

Cp353.6  
N87p

The Schools and Civil Defense

THE LIBRARY OF THE  
UNIVERSITY OF  
NORTH CAROLINA



THE COLLECTION OF  
NORTH CAROLINIANA

Cp353.6  
N87p

Publication No. 290

# THE SCHOOLS and CIVIL DEFENSE



Issued by the  
State Superintendent of Public Instruction  
Raleigh, North Carolina





Classes enroute to shelter

Publication No. 290

# THE SCHOOLS and CIVIL DEFENSE



Issued by the  
State Superintendent of Public Instruction  
Raleigh, North Carolina



**Teacher explains importance of knowing what to do  
in case of A-bomb explosion**

## Acknowledgments

Acknowledgment is made for the preparation of this publication to Charles E. Spencer and Mrs. Annie Ray Moore, with the assistance of Helen Stuart and R. M. Fink, all of the School Health Coordinating Service; to the Department Committee of Civil Defense for formulating policies in connection therewith; and to L. H. Jobe of the Division of Publications and Statistics for editing the material.

Cp 353.6  
N87p

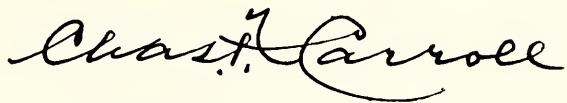
## Foreword

This bulletin has been prepared as an aid to the schools in meeting needs contemplated as possibilities during an emergency resulting from enemy attack, sabotage, or from natural causes. The necessity for a civil defense program has been clearly stated. The necessity for organization and education have also been set forth. It remains, therefore, our duty and responsibility as school people to implement the program.

During this period of international tension we must be prepared for any eventualities that may affect the lives and welfare of boys and girls. The same preparation will serve to help alleviate the shock and devastation caused by natural disasters, such as fires, floods, and tornadoes. Our task now, as I see it, is to make certain that each local school is completely organized and prepared. This responsibility involves a close cooperation with other civil defense organizations in the community, especially the local civil defense council. This is very important.

Another function of our schools is to provide instruction in the various aspects of civil defense and in "what-to-do" activities in case an emergency should occur. This publication includes many suggestions for making this instruction positive and for creating a readiness for proper action during such an emergency. It is our hope that these suggestions will be helpful in planning and putting into effect a civil defense program in every school in the State.

Very truly yours,



Charles F. Carroll

State Superintendent of Public Instruction

June 1, 1953



# CONTENTS

---

	Page
Foreword .....	3
State Responsibility .....	5
Community Responsibility .....	6
School Responsibility .....	7
Organization for Civil Defense .....	7
Civil Defense in Health Instruction .....	10
Mental Health .....	11
Personal Health and Nutrition .....	13
Home Care of the Sick .....	14
Community Health and Sanitation .....	15
Diseases .....	17
Family Life Education .....	18
Safety Education .....	19
Fire Protection .....	21
First Aid and Emergency Care .....	23
Civil Defense in Physical Education .....	26
References .....	28



# The Schools and Civil Defense

We are living today in a world of international tensions—a world divided into what we call the free nations on the one hand and a group of communistic nations on the other. War is actually in effect in a number of places, and our military experts advise us of possibilities of attacks in other places. Even the United States, which has escaped devastation experienced by countries in World Wars I and II, is vulnerable to attack, if a third World War breaks out, with atomic weapons and other modern methods of mass destruction. This threat to our country will continue as long as there is international tension, and as long as nations are unable to resolve their differences and difficulties.

In order to meet an attack, if such should come to our shores, the Congress of the United States has provided a Federal Civil Defense Administration. It is a function of this organization to inform the public concerning modern concepts of warfare, the international situation, and ways in which individual and groups of citizens may meet the needs arising from attack by a hostile nation. Civil defense is a program of preparation in case of an emergency; it is a program of protection to life and property; and at this stage, it is largely a program of organization and education. Under the plan of organization, the states have the responsibility for implementing civil defense programs and for making them effective within their several subdivisions.

## STATE RESPONSIBILITY

Recognizing this need for planning and organizing for civil defense in North Carolina, the General Assembly of 1951 created a State Council of Civil Defense.<sup>1</sup> The purpose of the act creating this Council is to provide for an adequate civil defense program. "Civil Defense," as defined in this law, "shall mean the preparation for and carrying out of all emergency functions, other than functions for which military forces are primarily responsible, to prevent, minimize and repair injury and damage resulting from disasters caused by enemy attack, sabotage or other hostile action." Since the enactment of this law, "natural disasters" has been added as an area of responsibility for civil defense authorities.

In organizing and implementing a civil defense program, the State Civil Defense Agency must necessarily work through other State agencies and organizations. In the case of the public schools, this means the State Board of Education and the State Superintendent of Public In-

<sup>1</sup> Chapter 1016, Session Laws of 1951.

struction at the State level should cooperate with the State Civil Defense Agency in the school civil defense program. There are two main aspects to such a program :

1. To organize local schools, in cooperation with local civil defense councils, for meeting such emergencies. This includes a clear understanding of the duties and responsibilities of certain locally appointed air-raid workers, fire fighting and rescue teams, and other officials designated for an emergency.

2. To relate present instruction to civil defense whenever and wherever possible. It is recognized that there will be many opportunities for such correlation and emphasis in the broad field of health, physical education and safety education.

Since it is generally agreed, following the organization of the local civil defense program, that the major contribution the schools can make to civil defense is to *do a better job of these programs already planned for normal living*, a large part of this publication is devoted to suggestions in this area. It is the responsibility of the State Superintendent and his staff to encourage and assist the schools in this respect to the end that pupils will be better prepared for emergencies of all kinds.

## COMMUNITY RESPONSIBILITY

Each city and county, with assistance from the State agency, has been directed to organize the local communities for civil defense. All local plans should be made in accordance with policies established by the State Council of Civil Defense.

It is recognized as necessary to use all existing public and private resources to the best advantage to put into effect any practical local civil defense plans. Since the school is one of the most important local resources, a representative of the school should take part in civil defense planning. Also, the local civil defense director or someone designated by him should be on the civil defense school council or committee.

### Understanding

Furthermore, full cooperation and understanding between school authorities and the local civil defense director is essential to any effective plan for protecting children and other school personnel against the dangers in a time of emergency. The superintendents of schools and the civil defense directors should have frequent conferences for the purpose of getting and maintaining mutual understanding concerning the responsibilities of schools in civil defense on a city or county level.

Some items upon which understandings should be reached are as follows:

1. The responsibility of the school administrator in local civil defense.
2. The responsibility of the local civil defense director or deputy in school civil defense.
3. A clear understanding as to the methods of communication and/or alert system to be used to notify schools in case of an emergency. More than one method of communication is needed to protect against failure of one system.
4. Complete agreement regarding procedures to be followed by children, teachers, and parents in the event of an alert.
5. The best use of the school buildings and equipment by civil defense authorities in event of emergency, such as:
  - a. The building for emergency hospital or shelter for local citizens or evacuees of devastated areas.
  - b. School lunchroom and facilities for feeding homeless people.
  - c. School buses for transporting people in and out of the disaster area, if needed.
  - d. School shops and laboratories to replace temporarily destroyed community facilities.
6. The part that the school faculty should take in adult civil defense education.

## **SCHOOL RESPONSIBILITY**

### **Organization for Civil Defense**

In organizing the school system, or a single school, for defense against enemy attack, all concerned must clarify and accept responsibilities in the school civil defense plan as it relates to the community civil defense plan. Some of these responsibilities are suggested for consideration by local school systems to be modified according to local needs and resources.

#### **A. The Immediate Responsibilities of *Superintendents*:**

1. Contact periodically your local director of civil defense. Work with him in determining and redefining definite procedures and policies for your administrative unit, with particular reference to the suggestions contained in this publication. With him establish signals to be used within your schools to warn of impending raids.
2. Discuss with your principals their responsibilities as defined in Section "B" below. Secure from each principal, and keep on file in your office, the membership of the civil defense council for each school.

3. Assist principals in studying their plant facilities and identifying safety and shelter areas. A poor shelter is worse than no shelter. Your fire chief, local civil defense director, or others, will help select shelter areas.

B. The Immediate Responsibilities of *Principals*:

1. Carry out specific recommendations made by the superintendent.
2. Keep the superintendent informed on the civil defense plan of the school.
3. Discuss the program with your school faculty and advise the group on the necessity for preparedness.
4. Organize civil defense school council to assume responsibility for insuring adequate organization for civil defense within the school. These added duties may be assigned to an existing school committee, i. e., health, or safety. If no appropriate committee now exists, a civil defense school council should be organized, with the following suggested membership: the principal, the civil defense director or someone designated by him, a representative of the local health department, a teacher, a student, the school janitor, and a representative of the parent-teacher association. Inform the school superintendent of the membership of your committee.
5. Work with your civil defense school council establishing procedures for:
  - a. Insuring orderly and safe fire drills within the school.
  - b. Making use of air raid shelter or safety areas when warning signals or notices are given; for example:
    - 1) A certain signal may mean evacuate the building.
    - 2) Another signal may mean seek immediate cover away from windows, under desks, etc.
    - 3) Still another signal may mean go to previously designated shelter areas within the building.
  - c. Equipping first aid and emergency care stations and assigning responsibility for administering first aid. Steps should be made to have in every school at least one trained person in first aid for every two to three hundred children.
  - d. Transporting children to homes after air raids have occurred.
  - e. Handling seriously injured persons. This may involve medical aid coming to the schools or transporting injured children to previously designated places.
  - f. Fire protection under all circumstances.
  - g. Emergency use of school buildings.



6. Instruct bus drivers, as follows :

- a. If an alert warning is heard after the buses have left the schools and are on their way *to the homes* of the pupils, the bus drivers should continue on their routes, dropping the pupils at their usual places.
  - b. If the driver learns of an alert while he is enroute *to the school* with a loaded bus, and is nearly to the school, he should take the children there so that they can go to a previously designated shelter, unless he happens to be nearer to a designated public shelter capable of accommodating the children in his bus, in which case he should stop and put them in the nearby shelter.
  - c. If he is *some distance away from the school* and not in a housing area, he should stop and take the children into the nearest house until the all-clear has been sounded.
7. Work with supervisors and teachers in determining *what* children should be told about civil defense and *how* they shall be instructed.
8. Plan for training within the curriculum in first aid, home nursing, and home care of the sick.
9. Cooperate with civil defense authorities in :
- a. Planning the school program.
  - b. Disseminating public information.
  - c. Coordinating the school program with the total community program.
10. Cooperate with community groups interested in civil defense.

C. The Immediate Responsibilities of *Supervisors* :

Since this publication and other civil defense materials will not be sent directly to teachers, the supervisor will want to work with all instructional personnel in helping them develop appropriate classroom activities in civil defense. A section of this publication contains suggested activities for pupils at various grade levels. Basically, the supervisor will work with teachers on *what* and *how* to :

1. Alleviate fear among children. One of the greatest things to fear is hysteria. (See section on Mental Health.) Discuss the problems frankly and honestly with children, having respect for their maturity level. Have them copy letter to parents and deliver to mother.
2. Maintain, as nearly as possible, a normal and regular school situation.
3. Tell children :
  - a. About the warning signals set up for the school and community.

- b. To follow instructions of their bus drivers and all others who have responsibility for their security.
  - c. Where first aid stations are located in their building.
  - d. What and where in the school are the best shelter areas in case of warning signals.
  - e. To remain under shelter, whether at school, home, or any place, in case of any type of warning until release from warning is given.
  - f. To move away from windows when warnings are heard.
  - g. To cover their head, neck, face, hands, legs in case sudden dazzling light is seen.
4. Intensify instruction in first aid and home care of the sick. The following suggestions are pertinent :
- a. First aid and home care of the sick should be taught to all children at all levels insofar as it is consistent with their needs and level of understanding. This should be done as a part of the regular classroom instruction in health and safety.
  - b. An effort should be made to intensify the work that is already being done in first aid and home care of the sick in existing courses. Members of the faculty who are most likely to have an adequate background of college courses to qualify them as instructors in first aid and home care of the sick are home economics and physical education teachers.
  - c. Schools should consider the possibility of offering in the future an elective course of one semester at the senior level which would include such areas as safety, first aid, home care of the sick, social hygiene and community hygiene.

### **Civil Defense in Health Instruction\***

The broad concept of the National plan for civil defense has a fundamental similarity to the statement by the Educational Policies Commission—"An educated person understands the facts concerning health and disease—protects his own health and that of his dependents—and works to improve the health of the community."<sup>1</sup>

A good health education program for "normal living" will go a long way toward preparing individuals for emergencies.

---

\* Many suggestions in the resource units of this bulletin were adapted from "Education for Civil Defense in Health Education and Physical Education," an edited report released by Federal Civil Defense Administration and the American Association for Health, Physical Education and Recreation.

<sup>1</sup> Educational Policies Commission. "Policies for Education in American Democracy." Washington, D. C., NEA, 1946, p. 192.

Although the basic functions of school health education are the same now as during normal times, it is important that certain of its phases be broadened and enriched to meet current needs for civil defense education. *One of the best ways of meeting these needs is to do a more thorough job of health and safety education as recommended for normal times!*

The suggestions for teaching contained in this bulletin are intended as an aid to teachers in meeting civil defense needs through the health instruction program in their respective school communities.

Each school and each teacher is encouraged, urged and requested to give some attention to the present civil defense needs; to be alert to changing needs as determined by the national and international conditions; and to provide experiences for the pupils to adequately prepare them to meet any probable emergencies.

The suggestions in the various health areas as given below are to help each teacher work out experiences through which boys and girls may obtain facts, develop attitudes and practices to be able to survive and protect himself and others in an emergency—especially under atomic attack.

## MENTAL HEALTH

In a time when our communities must be prepared to face emergencies, it is important that the schools face the realities of such possibilities—without exaggerating these possibilities and without adding to fears and insecurities which always exist in times of uncertainty.

We need to recognize the possibility of international war and even of attacks on this country and possibly on some areas of this State. We need to recognize that in either event the communities of this State will be called on to rise to emergency conditions of housing, communications, production, home life, and the like.

At the same time we must avoid exaggerated fears and wild emotionalism. We can probably do this by deciding on definite measures to take in order to be prepared for a possible emergency and by *strengthening our normal efforts in education.*

### Suggested Activities.

*Practices which produce feelings of security and confidence in normal living are productive of the ability to meet emergencies.* The following are examples of phases of instruction and school living which help children to maintain emotional health in normal and strained times:

1. Aiding children to develop self-reliance—opportunities to make decisions, individual activities, sharing in planning the school day, for example.

2. Aiding children to develop habits and skills of group action—clubs, small group instruction, committees, planning field trips, for example.
3. Opportunities to face everyday problems with teacher guidance—setting up policies for sharing equipment, instruction regarding problem solving. A unit on “Facing Everyday Problems” is outlined in “Health Education for the Ninth Grade,” a free bulletin available from the State Department of Public Instruction.
4. Instruction in the arts and other leisure time activities as an aid in building inner resources.
5. Activities concerned with understanding others—including other races, nationalities, religions, rural and urban, etc.
6. Activities concerning prejudice, rumors, and other types of emotional thinking.
7. Activities concerning the respect for rightful authority—parents, teachers, public officials, etc.
8. Relating facts and skills to everyday life as an aid in building self-confidence with respect to ability to meet everyday problems.

These are activities which are of major importance in normal times. People who learn these lessons are able to face emergencies when they arise.

### **Specific Problems.**

At such time as it appears that a war emergency is actually approaching, the above activities might be aimed at such problems as the following:

1. Problems associated with a large influx of people into our communities from centers more likely to be attacked.
2. Problems associated with changes in the home life caused by parents in service and in industry.
3. Problems related to the increased assumption by home and local communities in connection with:
  - a. Food production and preservation.
  - b. Sanitation.
  - c. Minor illness.
  - d. Recreation.

But above all else we need to take a lesson from the English who learned that being attacked, as terrible as it was, was not as appalling as imagination in anticipation had pictured it. Realistic appraisal of what is needed to face some of the problems indicated above and action based on this evaluation can do much to prevent the damage to mental health that can come from uncertainty as to what to do in a time of emergency.



## PERSONAL HEALTH INCLUDING NUTRITION

Personal health is a basic essential for civil defense as well as for daily living in normal situations. A major responsibility of the individual under wartime conditions is the exercising of good judgment in the selection and use of food and drink for himself and others.

### A. Suggested Topics.

#### Grades 1-3

1. Soap and water cleanliness of the body.
2. Selection and use of safe food and water.
3. Periodic health examinations where facilities are available; health examination at sign of deviation from normal; and *correction of defects as recommended by physician.*

#### Grades 4-6

1. Decontamination of environment, clothes, and person after atomic or chemical exposure.
2. Protection of food and water from contamination.

#### Grades 7-8

1. Study of the body structure and functions as preparation for understanding the implications of civil defense in healthful living, first aid, and home nursing.
2. Determination of safe food and water.
3. Amounts and kinds of food which should be stored at home for emergency.
4. Emergency procedure for preventing food spoilage.
5. Home and school gardens.
6. Preservation of food—Canning amounts needed to feed evacuees from other areas.

#### High School

1. Procedure for combating fatigue in emergencies.
2. Decontamination and disposal of exposed foods in atomic, biological and chemical contamination.
3. Balanced diet for use during emergencies.
4. Youth service in food centers, emergency kitchens, hospital kitchens and canteens.
5. Water treatment after atomic attack.
6. Raising and storing of additional food supplies—gardens, chickens, hogs, etc. North Carolina can do a great deal in this type of activity.

## **B. Examples of Practical Activities.**

1. Demonstrate and practice of *thorough* washing of hands, nails, face, and hair necessary for decontamination.
2. Demonstrate protection of eyes, ears, nose and mouth in case of an attack (Film "Duck and Cover" demonstrates this).
3. Committee study and report recommendations for protection of civilians in the event of atomic, biological, or chemical warfare. ("Survival Under Atomic Attack", U. S. Government Printing Office, 1950, 10 cents).
4. Make special effort to get all remediable defects corrected as one measure of preparedness.
5. Demonstrate food pollution through simple fungi and bacteriological experiments; how and where to store food safely; preservation of perishable food without refrigeration; decontamination of polluted food.
6. Plan emergency food stores for home.
7. Plan diets for self and family. (Study Government and other professional pamphlets for information.)
8. Learn how to package and preserve foods for emergencies.
9. Organize the group for sustained volunteer service in school and/or find out what food services are planned in the community and volunteer for these.

## **HOME CARE OF THE SICK**

In the event of disaster, persons competent in home care of the sick would be needed by the civil defense health service. Volunteer assistance would be needed in caring for thousands of casualties, since there would be a shortage of professional medical and nursing personnel. Also every home would need to be more self-reliant in caring for those ill in the home.

### **A. Suggested Topics.**

#### **Grades 1-3**

1. Comfort the ill person.
2. Perform small tasks for the ill at his request.

#### **Grades 4-6**

1. Put labels on medicines.
2. Assist with the care of the ill under supervision of older person.

#### **Grades 7-8**

1. Protection of ill person against additional hazards.
2. Food for sick victims.
3. Nursing care during an emergency.

### High School

1. Unusual symptoms of injury or illness during disaster—reports and appropriate action.
2. Assistance during injection of plasma or whole blood.
3. Care of person coming out of anesthetic.
4. Assemble, improvise, and stockpile medical supplies and equipment.
5. Prepare injured and ill for transfer.
6. Plan for girls who have had instruction in home care of the sick in home economic classes to train others and give services in homes when there is illness.

### B. Examples of Practical Activities.

1. Visit hospitals to observe work of aides.
2. Make home visit with public health nurse who gives instruction on how to care for the ill.
3. Practice caring for a person under emergency conditions. The public health nurse visiting the school can give excellent suggestions to the committee or class.
4. Prepare supplies for home care of the sick.
5. Interview nurse (registered or public health) concerning the types of situations which might be encountered in major disaster.
6. Prepare a list of names of those girls who have received instruction in home care of the sick in high school and are available to help train others and to give services in homes where there is illness.

## COMMUNITY HEALTH AND SANITATION

In event of disaster it becomes even more important that each individual understand and accept his responsibility for the health and safety of the entire community. Severe shortages of professional personnel, special facilities and supplies, and the lack of many sanitary facilities complicate planning and carrying on adequate health services and proper sanitation.

### A. Suggested Topics.

#### Grades 4-6

1. Need for a community blood procurement program.
2. Medical use of human blood. The use of blood in medical research.

**Grades 7-8**

1. Composition and function of human blood.
2. Rh factor—blood grouping.
3. Use of blood in combating shocks from accidents.
4. Decontamination of foods.
5. Need and facilities for mass blood counts, blood typing and Rh typing.
6. Organization of a community blood procurement program.
7. Blood derivatives (plasma, etc.).

**High School**

1. Need for and plans to procure additional hospital beds and other medical supplies and to improvise hospitals.
2. Setting up and staffing fixed and mobile first aid stations.
3. Stockpiling medical, surgical, first aid and blood supplies.
4. Procuring post-disaster sanitary water, milk and food.
5. Problems of caring for ill, mentally disturbed, aged and other special groups during disaster.
6. Increased need for pediatric, obstetric, mental hygiene, nursing, and laboratory services.
7. Need for health services for large numbers of evacuees.

**B. Examples of Practical Activities.**

1. Group or committee visit :
  - a. Blood center to observe blood collected, processed, stored and distributed.
  - b. Hospital laboratory to observe cross matching of donated blood with that of the one to receive it or talk to nurse or doctor about it.
  - c. Local civil defense headquarters to learn how its organization and operation affect community health.
  - d. Model first aid center.
2. Interview (class member or class committee to do this) :
  - a. Physicians about blood requirements for the community.
  - b. Persons who have donated and those who have received blood.
  - c. Members of local medical society to discuss plans for providing additional hospital beds, medical and laboratory facilities in event of disaster.
3. Discuss role of students in civil defense as messengers, plane spotters, drivers, workers in child care centers, baby sitters, hospital aides, and others.



4. If each member knows his blood type or it is practical to get it, prepare a record of the blood group of each member of the class—each member keep his record with him.
5. Discuss and plan student's part in caring for large groups of evacuees to their community.
6. Keep up-to-date addresses, telephone numbers, places of business and pertinent information needed locally for all pupils enrolled in school.

### **COMMUNICABLE AND NONCOMMUNICABLE DISEASES**

Developments in atomic, biological, and chemical warfare have created the possibility that in the event of attack by these methods, a community might suddenly be faced with the care of thousands of casualties and disease victims. Civil defense teaching must stress the prevention of disease, safe treatment of casualties and maintenance of adequate sanitation.

#### **A. Suggested Topics.**

##### **Grades 1-6**

Methods of controlling the spread of diseases should include:

1. Immunization against diphtheria, small pox, whooping cough, and tetanus.
2. Staying in bed when ill.
3. Staying away from those who are ill until illness is diagnosed and found to be non communicable.
4. Covering coughs and sneezes.
5. Washing hands before eating and after using toilet.

##### **Grades 7-8**

1. When ill seek medical advice. Early detection may prevent epidemic or serious complications.
2. Causes and control of diseases, both communicable and noncommunicable.
3. Immunization against smallpox, tetanus and any other diseases threatened during emergencies.

##### **High School**

1. Diseases may be directed against persons, animals, or food crops by air, water, or food.
2. Gases which may be used as a weapon, particularly colorless and odorless, nerve gas. Simple first aid measures including absolute rest, thorough washings, and artificial respiration.

3. In any emergency such diseases as T. B. often become more threatening.
4. Adequate medical, hospital and accident insurance.

#### **B. Examples of Practical Activities.**

1. Interview a medical representative on the civil defense committee concerning:
  - a. Need for citizens being well-informed about prevention of disease.
  - b. Local problems of biological and chemical attacks.
  - c. Provision of hospital services in event of an epidemic or other disaster.
2. Discuss role of the student in defense against biological attack or disturbance.
3. In the medical, hospital and accident insurance policies in use in your section of North Carolina, what provisions are included to take care of emergencies.
4. Formulate a list of rumors that may arise or that have arisen during emergencies. Evaluate the scientific accuracy of these rumors and reasons why they are or were started.

### **FAMILY LIFE EDUCATION**

The family as the basic unit of our society has a very important role in the entire civil defense program. Plans should be made for holding the family together in case of emergency; each family should become a more self-sufficient unit in event of disaster. Schools can assist in pointing out how families can prepare for emergencies.

#### **A. Suggested Topics.**

##### **Grades 1-3**

1. Relation of protective activities in school to similar activities in the home. For example, "Duck and Cover" activities.
2. Keep parents informed of plans and activities for civil defense.

##### **Grades 4-6**

1. Make home as safe as possible against atomic or other attack.
2. Keep passageways at home free from toys and other hazards. For example, keep toys off the steps to the basement, etc.

##### **Grades 7-8**

1. Caring for smaller children in school until parents and children can be brought together safely.
2. Emergency care and feeding of the family.

### High School

1. Stockpiling of food supplies in home and care for them.
2. Responsibility for other children in the neighborhood.

### B. Examples of Practical Activities.

1. Survey homes for areas of greatest safety.
2. Survey resources of home to determine possibilities of caring for those brought into the community from a bombed area (evacuees or refugees).
3. Study shelter areas near routes children travel to and from school to determine places of greatest safety.
4. Provide opportunities for older pupils to work with younger children in school to learn principles and techniques of child care and feeding.
5. Children and youth practice activities to make home safer in case of disaster :  
Shut off gas.  
Close blinds and curtains.  
Draw a reserve supply of water.  
Disconnect electrical appliances.
6. Discuss and encourage families to raise more food in gardens, can or freeze it for use by family and for use by any folks brought in from other sections of the State or nation.

## SAFETY EDUCATION

The responsibility for protection of self and others is a major concept of civil defense. The carrying out of this responsibility requires that groups be organized and that individuals and groups be trained to function quickly and effectively in an emergency. In addition to the skills involved in protection of self and others, an awareness of the hazards which may be encountered in the event of disaster is also required. These are closely related to the general purposes of safety education in the schools.

School authorities have a duty and a responsibility to provide :

- Safe and efficient school plants and transportation facilities.
- Instructional safety programs for school bus drivers.
- Overall program controls which duly consider the safety factor in all aspects of the total school program.
- Opportunities for the acquisition and practical application of knowledge, skills, habits, attitudes and appreciations, which will lead to intelligent, safe living.

The elementary and secondary schools in North Carolina should provide opportunities for children to learn safe practices relative to the following:

- Travel safety.
- School safety.
- Home and farm safety
- Safety in recreation and sports.
- Work safety.

Helping boys and girls to develop safe practices and attitudes relative to the above phases of safety will contribute to a good civil defense program.

Safety education begins in the home long before the child enters school. In the elementary school safety instruction is usually a part of the total school program of instruction and living. In the high school safety can be taught as a part of other subject areas, for example,

- Farm safety as part of the farm training courses.
- Home safety as part of the homemaking courses.
- Safety in recreation and sports through the physical education courses.

The driver education program which is carried on in many high schools helps boys and girls to become better able to protect themselves and others, and to serve the vital transportation needs in times of emergency.

### **A. Suggested Topics.**

#### **Grades 1-3**

1. Protection in the home, in the school, and in traffic, or elsewhere against the effects of a possible emergency.

#### **Grades 4-6**

1. Hazards that might occur in times of emergencies, such as wars, fires, floods, windstorms, etc.
2. Mutual help in emergency situations and responsibility for the welfare of younger children.

#### **Grades 7-8 and High School**

1. Positive traffic and driver habits, skills, and attitudes.
2. Assist in organizing protection service teams, such as police, fire, communications, transportation, rescue, health and welfare—in event of a disaster.

### **B. Examples of Practical Activities.**

1. Planning the best means of protection against a variety of emergency situations.



2. Outlining the hazards of various emergency situations, such as fire, falling debris, exposed wires, and broken gas and water mains, which might be encountered at home, at school, on the streets, or elsewhere, in the event of disaster.
3. Surveying areas surrounding school and homes to locate all possible shelter areas which might be used if an enemy air attack occurred while children were on the way to or from school.
4. Selecting home shelter areas; planning disaster protection with members of the family.
5. Practicing protective techniques under a variety of conditions.
6. Practicing instant obedience to commands of responsible persons in time of emergency.
7. Organizing an approved "buddy system" of responsibility for younger children during air raid drills, and fire drills, and for other special occasions.
8. Find out from local civil defense director where high school students may serve on community teams—rescue squads, messengers, ground observers, drivers of vehicles, etc.

## **FIRE PROTECTION AND FIRE FIGHTING**

Each community takes certain steps to protect its citizens against the dangers of fire. Each school building must be approved by the State Commissioner of Insurance before a building permit is approved. In addition to those efforts to protect groups of people against fire, each individual and small groups of individuals must learn and practice certain safety measures. This is essential in normal times and more necessary in times of national emergency.

Lack of knowledge and carelessness account for a large number of fires. Schools have an opportunity to change this situation by providing opportunities for boys and girls to learn and practice good fire prevention and control.

The bulletin, *Fire Drills and Fire Prevention Education in the Public Schools in North Carolina*, issued by the Commissioner of Insurance and the State Superintendent of Public Instruction, contains information for administrators and teachers for conducting fire control programs.

### **A. Suggested Topics.**

#### **Grades 1-3**

1. Learn to follow directions in leaving a burning building.
2. How to call for help in case of fire.
3. What to do in case of fire to building, burn to individual, etc.

4. Need to be alert to fire hazards in building and on grounds, and how to eliminate those.
5. Learn how to "Duck and Cover" at the sound of the signal.

#### **Grades 4-6**

1. Review problems in grades 1-3.
2. How to prevent burns and scalds to children in this age group and younger.
3. Know what to do in case clothes catch fire.
4. Need to help boys and girls learn the things they can do in promoting fire safety—to practice "fireproof housekeeping."
5. Learn how to report a fire.

#### **Grades 7-9**

1. Review problems in grades 1-3 and 4-6.
2. Learn how to live safely with electricity.
3. Learn ways to extinguish :
  - a. A grease fire.
  - b. A coal or wood fire.
  - c. A kerosene or gasoline fire.
  - d. A fire started by electricity.
  - e. A fire started from an atomic explosion.
4. Develop more skills and responsibility in individuals for preventing and controlling fires, especially in emergencies where there are more fires than the professional fire fighters can give attention.
5. Know how to store fluids and oil soaked rags carefully and safely.
6. Learn how "not to use" kerosene to start a fire in a stove.
7. Inspect electrical cords and repair any defects.

#### **Grades 10-12**

1. Preview problems in grades 1-3, 4-6, 7-9.
2. Know how to extinguish fires, including the use of fire extinguishers.
3. Understand the need for fire fighting apparatus handy in each home.
4. Know how to rescue person from burning building.

### **B. Practical Activities.**

1. Take part in regular fire drills.
2. Pupils may tell about their activities at home :
  - a. Daddy burns the trash.
  - b. We made a fire to roast hot dogs.
  - c. How daddy put out the fire in the grass along the road.

3. See section on "First Aid and Emergency Care" for things to do in case of fire or burns to a person.
4. Work out activities to clean-up the classroom and school grounds. The class may be divided into teams for each activity.
5. Use the film "Duck and Cover." Practice the duck and cover activities explained in the film (or in the booklet "Bert the Turtle, says, Duck and Cover.").
6. Participate in community clean-up campaigns.
7. Discuss reasons why electrical appliances should be disconnected (or turned off) when not in use.
8. Help pupils work out a check sheet to check the school building and grounds for fire hazards.
9. Help pupils work out a check sheet for fire hazards at home.
10. Find out how to put out fires caused by different substances. These may be made into a suitable list, duplicated and sent home to parents.
11. Use film "Fire Fighting for Householders" to point up ways of controlling fires at home.
12. Discuss ways of operating electrical appliances safely. Some appliances may be brought to school for use in demonstrating safe practices.
13. Demonstrate ways of putting out fire to clothing of person :
  - a. Roll in rug.
  - b. Roll in sand.
  - c. Smother with bath towels, coat, blanket, etc.
14. Demonstrate ways to extinguish a campfire.
15. Discuss reasons why a person should not pour kerosene on the "dead" coals in a stove.
16. Bring defective electrical cord to class. Discuss defects and what should be done to correct the defects.
17. Demonstrate use of fire extinguishers.
18. Pupil may take some responsibility to see that some fire fighting equipment is on hand in his home.

### **FIRST AID AND EMERGENCY CARE**

Every person needs information about what to do in case of an emergency. Any disaster where large numbers are injured presents special rescue and first aid problems. Atomic explosions may create such situations, and plans should be made to meet them. First aid instruction should not replace other essentials in the health education program.

## **A. Suggested Topics.\***

### **Grades 1-3**

1. Care of minor cuts, scratches and burns.
2. Pupil should know his name, address, telephone number, parents' names, where parents work, etc.
3. Pupils should know who to call in case of accident or illness.

### **Grades 4-6**

1. Review suggestions for grades 1-3.
2. Artificial respiration.
3. Minor burns.
4. Reporting fires.

### **Grades 7-9**

1. Review topics for 1-3 and 4-6.
2. Rescue person from burning or destroyed building.
3. Care of burns since this type of injury would be common in an atomic attack.
4. Assistance in community activities related to stock piling supplies and taking care of injuries.

### **Grades 10-12**

1. Review topics for grades 1-3, 4-6, and 7-9.
2. Care of blast injuries.
3. Care of eye injuries.
4. Care of victims of radiation sickness.
5. Problems arising from biological and chemical warfare.
6. Informing the home.
7. Determining which to aid first when large groups are injured.

## **B. Practical Activities.**

1. Practicing care of burns.
2. Directing primary pupils to give identification information.
3. Practicing care of eye injuries and of victims of radiation sickness.
4. Discussing the role of youth in their community in a major disaster.
5. Finding out the civil defense plans for the community. Where first aid supplies are stored, etc.
6. Visiting civil defense first aid station.
7. Interviewing physician responsible for the organization of civil defense first aid procedures.
8. Checking own home for first aid supplies.

---

\* Many other suggestions for treating first aid and emergency care are given in the new bulletin on **Health Education**.

**Correct position for head and hands in case of A-bomb explosion**





## Civil Defense in Physical Education

There can be no real preparedness in North Carolina without adequate civil defense. This may be accomplished through a program of mutual protection for all. Effective civil defense requires increased educational effort to develop children and youth as well as adults into physically fit, mentally competent, emotionally stable and morally sound citizens.

One way the school can contribute effectively to such a program is by developing a well-planned and properly-conducted physical education programs for boys and girls in grades one through twelve. The North Carolina bulletin, *Physical Education in the Elementary and Secondary Schools*, printed in 1952, contains many fine suggestions for activities and programs which are in keeping with the broad concept of the functions of education.

Physical educators can make important contributions to civil defense by teaming up with other educators, parents, doctors, nurses, public health workers and other community leaders in a cooperative effort to help develop in children and youth the physical stamina, attitudes and skills essential to protection and survival; the emotional stability and morale needed to train for and do the tasks necessary for civil defense; and the moral conviction that the American way of life is worth defending.

“The objectives of a well-planned physical education program in a modern American school are these: to promote physical and mental health; to utilize physical education activities for social education; to provide opportunities for the development of recreational interest and skills; and to contribute to healthful school living.”<sup>1</sup>

A program of physical education based upon the basic needs, interests and abilities of boys and girls is sound and essential in peace time as well as during a period of international tension.

Basic essentials that are needed to develop a physical education program that will meet the needs of the times are:

1. Teachers—whose professional preparation qualifies them for the responsibilities and opportunities of leadership.
2. Buildings and grounds—sufficient indoor and outdoor instructional areas, adequate showers, toilets and dressing rooms.
3. Equipment and supplies—adequate amount of various kinds of equipment and supplies.

---

<sup>1</sup> Joint Committee on Health Problems in Education. NEA and AMA, *Health Education*, P. 159. Washington, D. C., National Education Association.

4. Time allotment—not less than thirty minutes per day of planned and directed physical education in grades 1-8 and one unit in health and physical education is required in the ninth grade. The recommended time allotment of two days each week in health education and three days each week in physical education where local facilities and staff can be provided with programs in health education, physical education, recreation and intramurals should be included in the curriculum.
5. Program of activities—participation by all in a broad fundamental program of activities based on the needs, interests and abilities of boys and girls at each grade level so that a pattern of progression is provided from grades one through twelve. This program should be supplemented by an intramural program for all boys and girls.
6. Health appraisal by physician—information from health records should be used in setting up the program.
7. Class size—varying according to type of activity and the maturity, interests and needs of pupils—from 25 to 40 students.

A well-organized physical education program will make special contributions to the preparations of youth in a civil defense educational program by emphasizing the following:

1. Physical fitness.
2. Skills.
3. Leadership.
4. Group membership.
5. Social recreation.

## References

### Printed Materials.

1. Health Education and Physical Education texts and supplementary materials used in the regular health education and physical education school programs.
2. Federal Civil Defense Administration, Washington, D. C. Inquire at your local civil defense office or your State Civil Defense Council in Raleigh for materials listed below.
  - Civil Defense In Schools.* 15¢
  - Health Service and Special Weapons Defense.* 1950. 60¢
  - Fire Fighting For Household.* 1951. 5¢
  - Bert the Turtle says Duck and Cover.* 5¢
  - Emergency Action to Save Lives.* .
  - Survival Under Atomic Attack.* 10¢
  - Civil Defense Information Kit.*
  - This Is Civil Defense.*
  - What You Should Know About Biological Warfare.*
  - Survival Under Atomic Attack.*
  - Emergency Action to Save Lives.*
  - Civil Defense Nursing Needs.*
  - Civil Defense Household First Aid Kit.*
3. American National Red Cross, Washington, D. C.
  - First Aid Textbook for Juniors and Instructor's Manual.*
  - First Aid Textbook and Instructor's Manual.*
  - Medical Uses of Blood.*
  - Red Cross Nursing, Civil Defense Supplement.*
  - The Story Of Blood.*
  - Blood and the Nation's Health.*
  - Civil Defense Supplement to the Red Cross First Aid Textbook.*
4. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W. Washington 6, D. C.
  - Highlights Of The Mobilization Conference For Health, Physical Education and Recreation.* 25¢ .
  - Education For Civil Defense*—Part I, Implications in Health Instruction. January 1953 issue of the Journal AAHPER.
  - Education For Civil Defense*—Part II, Implications for Physical Education. February 1953 issue of Journal AAHPER.
  - Potthoff, Carl J. *First Aid And Home Nursing In Civil Defense.* February 1951 issue of Journal AAHPER.
5. Ramsay, Alma Gaines. "Are You Ready"? Today's Health. March, 1951.

6. *Exploring Atomic Energy*, Junior Life Adjustment Booklet, 1951. Science Research Associates, Inc. 57 West Grand Avenue, Chicago, Illinois. 40¢
7. Gerstell, Richard. *How To Survive An Atom Bomb*, New York City, Bantam Books, 1950. 25¢
8. *State Of North Carolina Civil Defense Emergency Feeding Manual*. Prepared by the North Carolina Civil Defense Council in cooperation with the Nutrition Advisory Committee. Civil Defense Council Office, Mansion Park Building, Raleigh, North Carolina.
9. *North Carolina Health Education in Civil Defense*. Prepared by the North Carolina Association of Health Educators. Department of Health Education, School of Public Health, Chapel Hill, North Carolina.
10. North Carolina State Department of Public Instruction Bulletins: *Physical Education in Elementary and Secondary Schools*.  
*Food Service*.  
*A Guide To The Teaching Of Homemaking*.  
*Health Education* (To be published soon).

#### Films.

NOTE: The following list of films are available for meetings etc., from the State Office of the North Carolina Council of Civil Defense, Mansion Park Building, Raleigh, N. C. Make requisition at least one week in advance and give first and second choice. The only cost involved will be the return postage and insurance. Please insure film for amount indicated for each. Loans are made for a maximum of three days, unless special request is made.

*SURVIVAL UNDER ATOMIC ATTACK*. This film explains the dangers of the atom bomb and what the individual should do to protect himself, in the open or in his home. All precautions that should be taken are shown and described. It is estimated that casualties will be cut 50 per cent if the instructions contained in this film are followed. General Audience (16mm Black and White—10 minutes—\$25.00.)

*YOU CAN BEAT THE A-BOMB*. This film is for a mixed audience consumption, and deals with the preparation of a home before an A-bomb attack. It gives many good points on what to do before and after the attack. There are two sequences involving two different families. The film is designed to quell the fears that the A-bomb will completely destroy us, but at the same time, it does not minimize the importance of preparing for the attack. Good for mass meetings. Has been shown in

many commercial theatres since it was produced by RKO. (16mm, Black and White—20 minutes—Sound—\$100.00.) This film may also be secured from the State Board of Health, Film Library, Raleigh, N. C.

*PATTERN FOR SURVIVAL.* A general treatment of the A-bomb situation with a short introduction by the science editor of the *New York Times*. It fully describes the horrors of an A-bomb attack from the air and from a water-burst. It offers a very realistic approach to the preparation angle in the home, office and street, stressing protective measures. While it explains some of the technical aspects of the explosion and after affects, it is done in a down-to-earth approach and is understandable and interesting. The sequences show the actual explosions of the bomb which is very good. The home and family sequences are well treated as well as what to do if the attack catches you in the office or the street. One of the best of a series. Good for mass meetings. (16mm, Color—20 minutes—Sound—\$150.00.)

*SELF-PRESERVATION.* Theme is the explanation of self-protection if caught outside during an A-bomb attack. Involves three service men who are on leave and has a thorough and interesting approach to the question of protecting oneself. Good for mass meetings and general audience. (16mm, Black and White—15 minutes—Sound—\$30.00.)

*FIRE FIGHTING FOR HOUSEHOLDERS.* Since fire is the greatest destroyer and killer following any form of air attack, this important film describes ways and means of preventing fire in homes, or fighting home fires once they have started. A follow-up for PTA, family audiences or volunteer fire groups and wardens. (16mm, Black and White—10 minutes—Sound—\$25.00.)

*WHAT YOU SHOULD KNOW ABOUT BIOLOGICAL WARFARE.* This film deals with approved defensive measures against possible enemy attack with germs or other biological weapons. It shows that such attacks may be directed against civilians in cities and rural areas and may also affect animal and food crops. Semi-technical—for CD personnel and farm or rural audiences. (16mm, Black and White—10 minutes—Sound—\$25.00.)

*RADIATION DETECTION.* Deals with semi-technical approach to the use of radiation detection instruments and other means of preventing excessive contamination. Suggest that this film be used only to show importance of a detection team. Good for general CD personnel. (16mm, Black and White—15 minutes—Sound—\$35.00.)

*DUCK AND COVER.* Film introduces to children basic rules of self-protection in an atomic attack. A cartoon character, "Bert the



Turtle," urges youngsters to follow his example and "duck and cover" when danger strikes. Safety directions and rules to follow at school. Also stresses what children should do when they are on their own, away from adult supervision. (16mm, Black and White—10 minutes—Sound—\$25.00.)

*OUR CITIES MUST FIGHT.* Film reminds us that much of America's strength is in her cities. Points out that an urban population must learn to stay in its city; graphically explains why mass exodus from large cities should never happen. (16mm, Black and White—Sound—\$25.00.)

*A TALE OF TWO CITIES.* Gives documentary record of the effects of atomic bombing of Hiroshima and Nagasaki. (16mm, Black and White—12 minutes—Sound—\$25.00.)

*THE ATOM STRIKES.* Beginning with at atom bomb tests in New Mexico, the film shows the subsequent bombing of Hiroshima and Nagasaki, and the utter ruin caused to buildings of various types, including bridges, factories, and roads. (16mm, Black and White—31 minutes—Sound—\$40.00.)

*FIRE'S THE ENEMY.* Film directed at prospective recruits for the civil defense Auxiliary Fire Services. In depicting the life of a contemporary Auxiliary Fireman, it shows new developments in fire engines, fire launches, special hose-laying trucks, power extension ladder truck. Rescue exercises on a fire-school tower are augmented by scenes at a real fire in which the auxiliary fighters play their part. (16mm, Black and White—11 minutes—Sound—\$40.00.)

*ROBOT BOMB.* A concept of the shattering devastation wrought in England by the German "Buzz-Bomb," and a high tribute to the people who endured them. (16mm, Black and White—9 minutes—Sound—\$35.00.)

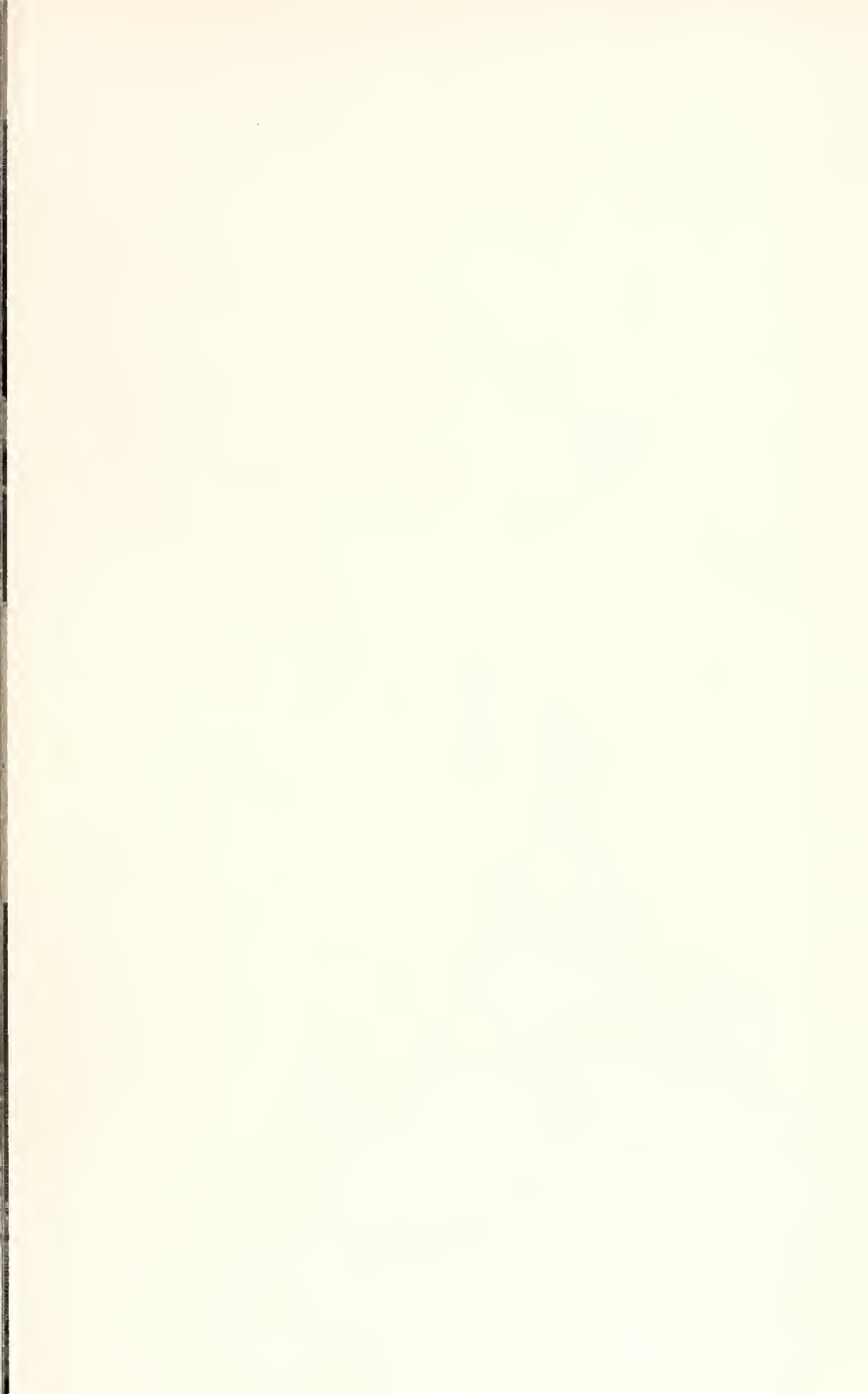
*BOMB BLAST AND BURNS.* Explains by use of animation how an explosion causes serious burns, internal injuries, and wounds from falling fragments. (16mm, Color—13 minutes—Sound—\$70.00.)

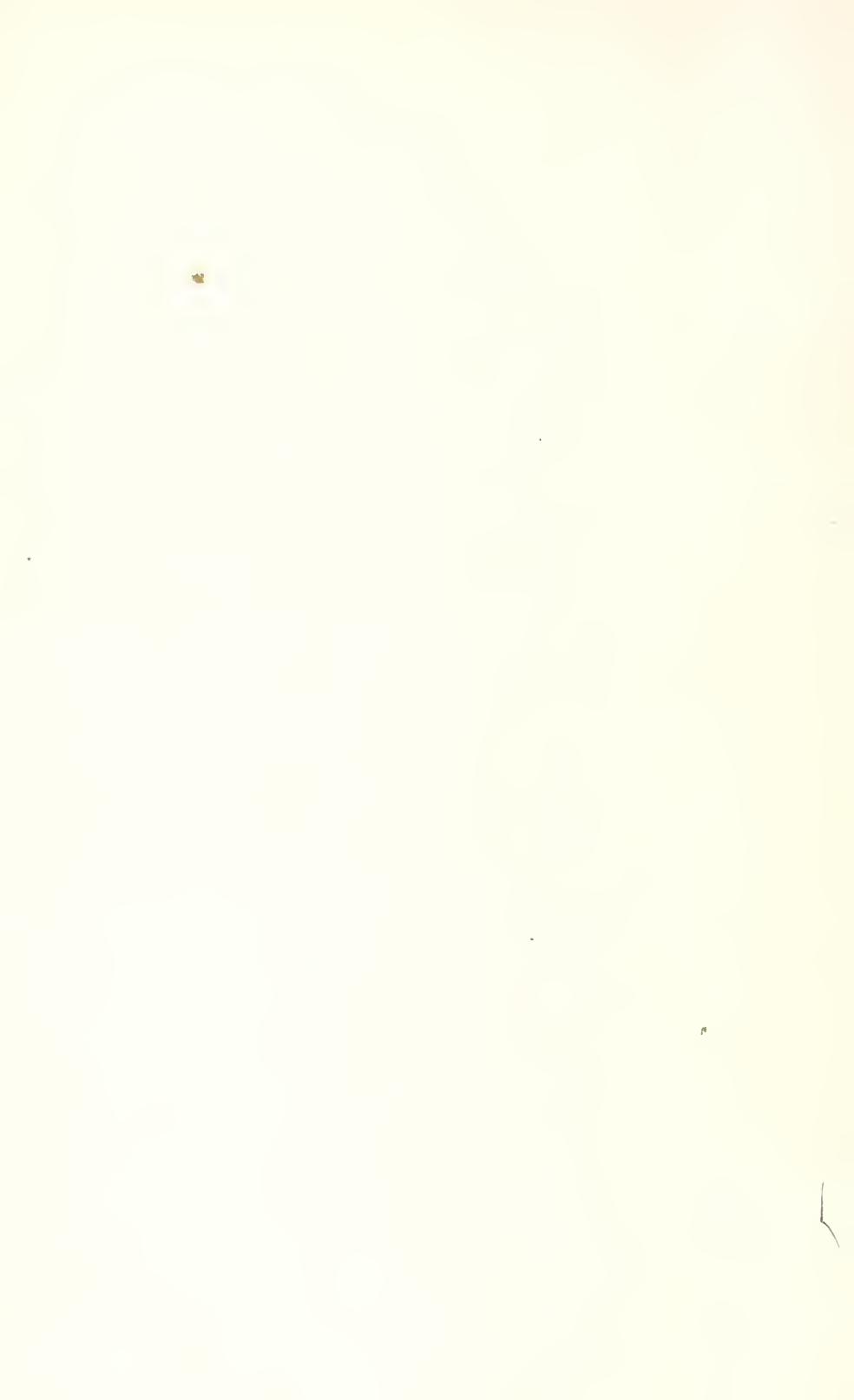


**Gymn classes run for shelter**

**Students covering up in shelter area**







UNIVERSITY OF N.C. AT CHAPEL HILL



00034037319

FOR USE ONLY IN  
THE NORTH CAROLINA COLLECTION

---



