

HIGH SCHOOL DRIVER EDUCATION
AND TRAINING PROGRAM IN OREGON

by

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HIGH SCHOOL DRIVER EDUCATION AND TRAINING PROGRAM IN OREGON

CHAPTER I

INTRODUCTION

How to drive an automobile and keep alive is one of the greatest problems on our streets and highways today. The loss of life and the destruction of property are increasing at an alarming rate in the United States each year. More and more people are becoming interested in the solution of this problem.

The Travelers 1952 Book of Street and Highway Accident Data states the following: (10, pp. 3, 15)

More than 52,000,000 motor vehicles traveled 465,000,000,000 miles in the United States last year. This is an all-time record, an achievement we could boast about were it not for an allied record. All those cars, trucks, and busses rolling all those miles killed 37,100 and injured nearly two million in 1951!

If you have more than a casual interest in traffic safety, you will remember what happened in 1941. It was the year of Pearl Harbor, but it was also the year of an infamy that cost twenty times more lives than Pearl Harbor. It was the year when 39,969 persons were killed on America's streets and highways, a brutal traffic fatality record which we have never equaled --- before or since.

In the fullest meaning of accident facts, we have passed the worst year. A realistic reckoning must include injuries as well as deaths in traffic and in 1951, 1,962,600 persons were injured. This is more than half a million more casualties than in 1941.

Well known statistics (10, p. 17) reveal the point at which the problem is the greatest. That point is at the junior age level in high school.

There is no doubt that a part of the solution to the problem is an adequate driver education and training program in each high school. Such a program would help solve the problem by developing proper driving attitudes at the best possible age level and before the pupil has driven an automobile. Secondly, such a program would give the pupil some basic skills in the operation of an automobile.

The subject of driver education is new and comparatively little written material is available. A few texts have been prepared but these are in need of revision. The course has not been made a required part of the regular curriculum nor is credit given in many schools for completion of the work. It is hoped that through this study, more interest may be developed in setting up a program in every high school in the State of Oregon.

Purpose of Study

This study was made, first, to learn to what extent the driver education and training programs in the high schools of Oregon follow the same general type and plan of instruction and, secondly, to obtain suggestions from the driver education and training instructors for improving

the present program.

To accomplish this purpose, four types of questions were asked the driver education and training instructors:

1. Questions concerning age, sex, training, experience, and status in his school system.

2. Questions concerning driver education and training classes -- length of class period and course, size of class, status of course in curriculum, credit for course, source of pupils, and number completing the course in 1951-1952.

3. Questions concerning evaluation of classroom instruction -- texts, standardized test forms, workbooks, and visual-aids.

4. Questions concerning evaluation of the driving program -- type of skill tests, skill test forms, and individual opinions of the value and the weaknesses of the program.

From this survey and the suggestions for improving the driving program in Oregon, it is hoped that recommendations may be made that will be helpful in setting up a statewide driving program that will reach the greatest number of high school students possible at the best time to do them the most good.

Subjects Involved

There were 223 standard high schools in the State of Oregon in 1951-1952, as reported from the office of Mr. Paul G. Warren, Supervisor, Driver Education and Transportation, Salem, Oregon. Mr. Warren's office also furnishes a list of 60 of those schools which have driving programs.

The driver education and training instructors in these 60 high schools over the entire State of Oregon were questioned concerning the driving programs in their individual high schools. Forty-nine replied and 43 of the replies were usable for this study. One school replied but did not return the questionnaire. Another replied and returned the questionnaire with the questions answered with information from their 1949-1950 program because they had no driving program in 1951-1952. See Table I for a tabulation of the responses to the questionnaires.

Statement of Problem

The problem was to obtain from all the high schools, in the State of Oregon, that have driving programs data concerning their individual driving programs, and to assemble, analyze, and present the results in an accurate and useful form.

Need for the Study

There is no doubt that driver education and training have a vital place in the education of our high school youth. Figures of World War II indicate that over one million American young men were either killed, wounded, missing in action or taken prisoner. During this same period of time, more than three and one-half times that number of civilians were either killed or injured in automobile accidents in the United States. When this figure is broken down, it is found that drivers under 25 years of age account for more than four times the number of accidents as those over 25 years of age. The ratio of property damage of the same age groups indicates the younger group is three and one-half to one the greater risk. (2, Foreword)

In a leaflet prepared by the Honorable Earl T. Newbry, Secretary of State, Salem, Oregon, the need for driver education and training is expressed as follows:

Analyses of the traffic picture show the heavy responsibility for injuries and fatalities of drivers of high school age. Recent figures show that 16-year-olds average slightly over two million miles per fatal accident, and that 45-50-year-olds drive on the average 22 million miles per fatal accident. In other words, 16-year-olds have a driving record over 9 times worse, in terms of fatalities, than persons 45-50 years old who had the best record. Furthermore, a recent study in one state shows that while

100,000 drivers 46-to-50 years old killed 66 persons, the same number of 16-year-old drivers killed 201 persons. Thus, even if "the average age of original applicants for drivers licenses is 21 years", those who are driving at earlier ages are piling up a very unsatisfactory record. To fail properly to train this bad-record group is to fail to make the attack at the most vulnerable point and to lose the opportunity to utilize the agency already set up and financed by society for training youth--the public high schools. (o, p.2)

Methods Used

Data for this study on the driver education and training program in Oregon high schools were obtained in a questionnaire sent to 60 high schools in the state. Of the 49 that replied to the questionnaire, six did not teach driver education and training. Therefore, this study is based upon data from 43 high schools. Printed material from the State Department of Education, Salem, Oregon, and from the National Commission on Safety Education of the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., was used. Conferences with Mr. Paul G. Warren, Supervisor, Driver Education and Transportation, State Department of Education, Salem, Oregon, have furnished valuable help to the writer. Mr. Warren's office provided a list of all high schools of the state that have a driving program.

TABLE I
RESPONSE TO QUESTIONNAIRE

Schools to which questionnaires were sent	Schools replying	Schools not replying	Schools having no program 1951-1952	Schools teaching: 1. Driver Education 2. Driver Training
Albany		x		
Ashland	x			x x
Bandon	x		x	
Beaverton	x			x x
Bend	x			x x
Central	x			
Chemawa		x		
Clatskanie		x		
Coquille	x			x x
Corbett		x		
Corvallis	x			
Cottage Grove	x			
Crook County	x		x	
Eagle Point	x			x x
Eddyville	x		x	x x
Estacada	x			x x
Eugene	x			x x
Forest Grove		x		
Gaston	x			x x
Grants Pass	x			x x
Gresham	x			x x
Hermiston	x			x x
Hillsboro	x			x x
Hood River	x			x x
Illinois	x			x
Jacksonville		x		
Klamath Falls		x		
La Grande		x		
Lebanon	x			x x
Lincoln	x			x x
Marshfield	x			x x

TABLE I (Continued)

Schools to which questionnaires were sent	Schools replying	Schools not replying	Schools having no program 1951-1952	Schools teaching: 1. Driver Education	2. Driver Training
Medford	X			X	X
McLoughlin	X			X	X
McMinnville	X			X	X
Milwaukie		X			
Molalla	X		X		
Newberg	X			X	X
Newport	X		X		
Nyssa	X			X	X
Ontario	X			X	X
Oregon City	X			X	X
Pendleton	X			X	X
Perrydale		X			
Rainier	X			X	X
Redmond	X			X	X
Seaside	X			X	X
Sherwood	X			X	X
Springfield	X			X	X
State School for Deaf	X			X	X
St. Helens	X			X	X
Taft	X			X	X
Tigard		X			
The Dalles	X		X		
Tillamook	X			X	X
Toledo	X			X	X
Union	X			X	X
Walport	X			X	X
West Linn	X			X	X
Willamina	X			X	X
Woodburn	X			X	X

Limitation of Study

This study is limited to the driver education and training program in the State of Oregon. Special attention was given to the quality and methods of instruction. The study does not include comparative records of trained and untrained high school students with reference to traffic accidents. Such a report is in the stage of preparation at this time.

This study is further limited by:

1. Incorrect answers given because of misinterpretation of the questionnaire.
2. Inadequate records of local and state personnel.
3. The fact that driver education and training is new and not much is written on the program.
4. The wide variation in the program from school to school.

CHAPTER II

HISTORY OF DRIVER EDUCATION AND TRAINING PROGRAM

The driver education and training program is new to the American high school system. Comparatively little has been written on the history of the program, while considerable material is available on techniques and methods of driver education. Two very good classroom texts, Sportsmanlike Driving and Man and the Motor Car have been prepared, but these give little or no information on the development of the program. Some written material on its development has been prepared by Mr. Norman Key, Secretary, National Commission of Safety Education, National Education Association, Washington, D. C. (6).

Driver Education and Training Program on the National Level

As far as can be learned through a review of the available written material on the subject, driver education and training had its beginning in 1933. It is not known for certain who started the program, but it is known that Professor Amos E. Neyhart presented a course in driver education during 1933-1934 at Pennsylvania State College, State College, Pennsylvania, and was the first to give college credit for the course. This plan was adopted by

the American Automobile Association and will be discussed in some detail later in this chapter. About this same time, the State of Delaware developed a program of driver education and training for use in the schools of that state (6, pp. 22-23).

Since 1933, growth of and interest in the program has been almost phenomenal (6, p. 23). Every state in the United States has developed a driver education and training program.

Table II (3, p. 9) is a summary of the high school driver education programs in the United States, Alaska, and District of Columbia in 1950-1951 and 1951-1952. According to this summary, there were 47 states that had complete programs in driver education and training in 1951-1952. This was an increase of seven states over 1950-1951. In 1951-1952, 26 states reported additional schools that gave classroom instruction only. This was a decrease of four schools over 1950-1951.

In 1951-1952, standards for classroom and behind-the-wheel instruction had been set up by the Department of Public Instruction in 43 states. Only 36 states had set up standards for observation. Fifteen states reported that all schools in these states had met the standards. Seventeen other states report that some of their schools

TABLE II

HIGH SCHOOL DRIVER EDUCATION PROGRAMS (3,p.9)

State	High Schs Offering Complete Courses		Add. Schs. Giving Clsrm Instr. Only		Standards by Dept. of Pub. Instr.			
	1950-51	1951-52	1950-51	1951-52	Clsrm Periods	Behind Wheel	Hours Observation	Schs Mtg Standards
Ala.	44	44	0	14	AAA*	AAA*	AAA*	...
Alaska	1	1	...	...	3	1½	...	1
Ariz.	50	50	50	74	30 hrs	8	Needed	50
Ark.	...	15	...	...	36 hrs	6	18	...
Calif.	150	190	All	All	30	6	18	50%
Colo.	36	39	1	...	40	8	...	...
Conn.	34	42	34	33	30	5-8	8-10	97%
D. C.	8	15	...	3	35	8	24	...
Del.	34	34	...	...	30	4	4	34
Fla.	41	39	15	...	AAA*	AAA*	AAA*	All
Ga.	...	135	...	...	90	Text Req.	Text Req.	All
Idaho	30	25	...	...	36	8	24	All
Ill.	200	275	Same	475	24-30	8-10	24-30	...
Ind.	375	450	414	339	36	6-8	18-24	450
Iowa	184	193	...	...	80	8	24	All
Kans.	145	200	8	10-12	90	8	16	All
Ky.	...	28	...	...	...	...	...	...
La.	50	85	8	...	30	4	12	All
Maine	...	24	...	...	72	18	24	All
Md.	76	72	6	0	30	6	0	...
Mass.	108	128	122	99	30	6	...	...
Mich.	...	326	...	...	...	...	...	...
Minn.	147	191	100	94	30	6	...	95%
Miss.	43	41	3	3	AAA*	AAA*	AAA*	All

TABLE II (Continued)

State	High Schs Offering Complete Courses		Add. Schs. Giving Clsrm Instr. Only		Standards by Dept. of Pub. Instr.			
	1950-51	1951-52	1950-51	1951-52	Clstrm Periods	Behind Wheel	Hours Observation	Schs Mtg Standards
Mo.	175	281	6	10	Depends on Credits			All
Mont.	48	52	...	37	36	8	24	All
Nebr.	100	120	85	100	30	6	12	90-100
Nev.	5	5	1	3	...	...	...	...
N. H.	29	37	2	1	30	8	16	All
N. J.	...	76	...	...	...	...	...	...
N. M.	...	44	38	...	30	8	32	44
N. Y.	409	553	40	81	38-42	8	14	Most
N. C.	152	170	250	20	36	6	12	135
N. D.	42	45	All	All	15	...	...	All
Ohio	339	426	...	...	36	6	18	All
Okla.	408	460	...	...	30	8	24	460
Ore.	63	63	...	10	20-24	6-8	24-32	Majority
Pa.	285	325	22	...	...	8	...	80%
R. I.	20	22	1	1	30	6	18	inc.
S. C.	46 est.	30 est.	30 est.	...	30	8	12	...
S. D.	22	30	17	...	36	5-10	10-20	All
Tenn.	22	24	...	...	...	8½	25	All
Texas	344	...	164	...	30	5-8	...	...
Utah	35	35 est.	9	9 est.	20	8	24	...
Vt.	27	31	...	...	32	8	24	25
Va.	47	87	122	174	36	Pupil Needs	...	Most

TABLE II (Continued)

State	High Schs Offering Complete Courses		Add. Schs. Giving Clsrm Instr. Only		Standards by Dept. of Pub. Instr.			
	1950-51	1951-52	1950-51	1951-52	Clsrm Periods	Behind Wheel	Hours Observation	Schs Mtg. Standards
Wash.	116	124 est.	8	6 est.	40	6-8	18-24	80%
W. Va.	133	128	4	2	54	6	18	128
Wisc.	56	59	334	282	20	...	...	...
Wyo.	...	11	...	...	...	...	...	...

* AAA indicates that standards recommended by the American Automobile Association have been adopted.

In Table II, the tabulated information for Oregon with respect to high schools offering complete courses in driver education and training in 1951-1952 does not coincide with the findings of the writer, Table I.

had met the standards set up.

Oregon reports 63 high schools offering complete programs with 10 additional ones offering driver education only. Oregon, according to this summary, has set up standards of 20-24 hours for driver education, 6-8 hours for driver training and 24-30 hours for observation. A "majority" of the Oregon schools having driving programs meet these standards set up by the State Department of Education.

The public has accepted driver education and training as a vital part of the high school curriculum. There are few high school subjects that have gained such wide acceptance in so short a time as driver education. Only a few schools had courses in this area prior to World War II and during the war nearly all courses were discontinued. In the seven years since the close of the war in 1945, about one-fourth (6,000) of the country's high schools have instituted complete courses in driver education including behind-the-wheel training in a dual-controlled car. With a subject this new, there are certain to be great differences in the way the course is handled, each teacher and administrator trying to present the course in the most effective manner (3, p.1).

Several national organizations such as the American

Automobile Association, The Center for Safety Education of New York University, and the National Conservation Bureau have written material and given assistance to the development of driving programs. This material is presented in the form of posters, texts and audio-visual aids (6, p. 23).

The American Automobile Association began publishing Sportsmanlike Driving in 1936 as a series of five pamphlets as follows: (1) The Driver, (2) Driver and Pedestrian Responsibilities, (3) Sound Driving Practices, (4) Society's Responsibilities, and (5) How to Drive. In 1938, these five pamphlets were combined into a coordinated textbook for high school use, and in 1947, this book, Sportsmanlike Driving, was completely revised. Another driver education and training textbook for high school use is Man and the Motor Car published by the National Conservation Bureau.

Seeking to further the driver education and training program, and realizing that one of the basic requirements was a supply of well trained teachers, the American Automobile Association and The Center for Safety Education of New York University instituted, in 1936, a plan for such training (6, p. 23). This need for trained teachers has been realized by 165 colleges throughout the entire United States and courses in driver education and training were offered by them in 1952 according to the study, Status of

Driver Education in the United States, made by the American Automobile Association (3, pp. 2-5).

In 1938, the American Automobile Association developed dual-control devices for use on driver training cars. The dual-control makes it possible for the instructor to give detailed instruction in the use of the clutch and brake that is not possible without such a device. The instructor may also take control of the car when the student driver has difficulty in its safe operation. Realization of the fact that the instructor can take control of the car greatly reduces fear on the part of the student.

During the same year, the Studebaker Corporation began selling, on special order, to schools meeting certain standards completely equipped dual-controlled cars including a second steering wheel.

Also in 1938, the Pontiac Motor Division, General Motors Corporation, began furnishing new cars on a loan basis to high schools having driving programs. These cars were distributed through the American Automobile Association. The distribution of new cars was discontinued during World War II but was begun again in 1946-1947, and continues at present.

The basic concept of most of the leading national organizations engaged in driver education and training work

is that the work should be fostered, and in part subsidized, in the schools during the pioneering period, but that eventually the program should become an integral part of the educational system and entirely financed by it (6, p. 24).

National Objectives of Driver Education and Training

The National Commission on Safety Education of the National Education Association divides the objectives of driver education and training into two classes as follows (3, pp. 24-25):

I. General objectives of the high-school course in automobile driving are:

- a. to reduce motor vehicle accidents to the minimum
- b. to instill in as many young drivers as possible a sense of civic responsibility with regard to driving motor vehicles
- c. to promote, through increased uniformity of instruction, a high standard of performance in motor vehicle driving
- d. to enable every trainee to use motor vehicles with greater safety, efficiency, and pleasure.

II. Specific objectives are:

- a. to enable each student, while at the height of his desire to learn how to drive, to build attitudes leading to cooperative and responsible behavior on streets and highways
- b. to enable each student to know, understand the reasons for, and apply in his own driving, the traffic laws of his community and state, and those common among many states

- c. to provide a base of knowledge substantial enough to enable each student to develop sound driving and walking practices applicable under a variety of changing conditions in any location and any season
- d. to give students an understanding of their own and others' capabilities and limitations as drivers and pedestrians
- e. to make each student aware of his own limitations and enable him to make suitable corrections and compensations for them
- f. to enable each student to form those habits and skills leading to efficient personal performance in driving and walking
- g. to induce in students, through proper learning experiences, the conviction that efficient driving and walking lead to more numerous and more satisfying experiences
- h. to create in each student a special awareness of the mistakes made by untrained drivers and pedestrians, and enable him to apply defensive techniques to counteract the consequent dangers
- i. to lead and enable each student to take an active interest in, and lend support to, community efforts to increase traffic efficiency through channels of motor vehicle administration, education, law enforcement, engineering, and legislation
- j. to enable any student to meet the basic driving requirements of a vocation involving the use of a motor vehicle.

Methods of Instruction in Driver Education and Training

Because of the newness of the program and the urgent need for training young drivers, several different methods of instruction have been developed. Eight of the better known methods are as follows (11, pp. 20-31):

1. The American Automobile Association Method

This method of teaching driving was developed by Professor Amos E. Neyhart, Road Training Consultant, American Automobile Association, and Pennsylvania State College. His method was accepted and is used by the American Automobile Association.

Under this method, driver education and training are two separate courses. The driver education course is classroom instruction. The text, Sportsmanlike Driving, Second Edition, has four parts: Part I - The Driver and the Pedestrian, Part II - Sound Driving Practices, Part III - How to Drive, Part IV - The Motor Age Advances. As these titles indicate, the classroom instruction deals with the physical, mental, and emotional needs of both driver and pedestrian. It also includes a study of the responsibilities shared by society, the driver, and the pedestrian. Some study is given to sound driving practices that will develop proper driving skills and safe driving habits. The driver training course is actual instruction in a dual-controlled car under the immediate supervision of a trained instructor.

2. The Sears Method

This method was developed to accommodate a large

number of students so that the course could be made a required course in a large high school. Mr. W. A. Sears, a teacher at Lane Technical High School, Chicago, developed this method.

It requires the use of a room equipped with 30 dummy cars without engines but with completely equipped driving compartments. The controls are electrically wired to a panel of lights at the front of the room in view of the teacher. Films showing various road and driving conditions are shown on a screen and the students react to these conditions. The lights on the panel indicate the reaction of each pupil, thus enabling the teacher to observe and correct the mistakes made.

Actual driving practice is done on a driving range on school property. Fifteen cars, each with a student driver and a student observer, are used. The teacher with an assistant observes the operation from an elevated platform in the center of the range. No actual road instruction is given.

3. The Sommers Method

This method was developed at Sommers Trade School, Pittsburgh, Pennsylvania. In this method, classroom instruction is given in actual cars which are jacked up on blocks. The students do all the techniques of operating

the car while it is in this position. After these operations are completed, actual road instruction is given in a dual-controlled car under the immediate supervision of a trained instructor.

4. The McKinley High School Method

In this method, students are given preliminary driving instruction in small cars with electric motors which are controlled by a rheostat connected to the accelerator. Actual road instruction is given in dual-controlled cars under the supervision of a trained instructor.

5. The Darien Method

In this method, classroom instruction is given by high school teachers and the actual road instruction is given by traffic officers. This method did not prove satisfactory and was abandoned.

6. The Home-Cooperation Method

There are several variations of this method but in each the actual driving instruction is given at home in the family car. The home instructor certifies the student's satisfactory completion of the driving course before school credit is given. The classroom instruction is given by the school.

7. The McDonough Method

The McDonough method provided for preliminary instruction to be given in a large garage where dual-controlled driver training cars were jacked up on blocks. After the preliminary instruction, these cars were used for actual driving under the supervision of trained instructors. By this method, however, no class could receive preliminary instruction while another class was receiving actual road instruction.

8. Delaware Method

The Delaware method was jointly sponsored by the following organizations:

1) State Department of Public Instruction, 2) State Highway Department, 3) Delaware Safety Council. These organizations provided visiting teachers to do the classroom instruction consisting of 30 periods given once per week. The text, Man and the Motor Car, was supplemented by the Delaware Motor Vehicle Laws and the Delaware Driver's Manual. The driving instruction was provided by the same visiting instructors. Dual-controlled cars were used. A maximum of eight hours of instruction was given which was divided into four hours of actual behind-the-wheel instruction and four hours observing for each student.

Driver Education and Training Movement in Oregon

The writer has made sincere effort to obtain records of the development of driver education and training in Oregon but has not been completely successful. Mr. Paul G. Warren, Supervisor, Driver Education and Transportation, State Department of Education, Salem, Oregon, was unable to furnish any information with regard to the beginnings of such training or the number of pupils trained in driver education in the Oregon high schools in the last seven years.

No definite method had been followed because standards had not been set up at that time. The Oregon programs known to the writer found through this study followed the American Automobile Association method in general and use Sportsmanlike Driving, Second Edition, as text. One school (Corvallis) follows it completely. In the American Automobile Association method, driver education and driver training are taught as separate courses. The driver education course consists of classroom instruction and is given first. In Oregon, the length of time devoted to such classroom study varies from two weeks to two full semesters. One reason for this wide variation is due to the differences in the number of class periods per week. Some schools schedule driver education and training

classes only once each week, while some schools schedule classes every day. Driver education is also a prerequisite to driver training, which is the actual road instruction in a dual-controlled car under the immediate supervision of an instructor. The American Automobile Association method provides a minimum of eight hours of actual behind-the-wheel instruction and 12 hours observing (4, p. 15).

According to a Summary for Oregon in the National Driver Education Award Program prepared by Mr. Paul G. Warren, Supervisor, Driver Education and Transportation, Secretary of State and State Department of Education, Salem, Oregon (1, p. 2), 1,306 students were enrolled in driver education classes only during 1951-1952, while 5,118 were enrolled in both driver education and driver training classes during the same period. In the same summary, Mr. Warren reports periods devoted to classroom instruction and actual driving as indicated in Table III.

The periods referred to in Table III are regular length (55 minutes) class periods. Those devoted to driver education were the number of class periods during the course. As indicated in Table VII, there was great variation in the length of the driver education courses, from two to 36 weeks.

The number of periods devoted to driver training

TABLE III
PERIODS DEVOTED TO DRIVER EDUCATION AND DRIVER TRAINING

Number of Periods	Number of Schools
Driver Education:	
18-23	12
24-29	6
30-35	27
36 or more	18
Driver Training:	
1-4	6
5-8	35
9-12	16
13-16	6
17 or more	0

indicates the total actual driving time by each student. It does not include the time devoted to observation while another student drives, (1, p.1).

Oregon Objectives of Driver Education and Training

A list of objectives for the driver education and training program in Oregon is provided by Traffic Safety Division of the Secretary of State, Salem, Oregon. The list is as follows (9, p. 4):

OBJECTIVES SOUGHT. A brief observation of the actions of drivers and pedestrians on the street will convince any competent observer that the following objectives for Driver Education and Training courses, if attained, will contribute very materially to the improvement of traffic

conditions. An effective program for teaching Driver Education and Training in the high school must produce the following outcomes:

1. It must bring about in the minds of the boys and girls:
 - a. a realization of the effects of physical, mental, and emotional characteristics on drivers and pedestrians in general;
 - b. a recognition of their own deficiencies which may affect their traffic practices; and
 - c. a knowledge of the steps that they can take to remedy or compensate for such deficiencies.
2. It must provide for the establishment in the minds of the boys and girls of those sound principles and practices fundamental to safety and efficiency in traffic, whether as driver or pedestrian, in Oregon or California, in city or country, in daylight or dark.
3. It must provide for the establishment of such habits and the perfecting of such skills as will embody the basic principles established and as will assure for the boy or girl safe and sportsmanlike performance as driver or pedestrian.
4. It must develop among high school youth the attitudes, appreciations and understandings to:
 - a. the safe, sane, cooperative, sportsmanlike use of our streets and highways;
 - b. the sincere acceptance of individual and group responsibility for the conservation of health, life and property in traffic; and
 - c. the further development and improvement of traffic conditions through programs of engineering, legislation, enforcement, and education.

The writer understands, through Mr. Paul G. Warren's office, Salem, Oregon, that standards designed to meet these objectives are in the preparatory stage at this time. No details of these standards have been made public.

CHAPTER III

THE STUDY

In this study, it was difficult to get completely answered questionnaires. It is the opinion of the writer that there were three possible reasons for this. First, the questionnaires were sent rather late in the school year. Some of the instructors did not answer and return the questionnaires as soon as they were received. As the close of school drew near, other duties required their attention and they could not give adequate time and thought to the answering of the questionnaires. Second, the subjects of driver education and driver training are new and few methods of keeping records have been developed; thus, the instructors' records were not complete. The third reason probably was the lack of an understanding of the questionnaire. The writer made sincere effort to make all questions comprehensive. Twelve questionnaires were first sent to driver education instructors whom the writer met at the Oregon Educational Association meeting in March, 1952, and asked for their cooperation in the study. They were asked to express their opinions in regard to the need for rewording, changing, omitting or adding to any of the questions. They were also asked what other questions should be added. Replies to these questionnaires indicated

satisfaction with the questionnaire as written. One instructor suggested the addition of one question asking to what extent the administration supported and cooperated with the driver program in his school.

Perhaps, in addition to the above three reasons, there were a few who were not interested in cooperating in such a study. The high percentage of replies, Table I, indicated, however, that this number of disinterested instructors was small.

Driver education and driver training are new courses to the American school system and data are not as adequate as they are for some of the older courses. It has been difficult to find some material such as the history of driver education and driver training. The writer hopes, however, that from this survey and suggestions for improving the driving program in Oregon, recommendations may be made that will be of real value in the driver education and driver training field. It is hoped that steps will be taken to set up state-wide standards for every school in the state that has a driving program.

Interpretation of Data

In reply to the question, are driver education and driver training taught by the same instructor, only six

indicated they did not teach both courses. Five of these were not regular high school teachers but were police or traffic officers. The question concerning the training of the instructor was not understood by everyone. Forty-one indicated that they had taken a course in driver education and training but most of these did not include data as to the amount of credit they received for the course.

The tabulated results of the replies to the questionnaires are given in the following tables.

TABLE IV
CERTIFICATION AND TRAINING OF
DRIVER EDUCATION AND DRIVER TRAINING INSTRUCTORS

	Number	Per Cent
Trained	41	95.4
Non-trained	2	4.6
Certificated	38	88.5
Non-certificated	5	11.5

The Oregon Rules and Regulations Governing the Certifications of Teachers (8, p. 34) issued by Rex Putnam, Superintendent of Public Instruction, Salem, Oregon, states that "special certificates for teachers of driver training have been discontinued. Such teachers should

qualify with regular teaching certificates." Table IV indicates that 11.5 per cent of the driver training teachers in Oregon in 1951-1952 did not hold regular teaching certificates. At the same time, 4.6 per cent had not taken a course in driver education and training. The five individuals who were not regular certificated high school teachers were "out-siders", usually from the police force. No reasons were given for using individuals who were not regular certificated high school teachers.

There is little reason for any individual being employed as a driver education teacher who has not had training as a driving instructor because such courses are offered in every state through 165 colleges and universities (3, pp. 2-5).

The summary, Status of Driver Education in the United States (3, p. 6), indicates that driving instructors in 43 states must be approved by the Department of Public Instruction and in 33 states they must hold secondary teacher's certificates. In 40 states a course in driver education is required of all driving instructors.

In Table V, no indication is made of the size of driver training classes, but four pupils are the recommended size (4, p. 4). Three pupils may observe the fourth drives. There are only two reasons for

four pupils in a driver class; first, when fewer than four are available and, second, when one or more members of the class are absent. The table also indicates that over 27 per cent of the classes in driver education range in size from 21 to 75 pupils.

TABLE V
DRIVER EDUCATION AND DRIVER TRAINING CLASSES

	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
Class Organization:				
Boys and girls Taught Separately	5	12.5	5	12.7
Mixed Classes	35	87.5	34	87.3
Class Size:				
4-20 Students	24	72.8		
21-75 Students	9	27.2		

The recommended class size is "small enough to permit maximum pupil activity, and yet so set up as to provide economy in instructional cost." (4, p. 3) It is the opinion of the writer that some of the driver education classes in Oregon high schools do not meet these recommendations because some of the driver education classes

are too large "to permit maximum pupil activity". Seventy-two per cent of the driver education classes range in size from four to 20. Some of these classes are too small to "provide economy in instructional cost".

TABLE VI
LENGTH OF CLASS PERIODS IN
DRIVER EDUCATION AND DRIVER TRAINING

Length of Class Period in Minutes	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
40	1	2.6	1	2.3
45	1	2.6	1	2.3
50	9	23.0	9	21.0
55	14	36.0	13	30.2
56	2	5.0	1	2.3
57	1	2.6	7	16.3
60	11	28.2	10	23.3
2½ hours	0	0	1	2.3

In Table VI, one school indicated that the driver training class period was two and one-half hours. The same school also indicated in Table VII that the driver education course was a lecture course of only two weeks. In the opinion of the writer, this school's driver education and training program is inadequate. ^{Explain} Two schools

indicated class periods of less than 50 minutes in both driver education and driver training. Fifty-five and 60 minutes are the most used lengths of periods in both courses.

TABLE VII

LENGTH OF DRIVER EDUCATION AND DRIVER TRAINING COURSES

Length of Course	Number of Schools	Per cent
Driver Education:		
2 Weeks	1	3.4
5 Weeks	1	3.4
6 Weeks	3	10.2
8 Weeks	1	3.4
9 Weeks	3	10.2
16 Weeks	1	3.4
18 Weeks	16	56.0
36 Weeks	3	10.2
Driver Training:		
Less than one Semester	10	29.15
One Semester	16	47.25
Two Semesters	8	23.6

There is wide variation in the length of the driver education and driver training courses throughout the state. The range, as indicated by Table VII above is from two weeks to two semesters. The variation could hardly be greater. The two-weeks course given by one school is far too short to meet acceptable standards, and the eight schools offering two-semester courses seem to use too much time.

The American Automobile Association recommends (4, p. 3), five classroom periods per week for a semester for the driver education course. The recommended minimum is two periods per week (20 clock hours). For driver training or road instruction, a minimum of 20 hours in the car for each pupil, of which eight hours are behind the wheel. Further recommendations are that "no more than 15 minutes behind the wheel for the first few lessons, increasing to about 30 minutes per day for each pupil".

The reason for these apparently long courses is probably due to the fact that some schools schedule driver education and driver training classes only one or two periods a week. Classes in the one school offering the two-weeks course in driver education meet every day. It is the opinion of the writer that the 16 schools with 18-weeks courses in both driver education and driver training

probably have well rounded, adequate programs from the standpoint of the length of the course.

TABLE VIII
GRADE LEVEL OF PUPILS IN
DRIVER EDUCATION AND DRIVER TRAINING CLASSES

Grade Level	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
9	15	40.5	14	40.0
10	37	100.0	35	100.0
11	30	81.2	31	88.6
12	28	70.7	26	74.4

The grade level range, as indicated by Table VIII, includes the four high school grades of 9, 10, 11 and 12. Thirty-seven schools replied concerning the grade level of pupils in driver education, and all 37 reported pupils from the sophomore level were scheduled in driver training classes. Fifteen of the schools accepted 15-year-old pupils from the freshman level. In the case of driver training, the range was about the same. Thirty-five schools furnished data with reference to grade level of driver training pupils. The 14 schools that indicated the acceptance of freshmen in driver training classes accept only pupils who are at least 15 years old.

The training of pupils as soon as they reach the age of 15 years indicates that schools are trying to give proper training at the earliest possible age.

The American Automobile Association does not recommend age or grade level of trainees. There is wide variation in the United States in the minimum age at which pupils may take driver training (3, p. 8). Two states set no minimum age limit, 10 states set 14 years minimum, two states 15½ years minimum, one state 15 years and seven months minimum, 14 states set minimum age at 16 years, and one state sets ninth grade as the minimum "age". The Oregon minimum age is 15 years.

TABLE IX
SOURCE OF PUPILS IN
DRIVER EDUCATION AND DRIVER TRAINING CLASSES

Source	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
Health Classes	5	13.16	6	12.0
Physical Education Classes	4	10.55	9	17.95
Study Hall	14	36.93	20	40.0
Other Sources	15	39.5	15	30.0

The writer was interested in knowing the source of the pupils in driver education and driver training classes because this information indicates to some extent the interest the school has in the program.

Table IX indicates that about 24 per cent of the driver education pupils and about 30 per cent of the driver training pupils come from health and physical education classes. Most of these do not make the program a part of the regular curriculum, Table X. Study hall and other sources indicate schools that make the program a part of their regular curriculum, Table X.

TABLE X

STATUS OF DRIVER EDUCATION AND DRIVER TRAINING COURSES

	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
Part of Regular Curriculum	28	70.0	27	71.0
Not Part of Regular Curriculum	12	30.0	11	29.0

The 30 per cent of schools that do not make driver education and training part of their regular curriculum offer the courses as a part of some other course. Table IX indicates that nine schools make driver education a

part of either health or physical education. In one school credit for driver education and driver training courses is a part of physical education credit.

TABLE XI
DRIVER EDUCATION AND DRIVER TRAINING
COMBINED AS ONE COURSE

	Number of Schools	Per Cent
Combined	31	79.5
Not Combined	8	20.5

In Table XI, only eight schools indicated that driver education and driver training were offered as two separate courses. One advantage in not combining the two courses is that many more pupils can be taught driver education than can possibly be given actual road instruction under the present methods used in Oregon. Much good may come from the classroom instruction without doing any behind-the-wheel driving. It is in this part of the program that proper attitudes of driving are produced and developed. Over 79.5 per cent of the schools reporting combine the two courses.

Schools that combine the two courses give actual practice in the training car as different phases of driving are studied in the driver education class. One advantage of this method of driving instruction is that the pupil practices immediately in the training car the things he has learned in the classroom. One disadvantage of this method is that comparatively few pupils can be instructed by one teacher in a given time.

The American Automobile Association recommends that driver education and driver training be taught as two separate courses (4, p. 2). The training method of greatest practical value is a two-part driver training program given by carefully selected and trained teachers by means of school classes and supervised road practice. It is around a practical two-part system of driver education that the Sportsmanlike Driving course is organized (4, p. 2).

TABLE XII

DRIVER EDUCATION PREREQUISITE TO DRIVER TRAINING

	Number of Schools	Per Cent
Prerequisite	20	64.5
Not Prerequisite	11	35.5

Several schools did not reply to this question because a large per cent of them combine driver education and driver training as one course, Table XI. Two schools offer driver training to pupils who have not completed driver education. This question was not understood by all instructors. The purpose of the question was to determine the number of schools that required pupils to take the driver education course before or at the same time driver training was taken.

It is the opinion of the writer that driver education is one method of forming and developing proper attitudes toward driving, and that the course should be required of every student before he is permitted to take driver training.

TABLE XIII

NIGHT INSTRUCTION PART OF DRIVER TRAINING COURSE

	Number of Schools	Per Cent
Yes	6	16.66
No	30	83.33

As indicated by Table XIII, there seems to be little interest in night driving instruction. This is probably due to the lack of time on the part of the instructor.

It is the opinion of the writer that every driving program should include night driving as a part of the course.

TABLE XIV
TRIP AT END OF DRIVER TRAINING COURSE

	Number of Schools	Per Cent
Yes	8	21.2
No	30	78.8

As indicated by Table XIV, only about one out of five schools includes a trip at the end of the course as a part of their driver training course. The purpose of such a trip is two-fold: first, it creates interest on the part of other pupils in the driving course, and second, it may be used by the instructor as a test of the attitudes and driving skills of student drivers in actual cross-country driving under normal driving conditions. The reason many schools, almost 80 per cent, do not include a trip as the closing part of the course in driver training is probably due to a lack of time on the part of the instructor.

The replies to the question concerning the giving of credit for the completion of driver education and driver training were not as complete as was desired (Table XV). The reason for this was that most schools combine driver education and driver training as one course, Table XI.

TABLE XV
CREDIT FOR DRIVER EDUCATION AND DRIVER TRAINING COURSES

	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
Schools Reporting:				
Yes	27	67.5	21	58.3
No	13	32.5	15	41.7
Amount of Credit:				
$\frac{1}{4}$ Credit	2	8.1		
$\frac{1}{2}$ Credit	17	68.0		
1 Credit	6	23.9		

It is significant that about 66 per cent give credit for the course. One-half credit is the most popular amount of credit given."

The American Automobile Association recommends (4, p. 3) that "credit toward graduation on completion of the entire course (driver education and driver training) be given.

Table XVI indicates a wide range in the number of students completing driver education and driver training in 1951-1952--16 to 200. Only one school reported over 100 pupils completing driver training in 1951-1952. Thirty-five schools reported the number of pupils trained

TABLE XVI
NUMBER OF PUPILS COMPLETING
DRIVER EDUCATION AND DRIVER TRAINING COURSES IN 1951-1952

Number of Pupils	Driver Education		Driver Training	
	Schools	Per cent	Schools	Per cent
16-50	19	48.7	19	54.3
51-100	16	41.0	16	44.5
101-200	4	10.3	1	1.2

during this same period to be from 16 to 100. These data indicate a low teacher-pupil ratio. It is the opinion of the writer that every high school should make the program a part of its regular required curriculum.

TABLE XVII
ADULT DRIVER TRAINING

	Number of Schools	Per Cent
Yes	10	33.3
No	20	66.6

Table XVII indicates that 10 schools offer some driver training at the adult level, while 20 do not give such instruction. Four schools which do not give training

at the adult level indicated there was interest on the part of adults but that the instructors did not have the necessary time to extend the training to adults. In one school, "many" inquiries about training for adults have been made but very few adults have been trained. Thirteen schools did not reply to this question.

TABLE XVIII
TEXTS USED IN DRIVER EDUCATION

Text Used	Number of Schools	Per Cent
Sportsmanlike Driving, Second Edition, with Standardized Tests and Teacher's Manual	30	73.5
Sportsmanlike Driving Series with Standardized Tests	8	19.5
Man and the Motor Car and Motor Manners	3	7

Seventy-three per cent of the Oregon high schools use Sportsmanlike Driving, Second Edition, as the text in their driver education classes, Table XVIII. This text is published by the American Automobile Association. The series of five pamphlets were the first edition of the text, Sportsmanlike Driving. Thus, Table XVIII indicates 93 per cent of the Oregon high school driving programs follows,

in general, the American Automobile Association method of driver education instruction explained elsewhere in this thesis.

TABLE XIX
VISUAL-AIDS USED IN DRIVER EDUCATION

	Yes	Per cent	No	Per cent
Audio-visual Aids and Film Strips	39	93.0	3	7.0
Posters	22	84.6	4	15.4
Workbooks and Scrap Books	6	46.2	7	53.8

Table XIX indicates 93 per cent of the high schools use audio-visual aids and film strips in their driver education classes. About 84 per cent of those replying to this question indicated the use of posters. Workbooks and scrap books are not used extensively--only 13 schools out of a possible 43 furnished data concerning their use of such material.

The purpose of the data in Table XX was to determine how schools measured the efficiency of their driver training program. Seventy-two per cent of the schools replying to this question use marked-off streets to test the skills of their student drivers. Sixty-eight per cent test the

TABLE XX
SKILL TESTS USED IN DRIVER TRAINING

	Yes	Per cent	No	Per cent
Marked-off Streets	21	72.5	8	27.5
Reaction Time	17	68.0	8	22.0
Other Forms	14	100.0	0	0.0

reaction time of their students. This test reveals both reaction time and the student's stopping distance. A student's stopping distance is the distance required for that student to stop a given car traveling at a given speed on a given road or street. The stopping distance varies with the speed of the car and the kind and condition of the road or street. Under normal conditions, there is very little variation in a given student's reaction time.

TABLE XXI
DUAL-CONTROL CAR

Source	Number	Per Cent
School Owned	2	5.1
Private Owned	18	46.2
A. A. A. Loan	19	48.7

Table XXI indicates 94.9 per cent of the schools use either private owned or American Automobile Association loan dual-controlled cars. Only two schools own their own training car. Two schools indicated they used training cars that were not dual-controlled. Proper techniques in the use of the clutch and shifting are possible only with a dual-controlled car. Another advantage in the use of dual-controls is the elimination of fear on the part of the student driver. The instructor can take over the control of the car when the student has difficulty in traffic or in the operation of the car and thus remove fear on the part of the student driver.

Instructors' Opinion on the Value of the Program

Because of the multiplicity and the variation of the opinions on the value of the driver education and training program, the writer finds it necessary to word these opinions in such a way as to express the true meaning as expressed by each instructor but using different words. From one to four instructors gave each of the following suggestions:

1. It is a very good public relations course.
2. It creates student interest in driving.
3. It reduces the number of accidents.
4. It gives a knowledge of the natural laws which

affect driving.

5. It is as valuable as a person's life.
6. It publicizes safe driving habits throughout the school.
7. It gives the pupil a chance to learn safe driving habits.
8. It provides opportunity for students to learn definite, basic skills of driving.
9. It creates and develops proper attitudes on the part of the other students.

Other expressions of the value of the program were expressed in phrases but not in statements. Some follow:

Great worth, great value, most valuable, very valuable, most important, very necessary, finest in the high school, key to accident problem, very beneficial, most immediately practical part of the curriculum, and success.

Weaknesses of the Program

Weaknesses of the program were expressed by the driver education and training instructors are as follows:

1. Not enough time
2. Not enough equipment
3. Limited funds for equipment
4. No uniform teaching methods

5. Fail to reach some
6. Not regular course in curriculum
7. No credit given for course
8. Not compulsory
9. More class work needed
10. Time too long between classes
11. Does not reach enough pupils
12. No uniform requirements for teachers
13. Lack of advanced work for teachers
14. Too many other duties for teachers
15. Problem of scheduling program difficult
16. Lack of parent cooperation with family car
17. Need more publicity
18. Not comprehensive enough
19. Low pupil-teacher ratio of behind-the-wheel instruction
20. No night driving

Instructors' Suggestions for Improving the Program

Because of the multiplicity and the variation of the suggestions for improving the driver education and driver training program, the writer finds it necessary to reword these suggestions but retain their true meaning. From one to five instructors made each of the following suggestions:

1. Extend the course into the summer.

2. Teach the course at the sophomore level.
3. Plan road-e-o programs at the local, state and national level.
4. Enlist the cooperation of the local community.
5. Make the course compulsory through pressure at the state level as well as at the local level.
6. Shorten the time between class periods.
7. Increase the classroom work and the behind-the-wheel instruction.
8. Lengthen the course to two semesters.
9. Make driver education and driver training a regular course in the curriculum.
10. Increase the cooperation between the state and the local district.
11. Schedule the classroom work in the health classes.
12. Provide more testing equipment.
13. Standardize the course and certification requirements for the teachers who teach it.
14. Increase the size of the classes.
15. Provide testing devices used in the program on a (small fee) loan basis.
16. Provide specialized and refresher courses for teachers.

17. Standardize the whole course at the state level as to qualification for teachers, classroom equipment, texts used, length of course, and grade level at which the course must be taught.

18. Sell the course to other teachers in the local system.

19. Urge district to purchase the classroom equipment needed.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to survey the driver education and training instructors in the Oregon high schools and to secure their opinions concerning the value and weaknesses of the program. They were also asked to make suggestions for improving the program in Oregon.

The study was made by questionnaire sent to the driver education and training instructors in the high schools of the entire state. The last questionnaire used was received on July 10, 1952, and no others were tabulated after that date. Forty-nine replies were returned to the writer but only 43 were usable. Six were returned from schools that did not offer driver education and training in 1951-1952.

Conclusions

The following conclusions are based upon the answers given in 43 questionnaires upon which this study was made.

1. The high per cent of replies indicates great interest in driver education and training on the part of the instructors.

2. The large number of suggestions for improving the Driver Education and Training program indicates there is a

need for a thorough study of the problem of standardization of the program.

3. The wide variation in the replies concerning the length of the courses--two weeks to two semesters--the status of the courses with reference to the curriculum, and the granting of credit indicate there is but little uniformity in the program among the schools.

4. The lack of sufficient equipment indicates many programs are inadequate to meet present day needs.

5. The use of five non-certificated instructors indicates there is need for certification standards at state level.

6. The large number of pupils enrolled in some of the driver education classes indicates there is a need for employment of more trained instructors in some schools.

7. The nine schools which take driver education and training pupils from health and physical education classes and the 12 schools which do not make the program a part of the regular curriculum indicate the program should be made a part of the regular curriculum.

8. The small per cent of the schools that include night driving as part of driver training indicates there is a need for more schools to include this type of training as a part of their driver training program.

9. The number of schools that make adult training a

part of driver training indicates there is interest in the program at the adult level.

10. The 93 per cent of the schools that use Sportsmanlike Driving as the text in driver education indicates there is a high degree of uniformity in the Oregon program with reference to the text used.

11. The number of schools that do not use skill tests indicates a need for improvement of the testing methods used in driver training.

12. The 96 per cent of schools that use dual-controlled driver training cars indicates uniformity in the Oregon program with reference to training cars.

Recommendations

It is the hope of the writer that the following recommendations may be used to set up standards and requirements at the state level as well as at the local district level that will make the Oregon driver education and training program adequate to meet the needs of the high school students of the state.

1. Steps should be taken to standardize the driver education and training program in Oregon.

2. Steps should be taken to set up meets at local, regional and state level where trainees may test skill against skill in a road-e-o or some such program of events

to increase interest in safe and skillful driving.

3. Steps should be taken to provide the needed equipment for each school that offers a driver education and training program.

4. The driver education course should be made compulsory at the sophomore level, or 15 years of age, throughout the state.

5. The driver training course should be provided in all high schools of the state. ?

6. Both courses should be a part of the regular curriculum.

7. Credit should be given for the satisfactory completion of each course. The writer recommends $\frac{1}{2}$ credit for driver education and $\frac{1}{2}$ credit for driver training.

8. Sincere effort should be made to "sell" the program to the entire community.

9. Special certification requirements for teachers should be set up at the state level.

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APPENDICES

APPENDIX A

1182 No. 10
Corvallis, Oregon
April 28, 1952

Mr. Dale Davis
Bandon High School
Bandon, Oregon

Dear Mr. Davis:

I am making a survey of the Driver Education and the Driver Training program in the high schools of the State of Oregon. The report will be complete only to the extent of the cooperation of every teacher of those subjects. I will greatly appreciate your help, and am asking that you please give me the information asked for in the inclosed questionnaire. I would like a reply at your very earliest convenience.

If there is not enough room provided for the answers to some of the questions, use the backs of the sheets and additional sheets if needed.

Thanks a lot for your help and promptness in the matter.

Very sincerely yours,

Jack Climer

APPENDIX B

SURVEY OF DRIVER EDUCATION AND TRAINING
PROGRAM IN OREGON HIGH SCHOOLS

- I. Name of school _____
- II. Instructor* _____ age _____ sex _____
- A. Same instructor in driver education and driver training: yes _____ no _____
- B. Training:
- | | | |
|------------------------------|---------|--------------------------------|
| | Dr. Ed. | Dr. Tr. |
| 1. Class hours | _____ | _____ |
| 2. Class hours | _____ | _____ |
| 3. years in present position | _____ | years in other positions _____ |
- C. Are you a regular certificated high school teacher _____ if not what occupation or profession _____
- D. Have you taken a course in driver education and driver training: yes _____ no _____ date _____
- E. Do you use a dual control car: yes _____ no _____
AAA _____ school owned _____ private owned _____

If there is more than one instructor in your school who teaches driver education and/or driver training, please give this information about each, but use DIFFERENT COLORS OF INK.

III. Driver education classes:

- A. Only for boys _____ girls _____ mixed _____ each _____

- separate ____
- B. Length of class period ____ number of pupils
in class ____
- C. Grade level: 9 ____ 10 ____ 11 ____ 12 ____ any
adults ____
- D. Source of pupils: P. Ed. ____ health ____
study ____ other source ____
- E. Is driver education a regular course in the
curriculum ____
- F. Is driver education a prerequisite to driver
training ____
- G. Is driver education/training combined as one
class ____
- H. Is credit given for the course ____ how much ____
- I. Length of driver education course ____ total
class periods ____
- J. Number of pupils taking driver education in
1951-1952 ____

IV. Driver training classes:

- A. Only for boys ____ girls ____ mixed ____ each
separate ____
- B. Length of class period ____ number of pupils
in class ____
- C. Grade level: 9 ____ 10 ____ 11 ____ 12 ____ and
adults ____

- D. Is driving time divided between pupils of class with each doing some driving each time _____ minutes driving _____
- E. Do you take pupils on trip at end of course _____ distance _____
- F. Source of pupils: P. Ed. _____ health _____ study _____ other _____
- G. Is driver training a regular course in the curriculum _____
- H. Length of course _____ number of class periods _____ any night driving _____
- I. Is credit given for driver training _____ how much _____
- J. Number of pupils taking driver training 1951-1952 _____

V. Evaluation of driving program:

- A. Skill tests in car: marked-off streets _____ others* _____
- B. Do you use testing devices for: eyes _____ hearing _____ reaction time _____ others _____
- C. Do you use standardized skill test forms as AAA _____ others _____

* Please explain fully on back of this sheet.

VI. Evaluation of classroom instruction:

- A. Text: Sportsmanlike Driving, second edition _____

workbook____ teacher's manual____ standardized
tests____ others _____

B. Text: Sportsmanlike Driving Series (five
pamphlets) _____ standardized tests for these
_____ others _____

C. Other texts _____

D. Audio-visual aids: school owned _____
state _____ commercial _____ O.S.C. _____
others _____

E. Do you use: workbooks____ posters _____
scrap books _____ others _____

VII. Your opinion on:

A. Value of driving program _____

B. Weaknesses of program _____

C. Your suggestion for improving program _____