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A Civil defense Plan for Jason Lee Junior High School

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A CIVIL DEFENSE PLAN
FOR
JASON LEE JUNIOR HIGH SCHOOL

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Norman C. Geer

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THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

Andrew In FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

Since the development of the air-atomic age, school districts throughout our nation have found themselves with inadequate Civil Defense drills and shelter areas. The Atomic and Hydrogen bombs, along with the intercontinental ballistic missile, have completely changed the scene for Civil Defense. The Civil Defense drills of World War II, inadequate, must go through a complete revision to meet today's Civil Defense problems.

I. STATEMENT OF THE PROBLEM

The purpose of this study was (1) to review the current literature on Civil Defense drills and practices and (2) to incorporate an efficient Civil Defense Plan for Jason Lee Junior High School, Tacoma, Washington.

II. IMPORTANCE OF THE STUDY

The importance of this study lies in developing an adequate Civil Defense Plan for Jason Lee Junior High School. The author hopes that teachers, administrators, and others will read this report so as to conceive better Civil Defense Plans for their respective situations.

III. LIMITATIONS OF THE STUDY

This study will be limited to the Central Washington State College Library, Ellensburg, Washington, and to material received from Civil Defense authorities and the Tacoma School District.

This study will be limited to a discussion of the procedures applicable to the conduct of Civil Defense drills for Jason Lee Junior High School. To the extent that conditions found at other schools may be similar to those at Jason Lee Junior High, these plans may be adoptable and usable.

CHAPTER II

REVIEW OF THE LITERATURE

Civil Defense is not new in American life, nor is it simply an emergency measure. Civil Defense is not exclusively a federal agency; it is one of the basic and continuing functions of all government. Contributing one's skill, joining with one's neighbor in common defense against a real or potential enemy is one of the obligations of citizenship. As such, Civil Defense is the proper business of the schools. Civil Defense calls first for knowledge of and devoted belief in the ideals of American life; it calls for courage, initiative, and the ability to plan, to work with others in carrying out operations. It calls for technical skills, for creative vision, for placing the common welfare above that of self. These qualities of character, these technical skills and this knowledge always will be the central purpose of the school (7:1).

The Reasons for Civil Defense

The purpose of any Civil Defense program, of course, is saving people (2:213). This is our main objective. It has been estimated that with adequate Civil Defense instruction and shelters and a twenty minute warning period, sixty-four per cent of the people who would have been killed would be saved (6:166).

Another reason Civil Defense is necessary is that there is no complete military defense against atomic attack (3:150). If an aggressor made an all out atomic attack on our United States, some of his planes and most of his missiles would reach their designated target areas.

We can not overlook the great power Civil Defense would give us in preventing war. It would considerably strengthen our bargaining capacity at the international conference table (3:150). If a would-be aggressor knows we have a Civil Defense system that would allow for retaliatory action against him, he would think twice before launching such an attack (10:1). From the above points, we see why we must have a modern Civil Defense program if we hope to maintain our present world position.

Shelter Vs Evacuation

It was first thought that the best plan for survival against a nuclear bombing was evacuation. Evacuation, as a method of preserving life, has been discontinued because of its impracticality (1:1). It has become an impracticality in that the warning time has been narrowed from three hours to almost no warning at all. This has been brought about by the invention of the intercontinental ballistic missile which can carry an atomic warhead. This missile can travel from Moscow to Chicago in approximately thirty minutes. This allows little time for warning, and evacuation is hopeless (8:166). The key measure in Civil Defense today is not evacuation against nuclear attack but taking adequate shelter.

Establishment of Shelters

Civil Defense officials have set about plans to insure our safety through a shelter program. Many statements have been made on what type of shelters we should have, where they should be located, and at what price. However, we must begin with what we already have and proceed from there.

A very extensive survey is now being made of buildings in the United States to determine existing satisfactory shelter space and to identify the most likely places where buildings can be remodeled to give reasonable protection from nuclear attack (1:2). "A bill is before Congress at the present moment requesting funds, which would be made available up to \$2.50 per square foot, for remodeling or building fallout shelters in public and nonprofit education, health, and welfare institutions" (1:2).

In making a building survey, the Federal Civil Defense Administration has suggested the following "General Instructions" as a guide in establishing shelter areas (7:11-12):

1. Areas selected should be as far away as possible from the outside. Interior corridors and basements should be considered.
2. Areas selected should be in a part of the building that is structurally compact, with close spacing of columns and short-span floor beams. Gymnasiums, auditoriums and cafeterias should be avoided in general.
3. The area should be out of direct line with doors, windows and hallways having exposure to the outside.

4. Walls and doors immediately surrounding shelter areas should be free of glass. If glass is present it should be covered.
5. There should be at least one interior stairway (not adjacent to an exterior wall) within or near each selected area.
6. Areas selected should contain no furnaces or boilers and no large steam, water or gas pipes.
7. The ceiling should not be of the hung or suspended type.
8. The ceiling should not have heavy lighting fixtures or ornaments.
9. The floor directly above the area selected should not have any unusually heavy concentrated loads.
10. The area should be as free as possible of furniture, supplies and equipment of any kind.

"These general considerations should be coupled with the technical advice of competent architects, in order to secure adequate protection of building occupants and their essential food supplies and utility services" (7:12).

Types of Explosions

In organizing a Civil Defense plan, one should be familiar with the types of explosions that may be expected. Since nuclear bombs can be exploded in the air, on the earth's surface, or under the ground or water, we must familiarize ourselves with the potentials and characteristics of each explosion.

Air burst explosion. The air burst explosion would

cause the most widespread damage. The greatest damage and number of injuries, in a blast of this type, would result from falling buildings, flying debris, and fire. Radiation would be a personal hazard for about the first ninety seconds. Many people would be injured seriously by severe burns from thermal radiation unless properly protected. Another important factor to consider would be the amount of light that would be encountered. Everyone should be instructed not to look into the blast and to keep their eyes shielded if at all possible (4:15).

Surface burst explosion. In the surface burst one would have less damage from the blast and fire, but the hazard of radiation would be greatly increased. This increase in radiation is a result of huge quantities of earth being sucked upward into the mushroom cloud, becoming radioactive, and then falling back to the earth as radioactive fallout (4:5).

Subsurface burst explosion. In the subsurface burst less area would be destroyed than in the air or surface burst. However, the radioactive fallout, whether it be moisture or dust, is greatly increased and would cause the most damage. In the underwater burst the blast damage would be less than in the underground burst (4:5).

Characteristics of Nuclear Explosions

There are five characteristics of the nuclear bomb which everyone should familiarize himself with. At the time of detonation there will be a brilliant flash of light many times the brightness of the sun. This flash will last for approximately sixty seconds. Nuclear radiation emerges at the time of detonation. This radiation, known as initial radiation, lasts about ninety seconds. It brings almost sudden death to those within a radius of two miles. Thermal radiation, better known as the heat wave, starts instantaneous fires up to about a ten mile radius. These fires, however, are usually exterminated by the wind from the shock wave. The shock wave that follows is a huge wind which results from the blast. This wind may start with a velocity of two thousand miles per hour at ground zero. However, it loses most of its damaging force within a ten mile radius. The fallout of radioactive material is the last thing to confront us after a nuclear explosion. It cannot be estimated from the ground which way the radioactive material will drift as it is carried by high altitude winds. People twenty miles from ground zero may have nearly an hour to get ready for this fallout material. The early fallout, which carries the most radiation danger, descends in less than twenty-four hours. The less dangerous particles, considerably lighter, may stay aloft for months and travel thousands of miles

before returning to the earth's surface (5:14-15).

Through a better understanding of these characteristics of a nuclear explosion, one can protect himself more effectively.

Communications

The first warning of a nuclear attack would come from the National level. The Air Defense Control Center at Washington, D.C., operated by the United States Air Force, would give the first warning of a nuclear attack. Their warning would be transmitted by direct telephone hook-up to the state headquarters. The state headquarters in turn would transmit the warning to its local cities. From here the local public alarm system goes into effect (10:33).

Communication is greatly needed during a Civil Defense drill, not only for maintaining contact with the control centers, but to inform the public of what is happening during an emergency and to give instructions to them (4:35). "The Federal Government, in conjunction with the broadcasting industry, has devised a special system of AM standard radio broadcasting to serve this purpose. This system is called Conelrad (Plan for CONTROL of ELECTRO-magnetic RADIation)" (4:35). During an emergency everyone should tune to 640 or 1240 on his radio dial for instructions. A battery operated radio is preferred due to the possibility of power failure during the attack. All other

radio and television stations will go off the air so that enemy bombers and missiles can not "home" on the stations' beams (4:35).

Types of Warnings

There are three types of warnings used in Civil Defense planning. These three warnings are the "Alert Signal," the "Take Cover Signal," and the "All Clear Signal." It is everyone's responsibility to recognize these warnings when they are sounded and to know the precautionary measures that must be taken.

Alert signal. The "Alert Signal" is a steady sounding of the sirens and other warning devices for five minutes (4:35). "This signal is used when there is evidence of impending attack and time will permit the orderly action that has been predetermined in this instance" (4:35). Everyone should immediately turn to 640 or 1240 on their radio dials for further information upon hearing this warning.

Take cover signal. The "Take Cover Signal" differs from the "Alert Signal" in that it is a series of short blasts or wailing tones for a period of three minutes (4:34). This warning means to take shelter immediately! After entering the shelter area one should turn to 640 or 1240 on his radio dial for further information.

All clear signal. There will not be an "All Clear Signal" public warning device. This warning will be made by such means as public address systems, radio, or by voice communications (4:35).

No warning. There is always the possibility of a surprise attack when no warning could be given. Our first indication of such an attack would be a brilliant flash of light. At that instant everyone must seek some type of protection within a step or two. They should lie down with their back to the blast. They should remain in this protected position until after the blast and then seek a more protective shelter that is close at hand. They should remain in this protective shelter until further information and instructions are given.

School's Role in Civil Defense

The quotation at the start of Chapter II shows how the school must play an important part in Civil Defense. The school, besides providing adequate shelter space, must provide for Civil Defense education in its curriculum. This could be accomplished in several classes. For example, the general science teacher could include teachings on fallout protection when studying a unit on weather. The health teacher could include first aid measures needed for injuries resulting from nuclear explosions. The biology teacher

could show the effects of radiation and how it can be combatted. The social studies teacher could have a unit of work built around the community's Civil Defense organization. Warning devices and how they operate could be studied in electronics. By bringing Civil Defense into the school curriculum, the students see its importance and achieve a better understanding of it. This is the most important role the school can play in Civil Defense. We must know that Civil Defense is necessary and that it is our only hope against a nuclear attack (9:379).

CHAPTER III

A CIVIL DEFENSE PLAN FOR JASON LEE JUNIOR HIGH SCHOOL

After surveying the literature on Civil Defense and studying several school plans for Civil Defense, the author has compiled a Civil Defense Plan for Jason Lee Junior High School, Tacoma, Washington.

This plan will cover such items as the shelter areas within the school, the responsibility of the school personnel, instruction to parents, and the actual drill procedure to be used.

Shelter Areas

After a very intensive survey of Jason Lee Junior High School, several excellent shelter areas were found within our building. These shelter areas follow the "General Instructions" suggested by the Federal Civil Defense Administration on page five of this paper.

The following are considered the most adequate shelter areas within this school: (1) The front corridor on the second floor provides good protection as it is an inside corridor and free of glass; (2) Rooms 119A,B,C, and D and rooms 120A,B,C, and D are considered very excellent shelter areas due to their location below ground level and

their lack of glass windows; (3) The dressing and shower rooms of the boys' and girls' gymnasiums are well suited as shelter areas, below ground level and free from glass; (5) The inside corridor leading to the boys' and girls' shower rooms, respectively, are suitable as shelter areas--inside corridors, free of glass, and constructed below ground level; and (6) Rows 27 through 34 at the rear of the auditorium are suitable shelter areas protected by inside walls and free from glass.

All students, in their shelter areas, will be housed in one of three areas of the building. These areas will be located below the ground level, on the first floor, or on the second floor. No students will be sheltered on the third floor of the building or in any part not protected by inside walls free of glass.

Since this school is of brick and concrete construction, authorities believe that these shelter areas will serve very adequately against a nuclear attack.

Personnel Responsibilities

The responsibilities of school personnel fall into two phases: (1) what should be done in preparation for the drill and (2) what should be done during the actual drill. These responsibilities are the specific duties of the school personnel of Jason Lee Junior High School.

Principal. "The principal is responsible for supervising and administering the operation of his school" (4:23). Therefore, the principal is responsible for the development, organization, and operation of his school's Civil Defense program.

The following is a list of the principal's responsibilities before a Civil Defense drill is executed:

1. He will establish a chain-of-command to carry out his responsibilities in case of his absence.
2. He will keep currently informed on new developments of the Civil Defense program.
3. He will have established, through faculty and student planning, an efficient and effective drill procedure.
4. He will see that all personnel know their duties and responsibilities.
5. He will have a catalog on file of all Civil Defense equipment, first-aid supplies, and where they are located.
6. He will have an appropriate warning system consisting of intermittent ringing of the class bell.
7. He will have determined for the parents and community the role of the school in Civil Defense.

The following is a list of the principal's duties during an actual Civil Defense drill:

1. He will immediately sound the warning signal upon receiving the warning from the local Civil Defense authorities.
2. He will immediately tune in the school's radio, located within his office, to the conelrad frequency for further information.
3. He will direct messengers to deliver messages to various areas of the building.
4. He will make such adjustments to the basic plan as necessary, based upon information received from conelrad and his best professional judgment.

Secretary. The following is a list of the secretary's responsibilities before a Civil Defense drill is executed:

1. She will establish a chain-of-command to carry out her responsibilities in case of her absence.
2. She must instruct student helpers in their duties and responsibilities.
3. She must take necessary steps to place all permanent records and other valuable information into a secure place.

The following is a list of the secretary's duties during an actual Civil Defense drill:

1. She will immediately tune to conelrad on the school's radio and maintain a typewritten record of all information received.
2. She must answer all phone calls coming from Civil Defense headquarters and from the superintendent's office. All other incoming calls will be blocked at the central switchboard.
3. She must prevent unauthorized use of the telephone.

Teachers. "It falls to the teacher to make sure that all students learn to conduct themselves properly in time of emergency" (4:24).

The following is a list of the teacher's responsibilities before a Civil Defense drill is executed:

1. Keep currently informed about the Civil Defense plan of the school and your role in its operation.
2. Know the designated shelter area for your room. Conduct a "walk through" drill to show the students the shelter area for that class and the line of travel they are to follow.
3. Prepare your students to maintain confidence and morale.
4. Maintain student personal data--name, address, parent, telephone number, and other. This list, together with written emergency instructions, should be available to substitute teachers.

5. Be trained in the methods of first-aid.
6. Designate persons in charge to lead the class to the designated shelter area in case of your absence.
7. Designate room wardens to see that doors and windows are open and that all shades are pulled before leaving the room.
8. Have a Civil Defense poster placed inside the door indicating the shelter station for that room.

The following is a list of the teacher's duties during an actual Civil Defense drill:

1. Escort your students to assigned shelter areas. If the drill comes during your planning period, report immediately to the main office for further instruction.
2. Upon arrival at the assigned shelter area, call roll from your class record book.
3. Reassure your students of all the known details of the situation.
4. See that all of your students are using the best method to protect themselves in case of an explosion.
5. Remain with your students and see to their safety and welfare until relieved of such responsibility.

School nurse. The following is a list of the school nurse's responsibilities before a Civil Defense drill is executed:

1. Have a catalog listing all Civil Defense first-aid supplies and know where they are located. Order any supplies that you are deficient in. In this school the Civil Defense first-aid supplies are stored in the balcony over the boy's gymnasium.
2. Designate a group of boys to serve as stretcher bearers and instruct them as to their duties and responsibilities.
3. Designate and train first-aid teams.
4. Instruct the stretcher bearers and first-aid teams to report immediately to the nurse's office at the beginning of the drill.
5. Plan for the use of school facilities as centers for mass care, hospitalization, or rehabilitation. These centers will be housed in the boys' and girls' gymnasium and the cafeteria.

The following is a list of the nurse's duties during an actual Civil Defense drill:

1. Supervise the first-aid teams and stretcher bearers.
2. Render first-aid, treat casualties, and prepare them for transportation to hospitals.

3. Isolate those students who are ill. They will be placed in the girls' gymnasium and the Red Cross room.

Custodian. The following is a list of the custodian's responsibilities before a Civil Defense drill is executed:

1. He will establish a chain-of-command within his staff to carry out his responsibilities in case of his absence.
2. He will provide a catalog of charts showing all shutoff valves and switches for gas, oil, water, and electricity. This catalog must be posted so that other personnel may use it in time of emergency.
3. Teach all school personnel to use fire extinguishers.
4. Inspect emergency water containers and refill them periodically.

The following is a list of the school custodian's duties during an actual drill:

1. He must close all dampers and drafts on the boilers.
2. He must shut off all oil burners and fuel lines.
3. He must shut off all gas flames except pilot lights and automatic appliances. Gas is not to be turned off at the meter.

4. He must fill all available containers with water if time permits.
5. He must shut off all rotating or moving machinery.
6. He must keep all doors to the boiler room closed.
7. He must keep the main electrical switch open as long as possible.
8. After the above duties have been carried out, he will report to the main office for further information and direction.

Cafeteria manager. The following is a list of responsibilities that the school's cafeteria manager must carry out before a Civil Defense drill is executed:

1. She must establish a chain-of-command within her staff to carry out her responsibilities in case of her absence.
2. She must have on hand at all times an adequate supply of food and water for emergency use stored in the cafeteria's storeroom.
3. She must devise a plan for her staff to use in preparing and serving food under attack conditions.
4. She must instruct certain students to assist in serving meals or on a clean-up detail following mass feeding operations.

During an actual drill the cafeteria manager and her staff will need to serve mass feedings and provide for a clean-up detail. It is thought that only two such feedings will be necessary before the dispersal of the students to their homes and families.

Students. The following is a list of the student's responsibilities in preparation for a Civil Defense drill:

1. Students should know their designated shelter areas for each class period, during lunch period, or during an assembly.
2. Students assigned to special duties should know assignments.
3. Students should have some form of identification tag.
4. They should know the various Civil Defense warnings and what they are to do for each one.

The following is a list of the student's responsibilities during an actual Civil Defense drill:

1. Students who have been assigned special duties must report to their designated areas immediately.
2. Students are to go to assigned shelter areas quickly and quietly.
3. Students are to listen and to obey all instructions from their teacher or competent authority.

Instructions to Parents

Parents must be properly informed about their responsibilities in Civil Defense. Parents must be assured that the school has provided a plan for the safety of their children against nuclear attack. Parents, under no circumstances, are to report to the school asking for their children during a Civil Defense exercise. This would only create problems in congestion and confusion.

If school officials receive an advanced warning of a nuclear attack and are assured of adequate time to send the children home, the children will be dispersed to their homes. It is the responsibility of the parents to have a shelter area provided for their children and have it equipped properly. If the parents should be working, an alternate arrangement should be made for the children to report to a neighbor's house. This plan should also be in effect when parents are temporarily not at home.

Parents should work very closely with school officials in planning identification data. Parents should make sure that their children have some type of identification. This identification should be in the form of an identification card or an identification tag or bracelet. These can all be purchased through the P.T.A. Civil Defense chairman.

A closer cooperative plan between the parents and the school will add another link to a completely efficient

Civil Defense plan.

Drill Procedure

The following is the procedure that will be used at Jason Lee Junior High School when the "Take Cover Signal" is sounded:

During class time. The following is a room by room description as to where each class is to go to get to its shelter area.

Room Number:

Instructions:

119A,B,C, & D.

Remain in your own room.
Students are to shift to the side of the room away from the door to allow for incoming students.

120 A,B,C, & D.

Remain in your own room.
Students are to shift to the side of the room away from the door to allow for incoming students.

103

Proceed directly across the hall down the left side of the stairs to room 119B.

105

Proceed across the hall down the right side of stairs to room 119A.

Room Number:Instructions:

- 107 Proceed down the left side of hall. Use left side of stairway to girls' locker room.
- 109 Proceed down the right side of hall. Use right side of stairway to girls' locker room.
- 111 Proceed directly across the hall, down the left side of stairway to room 119C.
- 123 Proceed down the right side of the hall and down the right side of stairway to room 119D.
- 115 Cross to the right side of the hall. Proceed to the girls' shower room using the right side of the stairway.
- 121 Down right side of hall to rampway leading to the girls' shower room.
- Girls' Gym Proceed down the left side of stairs into the girls' shower room.
- Cafeteria Staff Proceed to the girls' dressing room using the left side of stairs.

<u>Room Number:</u>	<u>Instructions:</u>
102	Proceed directly across the hall, down the left side of stairs to room 120A.
124	Proceed down the right side of hall and stairs to room 120B.
Library	Proceed across the hall using left side of stairs to room 120A.
108	Proceed down the left side of the hall and stairs to the boys' athletic room.
110	Proceed down the left side of the hall and stairs to the boys' athletic room.
114	Proceed across the hall and down the right side of the stairs to room 120D.
115	Proceed down the left side of the hall to the rampway leading to the boys' locker room.
Boys' Gym	Proceed down the right side of the stairs to the boys' shower room.

Room Number:Instructions:

- 208 Proceed down the right side of the hall and stairs to the middle section of the auditorium. Occupy rows 27, 28, and 29.
- 210 Proceed down the left side of the hall and stairs to the left side of the auditorium. Occupy rows 27, 28, and 29.
- 212 Proceed down the left side of the hall and stairs to the left side of the auditorium. Occupy rows 30, 31, and 32.
- 214 Proceed down the right side of the hall and stairs to the front hall. Proceed to the middle section of the auditorium. Occupy rows 30, 31, and 32.
- 216 Proceed down the right side of the back stairs to the back hall. Line up along the wall of the boys' gym.
- 218 Proceed down the left side of the back stairs to room 120C.

Room Number:Instructions:

- 302 Proceed down the right side of the back stairs to the back hall on first floor. Line up along the wall of the boys' gym.
- 207 Proceed down the left side of the stairs and hall to the middle section of the auditorium. Occupy rows 33 and 34.
- 209 Proceed down the right side of the stairs to the right side of the auditorium. Occupy rows 27, 28, and 29.
- 211 Proceed down the right side of the stairs to the right side of the auditorium. Occupy rows 30, 31, and 32.
- 213 Proceed down the left side of the back stairs to room 119C.
- 215 Proceed down the right side of the back stairs to the back hall on first floor. Line up along the wall of the girls' gym.
- 217 Proceed down the right side of the back stairs to room 119D.

Room Number:Instructions:

- 301 Proceed down the right side of the back stairs to the back hall on the first floor. Line up along the wall of the girls' gym.
- 220 Proceed to the hall. Line up along the wall to the right of your door.
- 219 Proceed to the hall. Line up along the wall to the right of your door.
- 206 Cross the hall. Line up along the wall of the auditorium.
- 204 Proceed to the hall. Line up along the wall to the right of your door.
- 202 Proceed to the hall. Line up along the wall to the right of your door.
- 200 Proceed to the hall. Line up along the wall to the right of your door.
- 201 Proceed to the hall. Line up along the wall to the right of your door.

Room Number:Instructions:

203

Cross the hall. Line up along the wall of the auditorium.

205

Proceed to the hall. Line up along the wall to the left of your door.

Office Staff

Women are to report to the anteroom of the women's rest room on first floor. Men are to report to the anteroom of the men's rest room on first floor.

During lunch period. If an attack warning comes during a lunch period, students cannot go to their designated class shelter areas. This would cause confusion and congestion as the flow of traffic would be interrupted. The teachers on noon supervision would lead the students to the back hall. The students would then line up on both sides of the hall. It is important that the noon supervision teachers be in charge and all students follow their instructions.

During an assembly. If an attack warning should come during an assembly, school personnel would have two decisions to make. Both of these decisions would depend upon the

factor of time. If time was available the classes would report back to their roll room with their teacher. Then at the signal the teacher would lead the students to their shelter area. If there was not enough time to return to the roll rooms, the classes would have to remain within the auditorium. Students would get beneath their seats the best they could and cover their heads and face for protection. They would remain in this position until further instruction was given.

CHAPTER IV

CONCLUSIONS

I. SUMMARY

The only defense from a nuclear attack is Civil Defense. In order to sell this to the public, we must incorporate Civil Defense training and planning into school curriculum. Through educational facilities and training our nation continues to grow. If we wish to continue this growth, we must accept Civil Defense as part of our daily life.

II. RECOMMENDATIONS

In general, this study has brought out the importance of Civil Defense in our schools. More specifically, it has set up a Civil Defense plan for Jason Lee Junior High School, Tacoma, Washington.

The following is a list of recommendations school districts should incorporate in setting up a Civil Defense plan:

1. They must develop adequate shelter areas.
2. They must develop an adequate warning system.
3. They must instruct all personnel of their duties and responsibilities.

4. They must incorporate Civil Defense and its importance into their curriculum.
5. They must assure all parents that the school has provided for the safety of their children.

The fulfillment of these recommendations will provide an adequate Civil Defense plan.

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APPENDIX

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