1932

Accident Prevention in the Elementary Schools of Indianapolis

Augusta M. Nessler

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ACCIDENT PREVENTION
IN THE ELEMENTARY SCHOOLS OF INDIANAPOLIS

BY

AUGUSTA MARIE NESSLER

Grateful acknowledgment is made to those who contributed in any way to the preparation of this dissertation.

The writer is especially grateful to Dr. William Isaac Richardson for his valuable suggestions and assistance in the preparation of this study.

To the late Dr. W. A. Coker the writer expresses appreciation for use of the records of the Prevention of Accidents Council.

To A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION.

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
1932
ACKNOWLEDGMENT

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To the late Dr. W. A. Ocker the writer expresses appreciation for use of the records of the Prevention of Accidents Council.

To Lieutenant Frank Owen of the Accident Prevention Bureau the writer wishes to express appreciation for use of Annual Reports.
This study of Accident Prevention in the elementary schools of Indianapolis is the outgrowth of a study of safety education in the United States in the college course "Public School Administration" which involved a study of the new curriculum. In the past few years much has been written concerning "Safety Education", particularly "Accident Prevention" as taught in the schools of various cities throughout our country. Such school systems as Detroit, St. Louis, Springfield Massachusetts, Chicago, and Kansas City have been pioneers in the movement of systematic educational programs in Accident Prevention, keeping records which serve as guides to other cities inaugurating this vital activity in their schools. While Indianapolis is not among the pioneers in this work, it has long realized the necessity of allotting school time to the subject in the elementary school and has done an effective and creditable piece of work in Accident Prevention. However records of its results have not been com-
piled so as to be accessible to the Prevention of Acci-
dents Council who receive requests repeatedly for data.
In view of this it is thought that this dissertation may
serve as a comprehensive report of the work done in the
elementary schools of Indianapolis.

Results of educational pro-
gress in several cities

II "Prevention of Accident Council"

III The Indianapolis School Police

Duties
Selection
Discipline
Organization
Discipline of Squads
Insignia
Discharges

IV School Safety Council and Court

V Accident Prevention Activities and
Devices

VI Conclusions and Recommendations

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ACCIDENT PREVENTION
IN THE
INDIANAPOLIS ELEMENTARY SCHOOLS

Chapter I
Introduction

The Problem Involved. The specific problem involved in this dissertation is, -- What Contribution Is Made To Good Citizenship By The Accident Prevention Program In The Elementary Schools?

Definition of Terms. The Accident Prevention Program in the elementary schools of Indianapolis refers to the teaching of the boys and girls certain fundamental ideas about the causes of accidents and to create in them a real desire to acquire and practice safe habits of action in the streets.

Good citizenship in this connection is learning habits and developing attitudes and ideals in relation to the whole problem of accident prevention. Good citizenship is the acquiring of the experience of life
through living—learning to handle situations children are facing as junior citizens and will continue to meet as adult citizens.

Source of Data. The records of the Police Department, Prevention of Accident Council, and Indianapolis News Files, together with direct experience in school traffic work for the past eight years have served as a basis for this study.

Problem Restated. It would seem then that the question lies in the field of investigation, seeking to discover the return in good citizenship when pupils are permitted to participate in this living, active world.

Reasons for Making the Study. The universal use of automobiles and the speed possible on the super highways that span the country, have made imperative the education of its citizens so that they may be able to adapt themselves to a changed environment. A tremendous change in the last few years has come over our living conditions, particularly in the field of traffic. No one will question the need for fortifying the child with knowledge and safety habits, to help him face the present automobile hazard of our streets and highways. One need only glance at statistics of accidents to learn how imperative the need is. The number of automobile fatalities in the United States is appalling.
An idea of the dreadful slaughter that occurs annually on the American highways may be obtained from a study of Figure I, page 4, which shows the number of deaths to children and adults due to automobile accidents in the United States between 1922 and 1928. Startling as these figures may seem they are of particular interest to those who are promoting accident prevention programs. Fatalities to adults more than doubled during the period of years while fatalities to children increased only 23 per cent. This seems conclusive evidence that the word of the schools is having an effect. The great increase in street accidents has brought into sharp relief the necessity for preparing children to meet successfully the hazards which will inevitably confront them in their daily lives. The automobile is the most important agency of accident fatality in the United States. The gravity of the automobile accident problem is brought to our attention in the following statements. In recent years 2 percent of all deaths have been due to automobile accidents. Twenty-three children out of every hundred are fifteen years of age.

Figure I

AUTOMOBILE DEATHS OF CHILDREN AND ADULTS
UNITED STATES—1922 TO 1928

Figure II, page 6, shows automobile deaths by age groups 1923-1928. Column 5-14, which is the elementary school group should prove interesting in this study. Here we find in group I, a decided decrease whereas in groups II and III an increase is noted--definitely demonstrating the value of education in accident prevention. Mr. Albert Whitney, vice-president in charge of Education--National Safety Council, says that the case for school children is exceedingly favorable. He continues to say, "A knowledge of these favorable conditions among children must have the effect of greatly extending the teaching of safety in the schools for no school system can afford not to cultivate a field that is capable of yielding such large returns."

In New York City where safety programs have been in operation there was a 19 per cent decrease in motor vehicle deaths of children under the age of fifteen. During the same interval there was an increase of 5 per cent among persons over fifteen years of age. In Louisville, Kentucky, where intensive accident prevention education has been promoted, the records show that between 1923 and 1929, deaths of children by motor cars declined 35--12. During the same number of years, both

### Figure II

**AUTOMOBILE DEATHS BY AGE GROUPS 1923--1928**

Percentage distribution by years related to 1923 as base (U.S. Bureau of Census data)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Territory</th>
<th>Year</th>
<th>0-4</th>
<th>5-14</th>
<th>15-54</th>
<th>55 &amp; over</th>
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<tbody>
<tr>
<td>I</td>
<td>Cities supporting</td>
<td>1923</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td></td>
<td>extensive safety</td>
<td>1924</td>
<td>94.4</td>
<td>100.0</td>
<td>99.8</td>
<td>102.0</td>
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<tr>
<td></td>
<td>education work</td>
<td>1925</td>
<td>93.0</td>
<td>85.0</td>
<td>101.4</td>
<td>114.3</td>
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<td></td>
<td>in schools</td>
<td>1926</td>
<td>91.5</td>
<td>84.1</td>
<td>104.2</td>
<td>110.4</td>
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<td></td>
<td></td>
<td>1927</td>
<td>87.3</td>
<td>78.5</td>
<td>101.6</td>
<td>121.9</td>
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<td></td>
<td></td>
<td>1928</td>
<td>76.1</td>
<td>67.9</td>
<td>107.9</td>
<td>124.7</td>
</tr>
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<td>II</td>
<td>Other cities of over 100,000 population</td>
<td>1923</td>
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<td>92.4</td>
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<td>1927</td>
<td>108.3</td>
<td>85.3</td>
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<td>Remainder of Country</td>
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<td>1928</td>
<td>88.9</td>
<td>75.9</td>
<td>103.3</td>
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the population and motor vehicle registration show a large increase. This obviously is sufficient evidence of the efficacy of training children to form safety habits.

Habits of safety must be established by the child just as habits of health or habits of thrift are established. The child by doing, by following safety rules day by day, develops safety habits.

Crossing the street at the wrong place and running across the street are examples of bad habits in accident prevention. Children who have acquired such habits must know that they are dangerous and why, before they can be expected to build the right habits. Merely telling them will not bring the desired results. They must be trained to form right habits. Learning to avoid accidents and helping others to do so, is a matter of fixing habits of behavior. Safety habits come only through self-activity on the part of the children. Habits are the means of insuring quick and accurate responses of a certain definite character. Or we may say that a habit is the result of a specific response being associated with a specific stimulus until the former follows the latter without conscious intention. Elementary education is concerned largely with the development of habits in connection with the different subjects in the course of study so this would seem the logical place to inculcate
accident prevention habits, which will serve the children throughout their lives.

The teaching of accident prevention occupies a place in the program of basic activities in many of the most progressive schools, both city and rural of the United States and is incorporated in the newer text books. Safety education means teaching the child to adjust himself to the physical hazards of our modern civilization.

"Safety has a place in the schools, not primarily because of the lives that can be saved, but primarily because safety is a fundamental condition of life. If education is to be an experience of life as an inevitable condition for being a preparation for life, then it must deal with such things!"  

To travel the streets he must be alert of mind and body, he must know something of the way in which traffic is controlled and kept moving, and he must recognize the rights of others in the use of the streets. The latter indicates that safety education is not only a training in the prevention of accidents but it is also a part of the vital matter of learning to be a good citizen. He must obey laws and regulations which are made for his safety.


An accident prevention program offers a wide range of opportunities for relating education to life. The child is surrounded by hazards all of which can never be removed. If all dangers were removed there would be no skating, coasting, swimming, nor any other sports. The modern philosophy of education does not eliminate all dangers from a child’s life. Children must be taught to be keen in avoiding danger if there is a choice. Mr. Fred Johnson says,

“If the child is the most vulnerable factor in the entire range of highway safety effort, as it assuredly is, then the solemn duty attaches to those responsible for its well-being to surround it with every practicable precaution against avoidable injury or even total destruction.”

The mounting toll of child deaths in motor accidents began to arouse public attention in 1922, throughout the United States, and the efforts of various organizations interested in child welfare were concentrated on preventative measures. Indianapolis also realized that she was called upon to do her share in reducing child mortality in this motor age. In looking about, the Police Accident Prevention Bureau found, that a more concerted accident prevention effort, directed at school children, would be productive of a greater reduction of accidents to children. While there was not enough data

available to draw definite conclusions it seemed that the reduction of child accident fatalities was due to systematic organized efforts in cities where the schools were augmenting the safety campaigns of the Accident Prevention organizations. For this reason, the Indianapolis Accident Prevention Bureau began its work in the nation-wide campaign. This dissertation will trace the development of the Accident Program in the elementary schools of Indianapolis.

While the Indianapolis Police Department was a creditable beginning to accident Prevention education among the adults of the community, the annual tabulations of accidents indicated that the so-called safety campaigns or safety drives were not sufficiently successful with the children of school age. It was evident that to make the work more effective with boys and girls between the ages of six and fourteen, there would need to be closer cooperation with the schools. It will not suffice to tell children about their hazards in accident prevention—they must be taught to help in this great movement; they must know that accidents do not “just happen.” In most cases accidents are caused by acts or omissions of human beings.

“Nine-tenths are due to causes of ignorance or carelessness. More of the thousands of children sacrificed annually to accidents could have been saved through proper training.” 1

1. Stevenson, Isabella—Index Education—p.12
Chapter II

Prevention of Accident Council

While the Indianapolis Police Department had made a creditable beginning in Accident Prevention education among the adults of the community, the annual tabulations of accidents indicated that the so-called safety campaigns or safety drives were not sufficiently successful with the children of school age. It was evident that to make the work more effective with boys and girls between the ages of six and fourteen, there would need to be a closer cooperation with the schools. It will not suffice to tell children about their share in accident prevention—they must be taught to help in this great movement; they must know that accidents do not "just happen." In most cases accidents are caused by acts or omissions of human beings.

"Nine-tenths are the result of ignorance or carelessness. Many of the thousands of children sacrificed annually to accidents could have been saved through proper training."

1. Stevenson, Idabelle—Safety Education—p. 12
The problem of accident prevention is universal. It applies to every walk of life, to every activity. Psychologists say the present generation has woefully neglected to equip the child to face and avoid the dangers of the streets. Since our actions are but a reflection of what we think, it is important to develop in each child an appreciation of the accident situations which will bring certain standards of behavior and patterns of thoughts.

It has become customary recently to add a new subject to the curriculum whenever a social defect is discovered. The aims of accident prevention education are not individualistic, but social.

"Education at present is judged in terms of modification of conduct, or behavior in the individual, and the outcome of education is judged by the extent to which it increases social effectiveness."1

Statistics showing increasing injuries and fatalities to children of this city, prompted the Board of Safety to direct its activities to the problem of educating the children in accident prevention. The plans used for adults were not modified nor adjusted to meet the needs of children. The Board also learned that learning safety rules was ineffective with children. The

1.Dewey, John--School and Society
speakers laid emphasis on the horror of accidents, and otherwise presented it in a morbid fashion with the result that more harm than good was done. They were building up fears in the child rather than giving him background within a child's comprehension and utilizing the child's imagination, enthusiasm, and creative spirit to build up safety habits. Accident Prevention can be taught in a positive way; it can be taught in connection with any subject in a charming, wholesome manner to children of all ages beginning as early as the kindergarten.

It was necessary for the schools then to create among the children a desire and interest to engage in an accident prevention campaign. Carelessness and ignorance are the most frequent causes of accidents. When children engage actively in work well within their own experience they are not only learning ways of preventing accidents, but safe practices are becoming a part of their lives. They are learning that accidents through carelessness are as disgraceful to themselves as to any one of their school or to the entire community. Schools should be utilized to reduce accidents, but primarily to develop ideals and habits of citizenship. The old theory that children are future citizens, does not apply to twentieth century children. They are citizens now with very real responsibilities.
The schools can help them to be happy, useful, and intelligent citizens through adequate instruction in accident prevention.

After making a study of safety work as carried on in other cities of the same rank, a council was organized in Indianapolis on September 17, 1927, as the educational agency to formulate plans for the year's work in the various elementary schools of the city.

We read in the minutes of September 17, 1927:

"The name of the Committee is Prevention of Accident Council."

We read further of the personnel and organization:

"The council shall consist of five Elementary Public School principals, one representative of the Parochial Schools, and three ex officio members representing the Public School Office, the Hoosier Motor Club and the Indianapolis Police Department respectively. While the members serve three school semesters, two members shall retire at the end of each semester and their places taken by new members from their respective districts chosen by the principals prior to the end of the semester. The schools were divided into five districts each of which is represented by a member of the Council."

The logical department to represent the school board on this council is unquestionably the Physical Training Department and up to the present time the Director of this department has been a member of the council. The members of the council promoting the
Figure III

Prevention of Accident Council Membership

The Council with its chairman and secretary has effectively assisted in the prevention of accidents by the administration of the Indianapo-olis Police Department, the ISC, and the Hoosier Motor Club. The policy of each of the monthly meetings is to consider in detail any problems related to the operation of traffic in the city. This council, in the administration of the prevention of accidents, has been an important factor in the safety of all the streets and roads of the city. All the operations related to the council are controlled by the council.

The ISC does not have direct jurisdiction, but the council has the benefit of its information and experience, and its Indianapolis News generally gives its members the benefit of its columns.
The educational phase of Accident Prevention constitute the majority of the Council so that in our city, safety work should be sound, educationally.

The Council with its chairman and secretary has effectively assisted the schools in directing the Accident Prevention work. The proceedings of each of the monthly meetings are forwarded to the various elementary school buildings in order that all may be familiar with the decisions of the council. Problems which an individual building council may have in connection with traffic officers, traffic hazards in the community, violations of traffic laws, refusal of parents to cooperate, et cetera, are referred to the Prevention of Accident Council for consideration. This makes possible a degree of uniformity in the administration of this problem throughout the city. This council supervises the administration of the campaign and the annual safety contest sponsored by the Indianapolis News and the Hoosier Motor Club, and the Accident Prevention Division of the Police Department. All rules and regulations are formulated by the council. The entire project is under their direct jurisdiction. The Hoosier Motor Club gives the council the benefit of its information and experience, and the Indianapolis News generously gives publicity to this worthy cause in its columns.
For several years the traffic officers of the Police Department had sole authority to report violations of traffic laws by school children. During the past school year 1930-1931 a student reporting system was inaugurated by the Prevention of Accident Council. By means of this system traffic guards were given the authority to report traffic violations or accidents to the council. This plan offered a much desired pupil participation in the accident prevention program. Previous to the new arrangement, school traffic guards warned pupils and reported serious cases to the principal. The added duty or privilege of making official reports developed in the guard an attitude of sharing responsibility with the adult citizens. It undoubtedly inculcated the idea that they were not merely obeying traffic regulations when schools were in session, but at all times, as they are instructed to help children observe regulations at all times. The rules to be observed by the children were set up by the Prevention of Accident Council after carefully investigating causes of accidents to children. Cards used by the Indianapolis School Patrol or Police Officers for reporting violations or accidents of pupils are shown in Figure IV page 18. These reports are made out in triplicate, one for the Prevention of Accident Council, one to the Accident Prevention Department of the
Traffic Violation Report Card

School Name

Address

Pupil or Patrol Officer?

Date of Violation

Time of Violation

Location

Signed

Signed

I found this child: Check violation.

Playing in street.

Crossing street other than at corner.

Riding or hitching on vehicle.

Riding bicycle on sidewalk.

Disregarding safety signal.

Trespassing on railroad.

Traffic boy neglecting duty.

Throwing missiles.

Begging rides.

Accident

Date of Accident

Time of accident

Location of Accident

Remarks:

Actual size of card 3" x 5"

Back of Card

Front of Card
Indianapolis Police, and one to file in the school in which the pupil is enrolled. The convenient size of the card makes it easy to file as well as easily and willingly carried by the guard.

In addition to the information on the front of the card it would be valuable to have the grade or age of the violators in order to determine the course of procedure in dealing with them in city-wide education. The date of violation places it in the month and that is of interest to the police department as their records are made for the month and compared with the corresponding month of the previous year. It is unfortunate not to have the day of the week, whether on a school day, or a holiday. The school is not blaming the home when more violations and accidents occur away from school, but it is anxious to know if the accident prevention education is having tangible results. Are the children thoughtful of their safety and obeying rules when in sight of a school guard only, or have these habits become a part of their very fibre?

The location of the violation is important and should be investigated by the officers of the squad. These officers through their adolescent interest in investigation secure information pertinent to the solution of problems which come within their sphere of service.
The back of the card specifies the violation and so eliminates any discrepancies and makes reporting simple.

The date, time, and location of accidents are obviously important if the reports are to serve as a means of helping correct, rather than call an accident unavoidable.

The definition of an accident given below is used throughout the city.

"It is assumed that an accident is something that happens undesignedly; without regard to time, place, and circumstance."

A study of the causes of accidents must be the basis of intelligent accident prevention programs. When thoroughly investigated by the officers and teachers in charge, hazards can be minimized.

The use of the cards by the boys, helped to keep uppermost in their minds that they had a part in the campaign to save the lives of boys and girls and with no less degree of responsibility than the adult citizen of the community. A card is made out and filed in the school where the child is enrolled for each violation and accident. Each violation is recorded but only a third violation is reported to the Prevention of Accident Council. All accidents, however, are immediately reported to the representative of the Accident Prevention Bureau who is a member of the Prevention of Accident Council.
PREVENTION OF ACCIDENT COUNCIL QUESTIONNAIRE
April 1931

1. Are you in favor of the present system of reporting offenses?  Yes 43  No 26

2. Comments or suggestions--------------------------  35

3. Report every first offense-----------------------  74
   second offense------------------------------------  7
   third offense-------------------------------------  2

4. Should only the fourth offense be reported?  Yes 45  No 38

5. Should only City Ordinances be reported?  Yes 40  No 40

6. Should card record be kept at school?  Yes 68  No 14

7. Should traffic violations, before or after school, and on Saturdays and Sundays be reported?  Yes 55  No 28

8. Should traffic rules be enforced only when child is on the way to and from school?  Yes 22  No 61

9. Do you have a traffic court?  Yes 41  No 43

10. Is Traffic Court satisfactory?  Yes 31  No 8

11. Do you have special projects for teaching accident prevention?  Yes 46  No 5

12. Is present patrol uniform satisfactory?  Yes 63  No 9
13. Is the "belt arrangement" with the Hoosier Motor Club satisfactory?  
   Yes 62  No 7

14. Do you think the present method of pupil reporting is an improvement over last year's method of policeman reporting?  
   Yes 66  No 15

The above questionnaire was sent to the public and parochial elementary schools of the city in order to determine policies for the accident prevention program for 1932. Questions one, six and fourteen are particularly interesting in connection with the discussion of the card.

The Accident Prevention Bureau of the City Police Department limit their investigation to accidents where injuries occur, thus many accidents to children would not be reported if it were not for the cards used by the guards. Also it does not end merely with a report of the violation but the case is studied and an effort is made to prevent a recurrence. The plan of not sending the first violation to the Prevention of Accident Council gives the school a splendid opportunity to do an effective piece of training in helping the violator to see his error and making clear the proper behavior. When each violation took off points from the building record the child was discouraged. Now he has an opportunity to prove that he is interested in following rules set up for
his safety.

**Summary:** It has been the purpose of this chapter to show:

1. That an accident prevention education program for children deserves a place in the schools.

2. That it is the paramount duty and privilege of the teacher to fix ideals and habits of good citizenship during the plastic years of the lives of the children of the community.

3. That since the introduction of a program to educate children in safety in 1928, child fatal and non-fatal accidents have decreased.

"Nearly one-half of the 100 larger cities in the country have School-boys Patrols in their schools."

"The reason for the growth of the School-boys Patrols is obvious. Deaths from automobile accidents have increased from 2,042 in 1911 to 31,315 in 1929. Over half of these victims are pedestrians, and almost one-fifth are children. Theumber and effective service of the patrol councillors has been the basic reason for the growth of the movement. Many school systems have established a serious or fatal accident in the school year since the patrol work was begun. Furthermore..."
The School Patrol

The work of school patrols has been found one of the most effective activities for promoting accident prevention work among children. It is a practical means of safeguarding children against hazards of the highways on their way to and from school sessions. It has given children an active part in the nation-wide movement. In our city and in others, where school patrols have been established, no fatal accidents have occurred where guards are on duty.

Nearly one-half of the 105 larger cities in the country have School-boy Patrols in their schools.1

The reason for the growth of the School-boy Patrols is obvious. Deaths from automobile accidents have increased for 2,043 in 1911 to 31,215 in 1929. Over one half of these victims are pedestrians, and almost one-fifth are children. The constant and effective service of the patrols themselves has been the basic reason for the growth of the movement. Many school systems have not had a serious or fatal accident to the students in coming to or from school since the patrol work was begun. Furthermore

1. Stack, Herbert--Safety Education in the Secondary Schools
Chapter VIII--p.114
part lesson learned at the school crossing influences children in their behavior on the street at other times."

School Patrol work as exemplified in the Indianapolis elementary schools is, in the opinion of both teachers and parents, one of the finest examples of good citizenship training. It teaches the children self-reliance, obedience to authority, and opens avenues of service. This training not only involves the responsibility of looking after the safety of others but the guard is ever mindful of the fact that his own safety must not be overlooked. Certain responsibilities are vested in the boys. They are primarily guardians of children and as such perform the duties prescribed to them. Posts at street intersections give the boys a feeling of responsibility in accident prevention. The guard merits the confidence, respect, and good-will of every citizen. In him rests the responsibility for the safety of the younger boys and girls of his school, particularly those who pass his post or live in his own neighborhood.

The juvenile guards, who are designated as the Indianapolis School Police, deputized by the Chief of Police, numbered 1500 in 1930. That they have played no small

1. Stevenson, Idabelle--Safety Education--Chapter IV p. 41
2. Prevention of Accident Council records for 1930
part in the general reduction of accidents to children of school age is definitely shown by the records of the Accident Prevention Division of the Police Department, and the School Patrol.

Annual Reports of
Indianapolis Accident Prevention Bureau

<table>
<thead>
<tr>
<th>Year</th>
<th>1928</th>
<th>1929</th>
<th>1930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injury</td>
<td>384</td>
<td>223</td>
<td>49</td>
</tr>
</tbody>
</table>

From the graph in Figure VI, page 29, we see that accidents to children of the elementary schools of Indianapolis for the past year, September 1930 to June 1931 reached their highest frequency at three and five o'clock in the afternoon. Children are dismissed at three o'clock and since no accidents were recorded at guarded crossings, these accidents occurred away from school areas and after school hours. There is a very perceptible decrease in accidents during the hours schools are in session.

Figure V

Accidents to Children of Indianapolis Elementary Schools

From September 1930 to June 1931

A.M.
6:00 7:00 8:00 9:00 10:00 11:00 12:00

<table>
<thead>
<tr>
<th>Month</th>
<th>6:00</th>
<th>7:00</th>
<th>8:00</th>
<th>9:00</th>
<th>10:00</th>
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<tbody>
<tr>
<td>September</td>
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<td>October</td>
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<tr>
<td>November</td>
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<tr>
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<tr>
<td>January</td>
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<td>February</td>
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<tr>
<td>March</td>
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<td>April</td>
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<td>1</td>
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<tr>
<td>May</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Data for this tabulation of accidents were taken from the 5,000 student report cards for 1930-1931. November and April show by far the greatest number of accidents. Both months have vacation days, which may account for the poor
Figure V

Accidents to Children of Indianapolis Elementary Schools
From September 1930 to June 1931

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>1:00</th>
<th>2:00</th>
<th>3:00</th>
<th>4:00</th>
<th>5:00</th>
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<th>Total</th>
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<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>49</td>
</tr>
</tbody>
</table>

record. However, 49 accidents for the entire year is a splendid record which undoubtedly was made possible on account of the accident prevention education carried on during the school year.
Accidents To Children
September 1930 to June 1931

Figure VI

Number of Accidents

<table>
<thead>
<tr>
<th>AM</th>
<th>PM</th>
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</thead>
<tbody>
<tr>
<td>6</td>
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<tr>
<td>7</td>
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<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
Figure VII

Violations of Safety Rules by Children of Elementary Schools in Indianapolis

From September 1930 to June 1931

<table>
<thead>
<tr>
<th>A.M.</th>
<th>6:00</th>
<th>7:00</th>
<th>8:00</th>
<th>9:00</th>
<th>10:00</th>
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<tr>
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<td>12</td>
<td>3</td>
<td>8</td>
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</tr>
<tr>
<td>October</td>
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<td>3</td>
<td>28</td>
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<td>12</td>
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<td>November</td>
<td>5</td>
<td>29</td>
<td>19</td>
<td>20</td>
<td>11</td>
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</tr>
<tr>
<td>December</td>
<td>1</td>
<td>12</td>
<td>16</td>
<td>12</td>
<td>18</td>
<td>85</td>
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<tr>
<td>January</td>
<td>5</td>
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<td>6</td>
<td>85</td>
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</tr>
<tr>
<td>February</td>
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<td>32</td>
<td>166</td>
<td>65</td>
<td>100</td>
<td>87</td>
<td>656</td>
</tr>
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</table>

* The data of the above tabulations were taken from the 5,000 violation report cards for the year. It would seem that September has the least number of violations, but in view of the fact that school is not in session during the entire month it cannot be so considered.
Figure VII

Violations of Safety Rules by Children of Elementary Schools in Indianapolis
From September 1930 to June 1931

<table>
<thead>
<tr>
<th>A.M.</th>
<th>1:00</th>
<th>2:00</th>
<th>3:00</th>
<th>4:00</th>
<th>5:00</th>
<th>6:00</th>
<th>7:00</th>
<th>8:00</th>
<th>9:00</th>
<th>10:00</th>
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<td>25</td>
<td>5</td>
<td>3992</td>
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</tr>
</tbody>
</table>

The month of May also may not be considered as the records are kept for a part of the month only. The accident frequency by months shows a very decided increase in accidents during the spring and fall months of the year.
Violations of Safety Rules
September 1930 to June 1931

Figure VIII

A further inspection shows that many accidents occurred at
postponed for an additional 5-7 days. The number of violations,

Number of Violations

<table>
<thead>
<tr>
<th>600</th>
<th>700</th>
<th>800</th>
<th>900</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Intermediate grades and the older boys

of intermediate grades and the older boys

of the primary grade. The question of the

was a second paper. For instance, the second of

of the primary grade. The question of the

at 12 o'clock and afternoon sessions at 3 o'clock.
The most important point to notice is that a large part of the accidents occur between the hours of three and seven P.M. This period covers the play hour and clearly indicates the need of greater playground facilities and extensive safety patrol organizations to safely convey children to and from these playgrounds.

A further inspection shows that many accidents occurred at twelve o'clock noon when children might be expected to be going home. Most of these were the result of violations of safety rules.

Incomplete records prevented making accurate tabulations, however, it seemed that more boys than girls violated safety rules, and that they were children of the intermediate grades. The safety habits of these boys obviously were not so firmly established as those of the upper grade boys. The first duties of an upper grade boy are to observe safety rules and to safeguard the children of the primary grades. The tabulations are conclusive evidence that guards who are the upper grade boys, have made a splendid record for themselves. This record of the upper grade boys serves as an example of properly directed interests of the adolescent boy.

Figure VIII, page 32, shows graphically the violations for the year 1930-1931. Morning sessions close at 12 o'clock and afternoon sessions at 3 o'clock.
Figure VII, pages 30 and 31 and figure VIII, page 32, show the activity of guards on other than school days. Violations reported for 9:00, 10:00, 11:00, and 2:00 o'clock must have occurred on non-school days. We would infer from this condition that a closer cooperation between the school and home would help decrease violations.

A copy of the following note from the Prevention of Accident Council was sent to each home. Parents welcomed these printed notices, as all children cannot be depended upon to carry verbal messages accurately.

To the Parents of Indianapolis School Children:

In the interests of the safety of your children, you are asked to give earnest consideration to the following:

School hours are from 8:30 to 12:00 A.M. and from 1:15 to 3:00 P.M.

Safety protection at dangerous crossings is provided from 8:00 to 8:25 and from 12:55 to 1:10, through the services of city policemen or junior traffic officers. Children at crossings before these hours must meet the hazards alone.

The Prevention of Accident Council, the school authorities, and the Police Department urge your cooperation in safe-guarding the safety of the school children of the city.

See that your child does not leave home too early to be protected.

Prevention of Accident Council

Guards accept the following responsibilities which
they are expected to carry out to the best of their ability:

1. To protect their own lives when on duty.
2. To protect all members of the school, especially the younger children.
3. To set an example by their safety habits to all pupils of the school and to conduct themselves above approach at all times.
4. To encourage the children to rely on the guard's aid when crossing difficult intersections.

The routine of the guards is always interesting. One of the officers inspects the squads each morning to make sure that each one has his belt and badge. A guard must be at his assigned post punctually and must not leave ahead of any pupils who may pass his post. In case of inability to serve, the captain or other officer who may have charge of substitutes must be notified. It is interesting to note how soon the boy becomes fully cognizant of the importance and seriousness of having each post guarded.

The guards are instructed by the Police Department representative on the Council twice a year in their respective buildings, but are under the direct supervision of the principal or even a teacher whose duty it may be to organize and direct the squad. The Head of the Acci-
dent Prevention Bureau is scheduled to speak in the various school building twice a year. The Chief of Police issues monthly bulletins in which he may ask their cooperation in a certain definite effort to improve conditions particularly urgent at a specific time. Meetings of the squads of the entire city are frequently called for the purpose of improving the morale of the squads. Judging from the boys' reactions to instructions received at these meetings, they are deeply impressed with the importance of their duties.

A copy of the following message from the Chief of Police was sent to each guard and aroused in him a distinctive feeling of responsibility and of the importance of his work.

Message from Chief of Police Kinney

"You have now become a member of the large army of boys and girls, not only in your own community, but that of Indiana and the entire United States, who are banded together to do their part toward the prevention of accidents. Having read these instructions, you have seen many ways in which you can prevent accidents, and I hope that they will suggest other means to you, because it is impossible for us to set down every accident and its cause in so little space.

"Also when your term of office expires I trust that you will consider that, having once been a school patrol officer, you will continue the good work, working to help other boys and girls in high schools from

1. Printed Bulletin from Accident Prevention Department
being injured.

"I want to take this opportunity of congratulating you upon your appointment, and to tell you that not only myself, but the entire citizenship of Indianapolis knows of the splendid work you are doing. We are looking to you to accomplish a great deal of good from your activity, and wish to assure you that we are all anxious to help you in every way possible to make your work 100 per cent effective."

Duties. It is the traffic guards' duty to direct, control, and safeguard the boys and girls of their school in crossing streets at or near schools. The guards are instructed not to direct vehicular traffic except to warn the motorist possibly of a group of pupils crossing a street. He is merely calling the attention of the motorist to his obligation under the law to respect the rights and safety of pedestrians at street crossings. He must never stand in the street, but directly at the curb. A guard shall pay strict attention to his duty and shall not play while at his post. A guard should understand how to direct pupils and never attempt to force his orders by physical force. The raising of his right hand in a business-like manner against traffic is sufficient. Pupils know the guard is there to direct them and will obey, if the guard is courteous. The duties falling to the guard are exacting, as you may see from the list below:

1. Assist younger pupils at all times.
2. Give signals for crossing streets.


4. Report any situation which may need attention.

5. Be an example to other children by obeying all safety rules.

6. See that orderliness is maintained.

7. It shall be the duty of a member of the Indianapolis School Police who may see any boy or girl engaging in a practice which is unsafe, to call the attention of the individual to this practice with a warning.

The definite duties placed upon these school patrolmen, give rise to unusual opportunities for development of leadership.

Selection. In selecting boys for the squad it is well to bear in mind that guards on duty represent the school, therefore only alert, courteous, and thoughtful boys should be chosen. They should be alert, neat in appearance, and good in posture.

In most schools traffic guards are "handpicked" from the upper grades of the school. Although the boys may be on the eligible list, there is no compulsion about serving. This service is voluntary and approved by the parents, as indicated in figure IX, page 39. The card serves primarily to gain the consent of the parents to let the boy serve as a member of the school's traffic squad.
In addition to this parents who have shown only a passive interest in the accident prevention work of the schools now manifest a desire for cooperation and support of the program. The card is filed with the director of accident prevention.

Figure IX

We, the undersigned Parent, (guardian) agree to allow the above to serve as a School Patrol officer and further agree to assist in every way possible to have him obey all rules and regulations.

We realize the importance of the School Patrol, therefore realize that the above is being trained to serve others in the community in which they live which is worthy of the highest consideration of everyone.

We further agree that when the above named destroys or loses the property given him to use as a Patrol Officer, the same will be paid for.

Signed................................
Address................................

Name.....................................
Age.......................................School No...........................
Address..................................
Rank.....................................

Guards are the envy of lower grade boys who look forward to the time when they may be chosen, and make application for coveted positions. They serve at any post,
if however, one post is more convenient to a boy's home than another, the captain will make a change when consulted, provided all other things are equal. Unless the guarding interferes with the individual's regular class work or preparation, scholarship does not enter into the selection of guards. They are chosen for their dependability and leadership. Occasionally a boy who is average in scholarship, ranks superior as a guard. The personality, character, and habits of the boy in performing this work is a far better requisite for guarding. Traffic duty often proves attractive to a troublesome boy to whom ordinary school activities make less appeal. In several cases the writer has observed, the boy's whole attitude toward school, was changed and he ceased to be troublesome.

Size. The size of the patrol varies with the street conditions and the enrollment of the school. In some schools the guards consist of ten or twelve, while in others they number thirty or forty. The latter size squad would be required in districts in which traffic is heavy and congested. The number of crossings at which children need the assistance of guards determines the number of guards needed.

Organization. The Prevention of Accident Council prescribes that a squad have a captain and lieutenant, and
if the squad is larger than twelve, a third officer, a sergeant, is elected. While in some schools these officers are appointed by the principal, many who work with the boys prefer that the leaders be chosen by the boys. In the experience of the writer the boys have never failed to select the most capable one of the group as captain. And each time the captain has been dependable, of unqualified leadership, one who was able to direct the Traffic Squad's activities and has had the respect of the entire squad. The officers are the choice of the squad members, and that perhaps accounts for the absence of friction in the squads with which the writer has had the pleasure to work. The officers of a squad do not guard at a specific post, but are free to inspect and assist at any of the various posts, which they inspect either before school or at dismissals when guards are on duty.

The guards line up in military order at the close of school and march to their positions at the command of the captain. From experience we find that marching is an effective device for building up the morale of the squad. They arrive at their posts in the proper state of mind, ready to perform their duties, with dignity and precision.

The exact hours of duty must be determined to suit
the individual circumstances. The guards should be on duty at all times when the pupils are going to or from school in large numbers. In case pupils, especially younger ones, are dismissed at other than regular dismissal times, guards must be at posts assigned to them. A Patrol Officer is expected to abide by any rule or rules given by the Principal of the School, the school office, or the Accident Prevention Bureau, regarding safety measures.

The captain and his assistants survey the school district, and make a chart of the school and its vicinity showing intersections or other crossings where vehicular traffic (street cars, busses, automobiles) is particularly heavy. The posts are numbered on this chart and the captain assigns boys to these places to serve. A list of the names of all guards is attached to the chart and kept up to date. This arrangement facilitates effective guarding when in the hands of the officers, and is also accessible to the patrol boys who may so desire. Officers will find a list of reserve or substitute guards a great help in case of many absences. It is recommended that the guards use certain signals to direct the children and that the children in turn be familiar with these.

Discipline of Squads. The principal of any school may
discipline or remove a School Police Officer any time she may see fit. If a School Police Officer is found violating a law or any of the Indianapolis Police Department, or any member of the Prevention of Accidents Council, charges may be preferred against him at the next meeting of the Council. The School Police Officer and the Principal will be expected to abide by the decision of the Council.

If a Sergeant, Lieutenant, or Captain of a patrol is found violating the law or any of the accident prevention rules, charges may be filed with the Prevention of Accidents Council by any person who may see fit to report them, and if found guilty, the Principal and officer are expected to abide by the decision of the Council. All promotions and reductions must be recommended to the Council.

It is a violation of the rule for any boy to be found on duty without the regular prescribed uniform, or to be found working in the middle of the street, unless an emergency presents itself.

Insignia. By ruling of the Prevention of Accident Council, guards must wear the prescribed insignia at all times while on duty. A standard white Sam Browne Belt furnished by the Hoosier Motor Club and a badge furnish-
ed by the Police Department is the adopted insignia for the Indianapolis School Patrol. The boys understand that the insignia is merely lent to them for use during their terms as traffic guards. The purpose of the insignia obviously is to command the attention and respect of the children and motorists. Police Officers have encountered difficulty in convicting motorists after crossing accidents, when the School Patrol guard was not in uniform. Also small children rely upon the uniform to identify members of the School Patrol to whom they entrust their safety when crossing streets. The badge of the captain, lieutenant, and sergeant is a silver shield with the inscription of captain, lieutenant, or sergeant respectively. The patrol boys wear buttons as shown in Figure X, page 45.

Discharges. Upon graduation from the eighth grade honorable discharges are issued for efficient guarding by the Chief of Police. The certificates are elaborate documents as may be seen from the sample copy on page 46. The honorable discharge which certifies that the recipient's work has been well done and that he has helped in the safety program of the city, is cherished by him and placed with his most prized possessions. He has won this by self control and unselfish service to his school. A good guard who is on duty for two, three, or
Below are sketches of the badges worn by the School Patrol boys. Worn on the shoulder strap of the Sam Browne Belts, these badges identify the guards. Captains, lieutenants, and sergeants wear the shield-shaped ones, which are made of a white metal.

The privates of the patrol, wear silver colored circular disks with a large red star in the center, bearing the letters I.S.P., significant of the name of the organization, Indianapolis School Police.
This is to certify that

has served under the direction of the Police Accident Prevention Bureau as an Accident Prevention Officer for school from 1939 to 1943, and is now placed on the Honorary List and is expected to continue his good safety work throughout the coming years.

Chief of Police
or four school terms has proved that he is mentally al-
ert, courteous, considerate, and sympathetic to the
problems that confront his fellow citizens or he would
not have received the honorable discharge. While he has
helped in the nation-wide campaign to conserve life, he
has also had opportunity to perform the real duty of a
junior citizen.

The Guarding Map in Figure XI, page 48, shows the
street intersections and other places where guard posts
are located. In this case an automatic semaphore is at
the intersection of a national highway and a busy city
thoroughfare. Dotted lines mark imaginary pedestrian
lines which were worked out by the traffic squad as the
desirable route for children to follow, the hazardous
places being guarded. The numbers, identifying guard
posts are a simple device for assigning guards. The
arrows show where pupils cross. You will note that
children across the east and west street on national high-
way, at the street corner, thus minimizing danger to
them. Guards at posts, similar to 10 and 11, direct
children at dismissal from that position and when the
children are returning to school 10 and 11 guard from
position "X".

The writer has been asked if the present system in
force in our city schools, could be inaugurated and
operated in cities larger or smaller than Indianapolis.
The program of accident prevention in our elementary
schools grew out of the needs of the city as a whole and
not of any one locality. Thus our program is equally ef-
fective in any school center whether that be in the area
of a heavily traveled national highway, a boulevard,
where fast driving is found expedient, a congested down
town district or sparsely settled one. Each locality has
its peculiar problems to meet but the aim has been to
make the organization and control universally applicable.

Once the program is properly launched from the educator's point of view, the young citizen assumes his duties
and responsibilities with dignity and precision. An
installation program serves to introduce the guards to
the children of the school and impresses on the guard the
seriousness of the task he has assumed. It should be re-
membered that his duties are not easy and certainly not
pleasant.

He is at his post not only in pleasant weather, but
he is also concerned about the welfare of the younger
children in inclement weather, for accidents are not as
easily avoided then. In carrying out the accident pre-
vention program, these boys have learned the cardinal
principles of citizenship: concern for the welfare of
their fellow citizens.
Summary: This chapter clearly demonstrates that the accident prevention program of the elementary schools of Indianapolis affords abundant opportunity for civic interest to junior citizens. It also shows that pupil participation, as demonstrated in the duties of the Indianapolis School Police, is service given in the spirit of junior citizens who have assumed responsibilities in proportion to their ability and experience.

The schools of the twentieth century are designed to make the child socially efficient and to that end the school is really a miniature society where the child engages in the solution of problems which are within his own experience. Accident Prevention lends itself naturally to group activity. Its aims are not individualistic but social. An organization such as a school safety council will give these young citizens an opportunity to learn real social practices. They learn not only to work for others but with others. The function of the Council is not merely to reduce accidents and to stimulate the accident prevention work, but may serve as a basis for training in civic duties and responsibilities.

One of the well established psychological principles is that children of the adolescent period, our upper grade girls and boys, do an appreciable amount of thinking and
Chapter IV
The School Safety Council and Court

The schools of the twentieth century are designed to make the child socially efficient and to that end the school is really a miniature society where the child engages in the solution of problems which are within his own experience. Accident Prevention lends itself naturally to group activity. Its aims are not individualistic but social. An organization such as a school safety council will give these young citizens an opportunity to learn real social practices. They learn not only to work for others but with others. The function of the Council is not merely to reduce accidents and to stimulate the accident prevention work, but may serve as a basis for training in civic duties and responsibilities.

One of the well established psychological principles is that children of the adolescent period, our upper grade girls and boys, do engage in organized activity and
certainly the council may be a worthy motive for organizing.

"The desire to congregate, to be one of a group, seems an elemental need. Even the smallest children form clubs, and the urge to belong carries through life. This tendency when properly directed becomes of tremendous value in education and reform.

It is unwise when a number of individuals are drawn together by their common interest and are given regularly an opportunity to meet and exchange ideas and experiences, the interest of the group is quickened. The so-called club becomes a medium for education and its members are able to influence the attitude and behavior of those with whom they come in contact." ¹

Such an organization provides for the exercise of the qualities of effective leadership and affords an opportunity for the development of personality. The safety council provides the opportunity for social practice quite important in present day civic education, which consists in participating in actual, not assumed civic projects. The children participate in an actual social problem when they work for the best means of combating the automobile hazards. Automobile accidents are caused repeatedly when children cross streets without looking, play in the streets, skate in the streets, step suddenly into the streets, chase balls into the streets, request or "thumb" rides in automobiles and hop

¹ Stevenson, Idabelle--Safety Education--p.23
on trucks. Tabulations on page 54, of automobile accidents to children covering a period of several years in Indianapolis show that the victims were guilty of the above violations. It is pertinent that children know that the street is not a safe place to play, and that because motorists have the right-of-way on the streets, it is unsafe to cross them carelessly. Real situations and problems can be made on the basis of the activities of the council. There will be no imaginary set-up necessary but actual problems may be solved in a most practical manner. Junior citizens under the direction of adult citizens may work out real problems within their own experience. They are learning by doing. All this is taking place during the plastic, impressionistic age of the boy and the girl. The council presents opportunities to acquire equipment for good junior citizenship.

In some schools the traffic guards and representatives from each grade constitute the council. These representatives report to their respective rooms all the proceedings of the meetings which they attend. The meetings are held once a week, and in the writer's opinion they should be held in school time. The duly elected captain is the logical individual to preside at these meetings. The lieutenant may act as chairman in the captain's absence. These officers consider their work
Figure XII

How Traffic Accidents Occurred To Children

18 Crossing street other than at corner
11 Playing in street
10 Disregarding traffic signal
 2 Rode bicycle into automobile
 2 Careless at corner
 2 Passengers in automobile
 1 Hitching on vehicle
 1 Crossed at unguarded crossing at dismissal
 1 Rode scooter into street
 1 Ran out in front of parked machine
 1 Trespassing on railroad right of way
 1 Running into street
 1 Skating in street
 1 Riding bicycle too near center of street

49 Total

Figure XII, page 6, shows that during the year 1930-1931, 49 accidents occurred to children of the elementary schools. As in the case of violations, most accidents occurred in the afternoon. Out of the total 49 accidents for the year, about 50 per cent of them happened between three and six o'clock in the afternoon, and of these 2 were fatal.
seriously, and are not unmindful of the trust and confidence which has been placed in them. What a splendid opportunity to practice and develop leadership in a real situation where the boy must officiate with poise and dignity, and deal with impartiality in each case whether the culprit be a friend or foe, a younger brother or sister, or a stranger. He must be familiar with parliamentary procedure which will prove his best guide in controlling situations which might otherwise result in disorder. The lieutenant and sergeant make it their duty to see that all violations reported are properly recorded violations, and also see that the offenders are present.

The principal and teacher in charge should be present at these sessions to counsel and advise for these children are dealing with problems that often require adult judgment. Properly chosen officers are frank to admit their limitations and welcome adult judgment. Adolescent boys and girls however do exhibit remarkable ability in dealing judiciously with the offenders. It is quite natural to discover an autocrat, but the sympathy and consideration which is nearly always given a schoolmate is most gratifying.

A part of each meeting may be a court session and so make disposition of the cases of violators whose names
Figure XIII

Membership of School Council

Captain, Principal, and Teacher in Charge

Traffic Squad

Six Representatives

Six Representatives

Four Representatives

1st, 2nd & 3rd Grades

4th, 5th & 6th Grades

7th & 8th Grades

Eight Grades of Elementary School
appear on the docket. The captain may act as judge and the lieutenant or sergeant of the traffic squad may act as clerk and read the cases. As each case is called, the offender rises and speaks for himself. In other words he may plead guilty or innocent. In the event he pleads guilty his case is filed, and he is penalized. If the offender claims to be innocent his case may be discussed before the entire council. If the offender has a witness he is permitted to testify. This practice is an especially good one as it gives the captain or acting judge as well as the teachers in charge an opportunity to detect any discrepancies in statements or mere tale-telling.

The offender's innocence or guilt may be put to a vote of the council. In the event he is found guilty his case is recorded on the card to be filed in the school records, and his penalty is decided by a committee on penalties which is composed of the principal, teacher in charge, and the officers. First offenses are recorded, but a warning or reprimand should suffice as a penalty. Second offenses either of the same violation or others are filed and the offenders penalized. The third violation is sent to the Prevention of Accident Council and to the Accident Prevention Bureau of the Police Department. The latter sends its officer to talk to the child
at the school. If the child is a persistent repeater, the parents are consulted. The child may be subnormal, irresponsible, or willfully disobedient, in any case the earnest cooperation of the parent is sought. It is unfortunate when a child has to suffer for the lack of cooperation of parents in the school accident prevention program. Fortunately most parents are only too glad to cooperate in this program for the protection of their children.

Every offender welcomes the opportunity to be able to defend his conduct. It is surprising how well these meetings are conducted. Adults are amazed at the dignity and seriousness of their procedure. No wonder then that the offender who is found guilty submits to the warning or penalty. He does not relish that type of publicity, but the major number of cases show that the same child does not violate a second or third time.

"Many a boy hardened by the life of the streets by wicked companionship and by vicious surroundings has felt himself grow limp at the prospect of having to undergo this ordeal; and no boy with the least spark of manliness but is better for the existence of this court."

After the disposition of the violators the chairman proceeds with the business of the day. Questions relating

to accident prevention to and from school are discussed. New hazards such as construction of streets, walks, bridges, or buildings, may be discovered or reported. While the above may call for temporary arrangements only, they present problems to be solved. A succession of questions that warrant consideration usually lend variety to the business sessions which need never become monotonous if all concerned are ever on the alert to make the school district safe and help all children see that their council is providing for the safety of each one of them. Such talks by outsiders are of real interest to children. The duties of the council are:

1. To make the children familiar with all rules of the annual contest sponsored by the Hoosier Motor Club and the Indianapolis News.

2. To help them observe these rules.

3. To reduce the likelihood of injury to children crossing the street on their way to or from school.

4. To make sure that the home is also familiar with all phases of the safety program.

5. To give help to the newcomers, or children in need of extra care, namely, crippled children, children with poor vision, or irresponsible ones.

A half-hour or forty-five minutes should afford ample time for the meetings. After a few meetings, the
business may easily be disposed of in a half hour, leaving the remainder of the period for a program prepared by a program committee. Programs should be brief and concise. One idea emphasized and amplified is quite sure to show definite and specific responses in the reactions of the child. Each program which is in reality a lesson should impress the children with the importance of their efforts and demonstrate to them that they are citizens with duties and obligations. A talk on some phase of accident prevention by an adult interested in this work is worthwhile. Such talks by outsiders are of real interest to children and are a means of having them realize that safety is not just a school activity. Pupil participation in programs, however, is always desirable and a program by the pupils stimulates the work and keeps the movement of safety programs vigorous.

The traffic officers and guards eagerly grasp the opportunity to make the most of any time granted them to present the many phases of their work. They are so convinced of the importance of their work, that they may be depended upon for a worthwhile contribution. Dramatization, demonstrations, or two minute talks convey to the pupils the message on accident prevention which the guards wish presented. Other groups show their creative ability and do their part in these programs which help to
make the accident prevention program a real issue to the individual. Some schools have found the Safety Court a great help in enforcing safety rules. The Council and court are a strong factor in the development of a respect for law and order. The entire school, every boy and girl, must understand the purpose of the court, must be in sympathy with it, and give it his whole-hearted support. The child must be able to distinguish between talebearing and reporting acts which may be considered dangerous. Every child should realize that the safety organizations exist for the school.

Merely obeying safety rules and forming the habit of observing them is not making a good citizen of the boy or girl. Campaigns and drives and merely telling children about accident prevention will not result in a permanent decrease of accidents and fatalities. Only when the children feel that safety has a real application to their own lives, when as the German says, "Es ist in Fleisch und Blut uebergegangen," does it make the real citizen willing to share the responsibilities of the school and community. The greatest value of the council to a school comes from the genuine spirit of enthusiasm and service as young citizens in the accident prevention work.
Summary: It was the plan of the foregoing chapter to show the opportunities which the school council affords for training in citizenship. A study of the council as it functions in the program of accident prevention in the elementary schools cannot but impress the reader with the fact that the school has become a place where children actually live. From this study it is obvious that the council is an agency for socializing the school and that it promotes good citizenship by promoting character education. The council gives opportunity for securing knowledge, acquiring skill, and developing attitudes which will function in the lives of the members of the school, neighborhood and city.
Chapter V
Accident Prevention Activities and Devices

Activities create and stimulate interest among school children, who in turn give the school access to the adults of the home. The cooperation of the home and the school is necessary to the success of accident prevention education. Whether it be participation in school patrol, council, the court, or any of the other numerous activities of a school, the children soon acquire intelligent points of view in regard to the project and discuss them with their parents.

The ingenious and resourceful teacher probably never exhausts her stock of devices for inspiring interest and enthusiasm in her pupils. Accident Prevention is not taught as a specific subject, but as Mr. Rugg recommends, "is diffused through the departments of the school curriculum." Safety education, he states, "seeks a thorough diffusion of safety activities—readings, games, exercises, drills, pageants, class discussions, and debates throughout the school work."

2. Ibid. p.10
In the art classes striking posters may be produced. Captions on these may be slogans which are the result of an English exercise. Cartoons may be the only medium through which some children will be able to contribute to the life saving campaign and cartoons have a real merit. They add a bit of life and humor to the serious work of preventing accidents. The printing press may be utilized to print safety slogans and rhymes contributed by the children. Floor talks on safety may be prepared for English or expression classes and later be included in accident prevention programs. Thus many subjects in the elementary curriculum abound in opportunities for instilling in the children accident prevention knowledge, and habits.

Still another type of activity which will serve to stimulate the interest of the child is dramatics. Whether children produce a play they have written, a dialogue, a puppet show, shadow pictures, a certain appeal is made that no other activity can surpass.

An accident prevention booster organization which augments the work of the school patrol is a real asset. Such an organization can initiate drives or campaigns. Campaigns are useful in accident prevention education for arousing interest, but are of little value unless the motive of the plan is kept before the children throu-
out the year. School papers carrying examples of work of all grades arouse the interest and secure the cooperation of parents. An entire issue of the school paper each school term, devoted to accident prevention, has its distinct effect on securing building spirit. Guards may share in creating interest and gaining support for the accident prevention program but an organization such as the Accident Prevention Booster Club can accomplish a tremendous amount of good constructive work, that guards would never have time to carry out. Again we have an activity where the junior citizen assumes responsibility, which in this case is helping others to see the importance of safe-guarding themselves on the streets.

Any activity or device which will promote continuous interest throughout the year is of primary importance in this ever changing accident prevention work. In the Indianapolis Schools a recognition card issued by the Prevention of Accidents Council to each room which is not charged with a violation for the week is headed with an illustrated safety phrase chosen from those sent in by the various schools.

This contest was announced to the children in English or safety lessons where they were given an opportunity to suggest safety phrases. The squad officers selected the three phrases which were chosen from the build-
ing and submitted them to the Prevention of Accidents Council. The important outcome of the contest was not the accepted phrase but the publicity and interest which was gained for accident prevention throughout the school, the immediate school community, and the city.

The Board of Safety and the Hoosier Motor Club from time to time places Safety Posters throughout the city, especially in the business district of the city. These posters to motorists emphasized conservation of school children. One of the posters displayed just before the opening of school read: "September means watch out for school children--there is no compromise with safety." These posters are in bright colors and large enough to be read easily from a distance. Each month a new story poster and safety lesson is forwarded to each school room of the city by the Hoosier Motor Club. One of these, a vacation warning, read: "Don't spoil Christmas by carelessness in the streets."

The Accident Prevention Council in conjunction with the Hoosier Motor Club and the Indianapolis News, organized a Speaker's Bureau, which sent speakers to evening meetings in school buildings, where the adults of the community in particular, were addressed. They were addressed as motorists and urged to join in the campaign to save
the lives of children. As parents they were asked to give earnest consideration to the safety of the children. In one year 53,000 adults were addressed at these safety meetings. 1 In the same year 171 visits were made to schools and 103,619 pupils heard talks on safety by the head of the Accident Prevention Bureau, who appears before children in uniform. 2

The radio was also brought into service to give the city accident prevention educational program publicity. The programs are conducted by the head of the Accident Prevention Bureau and are intended for young and old. In addition to talks by adults, children of the school volunteer their services. Both instrumental and vocal music have done much to enhance the programs. Occasionally safety playlets and talks constitute the program. Every Tuesday afternoon at four o'clock these programs may be heard.

A few days preceding the beginning of the new school term, a general invitation to a complimentary accident prevention meeting was issued through the columns of the "News" to all parents entering beginning children at the opening session of the new term. The director of accident prevention in the schools and the police officer

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2. Ibid.
in charge of the work in the schools gave the pre-school child full instructions how to guard against accidents on his way to and from school.

Accident Prevention education would not be keeping abreast of the time without visual aids. Visual images are especially important in childhood and often make the lasting impression. The Accident Prevention Department of the Indianapolis Safety Board shows safety reels appropriate for children in the schools. Two different films are shown during the year. These films prepared by the National Safety Council and by the safety organizations of California and New York City have been exceedingly valuable in supplementing the classroom work on accident prevention education. Two films which are of educational value are: "Why Be a Goose?", and "Safety and Better Adventures." They appeal to the child because the subject matter is within the experience of the elementary school child. Some of the films are for the children of the primary grades, and others for the upper grade children.

Many of these devices do more than keep up the interest in accident prevention. Children become aware with interdependence of the various groups of which they form an integral part of the accident prevention.

1. Automobile Club of Southern California, Los Angeles
2. American Museum of Natural History, New York City
are members. They enjoy hearing or reading of the activities of the young citizen throughout the world. This movement of child participation in accident prevention is of international scope. Every school library should subscribe to the Safety Education Magazine published by the National Safety Council.

Various interested civic organizations have shown their appreciation to the traffic boys for their service by taking them as their guests to ball games, circuses, or special complimentary performances at the local theatres. The boys almost without exception attend, unless work prevents, and reports indicate that they appreciate efforts made for their entertainment. Talks of encouragement by their hosts have the desired effect of reenlisting the boys to give unstintedly of their time to the program of accident prevention in the schools.

In 1929 a Safety Fair which was composed of educational Safety exhibits was conducted for two days. Schools and civic organizations had displays and exhibits. The Educational value of this fair was favorably commented on in daily papers and safety magazines. Many of the exhibits were planned and made by pupils as Class Projects. The Fair was perhaps one of the most successful activities for enrolling adults of the city in the accident prevention work carried on in the schools.

1. Education Division—National Safety Council—New York
In addition to work on the Speaker's Bureau, the Indianapolis News has sent a representative of its staff to each Prevention of Accident meeting. The columns of the News carry proceedings of the council meetings and any other news items in connection with the accident prevention campaign. The cooperative spirit of the general public concerning the School Accident Prevention activities is undoubtedly due to the prominence given this subject in the columns of this daily newspaper with its wide circulation.

This important organ of communication in our city, sponsors a safety contest in the schools each year. The News is proud to have a part in this life saving campaign, and is giving liberally of its time, space, and money to further the cause of accident prevention for children. The idea of competition is a long known incentive to interest children and since the contest is a matter which concerns them so vitally, it has appealed to them strongly. Without the press, the entire project would not seem a twentieth century adventure.

An early date in the school year marks the beginning of the competition and lasts through the month of May which makes the contest continue over a period of approximately nine months. At first thought that may seem a long time to hold the attention of children, but with all
sorts of devices throughout the year including photographs and articles in the paper, interest seems to wax rather than wane. The contest rules are sent to each building where it is the duty of the traffic squad to find ways and means to familiarize every member of the school with them. Where there are print shops, the boys print them to be distributed or duplicating machines work overtime. The boy has a real job and you may feel assured that it is finished in record time.

Rules governing the city-wide accident prevention campaign among the pupils of both the public and parochial elementary schools of the city are drafted by the Prevention of Accident Council.

Rules for children:

1. One point shall be deducted for every time a child crosses the street at other than street intersections.
2. One point shall be deducted for disobeying traffic officers' orders.
3. One point shall be deducted for using the street for any other purpose except crossing.
4. One point shall be deducted for violating traffic ordinances, such as riding bicycles on sidewalks or more than three feet from the curb and failure to display lights at night.
5. Accidents resulting in deaths--5 points.
6. Other accidents--3 points.
7. Where any of the children are found by the Accident Prevention Officers violating any rules--2 points.

Indianapolis School Patrol:

1. 2 points deducted for violating city
or school traffic ordinances.
2. 2 points deducted for appearing for
duty without prescribed uniform.
3. 2 points for neglect of duty.
4. 5 points deducted for any accidents
to a child due to its own carelessness of that
or any other child.

Regulations for Reporting Violations

1. Violation of accident prevention rules
by children of any school shall be reported
weekly by the principal or by a teacher desig-
nated by the principal of that respective
school. These reports are to be made in trip-
licate, one to the Accident Prevention Bureau
of the Police Department, one to the Chairman
of the Prevention of Accident Council, and one
to be retained by the principal of the school
making the report.
2. If there were no violations during
the week a report stating that fact must be
made.
3. Above reports are due immediately af-
ter the last day of the school week.
4. Any school failing to make above re-
port within ten days after it is due shall be
penalized two points.
5. After a pupil has been reported three
times in any one school year for violating
traffic rules he (or she) shall be visited by
a uniformed police officer chosen and detailed
by the Accident Prevention Bureau of the Indi-
napolis Police Department.

Awards are made on a percentage basis according to
the enrollment as reported to the school office for Sep-
tember, e.g. school with 1200 pupils starts 1200 points,
if it were penalized 75 points during year it would have
to its credit 1125 points or a percentage of 93.75.

As an incentive to maintain a perfect record the

1. Prevention of Accident Council Records
Indianapolis News awards a cup to the school which has the highest percentage according to the contest regulations. Each year cups have been awarded to be placed in winning public and parochial school for a year or longer if the record warrants. There are five awards based on percentage. The cups for these awards are smaller than for the first award. Schools having no accidents, but lower percentage scores are given honorable mention and placed on the honor roll. The winning of the cup should not be uppermost in the minds of the teachers and pupils but rather the idea of a "No-accident" year.

It is the opinion of the writer who has taught in a building where the children have attained a high standing in these annual contests that it had a strong influence in unifying the building and that it stimulated a greater interest and fostered loyalty for the school and pride in the affairs of the school.

The presentation of cup awards is always accompanied by a spectacular celebration to which the community is invited. Again it gives the child the feeling of being engaged in a project which concerns the entire community. As the entire community, city, and school officials, participate in the programs of such celebrations. School Traffic Squad drills, school orchestras, and choruses are as a rule a part of the program. Representatives of
the School Board, Board of Safety, Hoosier Motor Club and the Indianapolis News avail themselves of this opportunity to demonstrate to the adults the results of accident prevention education in the schools and commend the children for their splendid work. As a junior citizen the child has a part in the city-wide educational program for accident prevention on the streets.

Summary: After a perusal of the pages of this chapter, it becomes evident that in an accident prevention educational program, activities and devices relevant to the subject, are as vital to the teaching of accident prevention as advertising is to business. It also shows that this type of educational publicity, is effective both with children and adults.

These activities call for the diversified interests and aptitudes of children which are only too frequently overlooked and consequently remain dormant. Surely the importance of these opportunities cannot be overemphasized in the field of education.
Chapter VI
Conclusions

The results of this study justify certain conclusions in respect to accident prevention education in the elementary schools. These conclusions are drawn to support the thesis that accident prevention education contributes to training in good citizenship.

1. Through Education in accident prevention the child acquires the cardinal points of good citizenship.

   a. It teaches the child respect for laws.

   b. It teaches the child fundamental notions of our government.

   c. It fosters conceptions of obedience.

2. Certain requirements of group life are capitalized for the child.

   a. It teaches the child the importance and effectiveness of group effort.

   b. It gives the child abundant opportunity to
assume the responsibility of helping others, especially the younger children.

also that c. It gives skill in the conduct of organized meetings.

d. It develops good leaders and good followers.

e. It develops in the child ideas of justice and good sportsmanship.

f. It gives the child opportunities for the exercise of initiative and creative instincts.

g. It teaches the child to use good judgment and to have poise.

On the basis of the conclusions given above the following recommendations are offered:

1. It is recommended that teachers of children of the elementary schools be informed of the opportunities which the prevention of accidents educational program provides for training in good citizenship.

2. That the schools allow time for the accident prevention program as a means of giving children opportunity to have practical experience with problems within their experience as junior citizens.

3. That accident prevention be more specifically included in the curriculum as a need of life and education must be directed toward the problems of life.

4. That an intensive program be conducted through
the schools to demonstrate to parents that children are citizens in a community which in this case is the school. Also that the rules and regulations are for the safety and protection of its citizens and the pupils.

5. That the parents and children be given information of the results of the tabulations of each year's accidents and violations.

6. That a more accurate and scientific study of child accidents be made by means of the violation report cards.

7. That the cards show whether the accident occurred on a school day; whether the child was a pedestrian or passenger and the age of the offender.

8. That the various civic organizations be encouraged in the opportunities they are offering the boys and girls to equip themselves with the practical experience in good citizenship.
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