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# An analysis of the civil defense program in the public schools in critical target areas and target areas in Virginia

Osborne Lawes

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AN ANALYSIS OF THE CIVIL DEFENSE PROGRAM  
IN THE PUBLIC SCHOOLS IN CRITICAL TARGET AREAS  
AND TARGET AREAS IN VIRGINIA

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A Thesis  
Presented to  
the Graduate Faculty of  
The University of Richmond

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

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by  
Osborne Lawes  
June 1956

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*Approved  
12/15/53  
E. F. Overton*

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## CHAPTER I

### INTRODUCTION

Today, in a period of relative peace in the world, the radio and the press continually point out the constant threats to our nation's security. The role of the civilian is being more closely defined with our national security program with continuing emphasis being laid upon Civil Defense. The educator today must recognize his role in the program for furthering the security of the nation and above all must work toward the self-protection of his school and his student body through active participation in the nation's Civil Defense Program.

### THE PROBLEM

#### Statement of the Problem

It is the purpose of this study (1) to determine the degree of preparedness of the public schools in the critical target area and target area communities in Virginia in their participation in the Civil Defense Program; (2) to determine whether or not the various school principals in critical target area and target area communities are fulfilling their responsibilities in the Civil Defense Program as defined by the Virginia State Department of Education; (3) to determine what methods are being currently employed by public school principals in critical target area and target area communities for the self-protection of their pupils; and (4) to determine what steps have been taken by public school principals who will take part in an evacuation plan.

### Importance of the Study

The duties and responsibilities of the school administrator have long been recognized as numerous and varied. The responsibility for the safety, protection, and welfare of the students under the administrator's care has remained constant over the years while the complexity of this responsibility has increased to cover a much wider scope. This broadened scope of responsibility, today, includes the Civil Defense Program. Many cannot grasp the importance or the necessity of its inclusion in administrative duties.

Fortunately, the average citizen in the United States has never been faced with the problem of wartime casualties and mass destruction on the home front. As a result, interest and knowledge of Civilian Defense activities and needs are practically nil. In 1954 the Survey Research Center of the University of Michigan conducted its fourth nation wide public knowledge survey pertaining to Civil Defense. The findings showed this lack of interest and knowledge on the part of the average citizen.<sup>1</sup>

Table I presents its findings showing the lack of knowledge of the people in average American communities about Civil Defense in schools.

The damage and casualties caused by conventional bombing are hard to realize by one who has had no direct contact with modern warfare. During the "Blitz" in England in 1940 - 1941, 42,000 Englishmen were killed, not counting the thousands injured. Twenty-one thousand of

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<sup>1</sup> Federal Civil Defense Administration, Annual Report: 1954. (Washington: Government Printing Office, 1955), pp. 76 - 89.

TABLE I

## KNOWLEDGE OF CIVIL DEFENSE IN SCHOOLS\*

Question: Do you know of anything that the schools are doing in civil defense?				
	April 1952		March 1954	
Yes	29%		26%	
No, don't know	70		73	
Not now but there was or used to be	—		1	
Not ascertained	1		**	
	100%		100%	
	Metro	Suburban	Over 50,000	Under 50,000
Yes	39%	48%	33%	13%
No, don't know	60	49	66	86
Not now but there was or used to be	—	2	**	**
Not ascertained	**	**	**	**
	100%	100%	100%	100%

\* Federal Civil Defense Administration, Annual Report: 1954. (Washington: Government Printing Office, 1955), p. 86.

\*\* Less than 1 per cent.

those killed were killed in London alone.<sup>2</sup>

Winston Churchill has pointed out clearly the magnitude of the effects of continual bombing on London and of Britain's major industrial areas. Churchill shows the necessity and ability of seven million inhabitants of London working during periods when as many as an average of two hundred German bombers attacked London every night.<sup>3</sup>

The protection of children during wartime deserves consideration. Their protection from emotional as well as physical harm must be taken into account as children, unfortunately, are affected as are adults in modern warfare.

An early study conducted in England of the effects of wartime conditions on children points out the need for careful handling of children by evacuation or other means in order to prevent serious emotional upset as well as physical harm.<sup>4</sup>

Despert suggests careful planning and study prior to bombing to reduce traumatic effects in the protection of children during warfare.<sup>5</sup>

Conventional bombing and its resultant destructions yield now to the severity of atomic attack. The magnitude of this destructive

2 Life's Picture History of World War II. (New York: Time Incorporated, 1950), p. 37.

3 Winston S. Churchill, Their Finest Hour (Vol. II of The Second World War. 6 Vols.; Boston: Houghton Mifflin Company, 1948 - 1953), pp. 341 - 357.

4 Anna Freud and Dorothy T. Burlingham, War and Children. (New York: Ernst Willard, 1943), pp. 83 - 85.

5 J. Louise Despert, Preliminary Report on Children's Reactions to the War, Including A Critical Survey Of The Literature. (New York: Cornell University Medical College, 1942), pp. 88 - 89.

force can be realized only after examination of the two Japanese cities that suffered atomic attack. At Hiroshima 30 per cent of the population were killed and 30 per cent seriously injured as the result of one bomb. As a result of the raid and dropping of one bomb at Nagasaki, out of a total population of 220,000 people, 35,000 were killed. These figures do not include the tremendous psychological implications that also resulted.<sup>6</sup>

The problem of motivation and interest arousal on the part of the public is tremendous. Following the outbreak of the Korean War a study conducted in Los Angeles showed that the average citizen responded to the Civil Defense Program with apathy, disinterest, and luke-warm approval. Each person studied felt that regardless of the situation they had faith in the government to handle the situation.<sup>7</sup>

In this study an attempt was made to determine if school administrators have broadened the scope of their responsibility for pupil safety and protection to encompass the Civil Defense Program and its role in today's public schools.

#### DEFINITIONS OF TERMS USED

##### Civil Defense

The term "civil defense," though wide in scope, has been clearly defined by the National Security Resources Board.<sup>8</sup>

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<sup>6</sup> Irving L. Janis, Air War and Emotional Stress. (New York: McGraw-Hill Book Company, 1951), p. 20.

<sup>7</sup> Ibid., pp. 233 - 235.

<sup>8</sup> National Security Resources Board, United States Civil Defense. NSRB Doc. 128 (Washington: Government Printing Office, 1950), p. 3.

Civil Defense can be defined as the protection of the home front by civilians acting under civil authority to minimize casualties and war damage and preserve maximum civilian support of the war effort.

### Critical Target Area

The term "critical target area" shall be interpreted throughout this study as a political subdivision assumed to be the most probable enemy objective since the return per bomb in damage and casualties would be greatest there.<sup>9</sup> Critical target areas in Virginia are included in Appendix A.<sup>10</sup>

### Target Area

The term "target area" shall be interpreted throughout this study as a political subdivision having a lower probability of being attacked than a critical target area but these areas should also be as fully prepared as possible.<sup>11</sup> Target areas in Virginia are included in Appendix A.<sup>12</sup>

### Alert

The Federal Civil Defense Administration has included in its communications and warning system three types of "alert" depending upon the probability of an attack upon a given locality.<sup>13</sup> For the purpose

9 Federal Civil Defense Administration, Annual Report: 1954. (Washington: Government Printing Office, 1955), p. 13.

10 Infra, p. 50.

11 Federal Civil Defense Administration, Annual Report: 1954, loc. cit.

12 Infra, p. 50.

13 Federal Civil Defense Administration, Civil Defense in Schools. TM-16-1 (Washington: Government Printing Office, 1952), p. 7.

of this study the term "alert" will be interpreted to mean the initial warning or notice received by the school that would necessitate placing the school's Civil Defense Program into operation.

### Evacuation

The concept of mass evacuation of the civilian population was first proposed by the Federal Civil Defense Administration in September 1954. The Federal Civil Defense Administration gives the following definition of "evacuation":<sup>14</sup>

Evacuation is organized, timed, and supervised dispersal of civilians from dangerous and potentially dangerous areas, their reception and care in safe areas, and their return to their home communities.

## SOURCES OF INFORMATION

### Consultations With Public Officials

In planning and carrying out this study numerous consultations were held with various members of state agencies. Among the persons consulted were: The Superintendent of Public Instruction, Virginia State Department of Education; the Supervisor of Research, Virginia State Department of Education; the Director of Health and Physical Education Safety and Recreational Service, Virginia State Department of Education; and the Coordinator, Office of Civil Defense, Commonwealth of Virginia.

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<sup>14</sup> Federal Civil Defense Administration, Annual Report: 1954, op. cit., p. 31.

### Questionnaire

Each school principal in critical target area and target area communities in Virginia was furnished with a questionnaire which provided the large majority of information included in this study.

## CHAPTER II

### THE SELECTION OF GROUPS TO STUDY AND THE DEVELOPMENT OF THE QUESTIONNAIRE

The selection of representative groups for this study was important. There were a number of factors to be considered in the final selection of the groups and the more important ones are discussed in this chapter. Also, the developing of a questionnaire that would be effective for interpretation as well as clear, concise, and relatively simple for the school administrator to complete and return was an important factor. This chapter will describe in detail how the selection of the groups was made and the questionnaire developed.

#### The Opinion of Public Officials as a Factor

Conferences with members of state agencies directly concerned with the Civil Defense Program in the public schools revealed areas in which information was needed. Investigation showed that at the time of this study no attempts had been made to analyze the public school's current or past status in the Civil Defense Program on either a state-wide or a priority area basis. It was felt that by selection of appropriate groups in communities where the need for an active Civil Defense Program was greatest information could be gathered that could be used for the establishment of a working guide on Civil Defense for all public schools in Virginia.

#### Communities of Military or Strategic Importance as a Factor in the Selection of Groups

Certain factors regarding the location of communities near military or highly developed industrial areas were considered. It was felt

that information regarding the probability of enemy attack based upon military or strategic importance or location of a community should be obtained from the Virginia Office of Civil Defense.

The Coordinator, Office of Civil Defense, furnished a complete list of communities that were considered of military or strategic importance that had been classified as critical target area and target areas.<sup>15</sup>

It was felt that as these communities had been classified by the Federal Civil Defense Administration as areas of probable enemy attack they would best serve for analysis in this study.

#### Selection of the School Principal for Study

Three groups, in administrative roles, were considered for selection in this study: school board members, division superintendents, and school principals.

The part played by school board members, though administrative in nature, is mainly a matter of policy making. School policy, while important in general terms, would not give the specific and current plans of individual schools in critical target area and target area communities.

The division superintendent's role in the Civil Defense Program is one of more direct responsibility for planning. Again, policy or the reflection of policy established by school boards would be shown in a study. Also the necessary information as to the implementation of policy into specific plans at the school level would not be readily obtainable.

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<sup>15</sup> Infra, p. 50.

The final selection of the school principal for study was based upon two factors: (1) the principal is immediately responsible for the welfare and safety of his pupils at all times under any conditions; and (2) the Virginia State Department of Education has delegated to the school principal the direct responsibility for developing suitable plans for the protection of children in the Civil Defense Program.<sup>16</sup>

#### Development of the Questionnaire

In the development of the questionnaire three areas were covered: (1) general data regarding the communities' Civil Defense Programs; (2) the principals' attitudes toward school Civil Defense Programs, and expressed interest on the part of the Parent Teachers Organizations, and the parents of children in the school as individuals; (3) the current Civilian Defense Programs if in force; and (4) the current plans for evacuation if evacuation is included in the schools' Civil Defense Program.

All questions selected were designed so that a "check mark" would be all that the recipient would have to make to answer each question. All questions were phrased so that a "yes," "no," or "do not know" answer would be given. One exception in this questioning technique was where a specific date was asked for.

School names and names of school principals were omitted from the questionnaire. It was felt that the recipient would feel more

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<sup>16</sup> Virginia Office of Civilian Defense, A Guide to Organizing the School for Civil Defense. (Richmond: Virginia State Department of Education, 1951), p. 3; and Safety Education Workshop, Richmond, June 14 - 18, 1954, "Safety Education Handbook Grades I - XII Tentative" (Richmond: Commonwealth of Virginia State Department of Education, 1954), p. 13. (Mimeographed.)

free to answer questions when he would remain anonymous. A section in the cover letter stressed this point.

#### Methods Employed in Collecting Information

With the final selection of the groups to study and the completion of the questionnaire, came the problem of collecting information concerning the groups to be studied. It was decided to send the questionnaire to each of the school principals in critical target area and target area communities of schools having five or more teachers.

An information copy of the questionnaire was sent to each division superintendent in critical target area and target area communities.

All questionnaires were reproduced commercially and were accompanied by a cover letter stating the purpose of the study. Each communication was comprised of a cover letter, a questionnaire, and an addressed stamped envelope for the purpose of returning the questionnaire. All communications were sent by first class mail.

Addresses of the school principals were obtained from the Educational Directory for the school year 1954 - 1955 published by the Virginia State Department of Education.

A break down of figures and percentages of returns reveals the following information: a total of 397 questionnaires were mailed to school principals in critical target area and target area communities. Of the number mailed, a total of 212 were returned completed, which was computed to be a percentage return of 53.4 per cent.

Returned questionnaires were tabulated as they were received. They were carefully studied and interpreted and data were recorded for

eventual summarization. From the data collected, conclusions were drawn and recommendations were made on the basis of the study.

## CHAPTER III

### THE CURRENT STATUS OF CIVIL DEFENSE IN THE SCHOOLS IN CRITICAL TARGET AREA AND TARGET AREA COMMUNITIES

This study is based upon a return of 53.4 per cent of questionnaires sent out to school administrators in critical target area and target area communities. The break down of returns for high schools and elementary schools is 79.6 per cent and 49.5 per cent, respectively. During the tabulation of returns, which covered a period of over one month, there was established a definite pattern of responses to all questions, so that the addition of results from 10 to 20 questionnaires did not change the trend of responses to any question more than 1 per cent.

The line of demarkation between elementary schools and high schools in this study is based upon whether the school had pupils in the sixth grade and below. A combined school with grades I - XII will be regarded as an elementary school. Schools designated as high schools are schools that have pupils in the seventh grade and above only.

Answers to all questions are as of the close of the 1954 - 1955 session.

#### The Degree of Preparedness of the Public Schools

From the questionnaire returns it was revealed that only 60.3 per cent of the elementary schools and 54.6 per cent of the high schools currently have Civil Defense Programs in force. In terms of enrollment, only 57.2 per cent of the elementary school pupils and 49.2 per cent of the high school pupils attend where some provisions have been made for

their protection in the event of a national emergency or large scale disaster.

Total returns for both elementary and high schools revealed that there are 63,792 pupils (46.2 per cent of the total enrollment) for whom no Civil Defense plans have been made in critical target area and target area communities.

Tables II and III show the numbers, percentages, and enrollments of schools in critical target area and target area communities replying to the questionnaire.

#### Community Civil Defense Programs

The majority of schools included in the study were in communities where local Civil Defense Programs were in effect. Responses from high schools indicated that 88.8 per cent were in communities that had active Civil Defense Programs while only 54.6 per cent of these high schools had established school programs. One administrator at the high school level answered that he did not know whether there was a local Civil Defense Program in his community.

Of the elementary schools replying, 78.9 per cent were in communities where Civil Defense Programs were in force. Consideration should be given to the fact that only 60.3 per cent of the elementary schools have current Civil Defense Programs. Returns from elementary school administrators showed that 22 did not know whether there was a local Civil Defense Program in force in their community and two administrators failed to answer the question at all.

As to whether or not their school would be used by the local Civil Defense Agencies during normal school hours for an activity, such

TABLE II

## DEGREE OF PREPAREDNESS OF THE ELEMENTARY SCHOOLS

	Number	Per cent	Enrollment	Per cent
Schools having Civil Defense Programs	102	60.3	54,819	57.2
Schools without Civil Defense Programs	67	39.7	41,043	42.8
Totals	169	100.0	95,862	100.0

TABLE III

## DEGREE OF PREPAREDNESS OF THE HIGH SCHOOLS

	Number	Per cent	Enrollment	Per cent
Schools having Civil Defense Programs	23	54.6	22,180	49.2
Schools without Civil Defense Programs	20	45.4	22,749	50.8
Totals	43	100.0	44,929	100.0

as an emergency first aid station, the 43 high school administrators responded that 22 schools would be used, 7 would not be used, 13 did not know, and 1 did not answer the question. Of 169 elementary school administrators responding, 70 indicated that their schools would be used, 47 indicated that their schools would not be used, 45 did not know, and 7 did not answer the question.

#### Sources of Information for the Development of a School Civil Defense Program

Investigation was made of two sources of information for administrators: (1) information received from the office of the local superintendent; and (2) current Civil Defense publications on hand in the schools.

High schools reporting revealed that only 67.2 per cent had received bulletins or directives from their local superintendent regarding the Civil Defense Program for their local schools.

Reports from the elementary schools were slightly better in that 70.0 per cent had received information from their local superintendent's office. Four of the elementary schools reporting failed to answer this question.

With regard to current Civil Defense literature, five pertinent publications were listed on the questionnaire, including two publications expressly designed for the public schools by the Virginia State Board of Education. Of the 43 high schools reporting, tabulation revealed that there were 51 publications on hand. This is an average of 1.2 publications per school. The replies showed that 17 high schools (39.5 per cent) had none of the current Civil Defense literature on hand.

Responses from elementary school administrators followed a similar pattern. At the elementary school level, 169 schools reported having 172 publications, an average of 1.1 per school. Seventy-nine of the elementary schools (46.8 per cent) had no current Civil Defense literature at the time of reporting.

Table IV shows the detailed break down of current Civil Defense publications now in the hands of school administrators.

It has been previously mentioned that 23 high schools and 102 elementary schools have Civil Defense Programs in operation at this time. Of the 23 high schools reporting programs, five have no Civil Defense literature on hand, five have received no information from their local superintendent, and one school reports neither having literature on hand nor ever having received any information from the local superintendent. Of the 102 elementary schools reporting Civil Defense Programs, eleven report that they have never received any information from their local superintendent, forty-one have no Civil Defense literature on hand, and seven report that they have neither literature nor have they ever received any information from their local superintendent.

#### Opinions of School Administrators Regarding the Civil Defense Program

In seeking the opinions of school administrators, two points were felt to be of importance: (1) the personal opinion of each administrator as to the necessity for having a Civil Defense Program for his school; and (2) his opinion of its adequacy if a Civil Defense Program was currently in force in his school. It should be noted that the administrators at both the high school and elementary levels showed a marked reluctance in expressing any opinions. Tabulation of question-

TABLE IV

## REPORT OF CURRENT CIVIL DEFENSE PUBLICATIONS ON HAND IN SCHOOLS

	High schools	Elementary schools
"Civil Defense in Schools," Apr. 1952	12	39
"Interim Civil Defense . . .," Aug. 1951	5	14
"Schools and Civil Defense," Mar. 1953	8	21
"A Guide . . . for Civil Defense," Sep. 1951	10	43
"Safety Education Handbook," 1954	16	55
Totals	51*	172*

\* Seventeen high schools (39.5 per cent) and 79 elementary schools (46.8 per cent) have no current Civil Defense literature on hand.

TABLE V

## OPINIONS OF SCHOOL ADMINISTRATORS REGARDING CIVIL DEFENSE IN SCHOOLS

	High schools						Elementary schools					
	Yes		No		No answer		Yes		No		No answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
If you do not have a Civil Defense Plan, do you personally think one is necessary?	17	85.0	1	5.0	2	10.0	48	71.6	12	17.9	7	10.5
If you do have a Civil Defense Plan, do you personally think it is:												
Adequate?	8	34.7	12	52.2	3	13.1	49	48.1	41	40.2	12	11.7
Necessary?	17	73.9	0	0.0	6	26.1	71	69.6	1	0.9	30	29.5

naires showed a range of from 10.0 per cent to 29.5 per cent of administrators failing to answer certain questions.

To determine the administrators' opinions as to the necessity of having a Civil Defense Program in their schools, opinions were asked of both administrators who have current Civil Defense Programs and of those who do not. Opinions of administrators expressing the necessity for a Civil Defense Program who do not have current programs in their schools revealed 71.6 per cent at the elementary level and 85.0 per cent at the high school level. Administrators having current Civil Defense Programs in force and who felt that these programs were necessary showed 69.6 per cent in elementary schools and 73.9 per cent in high schools.

The opinions of administrators regarding the adequacy of their current Civil Defense Program showed that in the high schools 34.7 per cent felt that their programs were adequate. In the elementary schools 48.1 per cent indicated that they considered their programs were adequate.

Table V presents a picture of both the number and percentages of responses of the administrators regarding their opinions of the Civil Defense Program in the schools.

#### Parental Interest in the School's Defense Programs

The role of the parent must be considered in an objective analysis of the Civil Defense Program of the public schools. Where organized, parents can assist the administrators immeasurably in fostering proper pupil attitudes as well as organizational aid in the entire school Civil Defense Program.

Tabulation of returns shows that only 39.6 per cent of the Parent Teacher organizations in the high schools have ever discussed the Civil Defense Program as it is related to the school. A slightly higher percentage, 55.7 per cent, was reported for the elementary schools.

Direct inquiries by parents regarding the Civil Defense Program were shown to be very low. Only 2.9 per cent and 2.6 per cent of parents of elementary and high school pupils, respectively, have made direct contact with the schools regarding the provisions being made for the safety and protection of their children.

## CHAPTER IV

### CIVIL DEFENSE METHODS AND PLANS CURRENTLY EMPLOYED IN THE PUBLIC SCHOOLS

To determine how well schools reporting Civil Defense Programs are prepared for an emergency or disaster, the writer has considered the methods and plans the schools currently employ. It was considered important to investigate the administrators' degree of planning, the preparedness of the student body as a whole, plans for the safety and emergency first aid of the pupils, and to establish what action schools would take in the event of being notified that the school's Civil Defense Program would be placed in action.

#### Preparation by the Administrative Staff

Any type of plan of this nature to be readily understood and effective must be written. Written plans with explicit details will show relationships between various members of the participating group and copies may also be kept by individual members for ready reference.

Of the twenty-three high schools reporting established Civil Defense Programs, 87.0 per cent reported that their plans were in writing. A very recognizable decrease was noted at the elementary school level. Administrators of elementary schools reported that only 51.9 per cent have written plans. It should also be noted that 6.8 per cent of the elementary school administrators failed to answer this question.

In response to the inquiry as to whether all of the members of the school staff were familiar with the Civil Defense Plan, high schools reported that all staffs were familiar with the current plans. In the

elementary schools 93.2 per cent reported that their staffs were familiar with the current plan. Three elementary school administrators failed to answer this question.

To further determine the current status of the individual school's plans, information was gathered as to when each school's plan was last brought to the attention of the staff. It should be noted that all questions were to be answered as of the close of the 1954 - 1955 session. All high school administrators reported that their current plan had been brought to their staff's attention during the 1954 - 1955 session. In the high schools 65.7 per cent reported that the current plan had been brought to the staff's attention during the last three months of the session. Of the 102 elementary school administrators reporting 66.8 per cent had brought their current plans to the attention of their staff during the last three months of the session and 93.1 per cent had brought it to the attention of their staff during the 1954 - 1955 session. Seven elementary administrators failed to answer this question and one reported that the last time that the plan was brought to the attention of the staff was in 1953 and one reported that his was last brought to the attention of the staff in 1952.

Table VI shows the dates when both high school and elementary administrators brought their current Civil Defense Plans to the attention of their staffs.

#### Integration of Students into School Programs

Workability and efficiency in any system depends upon the preparedness and state of training of those persons who must participate in the system. With regard to any Civil Defense Program in the public

TABLE VI

REGENCY OF SCHOOL STAFFS BEING FAMILIARIZED WITH THE  
CURRENT SCHOOL CIVIL DEFENSE PROGRAM

	High schools		Elementary schools	
	Number	Per cent	Number	Per cent
1952	0	0.0	1	0.9
1953	0	0.0	1	0.9
1954 - Sep.	1	4.5	3	2.7
Oct.	2	8.8	0	0.0
Nov.	0	0.0	4	3.6
Dec.	0	0.0	0	0.0
1955 - Jan.	0	0.0	1	0.9
Feb.	2	8.8	3	2.7
Mar.	3	12.2	14	11.6
Apr.	6	26.2	10	9.8
May	5	21.9	38	37.2
June	4	17.6	19	19.8
Totals	23	100.0	95*	93.1*

\* Seven of the 102 elementary school administrators failed to answer on this question.

schools, large numbers of pupils must be trained in the individual roles they must play if the necessity arises for placing the program into action. In this study an attempt was made to find out if the pupils in the public schools in critical target area and target area communities have received the necessary training to prepare them for carrying out their individual roles efficiently without confusion or panic.

Tabulation of the questionnaires revealed that pupils in 96.0 per cent of the high schools have received instruction in the part they must play in their school's Civil Defense Program. In the elementary schools 93.1 per cent report having instructed their pupils. One high school and two elementary administrators failed to answer this question.

The schools can further the development of student knowledge and attitudes toward the Civil Defense Program through the school's safety education program. In responding to the inquiry as to whether the Civil Defense Program was included in the school's safety education program both elementary and high schools showed almost the same percentages in affirmative replies. High schools reported that 78.2 per cent had included the Civil Defense Program in their school's safety education program. Of the elementary schools, 72.2 per cent have included Civil Defense in their safety education program. One high school and two elementary school administrators failed to answer this question.

In order to further the degree of pupil preparedness, rehearsals of the program by the entire student body are necessary. Administrators at the high school level report that 91.2 per cent conduct rehearsals and 43.4 per cent report holding rehearsals as frequently as every three months. In the elementary schools rehearsals are held by 76.4 per cent

of the schools but 9.8 per cent report never having held a rehearsal. Rehearsals are held as frequently as every three months by 63.0 per cent of the elementary schools. Two high schools and fourteen elementary school administrators failed to answer this question. It should be noted that at the elementary level three schools (2.7 per cent) hold rehearsals every week and one elementary school (0.9 per cent) has a rehearsal every two weeks.

Table VII lists in detail the frequency of rehearsals in all public schools reporting a Civil Defense Plan.

#### Provisions for the Protection and Safety of Students

In the event of an attack or disaster, adequate provisions must be made for the protection of pupils. Students must be afforded protection from flying glass and debris resulting from concussion as well as from the danger of a collapsing building. If an emergency of this nature should arise, pupils should be moved to areas in the building that will offer the maximum of protection. Wherever possible shelter areas should be established. These areas should be marked and definite plans be made for quick and efficient movement of students to them. Conduct of these drills should be included in normal Civil Defense Plan rehearsals.

Reports from high schools showed that 56.6 per cent of schools having Civil Defense Programs have shelter areas. Two high school administrators failed to answer this question. At the elementary level, 57.8 per cent of the schools report having shelter areas.

In the event that the school Civil Defense Program would be needed, preparation for handling casualties would be of the utmost

TABLE VII

## FREQUENCY OF CIVIL DEFENSE PLAN REHEARSALS IN THE PUBLIC SCHOOLS

	High schools		Elementary schools	
	Number	Per cent	Number	Per cent
Rehearsals are held every:				
Month	3	13.0	34	33.0
Two months	3	13.0	17	15.5
Three months	4	17.4	16	14.5
Four months	3	13.0	5	4.5
Five months	4	17.4	1	0.9
Six months	2	8.7	5	4.5
Seven months	0	0.0	0	0.0
Eight months	0	0.0	0	0.0
Nine months	2	8.7	1	0.9
Week	0	0.0	3	2.7
Two weeks	0	0.0	1	0.9
Three weeks	0	0.0	0	0.0
Four weeks	0	0.0	0	0.0
Totals	21*	91.2*	78**	76.4**

\* Two high school administrators failed to answer this question.

\*\* Ten elementary schools have never held a rehearsal and fourteen elementary school administrators failed to answer this question.

importance. Inquiry revealed that only 34.7 per cent of the high schools and only 10.7 per cent of the elementary schools have full time nurses. Not only in schools where there is not a full time nurse, but in all schools, the burden of being ready and prepared in emergency first aid methods falls upon the staff, both instructional and non-instructional. Responses from administrators revealed that 32.1 per cent of high school staff members and 47.9 per cent of elementary school staff members are trained and qualified by American Red Cross standards to administer first aid.

Of the administrators reporting Civil Defense Programs, 30.1 per cent of those at the high school level and 37.2 per cent at the elementary school level did not know the number of staff members in their schools who were trained and qualified to administer first aid. Two elementary school and two high school administrators failed to answer this question.

#### Staff - Pupil Ratio

In this study all reference to school staff members refers to both the non-instructional members as well as those members in instructional roles. This study revealed that the staff - pupil ratio in high schools reporting Civil Defense Programs is 1:22. At the elementary level the staff - pupil ratio is 1:25. Serious thought must be given to the staff - pupil ratio as control and safeguarding of students becomes more difficult under conditions where confusion, fear, and panic will result unless effective leadership is maintained. This factor will be determined by the personnel available at each school.

### Disposition of the Student Body in the Event of an Emergency

This study revealed that three methods regarding the disposition of pupils are currently employed by the public schools having Civil Defense Programs in the event of an alert notice.

In 23 of the high schools reporting plans, 19 report (82.8 per cent) that they will keep their students at the school. Of these 19 schools, one will send a part of the student body to their homes. One high school reports that it will send the entire student body to their homes. Only 3 of the high schools reported that they will take part in a mass evacuation.

From the 102 elementary schools reporting, it was determined that 77 schools (75.5 per cent) will keep their students in the school building. Of these 77 schools, 4 will send a part of the student body to their homes. Five elementary schools will send their entire student bodies to their homes. Eighteen elementary schools report that they will take part in a mass evacuation. Two elementary school administrators failed to answer questions regarding the disposition of their students.

### Notification of Parents Regarding the School's Civil Defense Program

This study revealed that only 26.1 per cent of the high schools and 50.9 per cent of the elementary schools report having notified the parents of their pupils regarding the school's current Civil Defense Program.

## CHAPTER V

### ESTABLISHED EVACUATION PLANS

Relatively few schools report evacuation plans. Reports show that only eighteen elementary schools (17.8 per cent) and three high schools (13.1 per cent) currently have these plans.

If evacuation, as a method of pupil protection, is to be carried out successfully a number of critical factors must be considered. This chapter deals with those critical factors as they have been used in school evacuation plans.

#### Responsibility for Pupils in an Evacuation

It has been previously mentioned that the Virginia State Department of Education has delegated to the principal the responsibility of developing suitable plans for the protection of his pupils. This point was checked to see if this responsibility was to include an actual evacuation.

Nine elementary schools (50.0 per cent) reported that the principal was responsible for the conduct, safety, and well being of the pupils enroute to and at the evacuation area. Four elementary schools reported that the principals were not held responsible and three reported that they did not know. Two elementary schools failed to answer this question.

At the high school level, two of the three schools reported that the principal was held responsible and one failed to answer the question.

### Movement and Preparation for Movement

To facilitate the orderly evacuation of pupils, certain plans must be made by the school administrator. These plans cover transportation and control of pupils to the evacuation area over a predetermined route. These preliminary steps will be covered in detail.

Elementary school administrators report that only 50 per cent know the location of the area to which their pupils are to be evacuated. Eight do not know the location of their evacuation area and one failed to answer the question. At the high school level two administrators report knowing where their evacuation area is.

Four elementary school administrators (22.2 per cent) report having been to their evacuation areas. Twelve have never been there and two failed to answer. Of the three high schools reporting, only one administrator has been to his evacuation area and one failed to answer.

With regard to transportation, ten elementary schools (55.8 per cent) report knowing who will supply their transportation in the event of evacuation. Six report they do not know and two failed to answer. Of the three high schools reporting, one reports knowing who will supply the necessary transportation, one does not know, and one failed to answer the question.

To control and guide the pupils in the evacuation movement, sixteen elementary schools (88.9 per cent) report that faculty members will accompany the pupils to the evacuation area. The faculty of one elementary school will not accompany the pupils and one school failed to answer. At the high school level the faculties of two schools will accompany the pupils while one school failed to answer.

### Pupil Preparation and Rehearsals

To safely and efficiently conduct an evacuation of school pupils, certain preparations must be made. These preparations must include the giving of pertinent information to the student body so that each student will know exactly what he is to do. Practice and drill will enable school administrators to reinforce pupil learning and knowledge of their role in the evacuation plans. Conduct of rehearsals will also enable administrators to see their plan in operation so that they may discover the plan's weakness and take the necessary remedial action to correct it.

Five elementary schools (27.8 per cent) report that their students have received instructions in the school evacuation plan. Twelve report that no instruction has been given and one school failed to answer the question. One high school reports that instruction has been given to the students as to their roles in the evacuation plan. One high school has not given instruction to its pupils and one school failed to answer.

Three elementary schools (16.6 per cent) report having conducted a practice evacuation. Fourteen have never conducted a practice evacuation and one school administrator failed to answer. With regard to high schools, two schools report that they have not conducted a practice evacuation and one school failed to answer.

An added factor in the preparation of pupils for an evacuation is the means used for identification of pupils. This is essential with small children who may become lost or separated from their group. Only one elementary school (0.5 per cent) reports that they have established a system of identification tags or cards for their pupils. Sixteen

report no identification system in use and one school failed to answer. In the high schools, two report no established identification system and one failed to answer.

#### Facilities at the Evacuation Area

Of the many problems encountered in a large scale movement of any group, the problems of providing adequate shelter, food, and medical facilities are of primary importance. The degree to which these essential factors have been considered in planning for student evacuation will be considered in this section.

With regard to adequate shelter and housing, five elementary school administrators (27.8 per cent) report that adequate facilities exist for housing or shelter at the evacuation area. Three report that adequate facilities are not available, eight report that they do not know, and two failed to answer.

Reports from high schools reveal that for one school adequate shelter is not available, one administrator does not know, and one failed to answer.

Arrangements for feeding pupils at the evacuation area have been made for the pupils of two elementary schools (11.1 per cent). Four schools report no arrangements for feeding. Ten elementary school administrators report that they do not know and two failed to answer. Reports from high schools indicate that arrangements for feeding pupils at the evacuation area have been made for one school. One high school reports that no arrangements have been made and one school failed to answer.

At the elementary school level, three schools (16.6 per cent) report that adequate medical facilities are available at the evacuation

area. Three schools report no facilities, ten schools report that they do not know, and two failed to answer. From the three high schools reporting, one indicates a lack of medical facilities at the evacuation area, one school does not know, and one failed to answer.

#### Information to Parents and Parents' Reaction to Evacuation

Twelve elementary schools (66.8 per cent) report that the parents of their pupils have been informed about the school's evacuation plan. Four elementary schools report that the parents have not been notified and two administrators failed to answer the question.

In high schools with evacuation plans, one school has notified the parents. One school has not notified the parents and one school failed to answer.

A fairly large percentage of parents have objected to the evacuation of their children. Administrators from six elementary schools report having received objections from parents. Seven administrators have not received any parental objection and three failed to answer the question. Tabulation reveals that 32.4 per cent of the parents of children who are scheduled for evacuation have objected to the plan. At the high school level one administrator reports no objections from parents and two failed to answer.

#### Opinions of School Administrators Regarding the Adequacy of Evacuation Plans

Eighteen elementary schools report that they have evacuation plans in force. Six administrators (33.3 per cent) express satisfaction with their current plans. Eight administrators (44.4 per cent) report that they do not feel that their current evacuation plans are adequate

for their schools' needs. Four administrators failed to answer this question.

One high school administrator reports that his evacuation plan is adequate. One high school administrator reports that he does not think his evacuation plan is adequate and one administrator failed to answer.

#### Approval of School Evacuation Plans

Questions regarding approval of school evacuation plans were pointed at three groups: (1) local superintendents; (2) local school boards; and (3) local directors of Civil Defense.

Elementary schools reported that 72.2 per cent had had their evacuation plans approved by their local superintendent. Fifty per cent reported approval by their local school boards and 66.6 per cent reported approval by their local director or coordinator of Civil Defense.

Two of the three high schools reporting evacuation plans indicated having received approval by their local superintendent, school board, and local Civil Defense Coordinator.

Tables VIII and IX show the numbers and percentages of elementary and high schools, respectively, as to official approval of their evacuation plans.

TABLE VIII

## APPROVAL OF ELEMENTARY SCHOOL EVACUATION PLANS

	Yes		No		No answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Evacuation plans approved by:						
Local Superintendent	13	72.2	3	16.7	2	11.1
Local School Board	9	50.0	3	16.7	6	33.3
Local Director of Civil Defense	12	66.6	2	11.1	4	22.3

TABLE IX

## APPROVAL OF HIGH SCHOOL EVACUATION PLANS

	Yes		No		No answer	
	Number	Per cent	Number	Per cent	Number	Per cent
Evacuation plans approved by:						
Local Superintendent	2	66.6	0	0.0	1	33.3
Local School Board	2	66.6	0	0.0	1	33.3
Local Director of Civil Defense	2	66.6	0	0.0	1	33.3

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It has been the purpose of this study to determine the degree of preparedness of the public schools in critical target area and target area communities in Virginia through a study of the methods currently employed by school administrators in the acceptance of their responsibilities for the Civil Defense Program.

#### Summary and Conclusions

Only 57.5 per cent of the schools in critical target and target area communities have established Civil Defense Programs. This low figure represents 63,792 unprotected pupils (46.2 per cent of the total enrollment) for whom no Civil Defense plans have been made. This study has shown that many of these schools are in areas where no active community Civil Defense Programs are in effect. Ten per cent of all school principals responding did not know whether their community had a Civil Defense Program. Individual parental interest alone, in the Civil Defense Program as it is related to the schools, has been shown to be practically nonexistent. Even the well organized Parent Teachers Associations have not shown too active an interest in the individual school's Civil Defense Program. Approximately 50 per cent of the schools reported that they have received no information from their division superintendents regarding this program. These factors alone may account for the reason that a greater number of principals have not been motivated to take more positive action in providing an adequate Civil Defense Program for their schools.

Thought must also be given to the effect of the personal opinion and attitude of the individual school principal as a factor in his initiating and organizing a Civil Defense Program for his school. This study has shown that the largest group who state that they do not feel a Civil Defense Program is necessary represents only 17.9 per cent of the administrators. Add to this relatively small group those administrators who have shown reluctance to express an opinion as to the necessity of a Civil Defense Program in the schools. Both groups taken as a whole indicate that approximately one-quarter of the public school administrators cannot be expected to give whole-hearted support for providing adequate protection for the pupils for whom they are responsible.

When all of these important factors are taken into consideration, the causes for the present state of partial preparedness may be easily understood. Detailed analysis of the adequacy of each individual school's Civil Defense Program might even indicate that the degree of overall preparedness could be even less than the reported 57.5 per cent.

The State Department of Education has delegated the responsibility for Civil Defense Programs in the schools to the individual principal. It is evident after taking into full consideration the effectiveness of the current Civil Defense Programs that many principals are not fulfilling this important responsibility. This is further emphasized by the repeated failure, shown throughout the study, of administrators who failed to answer questions that might reflect on their carrying out of various phases of the program. This fact is particularly

noticeable as the questionnaire was carefully designed so that each respondent would remain anonymous and would feel free to answer factually. While many principals are evidently accepting this responsibility and are carrying out this necessary program in a fine manner, others are apparently failing to accept their responsibilities at all.

Returned questionnaires show a variety of methods for pupil protection in effect. The majority of schools (78.7 per cent) indicated that their pupils will remain in the school building in the event of an emergency. A few schools report that they will send all or a portion of their pupils to their homes. Responses from administrators who will retain pupils under their direct supervision show that in general their programs are not adequate for effective pupil protection. Factors such as written plans for staff members and pupils, provision for rehearsals, pupil instruction in Civil Defense, adequately trained staff first aiders, and provision for shelter areas range from reports of no preparation to complete planning and practice. These factors must be recognized as the basis for developing a sound method of pupil protection and will also reflect on the degree of reported preparedness for each Civil Defense Program.

Twenty-one schools report that they will take part in a mass evacuation in the event of receiving an alert notice. Of all methods of pupil protection, mass evacuation disclosed the greatest weakness. Half of all administrators reporting did not know where their pupils were to be taken in the event of a mass evacuation or who would supply the necessary transportation. The problems of adequate shelter, feeding, and available medical facilities revealed that few administrators

knew what provisions had been made for them or that anyone had considered these basic items. Mass evacuation of any group of persons must be made based on careful and studied planning and supervised by trained personnel. Eighteen schools report that their staff members will accompany the student body in event of evacuation. Four administrators are not held responsible for the conduct and safety of their pupils moving to their evacuation areas and while there. Three administrators reported that they did not know whether they were to be held responsible for their pupils in the event of an evacuation. Two factors essential in a successful movement will be pupil preparation and rehearsals. Only three schools report having had rehearsals that included movement to their evacuation areas. Thirteen schools report that their pupils have never been briefed on their part in the evacuation plan.

In general few schools are prepared for an effective and efficient evacuation. It should be emphatically stated that unless an evacuation plan is carefully and efficiently organized and administered by trained personnel, the net result would most likely be greater danger to all concerned than if no plan at all were attempted and the students remained in the school building. Consideration must also be given to the probable disruption of community defense plans by an unorganized and uncoordinated school evacuation plan.

#### Recommendations

In view of the findings of the study, the following recommendations are offered for consideration.

As the problems encountered in efficiently organizing the individual school are problems that are to be found on a community-wide

basis, the division superintendents should be made responsible for supervising and coordinating all Civil Defense Programs in schools under their jurisdiction. This will facilitate a more uniform distribution of information to each school. It will also aid in the development of complete plans that will cover all phases for pupil safety and protection. This would also aid in developing a system of closer supervision and inspection at the division level.

Close coordination should be maintained with local Directors of Civil Defense to insure that current Civil Defense techniques will be used by all school administrators and that sample Civil Defense plans and check lists are available for use as guides.

Rehearsals must be included so that continual practice will reveal weakness in Civil Defense Programs in order that corrective action may be taken to insure the maximum degree of protection.

The contributions of professional educators might have contributed to the solution of problems that were not readily apparent to those who did not have direct contact with public school administration and its problems. With regard to future planning for Civil Defense at local, state, and national levels, consideration should be given to including professional educators in the establishment of policy.

Possibilities for Further Study

An analysis of this study may tend to suggest worthwhile possibilities for further study in this area. A repeat follow-up study would indicate whether the Civil Defense Program in critical target area and target area communities fluctuates with current emphasis on Civil Defense

as reflected by the press or expresses a trend due to lack of local interest.

Another possibility for further study would be to determine various sources and supply channels for the issuing of current Civil Defense literature so that an effective uniform system could be established within the state.

A further possibility would be to investigate the current Civil Defense Program in critical target area and target area communities in adjacent states for comparison with the program as it is now enforced in Virginia.

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**APPENDICES**

APPENDIX A

LETTER FROM THE COORDINATOR OF CIVIL DEFENSE  
DESIGNATING CRITICAL TARGET AREAS  
AND TARGET AREAS IN VIRGINIA

# COMMONWEALTH OF VIRGINIA



OFFICE OF CIVIL DEFENSE  
ROOM 20, THE CAPITOL  
RICHMOND

August 3, 1955

Mr. Osborne Lawes  
2919 Chamberlayne Avenue  
Richmond, Virginia

Dear Mr. Lawes:

Pursuant to your request, below please find the political subdivisions in this state that are classified by the military authorities as critical target areas and target areas:

Critical Target Areas

Hampton Roads area

Hampton	Norfolk County
Newport News	Princess Anne County
Warwick	
Norfolk	
South Norfolk	
Portsmouth	

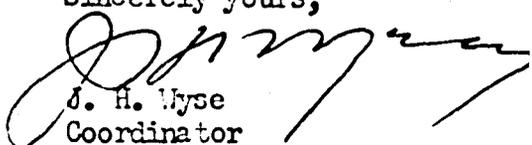
Northern Virginia Region

Alexandria	Fairfax County
Falls Church	Arlington County

Target Areas:

City of Richmond	Henrico County
	Chesterfield County
City of Roanoke	Roanoke County

Sincerely yours,

  
J. H. Wyse  
Coordinator

JHW:S

APPENDIX B

COVER LETTER SENT TO PRINCIPALS OF SCHOOLS  
IN CRITICAL TARGET AREA  
AND TARGET AREA COMMUNITIES

# COMMONWEALTH OF VIRGINIA



## STATE BOARD OF EDUCATION RICHMOND. 16

August 15, 1956

To: Principals of Certain High and Elementary Schools

Subject: Civil Defense Survey

It is difficult for many to realize the very great importance of Civilian Defense. We are vitally concerned about the part to be played by our public schools.

In an effort to have the schools effectively participate we desire to gather data pertaining to the Civil Defense Program as it is now being carried out in the public schools in the critical target areas in Virginia, as defined by the Civil Defense Administration. The information compiled will be given to administrators in the areas covered so that they may get suggestions concerning the development of plans for Civil Defense. The questionnaire has been made as brief and as simple as possible and we feel will require but a few minutes of your time.

In responding to the questionnaire we DO NOT want you to indicate in any way your name or the name of your school. We ask only that you answer the questions as accurately as possible.

In answering the questionnaire give your answers as of the close of the 1954-1955 school session.

We shall greatly appreciate your cooperation by returning the completed questionnaire to Mr. Osborne Lawes, P. O. Box 331, University of Richmond, Virginia by September 1.

Dowell J. Howard  
State Superintendent of Public Instruction

Alfred L. Wingo  
Supervisor of Research

Osborne Lawes  
Graduate Student  
University of Richmond

APPENDIX C

COVER LETTER SENT TO DIVISION SUPERINTENDENTS  
IN CRITICAL TARGET AREA  
AND TARGET AREA COMMUNITIES

# COMMONWEALTH OF VIRGINIA



## STATE BOARD OF EDUCATION RICHMOND. 16

August 15, 1955

To: Principals of Certain High and Elementary Schools  
Subject: Civil Defense Survey

It is difficult for many to realize the very great importance of Civilian Defense. We are vitally concerned about the part to be played by our public schools.

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We shall greatly appreciate your cooperation by returning the completed questionnaire to Mr. Osborne Lawes, P. O. Box 331, University of Richmond, Virginia by September 1.

Dowell J. Howard  
State Superintendent of Public Instruction

**INFORMATION COPY**

Alfred L. Wingo  
Supervisor of Research

Osborne Lawes  
Graduate Student  
University of Richmond

APPENDIX D

THE QUESTIONNAIRE SENT TO PRINCIPALS OF SCHOOLS  
IN CRITICAL TARGET AREA AND TARGET AREA COMMUNITIES

Total school enrollment 1954 - 1955 session \_\_\_\_\_  
Total number of staff members both instructional and noninstructional \_\_\_\_\_  
Circle grades taught in your school jp 1 2 3 4 5 6 7 8 9 10 11 12

Section I. General

1. Has your School Board or Superintendent's office issued any bulletins regarding a Civilian Defense program for your school system. Yes \_\_\_\_\_ No \_\_\_\_\_
2. Does your community have a Civilian Defense program? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
3. Does your community's Civilian Defense Plan include provisions for the use of your school during normal school hours for an activity such as a Civil Defense emergency First Aid station? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
4. Has your school's role in the Civilian Defense program ever been discussed by your P. T. A.? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Approximately how many direct inquiries have you received from parents in the last year regarding the disposition of their children in the event of an emergency that would necessitate putting your Civilian Defense plan into action? \_\_\_\_\_ number
6. If you do not have a Civilian Defense plan for your school do you personally think that one is necessary? Yes \_\_\_\_\_ No \_\_\_\_\_
7. If you do have a Civilian Defense plan for your school do you think that it is:  
a. Adequate? Yes \_\_\_\_\_ No \_\_\_\_\_  
b. Necessary to have a plan? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Please indicated by a check which of the following publications you have on file in your school.

\_\_\_\_\_ Federal Civil Defense Administration Publication

\_\_\_\_\_ TM-16-1 "Civil Defense in Schools" April 1952

\_\_\_\_\_ Federal Civil Defense Administration Publication

\_\_\_\_\_ TEB-3-1 "Interim Civil Defense Instructions for Schools and Colleges" August 1951

\_\_\_\_\_ Educational Press Bulletin "The Schools and Civil Defense" March 1953

\_\_\_\_\_ "A Guide To Organizing The School for Civil Defense" Virginia State

\_\_\_\_\_ Department of Education September 1951

\_\_\_\_\_ "Safety Education Handbook" Grades I - XII (Tentative) Commonwealth of Virginia, State Department of Education 1954

Section II.

Do you have a definite workable plan for a Civilian Defense Program (the self-protection of your school and your pupils to minimize casualties and war damage) within your school? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please answer the following questions. If no, disregard the questions in Section II and III.

1. Is this plan in writing? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Are all the members of your school staff familiar with this plan? Yes \_\_\_\_\_ No \_\_\_\_\_
3. When was the last time that your school Civilian Defense Plan was brought to the attention of your staff? Approximate date \_\_\_\_\_
4. Have the students in your school received any instruction on their part in your school's Civilian Defense Plan? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Is instruction in the Civilian Defense Program included in your program of safety education? Yes \_\_\_\_\_ No \_\_\_\_\_
6. How often do you hold rehearsals, in which students participate, of your school plan for civilian defense? Never \_\_\_\_\_ Every \_\_\_\_\_ months.
7. Do you have a full time school nurse? Yes \_\_\_\_\_ No \_\_\_\_\_
8. How many members of your staff are trained and qualified, by American Red Cross standards, to administer first aid? Number \_\_\_\_\_ Do not know \_\_\_\_\_
9. Do you have a shelter area in your school? Yes \_\_\_\_\_ No \_\_\_\_\_

10. In the event of an emergency and when you have received your "alert" notice, are you to:
- Send your pupils home? Yes \_\_\_\_\_ No \_\_\_\_\_
  - Keep your pupils in the school building? Yes \_\_\_\_\_ No \_\_\_\_\_
  - Take part in a mass evacuation? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Have the parents of all of your students been notified about your school's Civilian Defense program? Yes \_\_\_\_\_ No \_\_\_\_\_

Section III.

If your school has an evacuation plan, please answer the following questions. If your school does not have an evacuation plan you may omit the following questions.

- Do you know the location of the area to which your pupils will be evacuated? Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you know who will supply the transportation for the evacuation of your pupils? Yes \_\_\_\_\_ No \_\_\_\_\_
- Are members of your faculty to accompany your pupils in the event of evacuation? Yes \_\_\_\_\_ No \_\_\_\_\_
- Have you ever been to the area to which your pupils are to be evacuated? Yes \_\_\_\_\_ No \_\_\_\_\_
- Are adequate facilities for housing or shelter available for your pupils in the evacuation area? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
- Have arrangements been made for feeding your pupils at the evacuation area? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
- Have the parents of your pupils been informed that their children are to be evacuated? Yes \_\_\_\_\_ No \_\_\_\_\_
- Have any of the parents of your pupils objected to the evacuation of their children? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, approximately how many \_\_\_\_\_
- Are adequate medical facilities provided for at the evacuation area? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
- Are you as the school principal, held responsible for the conduct, safety, etc. of your pupils while enroute to and at the evacuation area? Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_
- Have all of your pupils been thoroughly briefed on their part in the evacuation plan? Yes \_\_\_\_\_ No \_\_\_\_\_
- Have you ever conducted a practice evacuation of your school including movement to your evacuation area? Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you feel that your evacuation plan is adequate? Yes \_\_\_\_\_ No \_\_\_\_\_
- Have you established a system for identification of pupils by means of identification tags or cards? Yes \_\_\_\_\_ No \_\_\_\_\_
- Has your evacuation plan been approved by:
  - Your Superintendent? Yes \_\_\_\_\_ No \_\_\_\_\_
  - Your School Board? Yes \_\_\_\_\_ No \_\_\_\_\_
  - Your local Director or Coordinator of Civilian Defense? Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX E

COMPLETE LISTING OF ANSWERS TO QUESTIONNAIRE

FROM PRINCIPALS OF ELEMENTARY SCHOOLS

ANSWERS FROM ELEMENTARY SCHOOLS

Total school enrollment 1954 - 1955 session: 95,862

Total number of staff members, both instructional and non-instructional:  
3,713

Section I. General

1. Has your School Board or Superintendent's office issued any bulletins regarding a Civilian Defense program for your school system?

Yes 118 No 47 N. A. 4

2. Does your community have a Civilian Defense program? Yes 133

No 12 Do not know 22 N. A. 2

3. Does your community's Civilian Defense Plan include provisions for the use of your school during normal school hours for an activity such as a Civil Defense emergency First Aid station? Yes 70

No 47 Do not know 45 N. A. 7

4. Has your school's role in the Civilian Defense program ever been discussed by your P. T. A.? Yes 96 No 73

5. Approximately how many direct inquiries have you received from parents in the last year regarding the disposition of their children in the event of an emergency that would necessitate putting your Civilian Defense Plan into action? 2.9%

6. If you do not have a Civilian Defense plan for your school do you personally think that one is necessary? Yes 48 No 12 N. A. 7

7. If you do have a Civilian Defense plan for your school do you think that it is:

a. Adequate? Yes 49 No 41 N. A. 12

b. Necessary to have a plan? Yes 71 No 1 N. A. 30

8. Please indicate by a check which of the following publications you have on file in your school.

Federal Civil Defense Administration Publication  
 TM-16-1 "Civil Defense in Schools" April 1952 39  
 Federal Civil Defense Administration Publication  
 TEB-3-1 "Interim Civil Defense Instructions for Schools and Colleges"  
 August 1951 14  
 Educational Press Bulletin "The Schools and Civil Defense" March  
 1953 21  
 "A Guide to Organizing The School for Civil Defense" Virginia State  
 Department of Education September 1951 43  
 "Safety Education Handbook" Grades I - XII (Tentative) Commonwealth  
 of Virginia, State Department of Education 1954 55

## Section II.

Do you have a definite workable plan for a Civilian Defense Program (the self-protection of your school and your pupils to minimize casualties and war damage) within your school? Yes 102 No 67 = 41,043 unprotected pupils.

If yes, please answer the following questions. If no, disregard the questions in Sections II and III.

1. Is this plan in writing? Yes 53 No 42 N. A. 7
2. Are all the members of your school staff familiar with this plan?  
 Yes 95 No 4 N. A. 3
3. When was the last time that your school Civilian Defense Plan was brought to the attention of your staff? N. A. 7 Approximate dates:
 

1952	<u>1</u>	Nov. 1954	<u>4</u>	Mar. 1955	<u>14</u>
1953	<u>1</u>	Dec. 1954	<u>0</u>	Apr. 1955	<u>10</u>
Sept. 1954	<u>3</u>	Jan. 1955	<u>1</u>	May 1955	<u>38</u>
Oct. 1954	<u>0</u>	Feb. 1955	<u>3</u>	June 1955	<u>19</u>
4. Have the students in your school received any instruction on their part in your school's Civilian Defense Plan? Yes 95 No 5 N. A. 2
5. Is instruction in the Civilian Defense Program included in your program of safety education? Yes 74 No 26 N. A. 2

6. How often do you hold rehearsals, in which students participate, of your school plan for civilian defense? Never 10 N. A. 14
- |             |           |              |           |              |          |
|-------------|-----------|--------------|-----------|--------------|----------|
| Every week  | <u>3</u>  | Three months | <u>16</u> | Seven months | <u>0</u> |
| Two weeks   | <u>1</u>  | Four months  | <u>5</u>  | Eight months | <u>0</u> |
| Every month | <u>34</u> | Five months  | <u>1</u>  | Nine months  | <u>1</u> |
| Two months  | <u>17</u> | Six months   | <u>5</u>  | Ten months   | <u>0</u> |
7. Do you have a full time school nurse? Yes 11 No 90 N. A. 1
8. How many members of your staff are trained and qualified, by American Red Cross standards, to administer first aid? 47.9% Do not know 38 N. A. 2
9. Do you have a shelter area in your school? Yes 59 No 43
10. In the event of an emergency and when you have received your "alert" notice, are you to:
- Send your pupils home? Yes 9 No 91 N. A. 2
  - Keep your pupils in the school building? Yes 77 No 23  
N. A. 2
  - Take part in a mass evacuation? Yes 18 No 82 N. A. 2
- Note: Four schools will send some pupils home and the remainder will stay at the school.
11. Have the parents of all of your students been notified about your school's Civilian Defense program? Yes 52 No 44 N. A. 6

### Section III

If your school has an evacuation plan, please answer the following questions. If your school does not have an evacuation plan, you may omit the following questions.

- Do you know the location of the area to which your pupils will be evacuated? Yes 9 No 8 N. A. 1
- Do you know who will supply the transportation for the evacuation of your pupils? Yes 10 No 6 N. A. 2

3. Are members of your faculty to accompany your pupils in the event of evacuation? Yes 16 No 1 N. A. 1
4. Have you ever been to the area to which your pupils are to be evacuated? Yes 4 No 12 N. A. 2
5. Are adequate facilities for housing or shelter available for your pupils in the evacuation area? Yes 5 No 3 Do not know 8  
N. A. 2
6. Have arrangements been made for feeding your pupils at the evacuation area? Yes 2 No 4 Do not know 10 N. A. 2
7. Have the parents of your pupils been informed that their children are to be evacuated? Yes 12 No 4 N. A. 2
8. Have any of the parents of your pupils objected to the evacuation of their children? Yes 6 No 7 N. A. 3. If yes, approximately how many? 32.4%
9. Are adequate medical facilities provided for at the evacuation area? Yes 3 No 3 Do not know 10 N. A. 2
10. Are you, as the school principal, held responsible for the conduct, safety, etc., of your pupils while enroute to and at the evacuation area? Yes 2 No 4 Do not know 3 N. A. 2
11. Have all of your pupils been thoroughly briefed on their part in the evacuation plan? Yes 5 No 12 N. A. 1
12. Have you ever conducted a practice evacuation of your school including movement to your evacuation area? Yes 3 No 14 N. A. 1
13. Do you feel that your evacuation plan is adequate? Yes 6 No 8  
N. A. 4

14. Have you established a system for identification of pupils by means of identification tags or cards? Yes 1 No 16 N. A. 1
15. Has your evacuation plan been approved by:
- a. Your Superintendent? Yes 13 No 3 N. A. 2
  - b. Your School Board? Yes 9 No 3 N. A. 6
  - c. Your Local Director or Coordinator of Civilian Defense? Yes 12  
No 2 N. A. 4

Note: A total of 343 questionnaires were mailed and 169 were returned, a percentage of 49.5.

Note: "N. A." indicates "no answer."

APPENDIX F

COMPLETE LISTING OF ANSWERS TO QUESTIONNAIRE  
FROM PRINCIPALS OF HIGH SCHOOLS

ANSWERS FROM HIGH SCHOOLS

Total school enrollment 1954 - 1955 session: 44,929

Total number of staff members, both instructional and non-instructional:  
2,093

Section I. General

1. Has your School Board or Superintendent's office issued any bulletins regarding a Civilian Defense program for your school system?  
Yes 29 No 14
2. Does your community have a Civilian Defense program? Yes 39 No 3  
Do not know 1
3. Does your community's Civilian Defense Plan include provisions for the use of your school during normal school hours for an activity such as a Civil Defense emergency First Aid station? Yes 22 No 7  
Do not know 13 N. A. 1
4. Has your school's role in the Civilian Defense program ever been discussed by your P. T. A.? Yes 17 No 22 N. A. 4
5. Approximately how many direct inquiries have you received from parents in the last year regarding the disposition of their children in the event of an emergency that would necessitate putting your Civilian Defense plan into action? 2.6%
6. If you do not have a Civilian Defense plan for your school, do you personally think that one is necessary? Yes 17 No 1 N. A. 2
7. If you do have a Civilian Defense plan for your school do you think that it is:
  - a. Adequate? Yes 8 No 12 N. A. 3
  - b. Necessary to have a plan? Yes 17 No 0 N. A. 6

8. Please indicate by a check which of the following publications you have on file in your school.

Federal Civil Defense Administration Publication  
 TM-16-1 "Civil Defense in Schools" April 1952 12  
 Federal Civil Defense Administration Publication  
 TEB-3-1 "Interim Civil Defense Instructions for Schools and Colleges" August 1951 5  
 Educational Press Bulletin "The Schools and Civil Defense" March 1953 8  
 "A Guide to Organizing the School for Civil Defense" Virginia State Department of Education September 1951 10  
 "Safety Education Handbook" Grades I - XII (Tentative) Commonwealth of Virginia, State Department of Education 1954 16

### Section II.

Do you have a definite workable plan for a Civilian Defense Program (the self-protection of your school and your pupils to minimize casualties and war damage) within your school? Yes 23 No 22 = 22,749 unprotected pupils.

If yes, please answer the following questions. If no, disregard the questions in Section II and III.

1. Is this plan in writing? Yes 20 No 3

2. Are all the members of your school staff familiar with this plan?  
 Yes 23 No 0

3. When was the last time that your school Civilian Defense Plan was brought to the attention of your staff? Approximate date:

Sept. 1954	<u>1</u>	Jan. 1955	<u>0</u>	May 1955	<u>5</u>
Oct. 1954	<u>2</u>	Feb. 1955	<u>2</u>	June 1955	<u>4</u>
Nov. 1954	<u>0</u>	Mar. 1955	<u>3</u>		
Dec. 1954	<u>0</u>	Apr. 1955	<u>6</u>		

4. Have the students in your school received any instruction on their part in your school's Civilian Defense Plan? Yes 22 No 0 N. A. 1
5. Is instruction in the Civilian Defense Program included in your program of safety education? Yes 18 No 3 N. A. 2

6. How often do you hold rehearsals, in which students participate, of your school plan for civilian defense? Never 0 N. A. 2
- |              |          |              |          |             |          |
|--------------|----------|--------------|----------|-------------|----------|
| Every month  | <u>3</u> | Five months  | <u>4</u> | Nine months | <u>2</u> |
| Two months   | <u>3</u> | Six months   | <u>2</u> | Ten months  | <u>0</u> |
| Three months | <u>4</u> | Seven months | <u>0</u> |             |          |
| Four months  | <u>3</u> | Eight months | <u>0</u> |             |          |
7. Do you have a full time school nurse? Yes 8 No 15
8. How many members of your staff are trained and qualified, by American Red Cross standards, to administer first aid? 32.1% Do not know 7 N. A. 2
9. Do you have a shelter area in your school? Yes 13 No 8 N. A. 2
10. In the event of an emergency and when you have received your "alert" notice, are you to:
- Send your pupils home? Yes 2 No 21
  - Keep your pupils in the school building? Yes 19 No 4
  - Take part in a mass evacuation? Yes 3 No 20
- Note: One school will send some pupils home and the remainder will stay at the school.
11. Have the parents of all of your students been notified about your Civilian Defense program? Yes 6 No 16 N. A. 1

### Section III

If your school has an evacuation plan, please answer the following questions. If your school does not have an evacuation plan you may omit the following questions.

- Do you know the location of the area to which your pupils will be evacuated? Yes 2 No 1
- Do you know who will supply the transportation for the evacuation of your pupils? Yes 1 No 1 N. A. 1

3. Are members of your faculty to accompany your pupils in the event of evacuation? Yes 2 No 0 N. A. 1
4. Have you ever been to the area to which your pupils are to be evacuated? Yes 1 No 1 N. A. 1
5. Are adequate facilities for housing or shelter available for your pupils in the evacuation area? Yes 0 No 1 Do not know 1  
N. A. 1
6. Have arrangements been made for feeding your pupils at the evacuation area? Yes 1 No 1 Do not know 0 N. A. 1
7. Have the parents of your pupils been informed that their children are to be evacuated? Yes 1 No 1 N. A. 1
8. Have any of the parents of your pupils objected to the evacuation of their children? Yes 0 No 1 N. A. 2 If yes, approximately how many? 0.0%
9. Are adequate medical facilities provided for at the evacuation area? No 1 Do not know 1 N. A. 1
10. Are you, as the school principal, held responsible for the conduct, safety, etc., of your pupils while enroute to and at the evacuation area? Yes 2 No 0 Do not know 0 N. A. 1
11. Have all of your pupils been thoroughly briefed on their part in the evacuation plan? Yes 1 No 1 N. A. 1
12. Have you ever conducted a practice evacuation of your school including movement to your evacuation area? Yes 0 No 2 N. A. 1
13. Do you feel that your evacuation plan is adequate? Yes 1 No 1  
N. A. 1

14. Have you established a system for identification of pupils by means of identification tags or cards? Yes 0 No 2 N. A. 1
15. Has your evacuation plan been approved by:
- a. Your Superintendent? Yes 2 No 0 N. A. 1
  - b. Your School Board? Yes 2 No 0 N. A. 1
  - c. Your local Director or Coordinator of Civilian Defense? Yes 2  
No 0 N. A. 1

Note: A total of 54 questionnaires were mailed and 43 were returned, a percentage of 79.6 per cent.

Note: "N. A." indicates "no answer."

VITA

## VITA

Osborne Lawes was born in Rockville, Connecticut, on December 13, 1927, the son of Charles Osborne and Esther (Hensig) Lawes. He was educated in the public and private schools of New Jersey and New York, receiving his high school diploma from DeVeaux School, Niagara Falls, New York. He graduated from Texas Western College of the University of Texas in 1950 with the degree of Bachelor of Arts. He entered the Regular Army as an officer in 1950. During his service, he served as an Instructor and later as Commandant of the Berlin Command Noncommissioned Officers School, as an instructor at the Leadership Course, 9th Infantry Division, and organized, activated, and was the first Officer in Charge of the Transitional Training Unit, 9th Infantry Division. He left the military service in 1954. The work on the program leading to a Master of Science Degree in Education was begun at the University of Richmond in the summer of 1954 and continued through the regular session of 1954-1955 and the first term of the 1955 summer session.