A STUDY OF THE SAFETY AND ACCIDENT REPORTS IN THE SCHOOLS OF OKLAHOMA

By

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A STUDY OF THE SAFETY AND ACCIDENT REPORTS IN THE SCHOOLS OF OKLAHOMA

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

"Safety is much like motherhood. No one would ever say anything but good things about it."[1]

The health and welfare of the individual is proclaimed to be one of the main interests of mankind. In this broad field accident prevention is espoused with great frequency. Accident prevention programs have been designed for the home, work, recreational activities, driving, etc... The information has been disseminated through formal and informal classes, radio and television, newspapers and magazines, and leaflets. And yet, there are still individuals being injured and killed every day because, as many would like to say and believe, "It was just an accident." Accidents do not just happen as many are inclined to believe. They are caused by a series of events.

In 1912, a young claims attorney, Robert J. Young and a group of executives formed an organization that is known today as the National Safety Council. Its sole aim was to establish a bureau of information which would supply employers with cumulative experience of industries in practices and methods of eliminating accidents. Established originally to deal with industrial accidents, it now includes the work of reducing the number and seriousness of accidents of all kinds.

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[1]William P. Spence. "What Colleges Teach Teachers on Shop Safety," Industrial Arts and Vocational Education, October, 1968, pp. 60-62.

Representatives of manufacturing, public utility and transportation firms, insurance companies, local safety councils, chambers of commerce, schools and governmental departments of city, state and the nation supply the National Safety Program with information about their safety programs and reports of accidents. This information is compiled and evaluated and the results are made available to those companies and individuals who are interested.

Henry M. Dexter in his article "General-Shop Safety Instructions" emphasized safety instructions because of the following slogan: "I am to return the boy to his parents, in a better condition physically and mentally, than he was submitted to me."[2]

If the boy is to be returned to his parent, "in a better condition physically and mentally," accident prevention should not stop with only instructing and testing in safety. When an accident happens it should be reported, evaluated and the information gained from it made available to others for safety education and accident prevention.

Statement of Problem

The problem is to ascertain if there is a need for new requirements and procedures to be established for the reporting of school accidents that will be beneficial to all concerned with safety and accident prevention in the schools of Oklahoma.

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[2]Henry M. Dexter. "General-Shop Safety Instructions," Industrial Arts and Vocational Education, January, 1938, pp. 21-23

Purpose of Study

The purpose of this study is to evaluate the safety and accident prevention program in the schools of Oklahoma.

Hypothesis

Based on the lack of statistical information found in the review of literature the general hypothesis of this study is that the methods for reporting school accidents need to be improved.

More specifically, this study will attempt to answer the following questions concerning the schools in Oklahoma:

1. Is there a need for requirements to be established for reporting school accidents?
2. Should a central agency be established to receive, evaluate and disseminate the information obtained from these reports?

Definition of Terms

1. School: any institution formed for the dissemination of knowledge that is supported in part or whole by funds received from the state of Oklahoma.
2. Accident: any personal injury that requires either the services of the school nurse or a doctor.
3. Report: a prepared standard form such as the National Safety Council Form, "Standard Student Accident Report Form," to be prepared on each accident.

Limitation of the Study

This study is limited to those Oklahoma high schools which were listed as offering Industrial Arts Woodworking during 1971-1972. Junior high schools will not be included.

The questionnaire method of research will be a limiting factor in this study. There is a tendency to be somewhat biased or hesitant about completing a questionnaire concerning matters which might prove to be prejudicial.

CHAPTER II

REVIEW OF LITERATURE

Based on the amount of publicity and the numerous articles published yearly on Safety and Accident Prevention it seemed logical that statistics on school accidents would be readily available. However, results of researching of materials in the Oklahoma State University Library, Stillwater Public Library and interviews with state personnel and school officials resulted in finding there is no requirement for reporting school accidents to anyone on a state level in Oklahoma. A review of the School Laws of Oklahoma[1] further verified this fact. However, there are school laws in Oklahoma concerning the availability and wearing of "Safety Goggles," Section 333 and "Respirators," Section 334 in classrooms where eye injury and breathing difficulties may exist. Subsequently a direct approach to the problem to obtain statistics on the number and type of school accidents that have happened proved fruitless.

Since the direct approach did not afford the information desired an indirect approach was attempted. This approach was made based on the theory that authors, in order to add weight and logic to their articles, would provide some statistics.

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[1]State Department of Education. "School Laws of Oklahoma," 1971.

Among the subjects researched were articles on Teacher Liability, Safety Education, Color in the School Shops, Eye Protection and Machine Safe Guards.

Denis J. Kigin's[2] article dealt with the extent of liability a school shop teacher must consider at all times. The results of his study indicated that many teachers and administrators had doubts as to where their rights and responsibilities began and ended with regard to school shop accidents. In addition, practically all legal actions against school districts and teachers resulting from injuries to pupils were based on negligence. From his study he concluded all school shop teachers have a definite legal responsibility toward accident prevention and that some of the present state laws would either have to be changed or new ones passed.

As stated in the previous paragraph negligence was the basis for practically all the legal actions taken. Gerard Esposito's[3] article defined negligence and discussed two types of negligence. Negligence he defined as: "The failure to do something which a reasonable man guided by those considerations which ordinarily regulate human affairs would do, or the doing of something which a reasonable and prudent man would not do." Contributory negligence, he indicated, was actions performed by the individual, after he had received adequate safety instructions, that resulted in an accident. This type of negligence is often hard to prove when a minor is involved. Comparative negligence

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[2]Denis J. Kigin. "Teacher Liability in School-Shop Accidents," Prakken Publications, Inc., Ann Arbor, Michigan, 1963.

[3]Gerard Esposito. "Teacher Liability for Accidents in the School Shop," Industrial Arts and Vocational Education, October 1968, pp. 63-65.

is negligence where both parties have contributed to the accident in one manner or another and subsequently must share in being liable for the accident. He concluded that the best accident prevention program must include but not be limited to supervision, organization, and implementation.

Safety education was studied by Norman Key[4] in an effort to compare the past and present methods of teaching safety and to suggest what may be done in the future. The results of his study showed, among other items, the cause of most accidents is usually a "Host, Agent, Environment Concept" and subsequently the idea of certain people being "accident prone" was a misconception. Testing a person for safety was cited as only indicating that person's knowledge about safety and nothing more. As a result of his study his conclusion indicated a need for a more effective approach to the study of accidents and accident prevention must be recognized. In order to do this he suggested the knowledge of safety specialists and the skills of researchers be combined to provide a meaningful and useful result. In addition he indicated that all teachers should be exposed to appropriate elements of safety education.

Among the elements of safety education the use of paints of different colors was discussed. Warren G. Frazier[5] enumerated how paints of different colors can be used to change the mood in a shop, increase or decrease effective lighting, create or eliminate blind spots caused by reflective glare, create subdued or vivid contrasts, to mark walkways,

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[4]Norman Key. "Safety Education," Encyclopedia of Educational Research, 4th Edition, 1969, pp. 1159-1166.

[5]Warren G. Frazier. "Color in the School Shop," (Unpublished M.S. Report, Oklahoma Agricultural and Mechanical College, 1954, 37 pages).

and to highlight hazardous shop areas or parts of machines. As a result of his study he indicated the many uses of color in the school shop should be a part of the teacher's safety education program and that proper use of colors could contribute toward a reduction in accidents.

A study of the safety guards on woodworking machinery was performed by Chauncey S. Schults.[6] His interest was centered on the selection of tools having safety guards and the efficiency of the guards. His source of information was principally from the manufacturers of woodworking tools. A study of this information indicated that the manufacturers attitudes toward the designing of equipment are changing. These changes are toward placing consideration for safety in a top priority position in the overall designing of the piece of machinery. Even though this is being done, he indicated that the matter of safety guards and their importance is still related to the buyer and user of the machines. Subsequently he felt it is necessary to educate the buyers, owners, and users of tools in safety, safe-guards, and what to look for when buying or using a piece of equipment. In addition he indicated the advance of more and better safe-guards on machines has progressed and will continue to do so when the users make their desires known to the manufacturers.

A study entitled "Developing Proper Attitudes Toward Eye Protection in the School Shop"[7] was performed in Pennsylvania. The objective of the study was to ascertain what effect safety education, in conjunction

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[6]Chauncey Smithey Schults. "An Analysis of Safety Guards on Woodworking Machinery," (Unpub. M.S. Thesis, Oklahoma Agricultural and Mechanical College, 1947).

[7]C. J. Schaefer, J. M. Shemick, W. A. Williams. "Developing Proper Attitudes Toward The Protection in the School Shop," ERIC System No. ED 017 640, 1965, p. 17.

with a program of compulsory or voluntary wearing of eye safety devices, would have on changing personal attitudes. The results of the study indicated very little effect for developing lasting and favorable attitudes toward wearing safety glasses. In addition it noted no significant favorableness toward voluntary eye protection. The final conclusion of study indicated that eye safety can be obtained, even though the attitude toward eye safety may decline, where compulsory wearing of glasses is required.

Michael J. Doolin[8] reviewed the general state school laws regarding eye safety in the schools, the ASA standards for safety glasses, compared heat treated lens against safety lens and the introduction of new eye hazards, such as the laser beam, in the schools. The article was not one that attempted to resolve any problem but to reiterate matters of concern involving eye safety. The concern expressed by the author involved the reduction of eye injuries with a resultant reduction in eye injury law suits, the financial burden placed on the schools and individuals, accountability and maintenance of eye safety. He indicated the final judgment of what type of eye protection devices would be used in all probability would be associated with the cost to be borne by the schools or the individual.

The results of research of these and similar articles did not reveal any statistical information with regard to the number and types of accidents that occur in the schools.

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[8]Michael J. Doolin. "Eye Safety in the Schools," Industrial Arts and Vocational Education, October, 1968, pp. 67-74.

CHAPTER III

METHOD OF RESEARCH

The principal aim of this study is to evaluate the safety and accident reporting programs in the schools of Oklahoma.

The information needed for this study consists of two parts. First, What is being done today in the schools of Oklahoma with regard to Safety Education and Accident Reporting? Second, Can Safety Education and Accident Reporting be improved?

Due to the nature of this study, it was decided that a questionnaire would be the best method of collecting the data. The questionnaire used was patterned after a questionnaire used in a study by William P. Spence.[1]

Addresses of public high schools offering courses in woodworking have been compiled in the annual A Directory For Industrial Arts Education in Oklahoma 1971-1972. The mailing list was determined from this annual directory.

A packet containing a letter of instruction, a questionnaire, a 3 x 5 card, and a stamped self-addressed envelope was sent to 249 high schools that were listed as offering industrial arts woodworking courses. Fourteen days later a follow-up card was mailed to the schools that had not returned the questionnaire. A packet identical to the original one was

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[1]William P. Spence. "What Colleges Teach Teachers on Shop Safety," Industrial Arts and Vocational Education, October, 1968, pp. 60-62.

mailed to those schools indicating they needed another packet.

The data from each questionnaire has been tabulated and from the tabulated results the researcher has tested his hypothesis and drawn conclusions.

CHAPTER IV

REPORT OF THE SURVEY

As stated in Chapter I, the aim of this study is to evaluate the safety and accident reporting program in the schools of Oklahoma and to ascertain if it can be improved. It is the purpose of this chapter to present the results of the study in logical sequence and in detail. It is hoped that through this presentation, the writer has accomplished the purpose of the study and made available to those interested a collection of data which represents the co-operative efforts of 148 industrial arts woodworking instructors in the high schools of Oklahoma.

Sources of Data

As stated in Chapter III, the questionnaire method was employed to acquire the data for this study.

In composing the questionnaire, the writer endeavored to satisfy as many of the accepted requirements as possible. The primary purposes of the questionnaire were (1) to obtain a representative picture of existing safety and accident reporting programs in Oklahoma public high schools, and (2) to determine if improvements, in this area, should be made.

Administration of the Questionnaires. A questionnaire, a letter of instruction, and a self-addressed, stamped, return envelope were sent to 249 industrial arts woodworking instructors in Oklahoma public high

schools. The questionnaires were returned by 148 instructors, giving a response of 59.44 percent. (Copies of the questionnaire and the letters of instruction are in the Appendix. Also included in the Appendix is a copy of the follow-up card mailed to those high school instructors who had not responded within two weeks of the first mailing of the questionnaire).

Survey Data

The data from the questionnaire is divided into three areas. These areas are: (1) What is taking place at present, (2) Do teachers feel they need additional help, and (3) What is known about school accidents that have occurred in the past three years.

The responses to the questionnaire are listed as to the frequency of responses, and percentages are determined for each response. For the majority of the responses the data is presented in tabular form.

What is Taking Place at Present? What is happening today is and should be a concern of everyone. Subsequently the first eight questions of the questionnaire were designed with the purpose of attempting to find out what is being done with regard to safety education and reporting of accidents. Question one and two were put forth to ascertain the methods used for safety education. As can be seen in Table I, 81.76 percent of the participants indicated they did teach specific safety lessons and 18.24 percent indicated they did not.

Table I also indicates that safety was taught in conjunction with technical classes by 96.62 percent of the participants, 1.35 percent did not, and 2.03 percent did not indicate whether it was or was not.

TABLE I

SAFETY INSTRUCTIONS

Question	Yes		No		No Comment	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Do you offer specific safety lessons?	121	81.76	27	18.24	0	0
Is safety instruction a part of the content of technical classes?	143	96.62	2	1.35	3	2.03

In conjunction with teaching safety the matter of safety committees and inspections are equally important. Questions three, four, and five were used to evaluate the safety programs through the use of additional personnel and safety inspections. Table II shows that faculty safety committees were established in 2.70 percent of the schools while in 95.27 percent they were not and 2.03 percent made no comment regarding such a committee.

In addition Table II indicates 48.64 percent of the schools had regular safety inspections, and 50.68 percent did not, and 0.68 percent made no comment.

Table II also indicated that safety inspections conducted by outside agencies were performed in 18.24 percent of the school, 81.08 percent indicated no inspections by outside agencies and 0.68 percent made no comment.

TABLE II

SAFETY COMMITTEES AND INSPECTIONS

Question	Yes		No		No Comment	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Do you have a faculty safety committee?	4	2.70	141	95.27	3	2.03
Do you have regular safety inspections?	72	48.64	75	50.68	1	0.68
Do you have regular safety inspections conducted by an outside agency?	27	18.24	120	81.08	1	0.68

In conjunction with those schools that indicated they had regular safety inspections conducted by an outside agency they were asked to identify the agency. Fifteen different titles were reported on outside agencies performing safety inspections. Due to the similarity of the functions these titles were reduced to represent personnel from six agencies performing the inspection. Table III indicates fire department personnel performed 50 percent of the inspections, state personnel 23.33 percent, insurance personnel 10 percent, county personnel 6.66 percent, school board officials 6.66 percent, and industrial personnel 3.33 percent.

TABLE III

OUTSIDE SAFETY INSPECTION AGENCIES

Inspections performed by	Frequency	Percent
Fire departments	15	50.00
State personnel	7	23.33
Insurance companies	3	10.00
County officials	2	6.66
School boards	2	6.66
Industrial personnel	1	3.33
Total	30	99.98

The possibility of an accident occurring is present at all times and therefore to be forewarned is to be forearmed. One way to do this is to prepare a written accident report as soon as possible after an accident occurs. Questions six, seven, and eight of the questionnaire were asked to ascertain the status of accident reporting in the Oklahoma schools.

Table IV shows that reports were prepared in 31.08 percent of the schools, were not prepared in 67.57 percent of them, and 1.35 percent did not comment either way.

Table IV also shows the requirement exists to prepare a report in 27.03 percent of the schools, is not required in 70.27 percent of the schools, and 2.70 percent of the schools did not indicate if the requirement did or did not exist.

In addition Table IV shows that of the reports submitted 11.49 percent of the participants know what action is taken with them, 64.19 percent do not, and 24.32 percent did not comment either way.

TABLE IV

REPORTING OF ACCIDENTS

Question	Yes		No		No Comment	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Is a written report prepared on every accident that happen in your school?	46	31.08	100	67.57	2	1.35
Do local school officials require a report on every accident?	40	27.03	104	70.27	4	2.70
Do you know what action is taken with the reports submitted?	17	11.49	95	64.19	36	24.32

Do Teachers Feel They Need Additional Help? Everyone needs help at one time or another. The question is whether help should be withheld until it is asked for or should it be available and offered before it is needed? Questions nine, 10, 11, 12, 13, and 14 were asked to determine if teachers thought a central state agency would be of help to them.

Table V indicates that 28.38 percent of the participants felt that every accident should be reported to a central state agency, 70.27 percent did not and 1.35 percent were undecided.

Whether a central state agency should be established to receive, review and evaluate school accident reports Table V indicates 25.67 percent indicated yes, 42.57 percent no and 31.76 percent were undecided.

Table V also indicates that 44.59 percent of the teachers felt the agency should disseminate its findings back to the schools, 28.38 percent did not think they should, and 27.02 percent were undecided. Table V further indicates that 43.92 percent thought the information

would be of value to them, 19.59 percent did not, and 36.48 percent were undecided.

TABLE V

ESTABLISHING AND REPORTING TO A CENTRAL STATE AGENCY

Question	Yes		No		Undecided	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Do you believe a report should be submitted to a central state agency on every school accident?	42	28.38	104	70.27	2	1.35
Do you believe there should be a central agency established to receive, review, and evaluate school accidents?	38	25.67	63	42.57	47	31.76
Do you believe this agency should disseminate its findings back to the school?	66	44.59	42	28.38	40	27.02
Would this information be of any value to you?	65	43.92	29	19.59	54	36.48

Table VI indicates that 15.28 percent preferred to have this information made available to them on a monthly basis, 37.50 percent quarterly, 20.85 percent semi-annually, and 26.05 percent annually.

TABLE VI

DESIRED FREQUENCY FOR AGENCY TO DISSEMINATE INFORMATION

Question	Monthly		Quarterly		Semi-Annual		Annually	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
How often would you like to be made aware of the agency's findings?	11	15.28	27	37.50	15	20.85	19	26.05

Question 14 was submitted to ascertain how information received from the agency would be of value to the teachers. Table VII indicates that 41.89 percent of the participants would use this information to improve safety education. To either compare their school with other schools or to use the information to reduce class size was selected by 6.08 percent. Table VII further indicates 2.70 percent would use it to either attempt to obtain better equipment or for other reasons and 2.03 percent to attempt to obtain better facilities.

TABLE VII

SELECTED USE OF INFORMATION

Item	Frequency	Percent
Improve Safety Education	62	41.89
Compare your school program with other schools	9	6.08
Reduce class size	9	6.08
To attempt to obtain better facilities	4	2.70
Other	4	2.70
To attempt to obtain better equipment	3	2.03

What is Known About School Accidents That Have Occurred in the Past Three Years? Most individuals know about accidents that happen to persons close to them either as relatives or those they associate with at work or recreation. But what about the accidents that occur in their profession involving persons they are not aware of? Question 15 was asked to ascertain what knowledge the participants had about school accidents that have occurred in the past three years.

Table VIII indicates that 40.54 percent of the participants were aware of school accidents that have happened in the past three years, 57.43 percent were not, and 2.03 percent were non-commital.

TABLE VIII

AWARENESS OF SCHOOL ACCIDENTS

Question	Yes		No		No Comment	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Are you aware of any school accidents that have happened in the past three years?	60	40.54	85	57.43	3	2.03

In connection with question 15 if the participant was aware of school accidents that occurred he was asked to describe the accident. Tables IX, X and XI indicate where the accident occurred, what equipment was involved, and what general part of the body was injured.

TABLE IX

WHERE ACCIDENTS OCCURRED

Location	Frequency	Percent
School shops	46	67.65
Sports	9	13.23
Play periods	3	4.41
Miscellaneous	10	14.70
Total	68	

TABLE X

EQUIPMENT INVOLVED

Item	Frequency	Percent
Band saw	9	18.00
Chisel	1	2.00
Dado head	1	2.00
Door	2	4.00
Hand saw	1	2.00
Jig saw	1	2.00
Jointer	6	12.00
Knife	1	2.00
Ladder	1	2.00
Lathe dog	1	2.00
Radial arm saw	1	2.00
Striking bar	1	2.00
Table saw	10	20.00
Torch	1	2.00
Trampoline	1	2.00
Trash box	1	2.00
Miscellaneous	11	22.00
Total	50	

TABLE XI

PART OF BODY INJURED

Part	Frequency	Percent
Abdomen	1	1.45
Arm	13	18.84
Foot	1	1.45
Hand	43	62.32
Head	4	5.80
Leg	7	10.14
Total	69	

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to evaluate safety and accident prevention programs in the schools of Oklahoma and to ascertain if it could be improved. Questionnaires were sent to 249 high schools offering woodworking courses and 148 usable questionnaires were returned. The data received was divided into three basic areas for tabulation.

The first area sought to reveal the current status of safety education, safety inspections, and accident reporting in Oklahoma public high schools. It was disclosed that 82 percent of the schools were providing specific safety instructions and 97 percent were including it as part of their technical courses. Approximately three (3) percent of the schools indicated they had faculty safety committees. Regular school safety inspections were indicated as being performed in 49 percent of the schools and 18 percent had safety inspections performed by outside agencies. Accident reports, it was disclosed, were not prepared in 68 percent of the schools. The submission of a written report was not required in 70 percent of the schools. Approximately 64 percent of the participants disclosed that they did not know what action was taken on a report after it was submitted.

The second area considered was whether the teachers felt they need additional help from a central state agency. Approximately 70 percent of the participants indicated they did not believe a report should be submitted to a central agency and 43 percent disclosed they did not

feel the need for a central agency to be established to receive, review and extract information from the reports that could be returned to the schools. It was further indicated by 45 percent of the participants that information compiled by a central agency should be made known to all the schools and 44 percent indicated this information would be of value to them. The frequency with which the schools should receive this information was indicated as follows: Monthly, 15 percent; quarterly, 38 percent; semi-annually, 21 percent; and annually, 26 percent. Forty-two (42) percent of the participants disclosed they would use the information to improve on safety education, six (6) percent would use it to compare their schools with other schools and to attempt to reduce class size, three (3) percent to attempt to obtain better facilities and for other reasons, and two (2) percent to obtain better equipment.

The third area was concerned with the participants knowledge of school accidents that occurred in the past three years. Fifty-seven (57) percent indicated they were not aware of any school accidents that occurred in the past three years. Data received from the 41 percent who cognizant of accidents for the past three years resulted identifying 68 separate accidents. The activities involved in at the time of the accident were indicated as being shop classes (68 percent), sports (13 percent), play periods (four percent), and miscellaneous (15 percent). The three pieces of equipment involved in the highest percentage of accidents were the table saw (20 percent), band saw (18 percent), and jointer (12 percent). The areas of the body most frequently injured were the hands (62 percent), arms (19 percent), legs (ten percent), head (six percent), feet (one percent), and the abdomen (one percent).

Conclusions

From the data collected the following conclusions are derived:

The safety and accident reporting and prevention programs in the schools of Oklahoma are not adequate in their present state to obtain the most benefit from them. This is evidenced by the number of schools that do not either prepare written accident reports or require it be done or both, the low percentage of personnel who were aware of school accidents, and the absence of statistics that could be used to identify either hazardous equipment, procedures, facilities, or individuals. The interchange of knowledge is not in existence.

The preparation of written accident reports is accomplished principally in those schools where it is required. A comparison of the percentage of schools that prepared reports, with those requiring it be done, shows a high positive relationship exists between a requirement and complying with the requirement.

The support of a central agency that would receive, review, extract information and feed this information back to the schools would be difficult to obtain. This is supported by the response made by the participants that they did not believe a central agency was necessary and the filing of a report with the agency was unnecessary.

There is a need for a central agency to consolidate accident information and return this information to individuals that desire and need it. A review of Table V will show that a large percentage of the participants indicated this information should be sent to the schools and that it would be of value to them. In addition Table VII indicates this information would be used more often to improve safety education than for any other reason.

The majority of the accidents that participants indicated were accidents that occurred in their own school. This conclusion is based on the narratives received concerning accidents and the participants usage of the expressions "In this shop", "In my shop", "At this school", "I have had only ___ accidents in ___ years of teaching", and etc. In addition the author reveiwed the accident narratives and was unable to identify any accident that had been reported more than once.

The total program of safety and accident reporting and prevention in the schools of Oklahoma leaves much to be desired. The best example the author can submit to support this statement is that of 148 participants, in the study, not one stated any knowledge of a well publicized accident that occurred in a school shop in 1972 that resulted in a FATALITY.

Recommendations

In view of the data presented there is evidence that the safety and accident reporting and prevention methods in the schools of Oklahoma are under-developed. The author, therefore, recommends that:

1. The state school laws include a section requiring a written report be submitted on all school accidents.
2. A standard accident report form be adopted for use in all Oklahoma schools.
3. A central agency be established to receive, review, and extract information from the accident reports and this information be compiled and returned to all the schools in Oklahoma.
4. Each Oklahoma school be required to have a safety committee.
5. Oklahoma teacher certification require a minimum of two hours

credit in safety and accident prevention.

6. The school safety committee be required to perform periodic safety inspections.
7. The school safety committee review information received from the central agency and forward information to the areas of the school involved.
8. The school safety committee review all accident reports being forwarded to the central agency for completeness and clarity.
9. More frequent use be made of outside agencies such as Fire departments, insurance companies, health agencies, and industrial concerns to perform safety inspections.
10. A follow-up to this study be made periodically for the betterment of safety and accident reporting and prevention in the schools of Oklahoma.

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APPENDIX A

Oklahoma State University

INDUSTRIAL ARTS EDUCATION

STILLWATER, OKLAHOMA
104 INDUSTRIAL BUILDING
(405) 372-6211 EXT. 7261

Dear Fellow Teachers:

I am sure you are all aware of the importance of Safety and Accident Prevention Programs. By the very nature of the subject you are teaching, Safety and Accident Prevention is an essential part of your program to which I know you give much thought. Therefore, I am seeking your assistance in aiding me to evaluate the Safety and Accident Prevention Program in a segment of the public schools in Oklahoma.

The assistance I request from you is to ask you to complete the attached questionnaire and to return it to me. To aid you in answering the questionnaire, I am defining an accident to be, "any personal injury that requires either the services of the school nurse or a doctor". The success of this study is dependent upon your help. Please answer all the questions to the best of your knowledge.

The return envelopes are numbered solely for the purpose of insuring maximum return for a follow-up program if necessary. Upon receipt your number will be checked off and the envelope destroyed. The contents of the completed questionnaire will be kept in the strictest confidence. It is not my intention nor desire to identify any individual or school participating in this study. Subsequently, I am asking you to make no notation or marks on the questionnaire or self-addressed envelope other than those that are absolutely necessary.

If you desire a brief summary of this study, please complete the 3 X 5 enclosed card and return it with the questionnaire. Upon receipt, the card will be immediately filed separately from the questionnaire so that one cannot be identified with the other.

Respectfully yours,

Roy W. Leaghty

Roy W. Leaghty

RWL/ck

Encl.

A STUDY OF THE SAFETY AND ACCIDENT REPORTS IN THE SCHOOLS OF OKLAHOMA

Questionnaire

1. Do you offer specific safety lessons? Yes _____ No _____

2. Is safety instruction a part of the content of technical classes?

   Yes _____ No _____

3. Do you have a faculty safety committee? Yes _____ No _____

4. Do you have regular safety inspections? Yes _____ No _____

5. Do you have regular safety inspections conducted by an outside agency?

   Yes _____ No _____ By whom _____

6. Is there a written report prepared on every accident that happens in your school?

   Yes _____ No _____

7. Do local school officials require a report on every school accident?

   Yes _____ No _____

8. Do you know what action is taken with the reports submitted?

   Yes _____ No _____

9. Do you believe a report should be submitted to a central state agency on every school accident?

   Yes _____ No _____

10. Do you believe there should be a central state agency established to receive, review and evaluate school accidents?

    Yes _____ No _____ Undecided _____

11. Do you believe this agency should disseminate its findings back to the schools?

    Yes _____ No _____ Undecided _____

12. If your answer to question # 11 was Yes, how often would you like to be made aware of the agency's findings?

    Monthly _____ Quarterly _____ Semi-annually _____ Annually _____

13. Would this information be of any value to you?

Yes _____ No _____ Undecided _____

14. In what way would this information be of value to you? (Please number your answers in the order you would use the information with one (1) being first).

_____ Compare your school program with other schools

_____ Improve on safety education

_____ To attempt to obtain better facilities

_____ To attempt to obtain better equipment

_____ Reduce class size

_____ Other reason (state) _____

_____

15. Are you aware of any school accidents that have happened in the past three years?

Yes _____ No _____

16. If your answer to question 15 was Yes, please describe the accident and when it happened. Please do not indicate where it happened.

Name

Street

City

State

ZIP

Personal Data Card

APPENDIX B

Roy W. Leaghty
Room 104 Industrial Building
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Fellow Teacher;

On 5 January 1973 I sent you a questionnaire concerning safety and accident reporting in the schools in Oklahoma. As of 19 January 1973 I have not received a reply from you. Your response is extremely important in completing a study entitled 'A Study of the Safety and Accident Reporting in the Schools in Oklahoma'.

If you have set the questionnaire aside for answering at a later date please complete it and return it to me as soon as possible. If you failed to receive a questionnaire let me know and I will send you one.

Thank you for your cooperation.

Roy W Leaghty

Follow-up card sent to schools

VITA

Roy Winton Leaghty

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF THE SAFETY AND ACCIDENT REPORTS IN THE SCHOOLS OF OKLAHOMA

Major Field: Industrial Arts Education

Biographical:

Personal Data: Born in Bairdford, Pennsylvania, May 6, 1921, son of Samuel A. and Louadda B. Leaghty.

Education: Attended grade school in Versailles, Pennsylvania; graduated from McKeesport High School, Pennsylvania in 1939; received Bachelor of Science degree from Oklahoma State University in Industrial Arts Education in July, 1971; completed the requirements for the Master of Science degree at Oklahoma State University in May, 1973.

Professional Organizations: Iota Lambda Sigma, Kappa Delta Pi, Phi Delta Kappa.