The development of a set of colored lantern slides in safety education for the fifth and sixth grades.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION
Service Paper

THE DEVELOPMENT OF A SET OF COLORED LANTERN
SLIDES IN SAFETY EDUCATION FOR THE
FIFTH AND SIXTH GRADES

Submitted by
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Chapter I
Introduction

A. Purpose of the Study

The purpose of this study is to develop a specific set of color transparencies that may be used in the fifth and sixth grades in Safety Education.

B. The Need and Importance of This Project

This study was undertaken due to a long felt need for a more up-to-date set of lantern slides for instructional purposes in Safety Education. The review of literature shows that there are very few lantern slides in the area of Safety Education; therefore, there is a definite need to develop this type of slide. The value of such a project is substantiated by many authorities in the visual education field. Dale\(^1\) claims that all teaching, from the first grade through the college level, can be greatly improved by visual aids materials because these teaching materials can make the learning experience far more concrete and memorable. Billet\(^2\) lists two major contributions which auditory and visual aids can make to the teaching and

learning situations. First, they can increase immensely the range and diversity of the experiences of all pupils in the classroom. Second, through the use of such aids, pupils of less-than-average academic aptitude will be able to develop concepts and resultant ideas, attitudes, and appreciations of kind and degree otherwise impossible within the limits set by time, classroom environment, and native aptitude. Dale lists several contributions of audio-visual aids of this type to teaching and learning. They are as follows:

1. Still pictures can translate word pictures into visual pictures, thus making concrete what otherwise might remain verbal abstraction.

2. For research, the still picture serves widely for every student in the school.

3. Still pictures serve well in introducing and motivating.

4. Still pictures can serve to correct mistaken impressions.

C. Delimitation of the Project

Among children of school age accidents far outnumber all other causes of injuries and deaths. This study is based upon the accidents which happen to fifth

and sixth grade pupils in the school, including the gymnasium and the playground, going to and from school, in the home and other places.

This project deals with the visual aid, known as the 2" by 2" lantern slide or color transparency. These slides were derived from the 35-mm. camera utilizing type A Kodachrome film, with the required type A. filter. With this type of visual aid, safety can be taught to pupils with more accuracy and the importance of safety can be stressed.

Wesley¹ claims that the ease with which forms, colors, arrangements, and processes can be observed contrasts sharply with the elaborate descriptions which would be necessary in order to convey a corresponding impression through words. Too, the impression not only is secured by the expenditure of less effort, but it seems to possess a quality of concrete reality, that can seldom be achieved through words. Weber² estimated that about 40 per cent of our concepts are based upon visual experience, 25 per cent upon auditory, 17 per cent upon tactile, 15 per cent upon

miscellaneous organic sensations, and 3 per cent upon taste and smell. This proves the fact that visual sensory experiences are very important in the acquisition of concepts.

With this study there is included a description of each slide and also questions related to the particular safety situation for the pupils to answer in their learning experience. This method is used, in order that the pupil will acquire from the slide the learning experience which they should have. In safety, this type of study can give a more concrete experience to the pupil. By viewing slides of this nature and using the special study guides dealing with each slide, the pupils will have a more realistic experience and will be able to base concepts from what they see. In the presentation of subject matter, concreteness is advocated. The slide will give this concrete type of experience.

D. Advantages of Using Slides in Safety Education

For the instructors use in Safety Education, audiovisual material has become valuable in the teaching situation. There is great value in these concrete teaching aids and the lantern slide will serve as a better aid even more so than any number of printed pages or books. The
slide, along with the use of the special study guide, will help develop more accurate thinking on the part of the pupil and will extend his knowledge to greater lengths.

There are a number of advantages in using the slide as a teaching aid:

1. The slide will add interest to the topic area of safety.
2. The slide may be used in a semi-dark room.
3. The slide may be utilized in any order, examined at length, and reviewed according to the needs of the class.
4. Breakage is eliminated in this type of slide and it may be filed easily.
5. Pupils can project this type of slide themselves as the process is very easy.
6. There is a financial advantage in using this type of aid over that of motion pictures.
7. Teachers can take their own pictures for slides with the 35-mm. camera, to suit their own needs in safety.

It will be found to be of great advantage if safety educators would employ the use of lantern slides in their teaching situation and in order to produce a more concrete learning experience.
Chapter II
Research Procedure and Techniques Used

A. Sources Utilized

In carrying out this study the author found it necessary and of great value to familiarize himself with the procedures and techniques which others used in executing projects of a like nature.

The above mentioned action was followed by collection of data through review of literature on safety education such as reliable books, pamphlets, booklets, and journals in the field of Safety. Other material was acquired from personal discussion of safety problems with principals of schools.

Because the incident of accidents rated consistently highest in the list of "killers" of children, the author analyzed the official publication of the National Safety Council, "Accident Facts."¹ This book revealed that in 1949-1950 an all accident rate of school, going to or from school, home, and other places was 12.2 per cent for the fifth grade pupils and 14.6 per cent for the sixth grade pupils. In analyzing the specific causes of these accidents

it was well established that of the accidents which occurred in the school building the following were most significant: the gymnasium, corridors, stairs, stairways, classrooms, and auditorium. Accidents on the school grounds included baseball, running, falls, and other activities. Accidents to children going to or from school were the result of a variety of different causes. Accidents in the home were most significantly caused from falls, cuts and scratches, burns, and other home accidents. Other hazards included streets and side walks, bicycle riding and many others.

The following table will adequately summarize student accidents by type and grade for 1949-1950:
Table I
STUDENT ACCIDENTS BY TYPE AND GRADE
For 1949-1950
Grades Five and Six

<table>
<thead>
<tr>
<th>Location and Type</th>
<th>Five</th>
<th></th>
<th>Six</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Building</td>
<td>35.4</td>
<td></td>
<td>38.3</td>
<td></td>
</tr>
<tr>
<td>School Grounds</td>
<td>54.6</td>
<td></td>
<td>51.0</td>
<td></td>
</tr>
<tr>
<td>Going to or from School</td>
<td>10.0</td>
<td></td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td>37.8</td>
<td></td>
<td>38.6</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>62.2</td>
<td></td>
<td>61.4</td>
<td></td>
</tr>
<tr>
<td>All accident rate*</td>
<td>12.2</td>
<td></td>
<td>14.6</td>
<td></td>
</tr>
<tr>
<td>Days lost per accident</td>
<td>2.5</td>
<td></td>
<td>2.2</td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on reports of 14,859 school jurisdiction accidents from schools with an average enrollment of 1,175,500 and 6,703 nonschool jurisdiction accidents from school systems with an average enrollment of 662,700 for nine months (September, 1949 to March, 1950, plus April and May of 1949 to complete a nine-month school year). Accidents included are those requiring a doctor's attention or causing absence of one-half day or more.

*Rate is the number of accidents per 100,000 student days.¹

¹Ibid., p. 93.
Review of "Accident Facts" editions for previous years, show that the accident rate in the fifth and sixth grade at the locations and types mentioned have not changed to any great degree. The author feels that safety instruction at this grade level will be of significant value to the pupils in reducing the accident rate.

In developing this study, negative and positive pictures were taken. This denotes that the set of slides include the correct method of performing safely in some cases and the incorrect safety ways of pupils in other cases. The author feels that the learning situation is present in either case.
Chapter III
A Compilation of Slide Lectures

A. How to Utilize the Slides and Lectures

"Visual aids properly used cannot justly be regarded as supplementary learning; they are fundamental. They constitute one of the royal roads to learning."¹ Kinder² claims that slides have been valuable in developing educational experience from the primary to the university level. They may be utilized by the teacher in introducing new units of work, to assist in the development as the unit progresses, or they may be used for summary purposes.

The following suggestions may or may not be used in putting the slides and special study guides into use:

1. Plan the use of the slides and lecture material in such a way as to appear at the most opportune stage.

2. Prepare the class prior to showing the slides, by telling them what to look for and by asking questions which the pupils will be expected to answer. The lesson in safety will be more meaningful if this method is used.

3. Introduce the aid by recalling a problem or situation which seems to make its use of value.

4. Discuss and explain the aid so as to assure its effectiveness.

5. Review the results of the demonstration and measure the results. Improved teaching in this field will be the result if visual aids are properly used.

B. A List of the Lantern Slides

The lantern slides and accompanying lecture material have been arranged in the following sequence: safety in the school building, safety on the school grounds, safety going to or from school, safety at home, and other places. The slides and lecture materials appear in this order so as to facilitate locating the material. To the right of the titles, on the slide lecture pages, are found the numbers and letters that correspond to the numbers and letters found on the frame of the slide.

C. Description of Slides and Study Guides
Slide no. 1

Slide number one shows boys and girls walking in two files, on the right side in the school corridor.

Delimitation

1. Corridors must be well lighted.
2. Hallways should be clear of all articles.
3. It is safer to walk slowly in the school corridors.
4. When walking in the corridor, watch where you are going.

Special Study Guide

1. Why must school corridors be well lighted?
2. Why is it safer to walk in the school corridor than to run?
3. Why do we walk on the right side of the corridor?
4. Why is it safer to keep moving in the school corridor?
5. Why is it safer to look before going around a corner?

Slide no. 2

Slide number two shows boys and girls going up and coming down a school stairway.

Delimitation

1. School stairways must be well lighted.
2. A safe stairway will have a hand railing on each side.
3. When going up or down stairs, walk on the right side.
4. Stairways should be clear of all articles.
5. Falls on stairways can cause serious injuries.
6. It is easy to slip while on the stairs.

Special Study Guide

1. Why is it safer to walk when on a stairway?
2. Why must you hold on to the railing when going up or down stairs?
3. Why is it a bad policy to fool or play when on a stairway?
4. Why must you look ahead when walking up or down stairs?
5. Why is it safer to take one step at a time?
6. What are some of the safety rules which can be applied to stairways?

Slide no. 3

Slide number three shows two girls who are about to pass each other at a doorway in the school.

Delimitation

1. Doorways can cause serious injuries if not used properly.
2. Look, before going through a doorway.
3. Doors must be opened slowly.
4. It is safer to stay on the right side when passing through a doorway.
5. Safe doorways open and close easily.

Special Study Guide

1. Why must you look before passing through a doorway?
2. Why must you stay to the right when passing through the doorway?

3. Why is it safer to open a door slowly?

4. Why must doors swing easily when opening them?

5. What are the safety rules which apply to doorways?

Slide no. 4

Slide number four shows pupils waiting in line, while at the water fountain in the school corridor.

Delimitation

1. Pushing and shoving could cause an accident to the person drinking or anyone in the line.

2. Water fountains should be kept clean at all times.

3. Courtesy prevents many accidents.

Special Study Guide

1. Why is it safer to wait for your turn at the water fountain?

2. Why must water fountains be kept clean?

3. What could happen to the person drinking at the fountain if he was accidentally pushed?

4. Describe some of the better types of water fountains for schools.

Slide no. 5

Slide number five shows a student undergoing a physical examination by the school doctor.
Delimitation

1. The first rule for safety in athletics or gymnasium activities is "Be Fit."

2. You can avoid accidents if your body is strong and fit.

3. The doctors advise concerning your fitness must be followed.

4. A careful inspection of your body by a school doctor will show whether you have any defects.

Special Study Guide

1. Why is it important to have a physical examination before taking part in any kind of physical activity?

2. Why do boys' and girls' games have different rules?

3. Why is it important to follow the advice of the doctor and coach?

Slide no. 6a,b

Slide numbers six a and b show students playing a game and tumbling in the gymnasium under the supervision of the instructor.

Delimitation

1. It is safer to play and carry on activities when you are supervised.

2. Following the rules of the game and activity leads to safe playing.

3. The gymnasium should be clean and all safety precautions should be taken.

4. Proper equipment is very important for safe playing.
Special Study Guide

1. Why is it safer to have a supervisor present during any game activities in the gymnasium?
2. Why must the floor be kept clean and clear of all articles?
3. Why must games and other activities be carried on in the right way?
4. Why must the proper equipment be used in all activities?
5. Why are "spotters" needed in the tumbling activities?
6. What are the safety rules for the gymnasium?

Slide no. 7

Slide number seven shows two students climbing up on to the window-sill in the gymnasium.

Delimitation

1. This type of activity can cause a bad fall.
2. Both boys could be seriously injured.
3. This activity shows that there is not any supervision.
4. These boys have no respect for the rest of the class.

Special Study Guide

1. What injuries could these boys receive if they fell?
2. What could prevent this type of activity?
3. Who would be responsible if the boys fell and were injured?
Slide no. 8

Slide number eight shows the Chief of the Fire Department speaking to the pupils in a classroom.

Delimitation

1. Future fire accidents will probably be avoided if you listen carefully to the Fire Chief.

2. The Fire Chief has a great amount of information to give to the class concerning fire safety.

3. Fires can destroy property as well as cause serious injury or loss of life.

Special Study Guide

1. What information can the Fire Chief give in regard to safety in the school and outside?

2. What improvements can be made in your school to make it safer from fires?

3. What other safety rules should be considered in your school concerning the fire hazard?

4. What places could you visit to learn more about safety from fires?

Slide no. 9

Slide number nine shows the Fire Chief explaining the use of a fire extinguisher to a group of pupils in the school.

Delimitation

1. It is important to know the correct way to use a fire extinguisher. The Fire Chief can show you how.

2. The Fire Chief knows all about this type of fire apparatus.
3. The information you receive from the Fire Chief about the fire extinguisher may help you when fires occur.

Special Study Guide

1. What information can the Fire Chief give you concerning the fire extinguisher?
2. How may this information help you prevent a fire accident?
3. Why is it important to know this information?
4. Discuss the use of the fire extinguisher in your class.
5. Should the student who discovers a fire in the school use the nearest fire extinguisher? Why?

Slide no. 10

Slide number ten shows a boy at bat during a baseball game, with the rest of the team waiting its turn.

Delimitation

1. The catcher is protected by proper equipment.
2. A batter must know how to use the bat.
3. The team at bat should stay a safe distance away from the batter and wait its turn in an orderly way.
4. This game is well supervised.

Special Study Guide

1. Why must the team at bat stay a safe distance from the batter?
2. Why must the catcher wear the proper equipment?
3. Why must the game be well supervised?
Slide no. 11

Slide number eleven shows two boys wrestling on the school playground.

Delimitation

1. The school playground is not the place for rough play.
2. This type of activity can cause serious injury.
3. Lack of supervision brings about this type of activity.
4. Taking part in this type of activity will soil your clothing.

Special Study Guide

1. What unseen dangers are there in this type of activity?
2. Would you engage in this type of activity if a supervisor was present? Why not?
3. Where is the proper place for this type of activity? Under what conditions?

Slide no. 12

Slide number twelve shows girls jumping rope on the school playground.

Delimitation

1. This activity is safe and fun for all girls.
2. Jumping rope is safer on the grass than on cement walks or streets.
3. Rules for this activity must be followed.
4. Physical activities are as important for girls as for boys.
5. Careful boys and girls find safe places in which to play.
Special Study Guide

1. Why is it safer to jump rope on the grass?
2. Why must the rules for this activity be followed?
3. Why should proper equipment for this type of activity be used?

Slide no. 13a,b

Slide numbers thirteen a and b show pupils walking to and from school on the sidewalk in an orderly way.

Delimitation

1. The sidewalk is the safest place to walk on when going to or from school.
2. It is safer to walk two abreast on the sidewalk.
3. It is dangerous to run, push, or play pranks when walking on the sidewalk.
4. Cars cannot hit you when you are on the sidewalk.

Special Study Guide

1. Why is it safer to walk on the sidewalk when going to or from school?
2. Why is it safer to walk two abreast only on the sidewalk?
3. Why is it safer to walk, than to run when on the sidewalk?

Slide no. 14a,b

Slide numbers fourteen a and b show students crossing a street under the supervision of a traffic officer when going to and from school. All traffic has stopped.
Delimitation

1. School children should cross the street only when told to do so by the traffic officer.

2. Cars will stop if told to do so by the traffic officer.


4. Always cross the street at the right place.

Special Study Guide

1. Why must you obey the traffic officer?

2. Why must you cross the street at the right place?

3. Why must you walk and not run when crossing the street?

Slide no. 15

Slide number fifteen shows school children waiting and looking both ways, at a street corner, before crossing.

Delimitation

1. Look both ways before crossing the street.

2. Watch for cars coming around a corner.


4. Obey all safety rules, and be alert for possible dangers.

5. Watch where you are going.

Special Study Guide

1. Why must you stop and look both ways before crossing the street?

2. Why must you walk and not run when crossing the street at a corner?
3. Why must you be alert for possible dangers?

4. What rules would you suggest for crossing a street at a corner?

5. Why is it safer to use a cross walk if one is present?

Slide no. 16

Slide number sixteen shows school children walking on the left side of the road, where there is not any sidewalk.

Delimitation

1. Use highway paths and sidewalks wherever they are provided.

2. Walk in an orderly way.

3. Walk on the left side of the street. You can see cars coming toward you.

4. Walking with more than two abreast is unsafe.

Special Study Guide

1. When there are not any sidewalks, why do you walk on the left side, facing the oncoming cars?

2. Why would it be a bad policy to run, fool, and play pranks when walking along the side of the road?

3. What precautions would you take, if you had to walk along the street at night?

Slide no. 17a,b,c

Slide number seventeen a shows a traffic light at an intersection used by many school children in going to and from school. Slide number seventeen b shows a close-up of
the traffic light. Slide number seventeen c shows a car passing the traffic signal on the correct light.

Delimitation

1. This intersection is dangerous.
2. Disobeying traffic lights can lead to serious accidents.
3. It is four times safer to cross with the lights.
4. The colors of a traffic light have a meaning.
5. Where you find traffic lights, you will usually find cross walks.
6. Cars cannot stop quickly.

Special Study Guide

1. Why is it safer to cross the street with the lights?
2. Why must you look both ways even though the signal does say to pass?
3. What do the different colors in a traffic signal mean?
4. Why is jaywalking a safety hazard?
5. Why is it necessary to obey safety rules and to be alert for possible dangers when you are in a hurry?
6. Why is it unsafe to cross the street from between parked cars?

Slide no. 18a,b

Slide numbers eighteen a and b show school children getting off the bus to go to school and boarding the bus when leaving the school.
Delimitation

1. Many children come to school by bus.
2. It is always safer to stay in line when getting on or off a bus.
3. The bus driver will help you get on and off the bus.
4. Older boys and girls can help younger children in getting on and off the bus, and also in keeping order.
5. When in the bus, all school children must conduct themselves in an orderly manner.

Special Study Guide

1. Why is it safer to get on and off the bus slowly?
2. Why must you conduct yourself in an orderly manner when riding in a school bus?
3. Are all the school buses for your school safe?
4. Do you carry out all the safety rules in connection with buses? What are they?

Slide no. 19

Slide number nineteen shows the principal of the school supervising the children entering the buses.

Delimitation

1. Supervision is proper and necessary when pupils are getting on and off a school bus.

Special Study Guide

1. Why is supervision necessary and important concerning getting on and off buses?
2. What are the duties of a supervisor in the bus situation?
Slide no. 20

Slide number twenty shows a youngster who, when coming down the stairs, fell to the bottom by tripping over articles left on the stairs.

Delimitation

1. More falls occur on these steps than anywhere else in the house.
2. Stairs are not safe if articles such as toys, shoes, or anything else is left on them.
3. Stairways in the home should be well lighted.
4. The railing must always be held on to when using the stairways in going up or down.
5. The stairs should be carpeted to prevent slipping and should be tacked down securely.
6. Falls of this type can cause serious injury.

Special Study Guide

1. What could have prevented this accident?
2. Why is it improper to leave articles on the stairway?
3. Why is a straight stairway safer than a winding one?
4. Why must the stairs be well lighted?
5. How does a carpet prevent slipping on the stairs?
6. Why is it safer to hold onto the railing when going up or down stairs?
Slide no. 21

Slide number twenty-one shows a youngster who has just gone into the medicine cabinet and is smelling the contents of a bottle.

Delimitation

1. The most dangerous place in the bathroom is the medicine cabinet.
2. Every year about four thousand people die from poisoning.
3. Bottles containing poisons should be well labeled.
4. Before using any medicine, the label on the bottle should be read carefully.

Special Study Guide

1. Why must medicine bottles be well labeled?
2. What is the best way to prevent medicinal poisoning?
3. Why must the label of medicine bottles be read?
4. What first aid would you give to a person who has taken poison?
5. Why must the cabinet containing poisons be locked?

Slide no. 22

Slide number twenty-two shows a youngster who has just received a shock from a wall socket while trying to take it apart.
Delimitation

1. All electrical repairs and wiring should be made by a competent electrical contractor.
2. Most electrical shocks come from contact with a wire.
3. Children should not play around any kind of electrical apparatus.
4. Proper safety habits and rules must be followed to prevent electrical accidents.

Special Study Guide

1. Why is it dangerous to play with any electrical appliances?
2. Why must all electrical wires and appliances be kept dry?
3. What first aid can be given to a person who has come in contact with a bare wire?
4. Why are fuses placed in every electrical circuit?
5. Why must electrical wiring in a house be carefully insulated?

Slide no. 23

Slide number twenty-three shows a young boy picking up broken glass on a kitchen floor.

Delimitation

1. Broken glass can cause serious injuries.
2. Good habits lead to safety all the time.
3. When picking up broken glass, handle it with great care.
4. Use a brush to sweep up small pieces.
Special Study Guide

1. Why must broken glass be handled carefully?

2. Why is broken glass dangerous if left on the floor?

Slide no. 24

Slide number twenty-four shows a young boy who has climbed up on a box, which was placed on a chair, to reach something in a high cabinet.

1. Getting to the cabinet in this manner may lead to serious injury.

2. Falling from this height could cause a serious injury.

3. There are better ways to reach a high cabinet.

Special Study Guide

1. What is the proper way to reach something which is high?

2. When using a stepladder, what safety precautions must you take?

Slide no. 25

Slide number twenty-five shows a young boy leaning on the kitchen stove.

Delimitation

1. Many accidents in the home are caused by burns.

2. Almost 10,000 people die from burns each year.

3. It is very important to be careful when you are near a stove. The burners may be hot.
Special Study Guide

1. Why must you be careful when near a stove?
2. What other types of burns could you receive concerning the stove?
3. What safety precautions can you suggest concerning the stove?

**Slide no. 26**

Slide number twenty-six shows a young boy who believes he is about to cut his sandwich with a knife.

**Delimitation**

1. When using a knife, safety habits of carefulness must be applied in order to prevent accidents.
2. Knives are sharp and can cause serious and sometimes permanent injuries.
3. When handling a knife, watch what you are doing.

Special Study Guide

1. Why must you be careful when using a knife?
2. What safety habits can be formed concerning sharp things?
3. Do you know what First Aid treatment should be applied concerning cuts?

**Slide no. 27**

Slide number twenty-seven shows a young boy who has found something wrong with his bicycle and is fixing the defect.
Delimitation

1. Riding will be safer, easier, and more fun when you keep your bicycle in top-notch condition.
2. Loose parts on a bicycle are a safety hazard.
3. Bicycles should have all proper and necessary equipment.
4. Bicycles should be parked at proper places.
5. Make repairs or adjustments in a safe place.

Special Study Guide

1. Why must all bicycles be properly equipped?
2. What is the equipment which a bicycle needs to be operated safely?
3. Why would it be unsafe to leave your bicycle just anywhere?
4. Why is it safer to be on the lookout for defects every time you ride your bicycle?
5. Why should your bicycle be checked at least twice a year by a reliable serviceman?

Slide no. 28

Slide number twenty-eight shows two boys at a corner on bicycles, waiting for the traffic officer to tell them when to proceed.

Delimitation

1. All official signs, signals, and other traffic rules must be obeyed.
2. The traffic officer is there for your protection.
3. As a bicycle rider, you have the same responsibility for obeying all rules as the automobile driver.

4. Look carefully for cross traffic at every intersection before riding on.

Special Study Guide

1. Why must you obey all signs, signals and traffic rules when riding your bicycle?

2. What is the proper position with your bicycle when waiting for a traffic signal?

3. What is the proper way to cross a busy intersection which has no traffic lights?

Slide no. 29

Slide number twenty-nine shows a boy riding a bicycle, giving a left hand signal, indicating his intention to turn left. The traffic officer has given him the signal to come ahead.

Delimitation

1. Use arm signals to indicate your intention to slow down, stop, or turn.

2. Obey the traffic officer when on your bicycle.

3. Make sure the way is safe, before turning.

4. When riding a bicycle, you should make wide turns.

Special Study Guide

1. Why must you use hand signals when you want to make a turn?

2. Although you want to make a turn, why must you first obey the traffic officer or signs?
3. Why must you make sure the way is safe before making a turn?

4. Why are wide turns safer than sharp turns?

Slide no. 30a,b

Slide number thirty a shows three boys riding their bicycles in single file on the right side of the road. Slide b shows two boys riding bicycles side by side. One boy is carrying a passenger on his bicycle.

Delimitation

1. The safest way to ride on the road is in single file.

2. You must never carry passengers on a single-seat bicycle.

3. Riding bicycles on the sidewalk is a danger to pedestrians.

4. You must use caution on slippery surfaces.

5. You must approach all railroad crossings and road intersections slowly.

6. Do not wobble, zigzag, or weave about on your bicycle.

7. Ride with both your hands on the handlebars.

8. You must never hitch onto a moving vehicle of any kind.

9. If you ride at night, have proper equipment and wear light colored clothing.

10. Never attempt to carry objects in your hands while riding a bicycle.
Special Study Guide

1. Why is it safer to ride in single file on the right side of the road?

2. Why should the rule about not carrying passengers never be broken?

3. Why is riding on the sidewalk dangerous?

4. How should car tracks be crossed?

5. Why is it safer to approach railroad crossings and intersections slowly?

6. Why is it dangerous to wobble, zigzag, or weave about while riding your bicycle?

7. Why must both hands be on the handlebars?

8. What dangers are there in hitching onto a moving vehicle?

9. What precautions should be taken before riding at night? Why?

10. Where should packages be carried while riding your bicycle?

11. If you feel that you are about to fall from your bicycle, which way should you fall?
Chapter IV

Summary

In brief review, the purpose of this study is to develop a specific set of lantern slides that may be used in the fifth and sixth grades in teaching Safety Education.

In carrying out this study, the author found it necessary and of great value to review literature on Safety Education. "Accident Facts," the official publication of the National Safety Council, proved to be an excellent aid in finding the specific accidents which happen to fifth and sixth grade pupils. In reviewing literature, it was clearly shown that there is a definite need for Safety Education at this grade level and the author believes that with the use of the lantern slide a more concrete learning experience will take place.

There are a number of ways in which these lantern slides may be utilized by the teacher in Safety Education classes: they may be used at any time of the school year in making pupils more safety-minded; slides in only one particular area can be used according to the instructor's schedule; when showing the lantern slides, the class will know what to look for when the special study guide is used.

It will be of great advantage to safety educators if they would employ and combine the use of the lantern
slides and the special study guides in the instruction of Safety Education.
Bibliography


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