Civil defense and disaster program for Lodi Elementary and Union High School Districts

Theodore Walter Boriack

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CIVIL DEFENSE AND DISASTER PROGRAM FOR LODI ELEMENTARY
AND UNION HIGH SCHOOL DISTRICTS

A Thesis
Presented to
the Faculty of the Department of Education
College of the Pacific

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

by
Theodore Walter Boriack
February 1961
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>Methods of Procedure</td>
<td>5</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>9</td>
</tr>
<tr>
<td>II. REVIEW OF THE PERTINENT LITERATURE</td>
<td>13</td>
</tr>
<tr>
<td>Literature Prepared on a Federal Level</td>
<td>14</td>
</tr>
<tr>
<td>Literature Prepared at the State and Local Level</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>27</td>
</tr>
<tr>
<td>III. ROLE OF LODI SCHOOL DISTRICTS IN CIVIL DEFENSE</td>
<td>30</td>
</tr>
<tr>
<td>Legal Responsibilities of School Districts</td>
<td>30</td>
</tr>
<tr>
<td>Organization and Administration of the District Program</td>
<td>34</td>
</tr>
<tr>
<td>Coordination of School Program with Those of Other Civil Defense Agencies</td>
<td>36</td>
</tr>
<tr>
<td>Civil Defense in the Curriculum</td>
<td>41</td>
</tr>
<tr>
<td>Civil Defense as a Public Relations Program for Schools</td>
<td>45</td>
</tr>
<tr>
<td>Summary</td>
<td>48</td>
</tr>
<tr>
<td>IV. CRITERIA FOR LODI SCHOOLS' CIVIL DEFENSE</td>
<td>50</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>50</td>
</tr>
<tr>
<td>California State Department of Education</td>
<td>50</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Criteria Developed by School Systems</td>
<td>52</td>
</tr>
<tr>
<td>County and City Civil Defense Programs and</td>
<td></td>
</tr>
<tr>
<td>How They Relate to School Civil Defense</td>
<td></td>
</tr>
<tr>
<td>Plans</td>
<td>53</td>
</tr>
<tr>
<td>Summary</td>
<td>55</td>
</tr>
<tr>
<td>V. PROPOSED PLAN OF CIVIL DEFENSE FOR LODI SCHOOL DISTRICTS</td>
<td></td>
</tr>
<tr>
<td>Proposed Policies Affecting School Districts, School Personnel, Pupils</td>
<td>56</td>
</tr>
<tr>
<td>and Facilities</td>
<td></td>
</tr>
<tr>
<td>Defining Responsibilities of Personnel in the School Districts</td>
<td>61</td>
</tr>
<tr>
<td>Individual School Plans</td>
<td>64</td>
</tr>
<tr>
<td>Summary</td>
<td>67</td>
</tr>
<tr>
<td>VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>69</td>
</tr>
<tr>
<td>Summary</td>
<td>69</td>
</tr>
<tr>
<td>Conclusions</td>
<td>70</td>
</tr>
<tr>
<td>Recommendations</td>
<td>71</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>74</td>
</tr>
<tr>
<td>APPENDIX A. Mutual Aid Agreement</td>
<td>80</td>
</tr>
<tr>
<td>APPENDIX B. A Sample Check Sheet for the Schools' Disaster Preparedness Program</td>
<td>83</td>
</tr>
<tr>
<td>APPENDIX C. Sample Teaching Outline for Disaster Planning</td>
<td>89</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil Defense Organizational Chart Fixing Responsibilities of the Lodi School Districts</td>
<td>63</td>
</tr>
<tr>
<td>2. The Individual School Civil Defense Plan</td>
<td>65</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Because of developments in this age of missiles, satellites and nuclear warfare, the United States can no longer be free from the danger of a sudden devastating attack against the homeland.

The great deterrent to such attack is the knowledge on the part of a probable aggressor that the United States has the power to destroy him by retaliatory action.

Since there can be no absolute military defense, an effective civil defense is vital to the future security of the United States because it might provide the means whereby this country, if suddenly attacked heavily and without warning, could recuperate and fight back.¹

An enemy attack would presumably be aimed at the great metropolitan areas, at the cities and towns, and at the country's most critical targets.

Such an attack would be against all the people of the United States, and therefore defense against it would require the coordinated effort of the entire nation.

It is expected that such an attack would be partially successful. Whether it would succeed in destroying America's

productive power would depend mainly on the organization and functional efficiency of the country's civil defense. This vital service has been an uncertain element in the system of national security.²

The Lodi Union High School and Lodi Elementary School Districts have given some thought to civil defense planning for a number of years, but have never progressed beyond this point of critical thinking. The administrative staff representing both districts delegated authority in 1956 to a civil defense director to provide a program for the school districts. The investigator was selected as the civil defense director and the resulting research led to the writing of this thesis.

I. THE PROBLEM

Statement of the problem. This study was concerned with the following problem: What plan or procedures should the Lodi Elementary and Lodi Union High School Districts develop for civil defense and disaster preparedness in coordination with city, county, and state agencies?

Purposes of the study. The specific purposes of this study were as follows:

²Ibid.
1. To determine the need for a civil defense plan for the Lodi school districts.

2. To determine the scope of civil defense plans for the Lodi school districts.

3. To analyze various civil defense and disaster plans of other school districts.

4. To investigate what civil defense and disaster plans have been formulated at the national and state levels.

5. To develop a proposed plan for Lodi schools which will be in harmony with all other civil defense and disaster agencies, especially those within San Joaquin County.

6. To formulate a long range civil defense and disaster plan which can be adopted by the Lodi school districts.

Justification for the study. In this present age of efficiency and preparedness it behooves every school system to adopt plans in preparation for civil defense and emergencies.

The age of atomic warfare, hydrogen bombs, and guided missiles is reason enough for the nation to adopt a civil defense program. However, a national civil defense program relies upon each of the many small component political subdivisions for success, and the strength of the combined subdivisions determines the strength of the national civil defense program. It is, therefore, the responsibility of
every political subdivision, no matter how small, to adopt a civil defense and emergency program.3

The floods of 1956, high winds of 1950, the 1956 earthquakes in southern California, and numerous fires during the dry years have brought about the need for a program which will diminish or eliminate human chaos during these periods of emergency. School districts should not only be prepared for local emergencies but also be ready to serve as supporting agencies for neighboring cities and counties.

Governor Goodwin J. Knight, in his foreword to the 1953 bulletin, Civil Defense in California Schools, stated: "In the event of disaster the first responsibility of the schools is to assure the protection of the children in their charge."4

**Delimitation of the study.** The limitation of this study to a specific political subdivision area such as the Lodi Elementary and Lodi Union High School Districts seems justified within the framework set forth in the handbook, *Education for National Survival:*

Civil Defense Analysis: Involves the study, collection, classification, and utilization of data vital to civil defense planning concerned with the characteristics,

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4 W. M. Robertson, *Civil Defense in California Schools*, a booklet prepared by the Office of Civil Defense in cooperation with the Department of Education (Sacramento: Superintendent of Public Instruction, 1953), p. 3.
resources, and deficiencies of a city, its nearby surroundings and the support or evacuation areas upon which it depends.\textsuperscript{5}

The above statement indicates that the school districts of Lodi are large enough to warrant separate consideration for civil defense planning.

An explanation is needed to clarify the relationships between the Lodi Elementary and Lodi Union High School Districts which are referred to in the thesis as the Lodi school districts. Each district has its own school board, but both districts are administered by the same superintendent. The Lodi Union High School District is composed of seventeen rural elementary school districts and the Lodi Elementary School District.

II. METHODS OF PROCEDURE

Permission and encouragement to make the study were granted by H. Lawson Smith, Superintendent, and James O. Linn, Assistant Superintendent, of the Lodi Elementary Schools; the Lodi Union High School District school board; and the Lodi Elementary School District board. Since the study involved both districts directly in a number of ways,

it seemed most appropriate that both boards have complete knowledge of the proposed study.

The investigator met with the superintendent of schools, the Lodi Union High School principal and the two vice principals, the business manager of both districts, and the five elementary school principals in early planning and briefing meetings. Members of the administrative group contributed their philosophies to the civil defense plans and gave formal approval to the project. As a result of early meetings with this group the type of cooperation and understanding needed to carry out a successful school district program was achieved.

The investigator then met with both school district boards and received their approval before beginning the study.

The investigator consulted with the Lodi city manager, city council, and city civil defense director to inquire in detail as to what measures they had taken in the area of civil defense. A working relationship developed between the investigator and city officials which hastened to bring together city and school officials on a common problem. Traffic control patterns and warning systems became joint problems of the city and school districts as the result of this contact. In a matter of two or three weeks it became apparent to school and city officials that joint planning
was essential in carrying out civil defense activities. This need resulted in the investigator becoming a member of the city's civil defense planning committee. Practical information and ideas were gathered by the investigator as a member of this committee.

The investigator met with Edward Trau, County Civil Defense Director, and obtained additional materials and information which related to civil defense. It is the responsibility of Mr. Trau to gather as much information as possible in the field of civil defense. He works closely with state and federal government agencies in carrying out suggested plans. This meeting with Mr. Trau resulted in the investigator serving on the county-wide civil defense committee. This particular committee assignment gave ample opportunity for meeting with a number of people involved with civil defense planning.

The investigator attended the First Annual Central California Safety Conference held in Stockton, California, on April 9, 1957, and had the opportunity of hearing officials of the Air Force, State Civil Defense, and State Department of Education.

A visit by the investigator to Hamilton Field and to the neighboring Mike Base provided practical knowledge of existing civil defense installations.

The investigator obtained data for the study from the following sources: (1) government publications, publication
of learned societies, and unpublished materials; (2) the investigator's committee membership on city and county civil defense units; (3) participation by the investigator in county and state-wide civil defense maneuvers; (4) school publications; (5) interviews with school officials; (6) films; and (7) the investigator's attendance at school administrators' conferences.

Specific contacts were made with the following officials through group meetings or personal interviews to obtain as much information about civil defense as possible:

Stanley Pierson, Director, California Disaster Office, Sacramento.


Charles Rainey, Chief, Radef Section, California Disaster Office, Sacramento.

John Motell, Chairman, Defense and Disaster Council, Richmond Public Schools, Richmond.

Robert Jakoubek, Chief, Welfare Section, California Disaster Office, Sacramento.

Emil Toews, Coordinator of Civil Defense Education Projects, California State Department of Education, Sacramento.

General John Keliher, Deputy Director, California Disaster Office, Sacramento.
Edward Heslep, Chief, Facility Planning Section,
California Disaster Office, Sacramento.
Lew Oliver, Chico State College, Chief, Welfare
Section, Civil Defense Region 3.
Frank Cole, Chief, Medical Section, California Disaster Office, Sacramento.
Harry Van Wyck, Chief, Supply and Transportation
Section, California Disaster Office, Sacramento.
Arthur L. Sayles, Assistant Civil Defense Director,
City of Stockton.
Frank Lindsay, State Department of Education,
Sacramento.
Charles H. Herd, Engineer, City of San Francisco.
Ivan Linder, Assistant Superintendent of Schools,
Palo Alto.
William J. Burkhard, Superintendent, Sacramento City Schools.
The reviewing and gathering of all pertinent literature and information resulted in setting up a file system on civil defense materials for the Lodi school districts.

III. DEFINITIONS OF TERMS USED

Atomic attack. An attack by any of the nuclear weapons, especially the atomic bomb and the hydrogen bomb.
Atomic weapon. A device which utilizes fission reaction to obtain energy for destructive purposes.

Bell-and-lights. An air raid warning system developed by Bell Telephone Laboratories in accordance with FCDA requirements. A special telephone dial located at a central point is connected by private one-way telephone circuits to a number of bell-and-lights signal boxes installed at warning points. Four different signals may be sent at different time intervals over the system. At the central point an operator dials and a signal flashes simultaneously over private circuits to all warning points.

Civil defense. All those activities and measures designed or undertaken (1) to minimize the effects upon the civilian population caused or which would be caused by an attack upon the United States or by a natural disaster, (2) to deal with the immediate emergency conditions which would be created by any such attack or disaster, and (3) to effectuate emergency repairs to, or the emergency restoration of, vital utilities and facilities destroyed or damaged by any such attack or disaster.

Conelrad. A plan to deprive the enemy of the use of electromagnetic radiation as an aircraft navigational aid without depriving the public of standard broadcast radio as a source of news and instructions. Under this emergency
broadcasting system, news and official instructions can be obtained at either 640 or 1240 kilocycles on the AM dial in areas served by standard broadcast stations licensed to operate during the Conelrad (Radio Alert) period.

**Disaster.** A situation which can be brought about by nature or by human beings and referred to as a calamity or misfortune. It is an undesirable situation which works hardships upon areas affected. Natural disasters can be caused by floods, fires, hurricanes, tornadoes, and earthquakes. The FCDA estimates that each year 400 to 500 disasters occur in the United States, and about 20 are declared "major." The President determines when a disaster is "major," and is guided by a formal recommendation which he requests from the FCDA Administrator. In a major disaster, resources of all federal agencies are available for protection of life and property.

**Evacuation.** An organized, timed, and supervised dispersal of civilians from dangerous and potentially dangerous areas, their reception and care in safer areas, and their return to their own home communities. It may be any one of three types: (1) strategic evacuation--during a period of international tension indicating a possible attack, it may be desirable to move certain dependent, non-productive people from danger areas; (2) tactical evacuation--after
warning that an attack is probable, time may permit the mass evacuation of people from target areas; and (3) remedial evacuation—following an attack, all affected persons and those not needed for civil defense services may be evacuated.

**Federal Civil Defense Administration (FCDA).** An independent agency created in 1950 by the United States government. This agency is responsible for the development, coordination, guidance and leadership of a national program of civil defense designed to protect life and property in the United States from attack.

**Mobil support.** Self-contained civil defense services or teams which are organized to provide assistance to attacked communities within a state or in adjacent states when so directed by state civil defense authorities.

**Psychological defense.** A consideration of the problems or defense against psychological warfare leading to the conclusion that, although its effect is upon group morale, the individual citizen is the target. An individual who is properly motivated, patriotic, and proud of being a citizen has a strong basic defense against enemy psychological warfare. The proper motivation of the citizen, that is, instilling pride in country and a willingness to serve it even under adversity, cannot be wholly accomplished after the United States has been attacked. It is a project that must be initiated in his basic education and training in normal life.
CHAPTER II

REVIEW OF THE PERTINENT LITERATURE

The purpose of this chapter is to review the literature that is pertinent to the study. Most available literature falls into two main categories: federally prepared materials, and state prepared materials. To understand the importance of such literature and where it fits into the school district program requires extensive knowledge of all printed materials.

There are obtainable from the United States Government Printing Office many materials related to national defense. Although these materials are pertinent to national civil defense, all do not help directly in formulating school civil defense and disaster plans. However, the use of these materials helps to alert the citizenry to civil defense and disaster so that school planning is more likely to meet with approval when presented. E. Lawrence Palmer, a scientist and an instructor for "Block Wardens," sums up the situation as follows:

The average teacher or pupil is the civilian in this situation. They must organize their own defense, just

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as we had to draw up our own program this week in training that group of Block Wardens. 2

Mr. Palmer refers to the fact that if the scientist could meet with the educator and prepare realistic plans, all concerned would benefit. Currently the scientists and the educators have such diverse interests and viewpoints in this area that it seems impossible to hope for such planning. 3

Mr. Palmer concludes: "I believe that on the 'Block Wardens' in education may fall the major responsibility and to them, in the long run, may come the greatest reward." 4

I. LITERATURE PREPARED ON A FEDERAL LEVEL

Literature prepared at the federal level serves as a guide for all other materials which may be prepared on the local and state levels. To understand better the civil defense plans of states, cities, and school districts it is necessary to become acquainted with many federal publications. The current philosophical ideas of civil defense and disaster are set at the national level. The authors of the technical manual Civil Defense in Schools propose the idea that once the schools of the nation have been organized and personnel trained in the most effective civil defense and

\[\text{2}\ E. \text{ Lawrence Palmer, } "\text{School Page,}" \ \text{Nature Magazine, } 47:327, \ \text{June, 1954.}\]

\[\text{3} \ \text{Ibid.}\]

\[\text{4} \ \text{Ibid.}\]
disaster procedure known, citizens can be assured that in any emergency children will have the best protection possible. The public's reaction to this training program will be the satisfaction of knowing that education can be resumed sooner and more orderly after an attack or disaster than would ever be possible without civil defense and disaster preparation.

Federal administrators recognize that districts differ and will need to plan accordingly. This difference is stated in the manual, Civil Defense in Schools:

The responsibility for protecting children at school rests on the school authorities. Besides meeting this immediate responsibility, school systems can do much to enhance and strengthen community defense preparations outside the school. . . . There are wide differences in school conditions—between various sections of the country, between urban and rural situations, and within a given community. It would be difficult to set forth rules and regulations applicable to all schools. . . . However, regardless of the degree of protection available, the school system administrator should coordinate his planning with the director of the facilities self-protection division of the local civil defense organization.

The first plans for civil defense, entitled United States Civil Defense, were sent to President Harry S. Truman on September 8, 1950, by W. Stuart Symington, the acting

6Ibid., p. 5.
7Ibid., pp. 1-2.
Chairman of the National Security Resources Board. Mr. Symington in his letter of transmittal acknowledges that in the proposed plan there is recommended a basic civil defense law, the establishment of a Civil Defense Administration, and the appointment of an administrator. In this original phase of planning local responsibility is clearly defined:

The responsibility of the city or county is to operate its civil defense system under appropriate ordinances under the guidance of the State, and make such mutual-aid pacts and other arrangements with neighboring communities as are considered necessary ... and participate in the State program of organized mobile support.

The Federal Civil Defense Administration in the booklet The States, Counties, Cities, and Civil Defense again emphasizes the following:

That under the federal, state, and local statutes, each political subdivision is to organize, equip, train and operate its own civil defense force, each within its own jurisdiction. . . . The leaders of the States and subdivisions must analyze the responsibility which they are to shoulder in the total civil defense indicated in this booklet.

Val Peterson in his annual report, Civil Defense Operations during 1955, stresses local planning and planning which is kept up to date for the ever changing conditions.

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9 Ibid., p. 6.
Mr. Peterson further emphasizes that civil defense and dis-
aster planning is everyone's business. He begins his
report by saying:

The advent of the thermonuclear weapon, with its
terrifically augmented power of destruction and danger-
ous fallout, capable of reaching hundreds of miles from
the target area, brought virtually the entire country
into the civil defense picture and called for wholesale
revision of Federal, State, and local defense planning.

It has been made clear that local planning is needed
by all communities. It is also evident that local planning
means planning by the local school system. Civil Defense in
Schools was the first prepared brochure which specifically
recommended principles of civil defense organization and
administration for schools. On the back of the front
cover is found the following information:

Civil Defense in schools is intended as a guide and
reference primarily for local and State superintendents
of schools in organizing and operating programs for the
self-protection of schools, their physical facilities,
their staff, and students. While the manual is written
largely in terms of the individual school, it is
directed to local and State administrators rather than
to school principals.

11Val Peterson, 1955 Annual Report, prepared by the
Federal Civil Defense Administration (Washington: Government
12Ibid.
14Ibid., flyleaf.
The FCDA, in a revised booklet published during 1956 and called The National Plan, brought its civil defense and disaster planning up to date. It again emphasizes the need for the local civil defense unit to develop its own operating procedures and coordinate them with state plans and those of neighboring communities and mutual aid areas.

The National Education Association Representative Assembly during 1956 adopted the following resolution:

The NEA believes that in this time of international uncertainty it is imperative that our country be alerted against the complacency which may invite enemy attack. The Association calls upon civil defense authorities of federal and state governments to work closely with local educational and municipal authorities in the cooperative development of definite plans for the protection of children and adults. It is important that the instructional cycle of the program for the civil defense should be continuously emphasized and should employ all the technical resources afforded by local, state, and federal civil defense agencies.

The NEA has kept the spotlight on civil defense and disaster preparation by publishing the booklet Civil Defense Education Thru Elementary and Secondary Schools, which is

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16 Ibid., p. 50.

concise and yet can serve as a basic guide to school planning in any given locale. It answers the question: Why civil defense in the schools?

Schools, as community agencies, have civil defense responsibilities both as a part of their primary function, and education of children and youth, and also as part of a related function, that of providing at all times for the safety and well-being of the young people entrusted to their care. 18

Frequently educators have looked to the NEA for leadership and guidance in many areas of education. With the publication NEA has provided a basic guide that reflects the thinking of fellow educators. 19

Another educator, Arnold E. Joyal, President, Fresno State College, writes in The Nation's School: "There should be in every public institution a carefully planned emergency program." 20 He then presents a chart of organization for Fresno State College which is adaptable to other institutions.

II. LITERATURE PREPARED AT THE STATE AND LOCAL LEVEL

The FCDA has been directly responsible for states preparing materials that can be used as a framework for the


19 Ibid., p. 4.

20 Arnold E. Joyal, "Preparing a School for Operation Calamity," The Nation's School, XLVII (February, 1951), pp. 80-82.
initial local civil defense and disaster program. The plan
FCDA developed is based upon each unit developing its own
program and the total of all such units comprising the
nation's civil defense and disaster program.

Since the state has already set up patterns for all
school districts to work within, it is the responsibility of
each district to become well acquainted with state mate-
rials. Following such state guides will prevent conflicts
and difficulties arising from plans that fail to conform.21

State printed material can be obtained from the State
Office of Civil Defense and Disaster and the State Depart-
ment of Education, both located in Sacramento.

Frank B. Lindsay, Chief, Bureau of Secondary Educa-
tion, State of California, and Everett V. O'Rourke, Superin-
tendent of the Tahoe-Truckee Unified School District, have
prepared the handbook Civil Defense for Personal and Family
Survival. In this handbook Mr. Lindsay and Mr. O'Rourke
state:

The people of the State of California have author-
ized in the State constitution a special political sub-
division known as the school district, as distinguished
from the municipality and county at large, to be respons-
able for the education of children and young people.
The school district's policy-making board of education

21 Frank B. Lindsay and Everett V. O'Rourke, Civil
Defense for Personal and Family Survival, Bulletin of the
California State Department of Education, Vol. XXV, No. 1
(Sacramento: Superintendent of Public Instruction, 1956),
p. 3.
or/of the school trustees is charged with the programs
of education for children, youth and adults. The school
board is, therefore, concerned with proposals of the
local civil defense organization which deal with matters
of protection of young people before, during and follow-
ing natural or war caused disasters. The district board
likewise has special responsibility for civil defense
education for young people of school age. 22

Governor Goodwin J. Knight in his foreword to the
1953 bulletin, Civil Defense in California Schools, states:
"In the event of disaster the first responsibility of the
schools is to assure the protection of the children in their
charge." 23

Fern Fritter and Audrey Hanks, Special Consultants,
under the direction of Frank B. Lindsay, Chief, Bureau of
Secondary Education, Division of Instruction, feel that it
is every teacher's responsibility to participate in civil
defense planning for pupils. 24 Mrs. Fritter and Mrs. Hanks
are school teachers from the Woodland Elementary School
District and have had specialized training conducted by the
FCDA at St. Mary's College, California. In a later issue of
California Schools, the above two authors state that it is

22 Ibid., p. 21.

23 W. M. Robertson, Civil Defense in California Schools,
a booklet prepared by the Office of Civil Defense in coopera-
tion with the Department of Education (Sacramento: Superin-
tendent of Public Instruction, 1953), p. 3.

24 Fern Fritter and Audrey Hanks, "Teachers and Civil
Defense Responsibilities," California Schools, 26:474-78,
September, 1955.
each pupil's responsibility to inform his family of survival procedures. In California the educational cycle of responsibilities has been defined by the State Department of Education and it is clear that all those connected with the school district are responsible for civil defense planning.

To add further impetus to local school civil defense planning, it is necessary to see what school systems are doing about civil defense and disaster planning.

In 1953 the Superintendent of Kern County Schools prepared the handbook Civil Defense and Disaster Preparedness, in which he outlines a civil defense program for all schools within Kern County. The superintendent states: "A need for special activities in civil defense and disaster preparedness caused the County Superintendent of Schools to appoint George P. Valos, County Schools Civil Defense Chairman. This full-time person was charged with the responsibility of developing school plans by working in cooperation with city and rural school administrators, and of seeing that programs are maintained after being started.

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26 Ibid., p. 5.
27 Civil Defense and Disaster Preparedness, Office of the Kern County Superintendent of Schools (Bakersfield, 1953), pp. 1-19.
28 Ibid., Foreward.
29 Ibid., p. 1.
Raymond E. Pollich, Associate Superintendent, Division of Elementary Schools, Los Angeles, outlines in the *National Elementary Principal* the defense program of the Los Angeles City Schools. An excerpt from this brochure indicates Pollich's ideas on civil defense planning: "Except in very isolated spots no evacuation program is planned for the Southern California area."\(^{30}\) This statement indicates that plans and philosophies will differ according to the area represented. *Atomic Energy and You* was later published by the Los Angeles City School District for organization purposes and personal protection.\(^{31}\) The planning as indicated in this brochure for an area such as Los Angeles presents problems with which smaller districts are not likely to be confronted.

The Sacramento City Unified School District has developed plans that are detailed and cover many aspects of civil defense preparation. *Bulletin No. 63, series 1950-1951*, issued to all school employees states:

The Sacramento Civil Defense Council, the agency locally in charge of civil defense preparations, has unanimously endorsed and approved the school civil defense plans, including the bomb drill directions which follow.\(^{32}\)

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It is important to note that their plans were approved by the local civil defense council before being sent out as a directive by the schools.\textsuperscript{33} Sacramento has proceeded with planning beyond the probing state because of its proximity to the capital and legislators.\textsuperscript{34}

The San Diego school system has prepared a series of instructional aids which can be used at the various grade levels as part of the curriculum. \textit{Suggestions to Elementary School Teachers, Grades K Through Six}, helps teachers orient their students; for example: "Just as we are drilled to be ready in case of fires, we must be ready for civil defense drill."\textsuperscript{35}

Over a period of five to six years, the Stockton Unified School District has developed a civil defense program to meet the community's conditions. During the 1956-1957 school year it developed and carried out an evacuation program which Edmund Lewis, Safety and Civil Defense Coordinator, characterized in an interview as being practical and useable by other school districts which contemplate the same


\textsuperscript{34}\textit{Emergency Instruction in Civil Defense}, "Suggestions to Elementary School Teachers, Kindergarten Through Grade Six," (San Diego: Superintendent of City Schools, 1952), p. 3.

\textsuperscript{35}Superintendent's Administrative Bulletin, Series 1950-51, \textit{loc. cit.}
procedure. The following excerpt from a letter sent to parents of elementary and junior high school students indicates the type of planning that is taking place in the Stockton Unified School District.

Do you have a half tank of gas in your car today? Your car may be your only means of survival in case of enemy attack.

This letter concerns the safety of your child in the event of an atomic attack during school hours. Will you kindly read all the information carefully and answer the questionnaire on the other side. 36

Administrators of the Stockton Unified School District in preparing the above questionnaire were trying to find answers which might help them to formulate final details for evacuation plans.

The Marin County Schools Reporter indicates that at a district civil defense coordinators' meeting, the representatives agreed to a number of civil defense planning steps. Under Step 2 each district had a limited time in which to appoint a civil defense coordinator to the county wide planning group. 37

A San Francisco Examiner article carried the following banner: "Contra Costa Unit Organizes for Civil Defense in


Schools. The publicity gave due credit and recognition to Contra Costa County for developing plans on a county wide basis.38

The Palo Alto Times carried news that A. Blaine Huntsman, Assistant Superintendent of Los Altos Schools, reported civil defense drills were to be held monthly, and that the trustees approved his program.39

The Stockton Record printed an article on January 10, 1957, which stated that the Lincoln Unified School District had approved pupil evacuation plans and was prepared to carry out such plans.40

In the article, "This School is Ready for the H-Bomb," in the Saturday Evening Post, is found another indication of disaster planning by a community. A model plan is presented by the Bethesda-Chevy Chase Senior High School (near Washington, D. C.), to meet the local problem, and to meet the problems of other comparable communities throughout the United States.41 The realistic and practical implication of the

40 Stockton Record, January 10, 1957, p. 17.
Bethesda-Chevy Chase plan is evident in the following quotation by John Balloch:

The plan rests heavily on the family because our whole society is geared to the family as a unit. Civil defense planners sometimes advocate mass feeding, mass housing, mass medical care. Since we don't live in masses, is it wise to count on changing our basic pattern in time of emergency?42

Mobile, Alabama, in "Operation Kids" proved that with considerable planning mass evacuation is possible.43

"Operation Scram," held with great success in Philadelphia, indicated the value of having organized evacuation drills.

The Superintendent of Schools of San Joaquin County appointed a half-time person for the 1957-1958 and 1958-1959 school years to see that planning and coordination, as needed, would take place in the many schools in the county.44

III. SUMMARY

An examination of the literature on civil defense indicates that, with the advent of the atom bomb, all areas

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44 1958-1959 Directory of the Schools of San Joaquin County, issued by the office of the County Superintendent of Schools (Stockton: County Superintendent of Schools Education Office, 336 East Market, October, 1958), p. 4.
and all the people are affected by civil defense and disaster planning. States, counties, cities, and school districts are urged to cooperate in signing mutual pacts of agreement.

It is the consensus that school authorities are responsible for preparing the local school districts' civil defense and disaster plans which will vary with each district, depending upon local needs. There is general agreement that the safety and welfare of children have always been given primary consideration in the educational program, and that civil defense and disaster planning should be considered an integral part of the over-all safety and welfare plans.

A wide range of printed materials is available to assist in all civil defense preparations. The federal government has tried to emphasize that the national program is based upon the programs adopted by all the local political subdivisions. The importance attached to local planning by the state and county agencies is in keeping with the national program. This emphasis indicates the importance of local school districts in the over-all program.

Many school districts have already developed programs which can benefit other districts in the initial planning stages. Accounts of local planning frequently appear in newspapers and magazines.
Continued publicity and offered help will be given by civil defense agencies with hopes that eventually more schools will adopt civil defense programs. As in a democracy this gives all districts a choice, either to plan or not plan. Literature indicates that this privilege during non-war years will be retained.
CHAPTER III

ROLE OF LODI SCHOOL DISTRICTS IN CIVIL DEFENSE

Authors of printed materials from the government office, state office, county offices and school districts all advocate local civil defense planning. However, much of the material is philosophical in nature and frequently fails to indicate the exact first step needed in getting a program started. The investigator attempts to set down specific steps of approach to the civil defense program which are within the realm of undertaking by the Lodi school districts.

I. LEGAL RESPONSIBILITIES OF SCHOOL DISTRICTS

The disaster and civil defense planning program in California is carried out under the provisions of Division 7 of the Military and Veterans Code and companion legislation. Legal references are as follows: Military and Veterans Code, Division 7, Section 1500 through 1600; Labor Code, Division 4, Compensation Benefits to Volunteers; Government Code, Title 1, Division 4, Chapter 8, as amended by Chapter 1250, Statutes of 1953, Oath; Civil Code, Section 1714.6, Negligence; and Vehicle Code, Section 413.5, Vehicle Negligence.¹

¹W. M. Robertson, Civil Defense in California Schools, a booklet prepared by the Office of Civil Defense in cooperation with the Department of Education (Sacramento: Superintendent of Public Instruction, 1953), p. 17.
A number of code citations are presented in the next few pages to indicate that school districts are responsible for formulating civil defense and disaster plans.

1. By law the local board is the primary agency set up to organize and manage the local school or schools, and to provide for the education, safety, health, and general welfare of the pupils.

2. Only the school board has the responsibility to administer public funds for public school purposes.

3. The community will hold the school board responsible for carrying out its assigned duties, including disaster protection for pupils.2

The one law with which school board members and all school personnel should be well acquainted defines the civil defense legal obligations for school board members as well as for their employees:

Section 3100, Government Code of the State of California, Chapter 8, Division 4, Title 1. It is hereby declared that the defense of the civil population during the present state of world affairs is of paramount state importance requiring the undivided attention and best efforts of our citizens. In furtherance of such defense and in the exercise of the police power of the State in protection of its citizens, all public employees are hereby declared to be civil defense workers subject to such civilian defense activities as may be assigned to them by their superiors or by law.3

A synopsis of the various laws which pertain to schools and civil defense is important in formulating plans


3Civil Defense in Schools, op. cit., p. 23.
for school districts. The following abstracts refer to many of the more important legal references pertaining to civil defense.

A. Federal Laws

1. Public Law 920, 81st Congress

Responsibility for civil defense shall be vested in the several states and their political subdivisions. The Federal Government shall provide necessary coordination and guidance.

2. Public Law 875, 81st Congress

An act to authorize Federal assistance to States and local governments in major disasters.

3. Public Law 655

Authorizes allocation of Federal surplus properties to accredited civil defense agencies.

B. State Laws

1. California Disaster Act

Chapter 1, Division 7, Military and Veterans Code; establishes the state civil defense and disaster organization and outlines powers and responsibilities.

2. Civil Code, Shelter Liability

Chapter 247, statutes 1951; relieves the individual and/or political subdivision from liability when buildings or premises are used as civil defense shelters during actual enemy attack or during prescribed training periods.

3. Government Code, Rescue and First Aid

Chapter 568, statutes 1951; a county may appoint persons and acquire property for purposes of rescue and first aid.
4. Vehicle Code, Negligence

Chapter 219, statutes 1951; an act relating to violations of Vehicle Code in compliance with regulations promulgated under Civil Defense Act or California Disaster Act.

5. Civil Code, Negligence

Chapter 514, statutes 1951; an act relating to negligence during compliance with orders or proclamations of military and civil authorities.

6. Vehicle Code, state-owned

Chapter 1265, statutes 1951; authorizes use of State-owned vehicles during disaster.

7. Disaster Workers Compensation Act

Division 4, Labor Code; provides State compensation insurance benefits for duly registered personnel of an accredited civil defense organization in performance of duties during a disaster or during prescribed tests or training periods.

8. State of California Master Mutual Aid Agreement

Makes available resources and facilities of the State and its political subdivisions to prevent and combat disasters.

C. County Law

1. Ordinance 577

Sets up the organization and defines duties of such an organization within San Joaquin County. It would be well for all school administrators to obtain a copy of this ordinance if their district lies within San Joaquin County.

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Basic Plan, San Joaquin County Civil Defense and Disaster Council (Stockton: County Board of Supervisors of San Joaquin County, June 9, 1952), pp. 21-22.
This briefing of laws which pertain to civil defense indicates that appropriate powers exist on the federal, state, and county level to require and implement civil defense planning. School boards can be held liable for consequences if they do not prepare appropriate plans.

II. ORGANIZATION AND ADMINISTRATION OF THE DISTRICT PROGRAM

Superintendents and administrative heads often wonder when or how civil defense planning will begin in their areas. Literature, governmental leaders, and civil defense organizers place the burden of organization and planning directly within the realm of the school administrators' duties.

"Responsibility for the organization and continuation of the civil defense program for all of the schools of a district is the legal and moral obligation of the superintendent or administrative head."5

It would be advisable for the superintendent to appoint the best qualified member of his staff as the school system defense coordinator to represent him in coordinating the civil defense plans and activities throughout the schools of the district and in maintaining constructive liaison with the local civil defense organizations. To do this effectively, the coordinator should have full authority to speak in behalf of the superintendent on all matters relating to civil defense

in the particular school district.  The coordinator must work closely with the superintendent at all times to avoid conflicting opinions.

To advise and to assist the coordinator and superintendent in fulfilling their responsibilities, it would be wise to set up at least two civil defense committees: (1) school personnel committee, and (2) citizens' advisory committee. Such advisory bodies, properly constituted, would materially assist the district in matters of public relations and community support for the schools' disaster-preparedness program.

Within the framework of local and state civil defense standards, the superintendent should set up a general guide governing the operation of the protective program throughout his school district.

All plans and guides should be made available in written form. As called for in the plans, specific duties should be assigned to each member of the staff. These responsibilities should be designated with regard for each individual's special abilities and normal sphere of work.

6 W. M. Robertson, op. cit., p. 20.
7 Clara G. Stratemeyer, op. cit., p. 12.
8 W. M. Robertson, loc. cit.
All necessary training should be made available so that each person will be ready and able to do his part.  

III. COORDINATION OF SCHOOL PROGRAM WITH THOSE OF OTHER CIVIL DEFENSE AGENCIES

Detailed planning should be blueprinted by the entire school staff, as well as by representatives of the schools in the outlying neighboring areas, in coordination with the local civil defense office.

Administrators of school districts such as Lodi will be working with a number of agencies within the city and county while coordinating their civil defense plans. It is important that the administrators coordinate with or seek the consent of the various agencies as plans are developed. A listing of a few of these agencies and their responsibilities appear later in this chapter. During this process of coordination it might be wise for the districts to realize that the heads of many agencies may have conflicting philosophies regarding certain civil defense functions and that it is not the function of the districts to resolve these conflicts but rather to determine how to formulate school plans which are in agreement with those of other agencies. Conflicts naturally arise.

10 Ibid., p. 24.
when many civil defense workers are volunteers and do not continue on the same assignment for any length of time. Officials of the Lodi school districts cannot afford to abandon all plans because of such minor disputes but can proceed in other areas until such time as conflicts are resolved by state, county, and city authorities.

In the majority of cities either the mayor or the city manager is designated as the civil defense director; he usually delegates authority to the assistant civil defense director who is responsible for carrying out plans. Larger cities have full-time paid assistants to assume this responsibility but in smaller cities, such as Lodi, the assistant is usually a volunteer worker.

Administrative leaders of the Lodi school districts frequently will have to contact the assistant director of the city for his help before taking any other steps. A close working relationship with such a person can benefit the entire community. The roster designating all the civil defense agencies and their duties is available through the assistant director. Therefore, if the administrators of the school district were working on the problem of setting up classes in first aid they could seek help from the medical

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11 Henry A. Glaves, Lodi Civil Defense and Disaster Council, A Listing of Civil Defense Personnel by the City Manager. (Lodi: City Hall, 1956-1957), pp. 1-5.
and health service division as arranged by the assistant director.

Usually all cities within a county and state are asked to compile a listing of all personnel involved in civil defense activities and submit copies to the county and state heads of civil defense. A pictorial pattern of organization which explains the function of civil defense directors appears in the booklet United States Civil Defense.12

The person directly responsible for developing civil defense plans in Lodi is the city manager. He in turn has delegated many details to the assistant director who is a volunteer businessman.

A summarization of services available to schools through the city manager's office are as follows:

1. **Communications Service.** The local telephone manager imparts knowledge of phone service, short wave radio and other details pertaining to communications.

2. **Fire Service.** This division, headed by the fire chief, can be of aid in setting up training sessions for the district.

3. **Engineering Service.** The city engineer can aid in determining appropriate shelters.

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4. **Evacuation and Welfare.** This is an appointive position, and usually a woman is chosen for the job.

5. **Law Enforcement.** The police chief is in charge of this division.

6. **Medical and Health Service.** Four local doctors give time and service to this division.

7. **Radiological Service.** A local businessman is appointed by the city manager to take care of all problems connected with radiological services.

8. **Supply Chief.** The city treasurer has this job.

9. **Training Service.** A trained local businessman can help set up all training facilities needed by a school district.

10. **Traffic Control Service.** A member of the police department is in charge and can aid the school with evacuation details.

11. **Transportation Service.** This service is taken over by a local transportation person who can explain the responsibilities of volunteer drivers.

12. **Utilities Service.** The manager of city utility service can aid schools in deciding how best to handle their local plant situations.

13. **Warden Service.** A local businessman is appointed to take charge of this division.\(^{13}\)

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\(^{13}\) Lodi Civil Defense and Disaster Council, *op. cit.*, pp. 3-4.
Coordination must exist with all of the city agencies as mentioned.

The next agency which must be consulted regarding all plans is the San Joaquin County Civil Defense and Disaster Council headed by a paid civil defense director. The county director has prepared a basic plan which must be followed by all school districts within San Joaquin County. A few excerpts from the county basic plan indicate the desirability of conforming to such plans:

The operational area consists of San Joaquin County and includes all the cities and other political subdivisions therein. This area is delineated under the State of California Civil Defense and Disaster Relief Plan as part of a statewide system for organized mutual aid assistance. Coordination and supervisory authority is the responsibility of the civil defense organization of the County of San Joaquin. 14

The importance of the county plans is indicated under the policies section:

Civil defense and disaster is everybody's business. The responsibility for civil defense shall be shared by all political subdivisions, industry and individuals.

The San Joaquin Civil Defense and Disaster Council will operate as part of the State of California Civil Defense Mutual Aid Region #3. 15

Since the county assumes the role of coordinating activities with that of the state and federal governments, the job of a civil defense director of the school district

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14 Basic Plan, San Joaquin County Civil Defense and Disaster Council (Stockton County Board of Supervisors of San Joaquin County, June 9, 1952), p. 14.

15 Ibid., p. 8.
is simplified in that he must work directly with only two civil defense directors, those of the city and of the county. The county director, being a full-time paid person charged with carrying out all civil defense and disaster functions within San Joaquin County, immediately assumes the very important role in all plans. The county director can help provide necessary assistance with many of the plans, such as acquiring films, obtaining speakers, purchasing brochures and helping to provide technical training. Within San Joaquin County this person is often referred to as "Mr. Civil Defense and Disaster."

As the Lodi districts develop a working relationship with the two civil defense directors they will be given the necessary information relating to all efforts of coordination.

IV. CIVIL DEFENSE IN THE CURRICULUM

Mr. Lamers believes that a long range and lasting civil defense program which is practical and not too detailed should be a part of curriculum. When youngsters have been exposed to thirteen years of continuing civil defense education at all grade levels they should have the basic knowledge necessary to act automatically and without panic during times

16William M. Lamers, op. cit., p. 17.
of emergency. This means, then, that the school districts have begun to assume an integral part of civil defense planning by inserting it into curriculum guides.

In the past few years many districts have wasted efforts by emphasizing a civil defense program for one or two years and then forgetting it entirely. During the years when emphasis was being placed upon the program a high degree of interest was maintained until both the school personnel and citizenry were completely exhausted. This led to negligence and indifference which exists in many areas, even to this day.

A low pressure program based upon education is advocated by many of those connected with education. The National School Boards Association, Inc., states:

The development of survival understandings should be a long range term program from kindergarten through high school. Civil defense should, therefore, be taught in connection with other subjects rather than as a separate course. Under this plan twelve or thirteen years of disaster protection education are provided.

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18 Ibid., p. 15.
20 William M. Lamers, op. cit., p. 18.
While the actual preparation of the curriculum in disaster protection is the responsibility of the superintendent, aided by the professional staff, the local school board has an active and important part to play.

1. The board provides the needed instructions and authorizations to get the project under way.

2. The board makes available such funds as are needed and can legally be spent to supply materials for the curriculum group. It may supply travel expenses for visits to other cities, to study disaster plans or to attend training courses.

3. Upon recommendation of the superintendent, the board adopts the curriculum guide for use in the schools.

4. From time to time, the board receives reports from the superintendent, and thus satisfies itself that the disaster protection curriculum is meeting its objectives.21

Civil Defense in California Schools, Part II, deals entirely with suggestions on how civil defense might be brought into the curriculum.22 This was one of the first attempts by any state to offer concrete suggestions to school districts on what might be done with curriculum.

Very recently the American Vocational Association, Inc., published the brochure, Civil Defense and Vocational Education, which is another guide for school district personnel. This brochure states:

21 Ibid., p. 19.

22 W. M. Robertson, op. cit., pp. 55-80.
Vocational educators comprise a valuable stockpile of information and skills. After basic training in civil defense needs and techniques, they should be key people in civil defense activities and organizations.

The vocational teacher should contribute time and effort to civil defense as a citizen.23

This booklet prepared by vocational people offers assistance in the following fields of curriculum: agriculture, business, merchandising, home economics, industrial arts, trade and industry, and vocational guidance.24

Both the San Diego City Schools and the Sacramento City Schools have prepared emergency instructions in civil defense which are called, Suggestions to Elementary School Teachers, Kindergarten--Grade Six.25 The instructions allow teachers at this level to adequately introduce civil defense in the curriculum without being experts on civil defense.

The San Joaquin County Superintendent of Schools prepared bulletins identical to those of San Diego and Sacramento for


distribution to school districts of San Joaquin County. Civil defense instruction in elementary and secondary schools is further reviewed in the handbook, *Education for National Survival*. 26

The California State Department of Education has Mrs. Fern Fritter, Special Consultant in Civil Defense Education, preparing many brochures to be used in the curriculum at all grade levels. Her services are available to districts that seek additional help in the field of curriculum.

To further implement all suggestions in the various curriculum handbooks prepared for the teaching of civil defense, it will be necessary to form a curriculum committee to develop specific suggestions for the Lodi school districts. This committee might prepare a program based on twelve or thirteen years of civil defense instruction rather than one based on one or two years. A far more effective and complete program will undoubtedly be the result of such long range planning within the curriculum areas.

V. CIVIL DEFENSE AS A PUBLIC RELATIONS PROGRAM FOR SCHOOLS

Parents and community, particularly the former, should understand what is being done in the school disaster

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protection program and what part they are to play. "The school board instructs the superintendent to involve the parents and community in planning, setting up, and administering the disaster protection program. 27

In order to make the school disaster protection program operate, all schools in the community should participate. The greatest hindrances to the development of good disaster protection programs in America today are the lack of community understanding and the failure of school districts to help bring about this understanding.

Parents, in particular, along with all other citizens in the community, should be informed of the necessity for the school's civil defense preparations and be given an opportunity to participate in developing the program.

As in other programs, parent and student participation in the planning stage will facilitate obtaining their cooperation. Parents must be convinced that no practicable protective measure will be overlooked by the school and be assured that the school staff is thoroughly prepared to safeguard their children. When parents come to the realization that their children are in competent hands and are following a practicable plan designed to keep them as safe as possible, they will be more willing to follow the local civil defense

plan and not cause a problem to the community and to the school by phoning or rushing to the school for their children. Some methods of keeping parents and community informed are as follows:

1. Writing letters to parents from the school superintendent or principal.
2. Encouraging the students to tell their parents and neighbors about their civil defense activities.
3. Inserting articles and pictures in newspapers and school publications.
4. Furnishing materials for P. T. A. meetings and community programs.
5. Providing programs by schools for local service clubs and organizations.
6. Planning school-sponsored radio and television programs.
7. Keeping the board informed at all meetings.

The San Joaquin County Chapter of the American Association of University Women has prepared an information manual on civil defense for distribution to all women's organizations, especially to chairmen of civil defense in these groups.

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28 W. M. Robertson, op. cit., p. 25.
The purpose of this book is to offer assistance to you in the important duty you have accepted as civil defense chairman for your organization. ... Community organization is essential in combatting a war-caused or natural disaster such as fire, flood, earthquake or tornado. The home is the basic unit of the community and, therefore, the basic unit upon which defense of the home front must be built.29

Certainly with the minimum amount of effort the school districts can indicate to parents their concern for all children within the district. A good public relations program can be of benefit to the entire school program.

A number of brochures are available for distribution, and aid is forthcoming in all areas of civil defense if the district wishes to take the steps necessary to avail themselves of this help. When administrators are looking for a good public relations program they can turn to civil defense and disaster areas as a tailor-made plan prepared to interest all members of the community at a minimum cost.

VI. SUMMARY

Legal codes covering all phases of civil defense give schools the necessary legal authority to prepare civil defense and disaster plans.

The superintendent or administrative head is the key person in starting the civil defense and disaster programs. He in turn may delegate a person to carry out the details of the program.

The school district avoids conflicts with city, county, and state plans by coordinating its plans with these agencies. Coordination will hasten school planning.

The curriculum offers opportunity for administrators of school districts to work out a long range and more complete civil defense program. A curriculum committee needs to be appointed to work out details for all the grade levels within the district.

School districts should use the civil defense program for a positive public relations program.
CHAPTER IV

CRITERIA FOR LODI SCHOOLS' CIVIL DEFENSE PROGRAM

Every school district must have some way of determining if its civil defense program is adequate in comparison with other programs. A few guides are necessary to measure this adequacy and to determine the direction for future planning.

The California State Department of Education, the United States Department of Health, Education and Welfare and the San Joaquin County Civil Defense and Disaster Committee have developed necessary criteria for evaluation purposes.

I. CALIFORNIA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS

The California State Department of Education, in its handbook for teachers, students, and parents, lists a number of general areas which every administrator of a school district should review in preparing plans for civil defense and disaster education. The handbook suggests that the superintendent should proceed as follows:

1. Inform the school board fully so as to enable it to adopt intelligent policies.

2. Put into operation the civil defense plans expressed in the policies of the school board.

3. Delegate to his staff responsibility for planning and executing details of the civil defense program for the schools, for the transportation system, and for other operations of the district.
4. Confer frequently with delegated employees to clarify, evaluate, and revise the program and to make certain that everyone understands his part in civil defense operations of the entire system.

5. Establish a communication system between the schools and the Area Defense Communications Center.

6. Survey all school buildings to determine if adequate shelter areas can be provided.

7. Establish a school warden system for the entire district and develop ways and means for the operation of the warden system in each building.

8. Formulate evacuation and reassembly plans in coordination with the local civil defense plans and with the parents of pupils.

9. Adapt the information contained in this bulletin to make it usable for the particular school system.

10. Arrange for the training of school personnel and allow school time for practice and rehearsal of proper conduct in emergencies.

11. Arrange for the first aid training for all administrative and teaching personnel, high school and junior college students, and interested parents.

12. Purchase and store first aid supplies, water, and food in tightly covered containers in each building to enable each school's student body and staff to exist for seven days.

13. Provide for the duplication and storage in a safe place of important pupil records, teachers' contracts, and the financial operations of the district.

14. Establish a camping program and encourage every family to participate.

15. Inform parents and taxpayers about civil defense planning through letters, newspaper articles, and radio and television programs.

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The State Department has a more complete check-off list which enables the administrator to keep a score sheet on civil defense education in his school district. Essentially it covers the main topics outlined above, but in more detail. (See Appendix B for the complete check-off list.)

II. CRITERIA DEVELOPED BY SCHOOL SYSTEMS

Education for National Survival presents a comprehensive check-list which is general in nature but covers all the areas to be considered by the school administrator.2

The National School Boards Association, Inc., an organization closely allied with school systems, prepared another check-list which covers the following areas:

1. Basic policy decisions by the board and guides for administration.
   a. The disaster protection plan
   b. The curriculum guide for disaster protection
   c. The evacuation plan
   d. The disaster shelter program
   e. The identification plan
   f. The safeguarding of physical assets
   g. Budget determinations
   h. Provisions for continuance and school board review and evaluation.3

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A successfully planned evacuation program for the children of Mobile, Alabama, took place on March 15, 1955. The planners of this program labeled it, "Operation Kids." They attributed the success of their program to the following essentials:

1. Strong leadership
2. Thorough and complete planning
3. Effective public information
4. Legal considerations
5. Cooperation with Federal Civil Defense Administration at local, regional and national levels
6. Cooperation and understanding of the school officials
7. Cooperation of existing civic political organizations

The Mobile listing for a successful program might also be considered by many districts since it led to a successful evacuation program. Throughout their entire program emphasis is placed on cooperation and leadership.

III. COUNTY AND CITY CIVIL DEFENSE PROGRAMS AND HOW THEY RELATE TO SCHOOL CIVIL DEFENSE PLANS

The San Joaquin County Board of Supervisors has adopted a basic civil defense plan which operates within the confines of the state plans. This framework applies to all

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5*Basic Plan*, San Joaquin County Civil Defense and Disaster Council (Stockton: County Board of Supervisors of San Joaquin County, June 9, 1952), pp. 1-51.
political subdivisions in the county. The school administration should review the county's basic plans and conform accordingly. Evacuation plans applicable beyond the city limits have already been outlined and districts will have to conform accordingly. Detailed planning on various phases of civil defense has already been prepared by county officials and it will be necessary for the administration of each district to seek this information before adopting its own district policies.

All school plans which affect city plans should be coordinated with the city civil defense director. Evacuation plans which proceed to highways from the school grounds cannot occur until each city within the county adopts an overall plan coordinated with the county plan. Whenever the districts begin to encroach upon various areas which might conflict with those of the city, mutual agreement must be reached before such plans can be carried out. District officials can quickly check their plans with those of the city before proceeding. Many cities have developed a master list of all phases of their program and districts using this information can keep in constant contact with the city in regards to the many facets of civil defense and disaster planning. This list also serves as a resource list in various civil defense areas.

To further delimit the problem, all schools within California need only to follow the suggestions as outlined
in *Civil Defense in California Schools* to have a proper and adequate program.

IV. SUMMARY

All San Joaquin County school districts have available criteria to aid them in their civil defense and disaster planning. Theoretical programs, programs already in operation, and consummated practice programs have all contributed to the criteria lists.

San Joaquin County has developed its own pattern of plans which conforms to those of all other agencies. The County Superintendent of Schools, in conjunction with the County Board of Supervisors, offers additional aid through his office for all districts desiring help. Such help might be of legal nature or might involve brochures, criteria lists and actual civil defense and disaster personnel.
CHAPTER V

PROPOSED PLAN OF CIVIL DEFENSE FOR LODI SCHOOL DISTRICTS

The plans proposed herein for the two Lodi school districts are not original but are found in some form or other in various civil defense and disaster handbooks which pertain to school districts. The many suggestions from these handbooks have been placed into a workable form for use in the Lodi districts. The administration and school board may desire to delete from or add to any portion of the program recommended in this chapter.

I. PROPOSED POLICIES AFFECTING SCHOOL DISTRICTS, SCHOOL PERSONNEL, PUPILS AND FACILITIES

The suggestions which follow have been prepared for the superintendent or administrative head of the district. The form in which these suggestions appear is such that the superintendent can present them to the school board item by item or in entirety.

The superintendent, the school coordinator and the advisory groups should examine Resolution No. 19 below for suggested initial policies to get a civil defense program formally under way.1 Resolution No. 19 is so designated to conform with the districts' policy procedures.

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1 Ted Boriack, "Resolution No. 19" (Lodi: Lodi Elementary School District, 1956), pp. 1-2. (Mimeographed.)
LODI SCHOOL DISTRICT

RESOLUTION NO. 19

On motion of Member__________, and seconded by Member__________, the following resolution is adopted:

BE IT RESOLVED by the Governing Board of the Lodi__________ School District and hereby ordered that:

The school board acknowledges that it desires all practical civil defense and emergency measures which will protect our youngsters, schools, teachers, and employees, along with our citizenry. Furthermore, it approves the following steps to assist this type of program:

1. The school board and all employees of the school district shall work together with our local, county, and state authorities in all phases of the program which will constitute a practical program that can be carried out by our school system.

2. The school district shall approve the Mutual Aid Agreement.

3. The business manager shall be directed to order one Conelrad Communication System for school district use immediately, and proceed to supply each school area with adequate distinct warning systems over the period of the next calendar year.
4. School facilities shall be made available in times of emergency for housing, feeding, and for transportation.

5. The superintendent of schools shall be given authorization to make use of school facilities during an emergency and/or disaster.

6. The schools shall proceed with a minimum program of evacuation education in line with plans for this area.

7. During the calendar year 1958-1959 the schools shall proceed with plans to educate students and employees concerning Red Alert Measures, including a shelter designation, how to fall, where to fall, the protection of individuals and groups during an emergency.

8. The school district shall cooperate in setting up first aid training courses for school personnel as soon as practical and each school shall be stocked with usable first aid supplies.

9. The custodians shall be trained to control utilities during an emergency according to diagrams and plans to be provided for each building.

10. Representatives from each school district shall proceed, under the supervision of the superintendent, to provide plans for organizational charts and
delegation of duties for all schools and shall reorgan­ize these charts yearly.

11. At least one disaster drill shall be held each year.

12. Each school shall encourage the use of curriculum materials that will help educate students to the needs in the area of disaster training.

13. The school district shall cooperate in distributing information to students, parents and homes within the district and in neighboring districts, if requested.

14. The board shall consider the results of a questionnaire in determining whether students should be sent home or kept at school during a yellow alert.

15. The superintendent, assistant superintendent and principals of the Lodi School District shall at all times be concerned with the safety of students and the encouragement of a program that will be practical.

PASSED AND ADOPTED THIS _______ day of _________ 19___ by the Governing Board of the Lodi School District of San Joaquin County, California, by the following vote:

AYES:
NOES:
ABSENT:
The above resolution is broad in coverage of civil defense activities and appropriate for even the smallest district to adopt and carry out. This resolution after desirable revision and approval by the superintendent and his advisory groups should be recommended to the school board for adoption. When the school boards have approved the resolution then the superintendent and his staff can begin carrying out a civil defense and disaster program. Appendices A, B and C contain samples of actual materials which the district can use in carrying out the resolution. Appendix A contains a copy of the Mutual Aid Agreement, Appendix B is a sample check sheet for the schools' disaster preparedness program compiled by the California State
Department of Education, and Appendix C is a copy of an actual teaching outline used for disaster planning. Another workable form of the resolution was prepared by the San Joaquin County Civil Defense Director for distribution to all schools within the county.²

The adoption of the resolution should result in positive public relations which can be nurtured by timely releases of other civil defense activities by the district.

II. DEFINING RESPONSIBILITIES OF PERSONNEL IN THE SCHOOL DISTRICTS

The responsibilities of the school board, superintendent and district were discussed thoroughly in Chapter III. The detailed explanations will be supplemented by diagrams and charts which attempt visually to clarify the organizational patterns.

The civil defense structure within the city of Lodi and the Lodi school districts is depicted by Figure 1.

The mayor directs the city's defense and disaster program and he delegates authority to the assistant civil defense director who is a volunteer.

²Recommended Outline of Procedures for Target Area School Survival Planning--San Joaquin Operational Area, an Outline Prepared by the County Civil Defense Director (Stockton: Office of San Joaquin County Civil Defense Activities, 1956), pp. 1-2.
The superintendent is in charge of the school districts' program and instead of waiting for directions from the mayor's office he will frequently inaugurate the program for the districts. Districts are inclined to wait for directions and to delay starting their own program because they feel that the mayor, city manager and assistant civil defense director should take the lead in providing a civil defense program for the entire city. It has already been pointed out in Chapter III that the school districts cannot wait for others to set up programs for them.

The superintendent may want to appoint two civil defense coordinators, one to be placed in charge of the entire program and also to work with the elementary or secondary system in preparing and carrying out all plans, and the other to be an assistant in charge of either the elementary or secondary level, whichever is not handled by his co-worker.

Plans and details prepared by the two civil defense coordinators should be referred to the school districts' civil defense council, composed of school administrative personnel, for review, revision, and suggestions.

The plans then should be taken to the citizens' group which may revise them, and after approval by the citizens' group, the plans are ready for implementation by the school districts.
FIGURE 1

CIVIL DEFENSE ORGANIZATIONAL CHART FIXING RESPONSIBILITIES OF THE LODI SCHOOL DISTRICTS
Plans, materials, and brochures will then be gathered, placed in final acceptable form, and made ready for use by the principal, faculty, and student body.

III. INDIVIDUAL SCHOOL PLANS

The administrators of the high school and elementary schools in the Lodi Districts will be responsible at the beginning of each school year for preparing an Individual School Plan Organizational Chart, similar to Figure 2 and forwarding a copy to the superintendent of schools. At the beginning of each school year the organizational chart should be completed and all personnel given their assignments and trained accordingly. One or two faculty meetings will be necessary to carry out this yearly function. Custodians, cooks, and secretarial staffs must also be informed and realize their roles according to the civil defense organizational chart. Frequently in high schools and junior high schools responsible students are assigned and trained to assist in carrying out the school's civil defense and disaster program.

Adult education, which is frequently referred to as "night school", is under the jurisdiction of the Lodi High School Board of Trustees. The nursery schools are under the jurisdiction of the Lodi Elementary School Board. Since both the Lodi Union High School and the Lodi elementary schools
FIGURE 2
THE INDIVIDUAL SCHOOL CIVIL DEFENSE PLAN
are administered by the same superintendent of schools it becomes feasible for both the adult education school and nursery schools to conform to the civil defense and disaster plans developed by the districts.

The nursery school will have to depend upon its small staff to carry out the defense plans of the district. Brochures and letters can be sent home with nursery school children. Here is another means of contacting parents and bringing about a friendly relationship with them based upon a feeling of safety for their children.

Letters should be sent to parochial schools and outlying elementary schools which are within the confines of the Lodi Union High School District's boundaries inviting them to appoint representatives to the citizens' group. In this way they will be kept informed of civil defense plans. Also, through participation in this group the outlying districts will have a voice in the final preparation of plans, many of which will affect their districts. Such mutual cooperation will again tend to result in better public relations between the groups because they have been involved in solving a mutual problem. The Lodi districts, with their larger staffs, can be instrumental in furnishing leadership in the civil defense areas for the neighboring districts and parochial schools.

Ultimately it will be the responsibility of the personnel of the neighboring elementary schools and parochial
schools to adopt and carry out their individual plans. It will be of help to these schools to have samples of civil defense and disaster policies and plans that are developed by the Lodi school districts.

So that these schools and districts will understand why materials are being sent to them, an explanatory letter should be forwarded by the Lodi superintendent of schools. The letter might be signed by the mayor, superintendent of schools, and county civil defense director. Again, good community relationships will be developed and the districts will benefit by such actions.

IV. SUMMARY

It will be necessary for the Lodi school districts to take a number of positive steps to inaugurate and carry out a civil defense and disaster program. A formal resolution by both school boards is necessary to get the program started. Responsibilities for all personnel in both school districts must be defined and delegated according to each individual's capabilities. A master diagram, picturing the entire civil defense structure for both school districts, will aid in explaining the program to school personnel and the community. A master diagram will also indicate lines of authority and help prevent confusion. Each school will be responsible within the district plan for developing its own chart of
responsibilities. Parochial schools and outlying elementary schools will need to be informed of all actions taken by the Lodi school districts, but they will be free to develop and execute their own plans subject to county and state controls.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study was concerned with developing a suitable civil defense and disaster plan for the Lodi Union High School District and the Lodi Elementary School District. The specific purposes of the study were as follows: to determine the scope of civil defense plans for the Lodi school districts; to analyze various civil defense and disaster plans of other school districts; to survey national, state, county and city plans so that proper coordination and planning could take place; and to set forth positive directions for the school systems to follow based upon acceptable civil defense and disaster procedures.

The study is deemed to be of importance to the Lodi Elementary and Lodi Union High School Districts because it proposes a civil defense and disaster program based upon research.

Research covered the area of governmental brochures and bulletins, legal considerations, state and local planning, individual opinions of those working in the civil defense area, direct observation of some phases of the defense program, and an accumulation of materials from school districts. Research indicates that local school
authorities are responsible for developing a civil defense program. Furthermore, research reiterates the school's responsibility for the safety and welfare of children regardless of the circumstances leading to this basic educational need.

The study has also given proper attention to all agencies involved in a civil defense and disaster program and what steps are needed to coordinate and cooperate with these agencies.

Civil defense authorities, school authorities, educational associations and federal, state, county and city officials all support the need for every school district to develop a civil defense and disaster program.

II. CONCLUSIONS

Several conclusions are supported by the findings of this study.

1. The atomic age of missiles makes it imperative that all political subdivisions develop plans for the future protection of the citizenry.

2. Federal and state legal codes make school governing boards responsible for providing a civil defense and disaster program for the protection of pupils while in school.

3. The school board should assume responsibility for policy and then delegate to the superintendent or
administrative head of the school district the responsibility of inaugurating a civil defense and disaster program for the district.

4. Close coordination and cooperation with city, county, and state officials is necessary to avoid conflicting planning. School officials will need to delegate appropriate authority to one or two persons within the district to bring about this close working relationship with other agencies.

5. School boards have the responsibility of aiding their administrative leaders in carrying out and maintaining a civil defense and disaster program and constantly evaluating such a program.

6. Long range planning is far more acceptable than short term plans which frequently fall into disuse after inauguration.

III. RECOMMENDATIONS

The recommendations resulting from this study are presented below:

1. That a civil defense program for the Lodi school districts be inaugurated as soon as possible.

2. That the superintendent of schools appoint a civil defense coordinator for the school district.
3. That a citizens' committee be chosen to help formulate plans.

4. That a five-year program, based upon civil defense and disaster needs, be prepared according to immediate local needs; that this program be submitted to the school board and community for approval; and that the civil defense coordinator be given the authority to carry out the program.

5. That a committee of teachers, together with the civil defense coordinator, plan a civil defense and disaster program for all grades, kindergarten through high school, which will be introduced through and integrated in the curriculum.

6. That the civil defense coordinator, in cooperation with all of the districts' administrative staff, prepare a list of the responsibilities of all personnel, both certificated and noncertificated, who will have civil defense duties, and that all such personnel be informed of their responsibilities and be properly trained to carry them out in case of an emergency or mock drill.

7. That the school boards pass resolutions requiring the superintendent to make a periodic report, yearly or oftener, of the civil defense and disaster program, so as to keep school board members and the public informed.
8. That the school boards, the school administration, the certificated and classified staff, the pupils, the parents, and the civil defense officials cooperatively use the criteria presented in this thesis to make a continuous evaluation of the schools' civil defense program.
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BIBLIOGRAPHY

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APPENDIX A

MUTUAL AID AGREEMENT
Resolution No._____

MUTUAL AID AGREEMENT

Resolution of the Board of Trustees of the _________

School District

of San Joaquin County, California

On motion of Member__________, seconded by Member

__________, the following resolution is adopted:

WHEREAS, Earl Warren, Governor of the State of California on the 15th day of November, 1950 executed the California Disaster and Civil Defense Master Mutual Aid Agreement, on behalf of the State of California and all its Departments and Agencies:

NOW, THEREFORE, The Governing Board of the _________ School District does, by resolution, hereby approve and agree to abide by said California Civil Defense Master Mutual Aid Agreement; and the clerk of this Board is hereby authorized and directed to send TWO certified copies of this resolution to the State Disaster Council for filing with said State Disaster Council.

PASSED AND ADOPTED this______day of_______, 195____, by the Governing Board of the__________School District of San Joaquin County, California, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA }  SS
COUNTY OF SAN JOAQUIN)

I, ____________, Clerk of the Governing Board of the School District of San Joaquin County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a_________
meeting thereof held at its regular place of meeting at the
time and by the vote above stated, which resolution is on
file in the office of the said Board.

__________________________
Clerk
APPENDIX B

A SAMPLE CHECK SHEET FOR THE SCHOOLS' DISASTER PREPAREDNESS PROGRAM
# A Sample Check Sheet for the Schools Disaster Preparedness Plan

*Prepared by the California State Department of Education*

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of school</td>
<td></td>
</tr>
<tr>
<td>Type of school</td>
<td>(Elementary, Junior or Senior High, College, Trade School, Business College, Special School, etc.)</td>
</tr>
<tr>
<td>Comment on location</td>
<td>(Residential, commercial or industrial area, high fire hazard district, any information worthy of note.)</td>
</tr>
<tr>
<td>Number of pupils</td>
<td>Number of employees:</td>
</tr>
<tr>
<td></td>
<td>(a) Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Does the school have a disaster preparedness plan?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Has the plan been reduced to a written document?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. Has a copy of the plan been filed with:</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(a) The school superintendent?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(b) The school's civil defense council?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(c) The local civil defense director?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4. Does the plan provide for the following?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(a) Fire?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(b) Air raid?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(c) Other?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(Write in)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the principal have at least one designated alternate?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6. Has the principal appointed a school defense coordinator and alternate?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7. Who has the immediate responsibility for the preparation and operation of the school's disaster preparedness plan:</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(a) The principal?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(b) The school defense coordinator?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
8. Has a competent survey been made of the school and its environs for safest:
   (a) Locations for air raid shelter? ___
   (b) Locations for refuge from other types of disaster? ___

9. If survey disclosed structural weaknesses, are steps being taken to correct them? ___

10. Has determination been made of equipment needed for damage control?
    (Example: for control of flying glass) ___

11. Are steps being taken to procure and install damage control equipment? ___

12. Are all exits equipped with panic exit locks? ___

13. Does the school have adequate equipment and supplies to support its disaster preparedness plan? i.e.:
    (a) Fire ____________________________ ___
    (b) Medical __________________________ ___
    (c) Other _____________________________ ___

14. Is provision made for safeguarding vital school records? ___

15. Does the school have an adequate maintenance and housekeeping program for:
    (a) Fire prevention? ___
    (b) Elimination of everyday hazards? ___

16. Are specific shelter areas assigned to specific groups? ___

17. Are shelter areas and routes thereto clearly marked? ___

18. Is the capacity of each shelter determined and posted? ___

19. Is provision made for drinking water in each shelter? ___

20. Are sanitary facilities in, or readily accessible to, each shelter area? ___

21. Is provision made for emergency lighting? ___

22. Does the school plan provide the maximum practicable degree of protection for students and staff?
    (a) Within each building of the school? ___
    (b) On the school grounds? ___
    (c) On the school busses? ___

23. Is there a "block shelter" plan for pupils en route to and from school? ___

24. Are special provisions made to help the physically handicapped during the execution of any disaster drill? ___
25. Does the school receive the air raid warning signals by:
   (a) Automatic warning device? ____________
   (b) Telephone? __________________________
   (c) Public warning device? ______________

26. Does the school have a separate warning system for:
   (a) Fire exit drill? ______________________
   (b) Air raid drill? ______________________
   (c) Other disaster drill? (Write in) _______

27. If the same warning system is used for different disaster drills, are the signals distinctly different so that pupils have immediate recognition of each? ____________________________

28. Does the school have an alternate method of alerting the school's population in case the primary one fails? ____________________________

29. Does the school plan designate responsibilities and duties? (What is to be done and by whom) ____________________________

30. Is the school staff familiar with the plan in general and with their own respective parts in particular? ____________________________

31. Are teachers responsible for transfer of pupils to shelter areas? ____________________________

32. Are teachers responsible for remaining with their groups in any disaster situation until relieved of such responsibility by recognized authority? ____________________________

33. Are all of the school's employees instructed in what to do on warnings:
   (a) Yellow ____________________________
   (b) Red? ______________________________
   (c) White? ____________________________

34. Are all students and staff instructed in what to do, both in school and out, in the event of:
   (a) Atomic attack without warning? ______
   (b) Warning red? ______________________

35. Are directions prominently posted throughout the school concerning:
   (a) Fire exit drill? ______________________
   (b) Air raid drill? ______________________
   (c) Other disaster drill? (Write in) ____
36. Are the planned emergency procedures and the reasons for them understood by:
   (a) Teachers? _________________________ YES NO
   (b) Pupils? _________________________ YES NO
   (c) Custodians? _________________________ YES NO
   (d) Bus drivers? _________________________ YES NO
   (e) All other school personnel? (Nurses, clerical and cafeteria help, etc.)

37. Is the disaster preparedness plan tested by frequent drills? _________________________ YES NO

38. Are drills held at different times during the day to encompass disaster situations during:
   (a) Arrival at school? _________________________ YES NO
   (b) Changing classes? _________________________ YES NO
   (c) Assembly periods? _________________________ YES NO
   (d) Lunch hour? _________________________ YES NO
   (e) Dismissal from school? _________________________ YES NO

39. Are simulated disaster conditions occasionally worked into drills, such as:
   (a) Blocked stairways, passageways or exits? _________________________ YES NO
   (b) Casualties to be transported to first aid room? _________________________ YES NO
   (c) Fire following an air raid? _________________________ YES NO

40. Are air raid drills held while pupils are en route on school bus? _________________________ YES NO

41. Have all of the school's employees, including bus drivers, completed a current, standard course in first aid? _________________________ YES NO

42. Do all of the school's employees know how and when to use the various types of fire fighting equipment present in the school? _________________________ YES NO

43. Are the school's buildings inspected at least annually for:
   (a) Structural weaknesses? _________________________ YES NO
   (b) Defects in electrical lines, circuits, outlets and equipment? _________________________ YES NO
   (c) Defects in heating and ventilating systems? _________________________ YES NO
   (d) Defects in maintenance and carelessness in housekeeping? _________________________ YES NO
   (e) Loose plaster and other defects in ceilings and walls? _________________________ YES NO
   (f) Overloading floors directly above shelter areas? _________________________ YES NO
   (g) Other? _________________________ YES NO

   (Write in)
44. Are parents advised and informed concerning the school's disaster preparedness plan? ____________

45. Has such advisement been accomplished by:
(a) Sending specific information home by pupils? ____________
(b) Mailing letters, school publications, etc., directly to parents? ____________
(c) Inviting parents to observe practice disaster drills? ____________
(d) Presenting information at P. T. A. meetings? ____________
(e) Presenting civil defense information programs specifically directed to parents and other interested adults, at the school in the evenings? ____________

46. Are parents urged not to come to the school in case of disaster? ____________

47. Is provision made in the school plan for taking care of parents who, inevitably, will come to the school during a disaster? ____________

48. Is the school dependent primarily upon the local civil defense organization for operation of its self-protection program? ____________

49. Or, will the school be self-sufficient for protection and care of students, staff and facilities during and for a short time immediately following a disaster? ____________

This check made by ___________________________
Title __________________________

Please note that this is a sample check sheet only. It is intended to offer suggestions and to act as a guide to the local school administrator who may wish to make up a check sheet specifically applicable to his own school system.
APPENDIX C

A SAMPLE TEACHING OUTLINE FOR
DISASTER PLANNING
"YOUR BASIC SEVEN IN "57"

from

YOUR DISASTER PLAN COMMITTEE

1. SCHOOL EMPLOYEES' RESPONSIBILITY: Plan for the care and protection of your own family, and be ready to assume your responsibility as a disaster plan worker. All public employees are declared to be civil defense workers!

2. EVACUATION ROUTE FOR LODI: Any road to Highway 99, then north to Acampo Road east on Acampo Road to Lancha Plana (23 miles). Drive out that way to see if you can find it! See the green map.

3. YOUR AUTOMOBILE: Keep it in good mechanical condition and the tank at least half full of gasoline. Your car can be a SHELTER, AN INFORMATION CENTER (radio), a SHOPPING CENTER (food supply storage), and YOUR TRANSPORTATION to a safe area. See the brochure "4 Wheels to Survival."

4. SEVEN DAY FOOD SUPPLY: Get it! Keep it intact for evacuation. See the brochure "Between You and Disaster." Be ready for cooking, eating, drinking, and first aid.

5. 640 AND 1240: Know what they mean on your radio dial. Listen for vital instructions during any alert.

6. DUCK AND COVER: Know how to duck and cover if you are caught outside during a surprise attack. Lie flat on ground, face down. Cover face and neck.

7. BE CALM, BE COOL: Remain with your group and follow directions.

WE KNOW THAT.............

No one person can be briefed on all phases of this work.

We do not claim to be experts in this field, nor do we expect you to give that impression to students.

The above information is by no means complete.

Present this problem as simply as possible.

Review your bulletins for more information.
TEACHING OUTLINE FOR DISASTER PLANNING

1. THE STUDENTS AND YOU: All elementary teachers and selected high school teachers will conduct classroom discussions. Every teacher has a job to do in Disaster Planning. It's up to you.

2. POINTS TO GET ACROSS:
   a. Map: Point out the route for Lodi residents. Discuss how we are surrounded by Stockton rivals.
   b. Letter: Discuss DUCK AND COVER items. Emphasize the FAMILY PLAN.
   c. Four Wheels to Survival: Keeping your tank full of gas and battery charged - might be the only items you will want to discuss.
   d. Between You and Disaster: The Family Food Plan is something to start now. Follow suggestions in the pamphlet.

3. ORGANIZATIONAL CHARTS: These will be ready by the Fall of '57. You will have a job in First Aid, Rescue, Shelter, Maintenance or Fire Watching. You will want to use this information with students when it is available. Suggestion: Jot down your duties on a card. Place card in your wallet for future reference.

COMING ATTRACTIONS..............

DETAILED EVACUATION PLAN

YOUR BASIC 8 IN '58!

and

DUCK!

and

COVER!