 1936. 20 pp.

Liberty Mutual Insurance Company. A Song of the Highway. Boston: 1938. 6 pp.

Lumbermen's Mutual Casualty Company. Children's Safety Lessons. Chicago: 1937. 20 pp.

\_\_\_\_\_, Preventable Accidents. Chicago: 1931.

Metropolitan Life Insurance Company. Accident Prevention in the Home. New York: 14 pp.

\_\_\_\_\_, Calling All Drivers. New York: 16 pp.

\_\_\_\_\_, How Safe Is Home? New York: 1937. 20 pp.

\_\_\_\_\_, How to Promote Community Safety. New York: 16 pp.

\_\_\_\_\_, The Junior Safety Volunteer. New York: 16 pp.

\_\_\_\_\_, Safety in the Home, School, and Community. New York: 1937. pp. 21-28.

\_\_\_\_\_, Swimming and Life Saving. New York: 24 pp.

Taylor, Floyd, Death on Wheels. New York: Tydol Co. 1938. 11 pp.

\_\_\_\_\_, Gamblers at the Wheel. New York: Tydol Co., 1938. 11 pp.

\_\_\_\_\_, The House of Fear. New York: Tydol Co., 1938. 15 pp.







\_\_\_\_\_, The Lost Legion. New York: Tydol Co., 1938.  
11 pp.

\_\_\_\_\_, So You Think You're Good. New York: Tydol Co.,  
1938. 11 pp.

\_\_\_\_\_, What's Your Hurry, Young Man? New York: Tydol  
Co., 1938. 15 pp.

Travelers Insurance Company. Death Begins at Forty. Hart-  
ford, Conn.: 1938. 4 pp.

\_\_\_\_\_, Highway Hazards--Their Cause and Cure. Hartford,  
Conn.: 1938. 4 pp.

Utica Mutual Life Insurance Company. Fun on Wheels.  
Utica, New York: 1937. 8 pp.

\_\_\_\_\_, Murder on the Highway. Utica, New York: 1936.  
10 pp.

#### HOME SAFETY

American Red Cross. Group Discussion Material on Accident  
Prevention. Washington, D. C.: 1937. 79 pp.

\_\_\_\_\_, Injuries in the Home and on the Farm. Washington,  
D.C.: 1936. 14 pp.

Beard, Harriet. Safety First for School and Home. New  
York: Macmillan Co., 1924. 223 pp.

Green, Howard Whipple. How Safe is Home? Cleveland Health  
Council, 1934. 48 pp.

McLaughlin, Edward J. The School's Responsibility for  
Home Safety Education. New York: Greater New York  
Safety Council, 1938. 9 pp.

National Board of Fire Underwriters. Danger in Your Home.  
New York: 1933. 6 pp.

National Safety Council. Hurt at Home. Chicago: 1936.  
11 pp.

\_\_\_\_\_, Safe at Home. Chicago: 1936. 24 pp.







- Steinman, May, and Krumm, Hazel. Home Safety. Columbus, Ohio: School and College Service. 1937. 62 pp.
- Telford, Marian. How Safe Is Home? New York: Greater New York Safety Council. 1937. 5 pp.
- U. S. Department of Commerce, Accident Prevention. How to Stop Home Accidents. Washington, D.C.: Government Printing Office. 1936. 14 pp.
- Washington Bureau of Information. Home Safety. Washington, D.C.: 7 pp.
- Westfall, Martha. What Safety Teaching Should Be Included in the Home Making Instruction in the Secondary Schools? New York: Greater New York Safety Council. 1937. 8 pp.

#### MAGAZINES

- Safety. Greater New York Safety Council, 60 East 42nd. Street, New York. Monthly. \$1.50 per year.
- Safety Education. National Safety Council, 20 N. Wacker Drive, Chicago. Monthly. September to May. \$1.00 per year.
- The Travelers Standard. Travelers Insurance Company, Hartford, Connecticut. Monthly. Free.
- Watch. American Mutual Liability Insurance Company, Boston, Massachusetts. Quarterly. Free.

#### MATERIAL FOR TEACHERS

- American Automobile Association. Loose-Leaf Lesson in Safety Education. Washington, D.C.: 1937-38.
- Anonymous. Safety Activities for All Grades. Dansville, N. Y.: F. A. Owen Publishing Company. 1938. 96 pp.
- Bannerman, G. W. A Guide Book in Safety Education. Wausau, Wisconsin: Employers Mutual Liability Insurance Company, 1938. 109 pp.



Stalin, J., and Brown, J. How Stalin  
 1937. 128 pp.

Yelton, J. How to Live in the U.S.  
 New York: Century Co., 1937. 128 pp.

U.S. Department of Commerce, Bureau of Economic Warfare. How to Live in the U.S.  
 Washington, D.C.: Government Printing Office, 1937. 128 pp.

Washington Bureau of Investigation. How to Live in the U.S.  
 1937. 128 pp.

Westing, J. How to Live in the U.S.  
 in the Home with a Living in the U.S.  
 1937. 128 pp.

# MASSACHUSETTS

Salisbury, J. How to Live in the U.S.  
 1937. 128 pp.

Salisbury, J. How to Live in the U.S.  
 1937. 128 pp.

The Travelers' Bureau. How to Live in the U.S.  
 1937. 128 pp.

Washburn, J. How to Live in the U.S.  
 1937. 128 pp.

# MASSACHUSETTS

American Association of Women. How to Live in the U.S.  
 1937. 128 pp.

Anonymous. How to Live in the U.S.  
 1937. 128 pp.

Barnett, J. How to Live in the U.S.  
 1937. 128 pp.



Cantor, Samuel E., Teaching of Highway and Traffic Safety.  
New York: Greater New York Safety Council. 1938.  
8 pp.

Cleveland Safety Council. Safety Education. Cleveland:  
1937. 95 pp.

Highway Education Board. A Safety Lesson for Each Grade.  
Washington, D.C.: 1935. 88 pp.

Hyde, Florence Post, and Slown, Ruth. Safety Programs and  
Activities for Elementary and Junior High Schools.  
Chicago: Beckley-Cardy Company. 1935. 267 pp.

Marble, Priscilla, Safety Education for Primary, Intermed-  
iate, and Upper Grades. Utica, New York: 1937.  
27 pp.

Murry, Edward F., Common Traffic Problems. Bulletin No.  
783. Des Moines, Iowa: State Department of Public  
Instruction. 1936.

National Safety Council. Safety Teaching in the Modern  
School. Chicago: 1937. 15 pp.

Paye, George E., Education in Accident Prevention. Chicago:  
Lyons and Carnahan. 1919. 192 pp.

Rosenlof, George, and Crossvehme, William, Supplementary  
Instructional Aids and Materials in Safety Education.  
Lincoln: University of Nebraska. 1936. 145 pp.

Simpson, Gladys V., Safety Activities. Chicago: W. F.  
Quarrie Company. 1936. 11 pp.

Stack, Herbert J., Organizing Courses in Safety in High  
Schools. New York: National Conservation Bureau.  
1935. 3 pp.

\_\_\_\_\_, Safety Education Material and Methods. New York:  
National Conservation Bureau. 1936. 12 pp.

Whitney, Wilbert W., Safety and the New Schools. Chicago:  
National Safety Council. 1935. 11 pp.

Wisconsin State Highway Commission. Course in Automobile  
Driving. Madison, Wisconsin.







## MISCELLANEOUS

- Carris, Lewis, The Accident Hazards of Child Life. New York: National Society for Prevention of Blindness. 1935. 10 pp.
- De Blois, Lewis, How the Safety Movement Began. Chicago: National Safety Council. 1931. 8 pp.
- Elliott, Charles H., What Safety Instruction Should Be Included in Our High School Program? New York: Greater New York Safety Council. 1937. 5 pp.
- Greenwood, Ernest, Who Pays? New York: Doubleday, Doran and Company. 1934. 301 pp.
- Iowa State Safety Council. Safety Councillor. Des Moines: 1938.
- Jackson, Edward, Guarding the Sight of School Children. Publication No. 215. New York: National Society for Prevention of Blindness. 1937. 12 pp.
- Myers, Garry. Training the Toddler in Safety. New York: Greenberg. 1936. 29 pp.
- National Conservation Bureau. Safety Speeches. New York:
- Wood, Clement. Carelessness: Public Enemy No. 1. New York: Hillman Curl. 1937. 93 pp.

## PLAYS

- American Automobile Association. The Trial of Carelessness. Washington, D.C.: 1936. 2 pp.
- Barton, Lucy, The Magic Crystal. Chicago: National Safety Council. 1926. 26 pp.
- Compton, Ray, Calling All Angels. San Francisco: Banner Play Bureau. (111 Ellis Street) 1936. 29 pp.
- Foote, Mary, The Hero. Chicago: National Safety Council. 1935. 15 pp.



MISCELLANEOUS

Garrity, Lewis, The American Reaction to White Collar Crime, New York: National Society for Prevention of White Collar Crime, 1933. 10 pp.

De Biele, Lewis, How the Safety Movement Began, Chicago: National Safety Council, 1933. 3 pp.

Elliot, Charles E., What Safety Means to You, New York: National Society for Prevention of White Collar Crime, 1933. 10 pp.

Greenwood, Ernest, The Law of New York, New York: McGraw-Hill, 1934. 301 pp.

Iowa State Safety Council, Safety Councils, Des Moines: Iowa State Safety Council, 1933. 10 pp.

Jackson, Kenneth, What's in the Mind of a Safety Council, Philadelphia: No. 1, New York: National Society for Prevention of White Collar Crime, 1933. 10 pp.

Myers, Harry, Training the Worker in Safety, New York: Crosby, 1933. 10 pp.

National Conservation Bureau, Safety Measures, New York: National Conservation Bureau, 1933. 10 pp.

Reed, Clement, Safety Measures, New York: National Society for Prevention of White Collar Crime, 1933. 10 pp.

INDEX

American Automobile Association, The Traffic Laws, Washington, D.C.: 1933. 10 pp.

Barton, Jack, The Safety Council, Chicago: National Safety Council, 1933. 10 pp.

Compton, Ray, Safety All Around, New York: McGraw-Hill, 1933. 10 pp.

Foots, Mary, The New, Chicago: National Safety Council, 1933. 10 pp.



- \_\_\_\_\_, The Lost Camping Place. Chicago: National Safety Council. 1927. 14 pp.
- Keystone Automobile Club. The Danger Line. Philadelphia: 4 pp.
- \_\_\_\_\_, The Policeman's Dream. Philadelphia: 4 pp.
- \_\_\_\_\_, Safetyland. Philadelphia: 5 pp.
- Mochrie, Margaret, Bill's Day in Court. Chicago: National Safety Council. 1928. 12 pp.
- \_\_\_\_\_, The Mystery Box. Chicago: National Safety Council. 1928. 16 pp.
- \_\_\_\_\_, Sixty Miles an Hour. Chicago: National Safety Council. 1930. 20 pp.
- Muse, George, and Brown, Harvey. A Close Call. Washington, D.C.: American Red Cross. 7 pp.
- National Board of Fire Underwriters. The Fire Next Door. New York: 11 pp.
- \_\_\_\_\_, If a Match Could Speak. New York: 8 pp.
- \_\_\_\_\_, The Trial of Fire. New York: 3 pp.
- National Safety Council. Three Safety Plays for Primary Grades. Chicago: 1932. 12 pp.
- Olcott, Virginia, Little Lost Aster. Chicago: National Safety Council. 1928. 10 pp.
- Stuart, Frances, Bill's Christmas Fright. Chicago: National Safety Council. 1925. 16 pp.
- Townsend, Anne, Bruin's Inn. Chicago: National Safety Council. 1928. 12 pp.
- \_\_\_\_\_, The Cracker Conspiracy. Chicago: National Safety Council.
- Willcox, Helen, Bet You Don't Dare. Washington, D.C.: American Automobile Association. 1934. 17 pp.



The Last Campaign - Chicago: National Society  
Council, 1937. 12 pp.

Reynolds, William L. - The Last Campaign. Philadelphia:  
1937. 12 pp.

The Last Campaign - Philadelphia: 1937.

Reynolds, William L. - The Last Campaign.

Reynolds, William L. - The Last Campaign. Philadelphia:  
1937. 12 pp.

The Last Campaign - Philadelphia: 1937.

Sixty Years of History - Chicago: National Society  
Council, 1937. 12 pp.

Reynolds, William L. - The Last Campaign. Philadelphia:  
1937. 12 pp.

National Society of the Last Campaign - New York:  
New York, 1937. 12 pp.

It is a Last Campaign - New York: 1937.

The Last Campaign - New York: 1937.

National Society Council - Chicago: 1937.

Reynolds, William L. - The Last Campaign. Philadelphia:  
1937. 12 pp.

Reynolds, William L. - The Last Campaign. Philadelphia:  
1937. 12 pp.

Tennant, A. L. - The Last Campaign. Chicago: 1937.

The Last Campaign - Chicago: 1937.

Willson, Helen - The Last Campaign. Philadelphia:  
1937. 12 pp.



- \_\_\_\_\_, His Honor, the Owl. Washington, D.C.: American Automobile Association. 1934. 18 pp.
- Wood, Mable Travis, Flying Colors. Chicago: National Safety Council. 1890. 15 pp.
- \_\_\_\_\_, A Pageant of Safety. Chicago: National Safety Council. 8 pp.
- \_\_\_\_\_, Silver Shoes. Chicago: National Safety Council. 1929. 14 pp.

## POSTERS

- Aetna Life Affilliated Companies, Hartford, Connecticut.
- American Automobile Association, Washington, D. C.,
- American Mutual Liability Insurance Company, Boston, Mass.
- American National Red Cross, Washington, D. C.
- California State Automobile Association, San Francisco, California.
- Cycle Trades of America, New York, N. Y.
- Fidelity and Casualty Insurance Company, New York, N. Y.
- Fire and Marine Underwriters, Hartford, Conn.
- General Motors Corporation, Detroit, Michigan.
- Lumbermen's Mutual Casualty Company, Chicago, Illinois.
- Metropolitan Life Insurance Company, New York, N. Y.
- National Board of Fire Underwriters, New York, N. Y.
- National Fire Protection Association, Boston, Massachusetts.
- National Safety Council, Chicago, Illinois.
- United States Department of Agriculture, Forest Service, Washington, D. C.
- United States Department of Commerce, Accident Prevention Conference, Washington, D. C.



Mr. Rogers, The Bell Telephone Company, Washington, D.C. 1934

Mr. K. L. Taylor, The Bell Telephone Company, Chicago, Illinois 1934

A. J. Taylor, The Bell Telephone Company, Chicago, Illinois 1934

Mr. J. L. Taylor, The Bell Telephone Company, Chicago, Illinois 1934

#### FOOTNOTES

As the life of the life insurance company, Hartford, Connecticut.

American Automobile Association, Washington, D.C.

American Mutual Insurance Company, Hartford, Conn.

American National Life Insurance Company, Washington, D.C.

California State Automobile Association, San Francisco, California.

Cycle Traders of America, New York, N.Y.

Edley and General Insurance Company, New York, N.Y.

Fire and Marine Underwriters, Hartford, Conn.

General Motors Corporation, Detroit, Michigan.

Lumbermen's Mutual Casualty Company, Chicago, Illinois.

National Life Insurance Company, New York, N.Y.

National Board of Fire Underwriters, New York, N.Y.

National Fire Protection Association, Boston, Massachusetts.

National Safety Council, Chicago, Illinois.

United States Department of Agriculture, Forest Service, Washington, D.C.

United States Department of Commerce, Federal Reserve Board, Washington, D.C.



## PRIMARY OR ELEMENTARY GRADES MATERIALS READERS

Anonymous. Blinkie and the Firemen. Milwaukee: E. M. Hale Company. 1936. 48 pp.

\_\_\_\_\_, The Fireboat. Milwaukee: E. M. Hale Company. 1936. 48 pp.

\_\_\_\_\_, Fire! Fire! Milwaukee: E. M. Hale Company. 1936. 48 pp.

\_\_\_\_\_, Tabby and the Boat Fire. Milwaukee: E. M. Hale Company. 1936. 48 pp.

Boothe, Stella, Jimmie and the Junior Safety Council. Yonkers-on-Hudson. New York: World Book Company. 1927. 246 pp.

Brinkerhoff, George, and Rowe, Celena. Safety First Stories. New York: Green and Company. 1928. 186 pp.

Buckley, Horace Mann, and Others. Around the Year. New York: American Book Company. 1938. 346 pp.

\_\_\_\_\_, Away We Go. New York: American Book Company. 1938. 56 pp.

\_\_\_\_\_, Here and There. New York: American Book Company. 1938. 285 pp.

Floherly, John J., Fire Fighters. New York: Doubleday, Doran and Company. 1935. 60 pp.

Hippler, C. W. and Durfee, Helen Burr, Safe Living. Chicago: Benjamin H. Sanborn. 1937. 188 pp.

Jameson, Hallie, The Flame Fiend. Boston: Allyn Bacon Company. 1921. 181 pp.

Veit, Benjamin, Safety First for Children. New York: Noble and Noble Company. 1925. 96 pp.



PRIMARY OF THE UNITED STATES

Anonymous, Winters and his, 1930, 100 pp.

The Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.

Winters, 1930, 100 pp.



## SAFETY IN ATHLETICS

Aldinger, A. K., What Is a Safe Gymnasium? New York: Greater New York Safety Council. 1937. 5 pp.

National Safety Council. Safety for Supervised Playgrounds. Chicago: 1937. 28 pp.

## SCHOOL SAFETY

Atlantic City, New Jersey, Public Schools. Accident Report. Atlantic City: Board of Education. 1937. 1 pp.

National Safety Council. Student Accident Report. Chicago: 1937. 1 pp.

\_\_\_\_\_, Student Accident Summary. Chicago: 1937, 1 pp.

\_\_\_\_\_, Surveying the School Plant. Bulletin No. 24. Chicago: 1936. 8 pp.

\_\_\_\_\_, Traffic Regulation at School. Public Safety Memo No. 17. Chicago: 1936. 4 pp.

## SCHOOL BUS SAFETY

International Harvester Company. School Bus Driver's Report. Chicago: 1 pp.

Kentucky State Board of Education. Manual on Pupil Transportation. Bulletin No. 2. 1936. Frankfort: 64 pp.

National Educational Association Research Division. Safety in Pupil Transportation. Research Bulletin No. 14. 199-238: November, 1936.

New Jersey State Department. Pupil Transportation. Trenton: 1937. 14 pp.







## SPECIAL BULLETINS

American Academy of Political and Social Sciences. The Automobile: Its Province and Its Success. Philadelphia: Vol. 116, Nov., 1934.

Blanchard, A. H., The Evolution of Highway Traffic. American Roadbuilder's Association, Washington, D. C.: (Proceedings, 1925).

National Conference on Street and Highway Safety. Manual on Traffic Control Devices. Washington, D. C.

United States Bureau of the Census. Report on Fatal Traffic Accidents. Washington, D. C.

National Conference on Street and Highway Safety. Guides to Traffic Safety. Washington, D. C.

## STREET AND HIGHWAY SAFETY

American Association of State Highway Officials. Safety on the Highways. Washington, D. C.: 1936. 16 pp.

American Automobile Association. Driver and Pedestrian Responsibilities. Washington, D. C.: 1936. 77 pp.

\_\_\_\_\_, My Child Hit! Washington, D. C.: 1936. 5 pp.

\_\_\_\_\_, Sportsmanlike Driving. Washington, D. C.: 1935. 51 pp.

Berkeley Police Department. Safety Club. Berkely, California: 13 pp.

Brown, J. Wesley. Traffic Accidents, Their Cause and Cure. Detroit: Police Department. 1936. 24 pp.

Commonwealth Club of California. Auto Accident Prevention. San Francisco: 1927. 41 pp.

Lindquist, Margaret. The Child Leaves for School. New York: Greater New York Safety Council. 1938. 3 pp.







Mac Brayne, Lewis, Walking into Trouble. New York: Greater New York Safety Council. 1938. 3 pp.

National Safety Council. Night Accident Hazards. Chicago: 1937. 9 pp.

Rounds, H. O., The Bicycle. Detroit: Automobile Club of Michigan. 4 pp.

#### STUDENT SAFETY ORGANIZATIONS

American Automobile Association. Standard Rules for the Operation of School Safety Patrols. Washington, D. C.: 1937.

Automobile Club of Michigan. The Child in Traffic. Detroit: 1931. 16 pp.

Chicago Motor Club. A School Safety Court. Chicago: 1935. 13 pp.

National Safety Council. The Junior Safety Council. Chicago: 1935. 72 pp.

#### TESTS

National Conservation Bureau. Standard Test in Traffic Safety. New York: 4 pp.

National Fire Protection Association. Fire Prevention I. Q. Boston: 4 pp.

National Safety Council. Safety Test for Primary Grades. Chicago: 1931. 4 pp.

Stack, Herbert J., National Safe Drivers Test. New York: National Conservation Bureau. 4 pp.

\_\_\_\_\_, National Tests in Safety Education.

#### VACATION SAFETY

American Red Cross. Code for Swimmers. Washington, D. C.: 1937. 1 pp.







\_\_\_\_\_, Life Saving and Water Safety. Washington, D. C.:  
1937. 276 pp.

\_\_\_\_\_, Red Cross Life Saving Methods. Washington, D. C.:  
1932. 28 pp.

Boy Scouts of America. Life Saving. New York: 1930.

\_\_\_\_\_, Rowing. New York: 1933. 48 pp.

\_\_\_\_\_, Swimming. New York: 1930. 30 pp.

Kerby, C. Edith, Eye Hazards in Play. Publication No. 146.  
New York: National Society for the Prevention of  
Blindness. 1934. 10 pp.







### HOW GOOD A DRIVER ARE YOU?

Questions for checking your driving ability.

1. Do you always drive at reasonable speed, giving due consideration to traffic, road conditions, weather, etc?
2. Do you make sure that your car is at all times in good order, particularly as regards brakes, steering gear, lights and tires?
3. Do you pass other vehicles on the brow of a hill or on curves?
4. Do you cut in and out of traffic without adequate regard for safety?
5. Do you ever drive when you are not in full possession of your faculties?
6. Do you give pedestrians, particularly children and the aged and infirm, the right of way?
7. Do you let your attention wander, either through conversation or sight-seeing?
8. Do you slow down when handicapped by approaching headlights?
9. Do you always give proper and adequate hand signals before turning, slowing down or stopping?
10. Do you strictly observe all traffic lights, stop signs, and warning signals?
11. Do you approach intersections, particularly blind intersections, with your car under complete control?
12. Do you get into the left lane before turning left and into the right lane before turning right?



# HOW GOOD A DRIVER ARE YOU?

Questions for observation of your driving ability

1. Do you always drive at a reasonable speed, giving due regard to traffic conditions, weather, etc.?
2. Do you make sure that you are in the right lane in each case, particularly at junctions, roundabouts, etc.?
3. Do you pass other vehicles on the left or right of the road?
4. Do you stop at all of the traffic lights and give way to the other vehicles?
5. Do you ever drive when you are not in full possession of your faculties?
6. Do you give pedestrians, particularly children and the aged and infirm, the right of way?
7. Do you use your horn when necessary, e.g. when overtaking or when passing?
8. Do you allow your vehicle to be used for anything other than its intended purpose?
9. Do you always use your seat belt and other safety equipment, e.g. air bags, etc.?
10. Do you ever drive when you are tired or under the influence of alcohol or drugs?
11. Do you always use your headlights and fog lights when necessary, e.g. in poor weather or at night?
12. Do you ever drive when you are not in full possession of your faculties?



13. Do you pull into traffic without looking or giving proper signals?
14. Do you speed up instead of making way when a car wishes to pass?
15. Do you cross grade crossings cautiously?
16. Do you keep at an adequate stopping distance from the car ahead?
17. Are you inclined to insist on taking your "right of way" even though it may result in a collision?
18. Is your windshield wiper in good order?
19. Is your rear vision mirror O. K.?
20. Do you park your car so that it will not interfere with traffic?
21. Do you lock your car when parked?

This list of check-questions is published and distributed, free, by the Aetna Casualty and Surety Company of Hartford, Connecticut.



13. Do you still have the same feeling of living upon a dream?
14. Do you ever get the feeling of having a great idea which is never realized?
15. Do you ever have a feeling of being a stranger in your own land?
16. Do you ever feel that you are a stranger in your own land?
17. Do you ever feel that you are a stranger in your own land?
18. Do you ever feel that you are a stranger in your own land?
19. Do you ever feel that you are a stranger in your own land?
20. Do you ever feel that you are a stranger in your own land?
21. Do you ever feel that you are a stranger in your own land?

This list of questions is published for the purpose of being answered, free, by the American Society and Society Company of Hartford, Connecticut.



## STUDENT ACCIDENT REPORT

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

## WHO WAS HURT?

Name \_\_\_\_\_ Address \_\_\_\_\_  
Age \_\_\_\_\_ Sex \_\_\_\_\_ School attended \_\_\_\_\_

## WHEN DID ACCIDENT HAPPEN?

Date \_\_\_\_\_ Time \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. \_\_\_\_\_

## WHERE DID ACCIDENT HAPPEN?

At school? \_\_\_\_\_ In building or on grounds \_\_\_\_\_  
On the street \_\_\_\_\_ Where? \_\_\_\_\_  
Was this an automobile accident? \_\_\_\_\_  
On the way to school? \_\_\_\_\_ From school? \_\_\_\_\_  
At Home? \_\_\_\_\_ In the house? \_\_\_\_\_ Outside? \_\_\_\_\_  
If somewhere else, state where \_\_\_\_\_

## HOW DID ACCIDENT HAPPEN?

What was the person doing when hurt? \_\_\_\_\_

Describe the accident \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## WHAT KIND OF AN INJURY WAS IT?

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

Number of days kept from school \_\_\_\_\_

Signature of teacher \_\_\_\_\_

Signature of parent \_\_\_\_\_



# STUDENT ACCOUNT REPORT

Every child in the public schools of \_\_\_\_\_ is to report on this card every accident, injury, illness, or other medical attention or which leaves him out of school one-half day or more. Teachers should fill out reports where children are injured or are otherwise unable to go to school for any reason.

NAME WAS REPORTED

Name \_\_\_\_\_  
Age \_\_\_\_\_ Sex \_\_\_\_\_ School attended \_\_\_\_\_

WHERE DID ACCIDENT HAPPEN?

Date \_\_\_\_\_ Time \_\_\_\_\_

WHEN DID ACCIDENT HAPPEN?

At school? \_\_\_\_\_ In building or on grounds? \_\_\_\_\_  
On the street? \_\_\_\_\_  
Was this an automobile accident? \_\_\_\_\_  
On the way to school? \_\_\_\_\_  
At home? \_\_\_\_\_ In the house? \_\_\_\_\_  
If somewhere else, state where \_\_\_\_\_

HOW DID ACCIDENT HAPPEN?

What was the person doing when hurt? \_\_\_\_\_  
Describe the accident \_\_\_\_\_

WHAT KIND OF AN INJURY WAS IT?

Was a doctor called? \_\_\_\_\_ If so, state his name and address \_\_\_\_\_  
Number of days kept from school \_\_\_\_\_  
Signature of teacher \_\_\_\_\_  
Signature of parent \_\_\_\_\_



## NIGHT DRIVING QUESTIONS

1. How often do you personally check your car or truck to see that all lights, including the stop light, are working properly and no light bulbs burned out? How do you check your stop light?

2. Do you check to see that your headlight lenses are clean and free from mud spatters thrown by other vehicles?

3. Do you find it true that it is easier to see in the face of oncoming glare with headlights on low focus?

4. What is your most important precaution when driving at night?

5. In passing, which do you watch more, the glare of the approaching car or your side of the road?

6. Do you turn on your headlights or side lights in a day light fog?

7. Do you turn on your lights at early dusk or wait until you need them?

Name \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_



# RIGHT DRIVING QUESTIONNAIRE

1. How often do you personally check your car  
 trunk to see that all lights, including the stop light,  
 are working properly and no lights are burned out? How  
 do you check your stop light?

2. Do you check to see that your headlights are  
 are clean and free from any objects before you drive  
 vehicles?

3. Do you find it hard that it is easier to see in  
 the face of changing light with headlights on low beam?  
 4. What is your most important question when

driving at night?

5. In passing, when do you watch more, the glare  
 of the approaching car or your side of the road?  
 6. Do you turn on your headlights or stop light

in a day light fog?

7. Do you turn on your lights at early dusk or  
 wait until you need them?

Name \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_



## DUST OFF YOUR GRAYMATTER

by Dr. Herbert J. Stack  
National Conservation Bureau

If the statement is true, indicate with a cross in the parenthesis. If false, use a zero.

- ( ) 1. A car going 60 miles per hour on a level concrete road requires about nine times as much distance to stop as one going 20 miles per hour.
- ( ) 2. Statistics show that motorists in the 20-25 year age-level are safer drivers than those in the 40-45 age-level.
- (3) 3. A "medial strip" on a four lane highway prohibits cars from overtaking and passing other vehicles going in the same direction.
- ( ) 4. The "Hit and Run" violator is a motorist who is involved in an accident, and does not stop to render first aid and identify himself.
- ( ) 5. Registration plates on a car only give a person the privilege of using the highways and are not owned by the driver.
- ( ) 6. With the same headlight illumination, the visibility distance is increased when the speed of a car is increased from 30 to 60 miles per hour.
- ( ) 7. To correct for a skid of the rear wheels to the right, the driver should turn the front wheels in the same direction.
- ( ) 8. In case of a skid the driver should disengage the clutch and use the brakes intermittently.
- ( ) 9. A "clover-leaf" traffic intersection allows left turns to be made, provided the operator gives the proper hand signal.
- ( ) 10. It is possible to compensate for most physical handicaps in driving, provided the person is aware of the handicap.







- ( ) 11. The first responsibility after all injury accidents is to telephone to the police department.
- ( ) 12. When two cars going 60 miles per hour come together head on, the resulting smash is equivalent to a car going 120 miles per hour hitting a solid wall.
- ( ) 13. It is best to use the depressed or low beam in head lights when driving in heavy fog.
- ( ) 14. The only way to reduce insurance rates is to reduce accidents.
- ( ) 15. In line with safety activities, motor vehicle deaths in the nation in 1937 showed a decrease over 1936.
- ( ) 16. The gas that comes from the exhaust of automobiles and causes asphyxiation is called carbon dioxide.
- ( ) 17. Most of the high schools offering traffic safety instructions are giving actual road lessons.
- ( ) 18. The safety record of drivers of organized commercial fleets, in general, is better than that of drivers of private passenger cars.
- ( ) 19. Less than 25 per cent of the motor vehicle deaths in a year are pedestrians.
- ( ) 20. Pedestrians on rural highways should walk on the side facing the on-coming traffic when sidewalks are not provided.
- ( ) 21. Bicycles should be ridden on the left side of roadways.
- ( ) 22. Persons vary in their ability to withstand glare and their ability tends to decrease with age.
- ( ) 23. With four wheel brakes, on a dry concrete road, a car going 60 miles per hour should be able to stop in less than 125 feet.
- ( ) 24. Cars entering a "rotary traffic circle" from different directions, all drive around the circle in a counter-clock-wise direction.



204-01

10-1-10

10-1-10

10-1-10

10-1-10

10-1-10

10-1-10

- ( ) 11. The first paragraph of the first section of the act is as follows: "The purpose of this act is to provide for the better regulation of the practice of medicine in this State."
- ( ) 12. The second paragraph of the first section of the act is as follows: "The practice of medicine in this State shall be regulated by the State Board of Medicine."
- ( ) 13. The third paragraph of the first section of the act is as follows: "The State Board of Medicine shall be composed of five members, three of whom shall be physicians and two shall be laymen."
- ( ) 14. The fourth paragraph of the first section of the act is as follows: "The State Board of Medicine shall hold its first meeting on the first day of January next."
- ( ) 15. The fifth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 16. The sixth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 17. The seventh paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 18. The eighth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 19. The ninth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 20. The tenth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 21. The eleventh paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 22. The twelfth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 23. The thirteenth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 24. The fourteenth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."
- ( ) 25. The fifteenth paragraph of the first section of the act is as follows: "The State Board of Medicine shall have the honor of the seal of the State."



- ( ) 25. Bright lights aimed high enough to drive safely at 45 miles per hour at night are glaring and should be depressed when meeting a car.
- ( ) 26. A car traveling between two cities 50 miles apart will use less gasoline if it takes one hour, than the same car would if it took one hour and fifteen minutes. Each car will make no stops and will travel at a steady speed.
- ( ) 27. All motor vehicles manufactured in 1938 must have "safety glass" windshields.
- ( ) 28. The ratio of motor vehicle fatalities to injuries in the country is about 1 to 100.
- ( ) 29. National Safety Council Safe City Awards are decided entirely on the accident records of the cities.
- ( ) 30. A truck weighing four tons can stop as quickly as a car weighing two tons, traveling at the same speed, provided that the rate of deceleration is the same.



85. Bright light came in a room in this area  
at 45 miles per hour at night and almost the whole  
he depressed when meeting a car.

86. A car traveling from the north to the south  
part will have been going 100 miles per hour  
then the car was hit by a car from the north  
from behind. And the car will have a speed of 111  
miles per hour.

87. All motor vehicles are required to have  
have "Safety Glass" installed.

88. The rules of motor vehicle operation are contained  
in the statute in section 1 to 156.

89. National Safety Council says that the car  
should operate on the accident records of the state.

90. A truck weighing four tons and with a speed of  
a car weighing two tons, traveling at the same speed,  
provided that the rate of acceleration is the same.



## ANSWERS TO SAFETY QUESTIONS

1. (x) The space passed over is equal to velocity squared, divided by two times the rate of deceleration.
2. (o) No, they have a higher accident record.
3. (o) Medial strip is to separate traffic in opposite directions.
4. (x) Correct statement.
5. (x) The plates are in reality only loaned, with the privilege of the use of the highways.
6. (o) No, it is decreased about 30 per cent, as found by tests.
7. (x) To keep axis of car lined up with road.
8. (x) Not disengage clutch.
9. (o) No left turns are legal.
10. (x) There are countless cases on record.
11. (o) The first responsibility is to stop and help injured.
12. (o) Not as great. In the first case, the momentum to be used up in the smash is the sum of the kinetic energy of the two cars, or  $2(\frac{1}{2}MV^2)$ . In the second case, the velocity is twice that of the first, which means that the kinetic energy to be used up is four times the energy of one car going 60 miles an hour. This is in theory only; in actual practice both crashes would be terrific and the intensity would depend upon a number of other factors.
13. (x) To prevent mirror like effect on light bank in front of car.
14. (o) No, we must also reduce fraudulent claims, faked accidents, and unjust jury awards.
15. (o) No, a slight increase.







16. (o) Carbon monoxide, not carbon dioxide.
17. (o) Comparatively few, not more than 5 per cent.
18. (x) Yes, because of discipline and organized safety activities.
19. (o) Much higher per cent.
20. (x) Yes, the "right" side is the left side.
21. (o) Bicycles are vehicles and should obey vehicular regulations.
22. (x) Ability to withstand glare decreases with age.
23. (o) Space too small.
24. (x) Yes, rotaries are counter-clockwise.
25. (x) Yes, should be depressed.
26. (o) No, gas consumption increases with speed. First car is faster.
27. (x) New laws have resulted in this.
28. (o) No, this is too high.
29. (o) Accident records just one factor considered; there are many others.
30. (x) Yes, because it has the same deceleration.



16. (b) [illegible]
17. (c) [illegible]
18. (d) [illegible]
19. (e) [illegible]
20. (f) [illegible]
21. (g) [illegible]
22. (h) [illegible]
23. (i) [illegible]
24. (j) [illegible]
25. (k) [illegible]
26. (l) [illegible]
27. (m) [illegible]
28. (n) [illegible]
29. (o) [illegible]
30. (p) [illegible]
31. (q) [illegible]
32. (r) [illegible]
33. (s) [illegible]
34. (t) [illegible]
35. (u) [illegible]
36. (v) [illegible]
37. (w) [illegible]
38. (x) [illegible]
39. (y) [illegible]
40. (z) [illegible]



STUDENT ACCIDENT SUMMARY, From \_\_\_\_\_ to \_\_\_\_\_

City \_\_\_\_\_ School \_\_\_\_\_

(There were \_\_\_\_\_ accidents this period.)

CLASSIFICATION	STUDENTS INJURED								
	Grades	1st	2nd	3rd	4th	5th	6th	7th	8th
1. Total .....									
School Buildings									
2. Class rooms ...									
3. Laboratories									
4. Vocational shops									
5. Domestic Science									
6. Gymnasium									
7. Swimming pool									
8. Dressing rooms									
9. Wash rooms; toilets									
10. Corridors									
11. Stairs; stairways									
12. Other buildings									
School Grounds									
13. Apparatus swings									
14. " slides									
15. " testers									
16. " bars									
17. " other									
18. Athletics:									
baseball									
19. " football									
20. " basketball									
21. " soccer									
22. " track									
23. Other games									
24. Running									
25. Scuffling									
26. Other falls									
27. Other									
Going to or from school									
28. Motor vehicle									
29. Other accidents									







Home Accidents

30. Falls \_\_\_\_\_  
31. Burns, scalds \_\_\_\_\_  
32. Cuts; scratches \_\_\_\_\_  
33. Other accidents \_\_\_\_\_

Other Accidents

34. Motor vehicle \_\_\_\_\_  
35. Street; sidewalk \_\_\_\_\_  
36. Playgrounds \_\_\_\_\_  
37. Other places \_\_\_\_\_

TOTAL

Report made by \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_



30.	tail
31.	burns, stains
32.	cut, scratches
33.	other marks
34.	other marks
35.	other marks
36.	other marks
37.	other marks

38. other marks

39. other marks

40. other marks

41. other marks

42. other marks

43. other marks

44. other marks

45. other marks

46. other marks

47. other marks

48. other marks

49. other marks

50. other marks

51. other marks

52. other marks

53. other marks

54. other marks

55. other marks

56. other marks

57. other marks



Elizabeth Sherbino  
English Department  
Lincoln Junior High School  
Albuquerque New Mexico  
421 South Broadway

Dear Superintendent:

I am attempting to procure information important as a basis upon which to build a state-wide Safety Program for all New Mexico Schools.

I should very much appreciate having you answer and return to me the following questions:

1. At present, do you have any definite fore of Safety instruction in your school? 1.
2. If you do have a definite program, is each teacher responsible for a share in the instruction? 2.  
or is one teacher in charge of the entire program?
3. Do you have any method of checking the work of these teachers? 3.
4. About what per cent of your teachers actually cooperate in the Safety Program? 4.
5. About how much time per week do you plan to devote to Safety training? 5.
6. Do you teach Safety as an individual subject? 6.
7. If not taught as a separate subject, with what subjects do you combine it? 7.
8. Do children check for fire and other accident hazards at school? 8.  
at home? 8.
9. Do you request school accidents to be reported to you? 9.
10. Are these accidents usually reported promptly and properly? 10.
11. Of what type are most of your school accidents? 11.



Lincoln School  
Lincoln School  
Lincoln School  
Lincoln School  
Lincoln School

Dear Sirs:

I am enclosing to you the information requested as to  
basis upon which the school is operated and the  
all the necessary details.

I should very much appreciate your interest and return  
to me the following questions:

1. At present, do you have any children of school  
age in your school?  
\_\_\_\_\_
2. If you do have children of school age, is each child  
enrolled in a school in the district?  
or is the school in the district of the child's home?  
\_\_\_\_\_
3. Do you have any children of school age of whom  
you have no record?  
\_\_\_\_\_
4. About what per cent of your children actually  
attend school?  
\_\_\_\_\_
5. About how much time is required to get a child to  
school?  
\_\_\_\_\_
6. Do you teach safety as an individual subject?  
\_\_\_\_\_
7. If not taught as a separate subject, with what  
subject is it combined?  
\_\_\_\_\_
8. Do children learn the first aid and accident  
prevention?  
at school?  
at home?  
\_\_\_\_\_
9. Do you request school accidents to be reported to you?  
\_\_\_\_\_
10. Are these accidents usually reported promptly and  
properly?  
\_\_\_\_\_
11. Of that type are most of your school accidents?  
\_\_\_\_\_



12. Do you think New Mexico needs a school Safety Program? 12.
13. Do you think a Course in Safety Education should be given in our higher institutions to train teachers in this work? 13.
14. If the State Department issued a course, would you be interested in trying to put it into your general program? 14.

My sponsors in this investigation are Dean S. P. Nanninga and Dr. E. H. Fixley, of the University of New Mexico.

Thank you very much for your kind help on this problem.

Yours very respectfully,





12. On the 10th day of May 1900, the following was received from the  
13. [illegible]  
14. [illegible]  
15. [illegible]  
16. [illegible]  
17. [illegible]  
18. [illegible]  
19. [illegible]  
20. [illegible]  
21. [illegible]  
22. [illegible]  
23. [illegible]  
24. [illegible]  
25. [illegible]  
26. [illegible]  
27. [illegible]  
28. [illegible]  
29. [illegible]  
30. [illegible]  
31. [illegible]  
32. [illegible]  
33. [illegible]  
34. [illegible]  
35. [illegible]  
36. [illegible]  
37. [illegible]  
38. [illegible]  
39. [illegible]  
40. [illegible]  
41. [illegible]  
42. [illegible]  
43. [illegible]  
44. [illegible]  
45. [illegible]  
46. [illegible]  
47. [illegible]  
48. [illegible]  
49. [illegible]  
50. [illegible]  
51. [illegible]  
52. [illegible]  
53. [illegible]  
54. [illegible]  
55. [illegible]  
56. [illegible]  
57. [illegible]  
58. [illegible]  
59. [illegible]  
60. [illegible]  
61. [illegible]  
62. [illegible]  
63. [illegible]  
64. [illegible]  
65. [illegible]  
66. [illegible]  
67. [illegible]  
68. [illegible]  
69. [illegible]  
70. [illegible]  
71. [illegible]  
72. [illegible]  
73. [illegible]  
74. [illegible]  
75. [illegible]  
76. [illegible]  
77. [illegible]  
78. [illegible]  
79. [illegible]  
80. [illegible]  
81. [illegible]  
82. [illegible]  
83. [illegible]  
84. [illegible]  
85. [illegible]  
86. [illegible]  
87. [illegible]  
88. [illegible]  
89. [illegible]  
90. [illegible]  
91. [illegible]  
92. [illegible]  
93. [illegible]  
94. [illegible]  
95. [illegible]  
96. [illegible]  
97. [illegible]  
98. [illegible]  
99. [illegible]  
100. [illegible]

THE  
BUREAU OF  
LAND  
MANAGEMENT  
WASHINGTON, D. C.  
1900

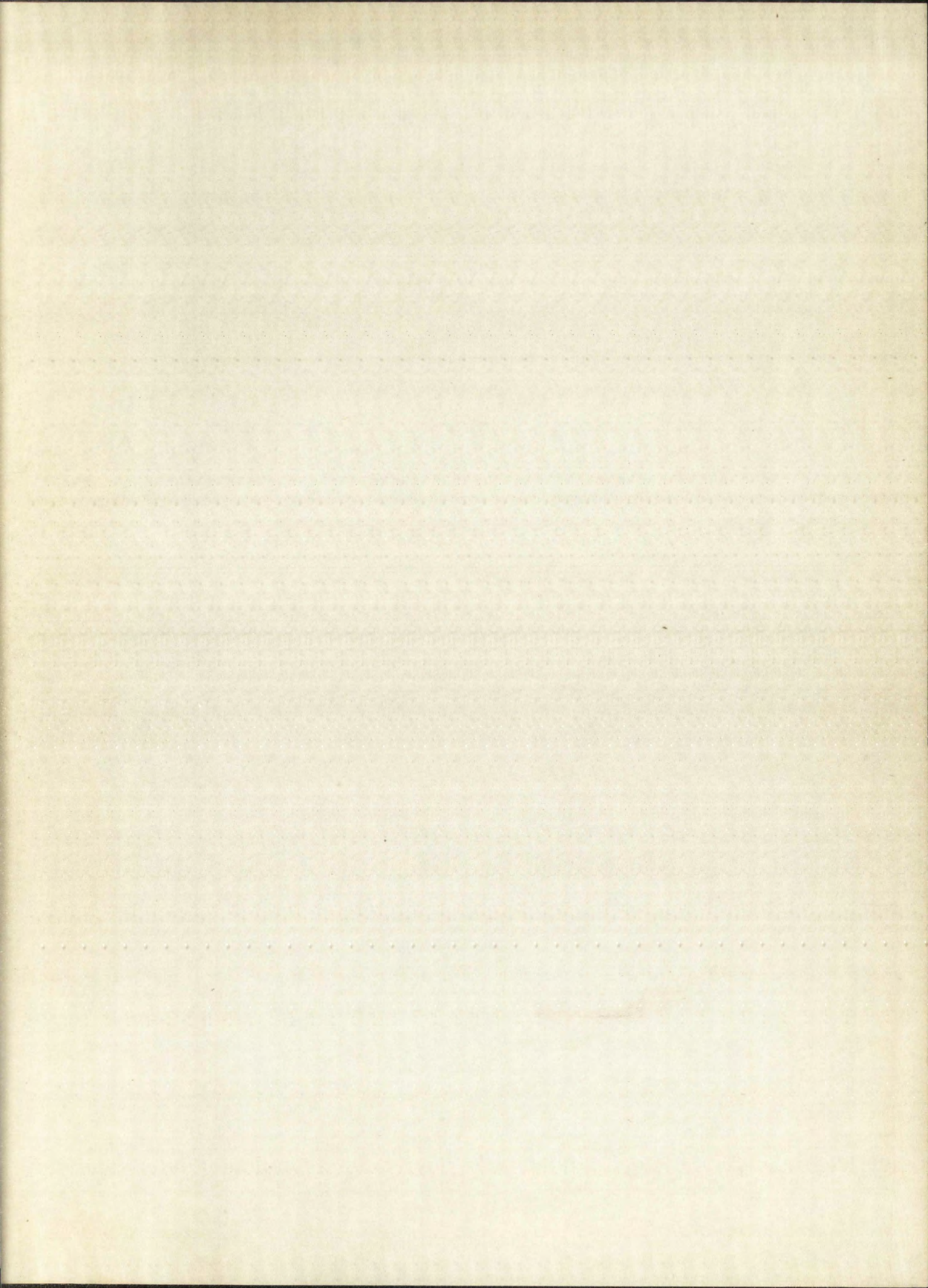




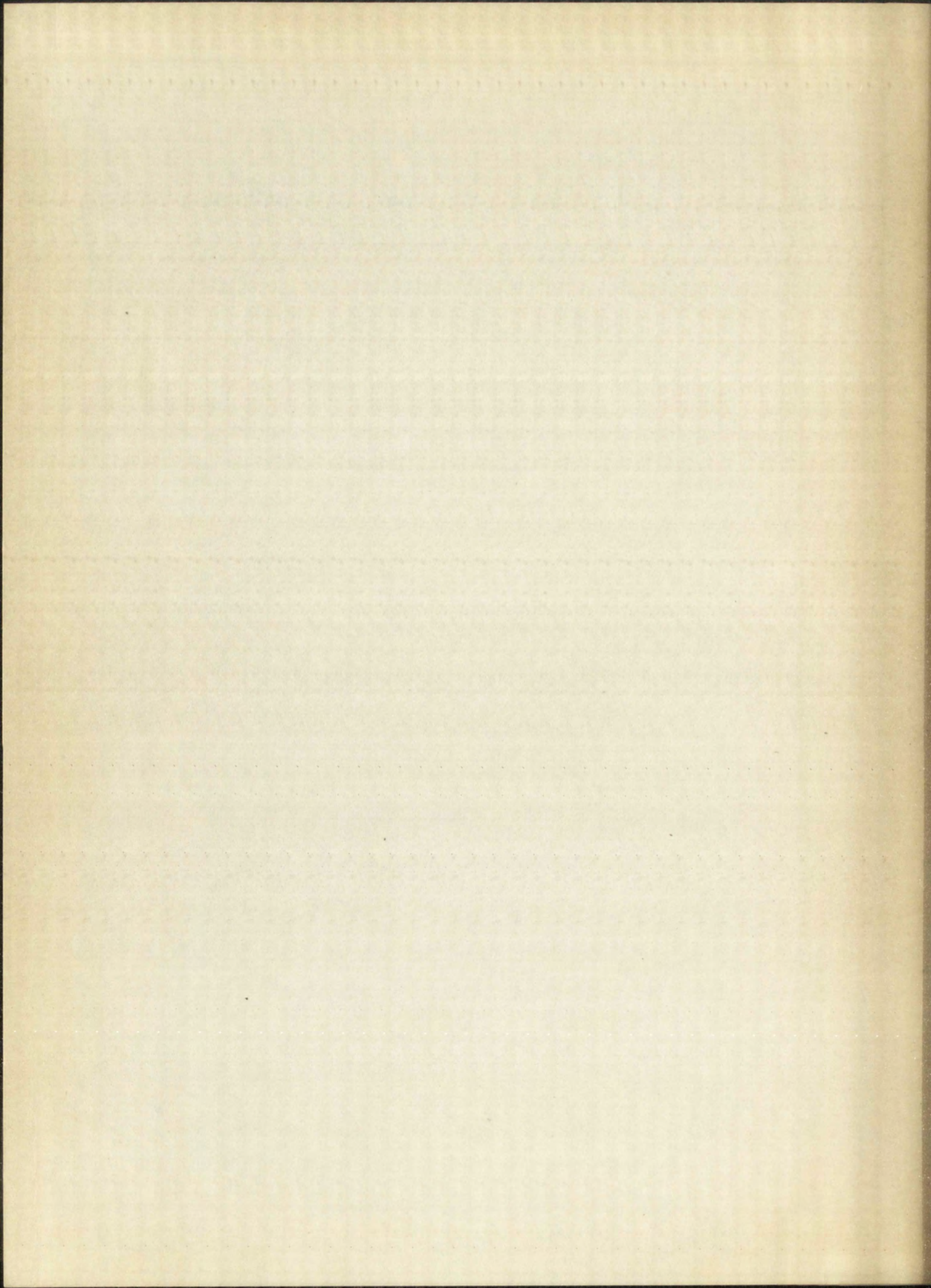




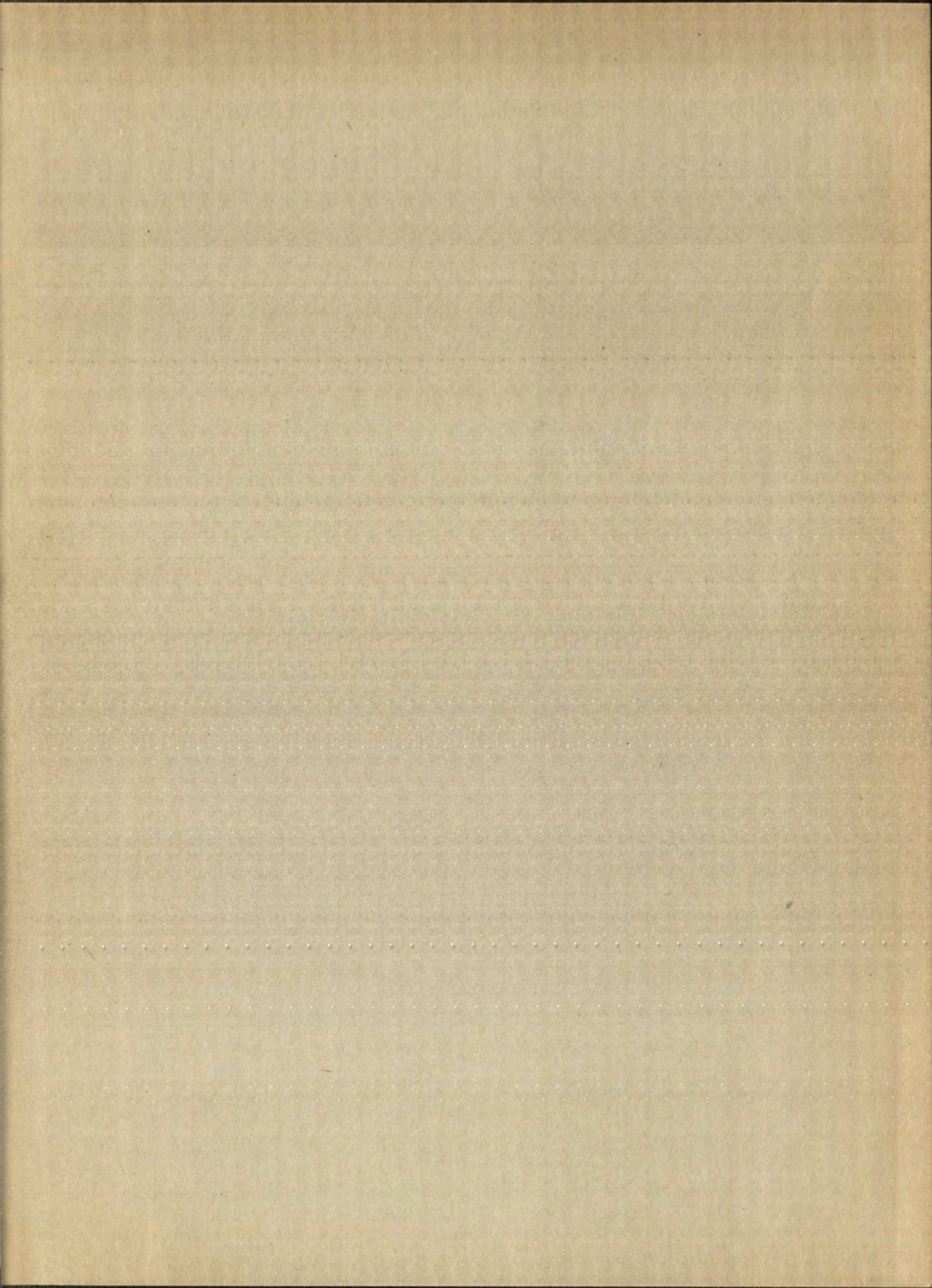














IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

[illegible]







