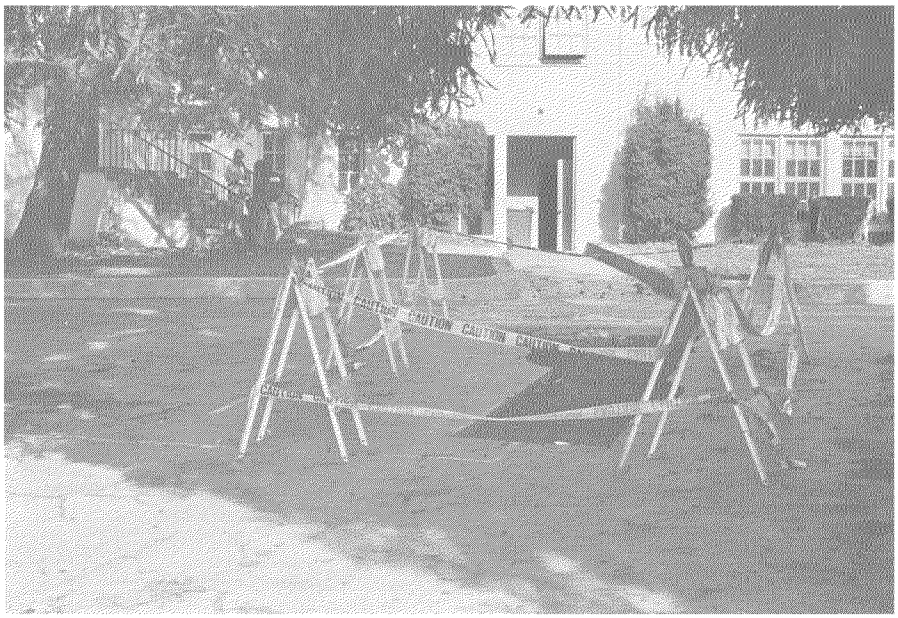
Because Cragmont is located very near the Hayward fault, it was important to trench on the property to determine the actual location of the fault.



All school properties in the Special Studies Zone around the Hayward fault were studied in order to find out where the fault or one of its traces lies.

Section 4

Preparedness in Environments Outside the Traditional Classroom

1. Earthquake Preparedness: The School Bus Driver
   by Carole Martens, Earthquake Preparedness Consultant, Seattle, Washington

2. Impact of an Earthquake - Learning from Experience
   by Larry Parsons, Occupational Safety and Training Division Manager, University of California, Santa Barbara

3. Earthquake Hazard Mitigation for Libraries
   by Joyce B. Bagwell, Director, Earthquake Education Center, Charleston Southern University, Charleston, South Carolina

Children and their teachers do not automatically know what to do in an earthquake. In a preliminary study in which 35 students in kindergarten through sixth grade were interviewed, Ross and Shuell (1989)[8] found that only 9% gave clearly correct answers to questions about what to do in an earthquake. In another study involving 45 elementary and secondary educators,[9] almost one third noted that if you were in a skyscraper, you should make your way to the first floor during an earthquake. Eleven percent felt you should go to the basement, 23% said you should go to the storm cellar, and 5% answered you should run out of the building.

After the October, 1989 Loma Prieta earthquake, some fourth graders in a school outside of California wrote the following: "If there were an earthquake, I would go on a plane and I would go to Mexico and I would stay there until the earthquake was over and then I would go back." "If an earthquake came, I would hurry up and go to the store and get some food and go back home and go in the basement and stay there." "If there was an earthquake, I would go to the airport and get on the airplane and go to New York City and stay. I would go buy me a gun." It is apparent that we cannot assume that teachers and students know what to do in an earthquake, even under the most ideal circumstances.

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[8] Ross, K.E.K., & Shuell, T.J. (1989, October) Children's beliefs about earthquakes. Paper presented at meeting of the Northeastern Educational Research Association, Ellenville, N Y

[9] From a paper in progress, "Investigating Teacher Knowledge of Tectonic Processes: A First Step in Assessing Implications for Earthquake Education," by Katharyn Ross and Andrea Dargush.

Section 4 - Preparedness in Environments Outside the Traditional Classroom

The educational process takes place in a variety of environments within the school. Not all of these environments would be considered the ideal location in the event of an earthquake. If the school community does not automatically know what to do in an earthquake under the most ideal circumstances, we cannot assume they will know what to do in the less ideal environments. Earthquake plans must consider appropriate action on school buses, in the school library, in the cafeteria, when classes are changing, in industrial arts, during gym, and on field trips. Earthquake drills must take place at a variety of times and in a variety of places throughout the school. As educators, we have the responsibility for providing a safe environment for students wherever they are during the school day.