

THE EMPORIA STATE

Research Studies

OFFICIAL PUBLICATION OF THE KANSAS STATE TEACHERS COLLEGE, EMPORIA



A Proposed Course of Study For Driver Education

By Richard A. Valyer

The Emporia State Research Studies

KANSAS STATE TEACHERS COLLEGE
EMPORIA, KANSAS

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VOLUME 3 JUNE, 1955 NUMBER 4

THE EMPORIA STATE RESEARCH STUDIES is published in September, December, March and June of each year by the Graduate Division of the Kansas State Teachers College, Emporia, Kansas. Entered as second-class matter September 16, 1952, at the post office at Emporia, Kansas, under the act of August 24, 1912.

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This publication is a continuation of "Studies in Education"
published by the Graduate Division from 1930 to 1945.

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A Proposed Course of Study For Driver Education

by Richard A. Valyer*

During the past few years, automobile accidents and fatalities have increased, and the situation has steadily become alarming. There is a need for more training and skill in driving, and people must be informed of ways of decreasing the yearly fatality rate. One aid which would greatly relieve the situation is that of driver education, offered to students of high school age, in order that they might be trained properly before obtaining their driver's license.

It is the purpose of this study to show (1) the importance and need for driver education in high schools; (2) to examine and compare the driver training programs offered in selected states; (3) and to present a proposed course of study suitable for use in class work and behind-the-wheel training.

In 1953 in the United States, 38,300 people were killed in automobile accidents. In the past few years, fatalities have increased and reached an alarming figure. There is an urgent need to educate people as to the need for skillful driving. To accomplish this, an educational program in driver education must be presented to new, as well as experienced, drivers.

In order that the accident rate can be decreased in future years, there is an urgent need for young drivers to be trained properly in skills, attitudes, habits, and safe driving. Attitude is the biggest target.

In this study, an attempt has been made to offer a proposed plan for a high school driver education course of study. It does not attempt to answer questions regarding various local situations, nor is it limited to any given situation or regional problem.

Definition of Terms

For the purpose of this study, the following terms are defined:

Driver education. Driver education includes all phases related to learning driving procedures, skills, attitudes, habits, and general knowledge of the automobile, as well as understanding enforcement of traffic regulations. It includes both classroom instruction and practice driving. Driver training will be used as a synonymous term.

Classroom work. Classroom work includes all work and time spent in the classroom, discussing traffic problems, textbook instruction, audio-

*Mr. Valyer has been a teacher of Business and Driver Education in the Elmdale, Kansas, High School, and is Superintendent of Westphalia, Kansas, Consolidated Rural High School. The writer wishes to acknowledge the help of many persons and organizations who contributed pertinent material, with particular mention of Mr. Delbert Means, Driver Education Instructor, Wichita, Kansas, who furnished the author with valuable information, part of which has been included in this study.

visual materials, and any or all individual or group projects which may be used in connection with classroom work.

Behind-the-wheel training. Behind-the-wheel training consists of actual driving, practice-time, and the learning of fundamental skills in controlling the car. It includes actual driving by the student, as well as observation time.

Observation time. Observation is that time spent by each student in the car, observing another student's driving and traffic conditions occurring during that time.

Dual-control. The term, dual-control, refers to the extended clutch and brake pedals, located on the right side of the automobile, and used by the instructor in the teaching processes of behind-the-wheel training, and for all emergencies resulting from the inexperienced driver's errors.

Learner's permit. A learner's permit is a temporary driving license issued to a student learning to drive.

Psychophysical equipment. Psychophysical equipment includes all testing devices which aid in determining student abilities and limitations in connection with driving and controlling an automobile.

AAA. AAA is the recognized standard abbreviation for the American Automobile Association, an organization which has endorsed and promoted driver education.

Stanchions. These are up-right stands constructed of wood used in practice training as guides during the various driving lessons.

Methods

Data for this study came from three main sources:

Letters requesting general and specific information concerning driver education were sent to the State Department of Public Instruction of the following states: Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, New York, Ohio, Oklahoma, and Pennsylvania.

Letters were sent to the Traffic Engineering and Safety Department of the American Automobile Association, Washington, D.C., and the National Safety Council, Washington, D.C. These letters asked for general information concerning driver education.

A letter requesting permission to use material gathered on driver education was sent to Mr. Delbert M. Means, Driver Education Instructor, Wichita North High School, Wichita, Kansas. This material was collected by Mr. Means and presented during the summer of 1953 at the Wichita University driver education seminar.

Review of Literature

Driver education originated in 1932 when the Accident Prevention Department of the Association of Casualty and Surety Companies began a campaign to include driver training in the high school curriculum. AAA

joined the sponsorship in 1934, and has spent well over \$1,000,000.00 during the last nineteen years in assisting with training programs and developing teaching materials. Studies made by the National Safety Council and various insurance companies have aided in the development of this program.¹

In 1953, 38,300 persons were killed in automobile accidents.² In 1952, *Accident Facts* pointed out that speed, alcohol, driver age, physical defects, and the condition of the car were the top killers in all automobile fatalities.³ Substantial evidence indicates that indifferent attitudes and ignorance toward driving are the two main factors which cause accidents.

Three main problems need to be attacked by driver education:

1. *Psychological*. The accident problem is psychological in that it involves faulty understandings and attitudes which are likely to result in dangerous acts. Therefore, the nation's educators should inculcate good attitudes in the young people who come under their charge—attitudes which they will express in safe acts.
2. *Sociological*. The problem is also sociological, in that any social factor which has had as profound an influence on habits, customs and practices as the automobile, must be carefully studied with a view to aiding in its more satisfactory inclusion and use in the total complex of living.
3. *Educational*. The problem is also educational, and thus inclusive of both of the foregoing, because education provides the best means for generating good attitudes, teaching the proper place of the automobile and traffic in those skills necessary to drive automobiles safely.⁴

A. W. Whitney states:

The need and value of driver education and training lie squarely in the facts that traffic accidents are not the result of some unavoidable occurrence, but are caused. The automobile is an inanimate machine. It has never of its own volition collided with another object. Traffic accidents result from failure of the automobile driver to adhere to physical and man-made laws, hence, traffic accidents are preventable.⁵

The high school can provide an ideal learning situation for a driver education program. Actual classroom time under competent supervision is available for studying the various phases of driving. Students are acquainted with the methods of formal lessons, and, as a rule, are at the beginning of their driving careers. It is also a time in the student's life that interest is keen and the individual is more capable of forming good habits and correct attitudes.⁶

1. Regina Z. Kelly, "Let's Make Teen-age Driving Safe," *Family Circle*, August, 1952, p. 6.

2. Associated Press, "Traffic Deaths Third Highest in U.S. History," *Emporia Gazette*, February 4, 1954.

3. "While You Speak!" Statistical Division, *Accident Facts* (1952 edition), p. 20.

4. A. W. Whitney, ed., *Teacher's Manual, Man and the Motor Car* (New York, 1945), p. 8.

5. *Ibid.*, p. 3.

6. *Ibid.*, p. 4.

Sufficient evidence indicates that the objectives of a driver education program are: sportsmanlike driving, proper attitudes, the development of personal responsibility toward driving, an understanding of the mechanics of the automobile, skillful driving, and a thorough understanding of traffic laws, regulations, and enforcement.

The responsibility given the driver education instructor is tremendous. How well he impresses and instructs his students will greatly determine the attitudes and skills found in future drivers. The instructor must be an individual who is capable of exerting enthusiasm, hard work, long hours, and ample patience. He must also possess the ability of working independently, as there is little supervision offered in this field.⁷

According to a recent study conducted by the NEA, it was found that 47 percent of the schools surveyed included driver education in their course of study. Only one of every six high school students is getting driver education training. The course requires one semester, credit is given at the completion of the course toward graduation requirement hours, and the typical average grade level participating is Grade XI. The teachers instruct on a part-time basis, must be certified and participate in an intensive training program, and the time spent in instruction parallels that of other teaching subject time.⁸

The training car is rented or borrowed, equipped with dual controls, and properly marked. The average car maintenance cost is \$350.00 per year, and the pupil cost per year is \$27.00. The program is usually financed by the district and included in the school budget expenses.⁹

Driver Training Programs in Other States

Letters requesting general and specific information were mailed to ten State Department of Education offices to determine the status of driver education in these states. Answers were received from Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, New York, Ohio, and Pennsylvania.

I was found that the states surveyed employ like objectives and purposes in their driver education courses, namely:

1. To prepare and aid youth to assume the responsibilities involved in competent driving.
2. To aid in reducing the accident toll.
3. To prepare youth with a greater understanding of traffic rules, enforcement, and engineering.
4. To develop proper attitudes toward safe driving.

7. Charlotte Eck, "Driver Education Is A Life-Saving Course," *Safety Education*, May, 1952, p. 14.

8. NEA Research Bulletin, *The Status of Driver Education in Public High Schools, 1952-53*, Vol. XXXII (Washington, D.C., April, 1954), p. 95.

9. *Ibid.*, p. 95.

5. To develop, encourage, and aid in the formation of safe driving habits.
6. To develop an understanding of the limitations of the automobile and its driver.
7. To develop an understanding in the student of the mechanics of an automobile.
8. To train students to drive properly.
9. To help the student understand the causes of accidents.
10. To help the student understand traffic laws.

Table I includes the answers received from the states surveyed to the questions asked in the letter.

Educational requirements for instructors were found to be somewhat the same. All states answering the survey required the instructors to be competent drivers and hold a secondary teaching certificate. Special training was needed in all cases. Pennsylvania required six semester hours in safety education and two years of successful teaching in the driver education field in order to qualify for a permanent certificate. Iowa required ten semester hours; New York, sixty classroom hours; and all other states at least three hours of special training.

The minimum age for students enrolling in driver education varied from fourteen to sixteen years of age. Learner's permits were required in all instances, and most of the states recommended written permission from the parents of students who were taking driver education.

The standard length of the course was found to be one semester. Colorado and Nebraska did make provision for a six week's course as do some cities in Kansas.

The number of hours required for the course varied from twenty-four to ninety hours classroom work, and five to fourteen hours behind-the-wheel training.

Textbooks recommended for the course of study were left to the option of the instructor. *Sportsmanlike Driving* and *Man and the Motor Car* were preferred. Equipment used included audio-visual aids, psycho-physical testing, form and teacher-made tests.

The number of schools offering driver education ranged from sixty-seven to 676, Colorado being the lowest and New York the highest. Students receiving the training varied from 1,000 to 100,000 in number. Few statistics were available concerning the effect of driver education in reducing fatalities due to recent adoption of driver education in school curricula and to incomplete records of the number of driver trained persons involved in accidents.

TABLE I
Summary of Answers Received from Letter of Inquiry

Name of State	Special Teacher Requirements	Minimum Age	Length of Course	Class Hours Required	Behind Wheel Hours Needed	Text-book Used	Testing Program	No. Sch. Having Dr. Ed. Course	Pupils Enrolled	Decrease in accidents from course	Car Obtained Through
Colo.	Yes	Varies	6-week Sem.	Varies	6	Varies	Varies	67	1,005	*	AAA, Local Dealer
Ill.	Yes	14	Sem.	24	8	Varies	Varies	*	*	*	AAA, Local Dealer
Iowa	Yes	15	Sem.	36	5	Varies	Varies	172	12,000	*	AAA, Local Dealer
Kans.	Yes	14	Sem. 6-week	90	8	Varies	Varies	250	*	*	AAA, Local Dealer
Mo.	Yes	15	Sem.	90	8	Varies	Varies	*	10,750	*	AAA, Local Dealer
Nebr.	Yes	15	Sem. 6-week	30	8	Varies	Varies	*	*	*	AAA, Local Dealer
New Yk.	Yes	16	Sem.	38	14	Varies	Varies	676	101,164	*	AAA, Local Dealer
Ohio	Yes	15	Sem.	36	8	Varies	Varies	*	*	*	AAA, Local Dealer
Penn.	Yes	16	Sem.	36	8	Varies	Varies	413	*	*	AAA, Local Dealer

* Statistics not available.

Read the table thus: Colorado has special teacher requirements; minimum driving age for student varies.

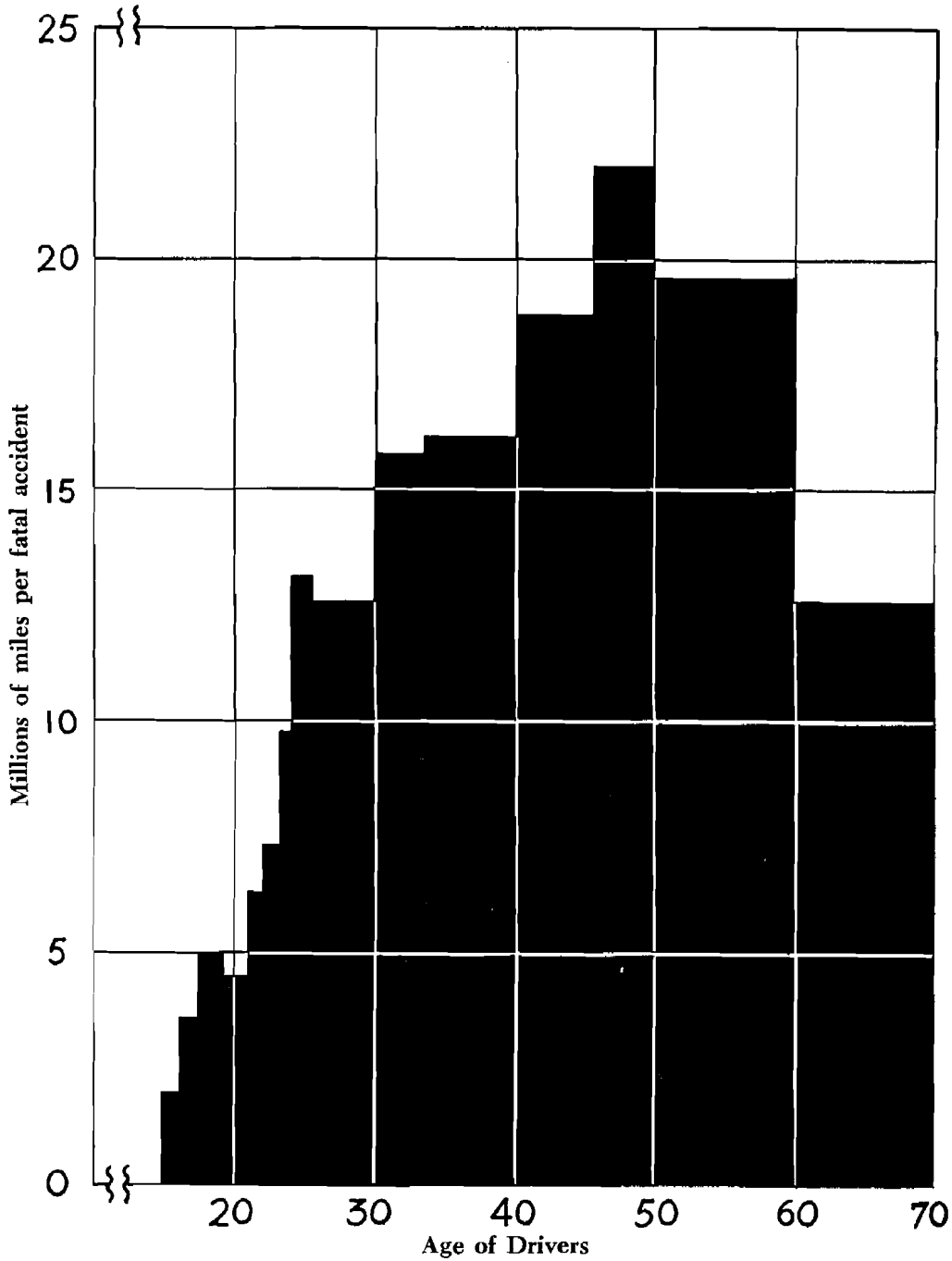


Figure 1¹⁰

Age-Group Fatalities

Read the graph thus: Persons sixteen years of age drive approximately 2,350,000 miles per fatal accident while drivers in the forty-five to forty-nine year age group drive 21,900,000 per fatal accident.

10. AAA Traffic Engineering and Safety Department Research Bulletin 39 (Washington, D.C., February 8, 1952), p. 3.

All states answering the survey obtained their training car from AAA, local dealers, civic organizations, or purchase by the board of education.

A letter which requested general information concerning safety and driver education was mailed to the National Safety Council, Washington, D.C., and the American Automobile Association, Washington, D.C.

Figure 1 indicates the fact that young inexperienced drivers have been involved in more accidents. In a study conducted by AAA in 1952, persons between the ages of sixteen to nineteen drove one-fifth as far per fatal accident as did drivers between the ages of forty-five to forty-nine. At the age of fifty, the fatal accident record becomes greater, because of a decrease in reaction time of that age of driver.

The figure indicates that there is a steady improvement in the number of fatalities per million miles driven as the individual gains in experience, judgement, practice, caution, and attitude.

Again, carelessness plays a major part in the number of fatalities resulting from junior-age driving.

Table II includes the total number of deaths due to automobile accidents during the years from 1913 to 1951. The table is broken down further to reveal the number of persons who were killed according to age group. In most cases, there has been a steady increase in all age groups, except the period of years from 1941-1945, which is explained by the occurrence of World War II, and less highway travel.

TABLE II

Motor-Vehicle Deaths By Age, 1913 to 1951¹¹

Year	All Ages	Under 5 Years	5-14 Years	15-24 Years	25-44 Years	45-64 Years	65 Years and Over
1913-1917	6,700	450	1,600	950	1,700	1,400	600
1918-1922	12,500	950	3,100	1,650	2,900	2,500	1,400
1923-1927	21,700	1,300	3,800	3,500	5,400	4,800	2,900
1928-1932	30,900	1,500	3,600	5,600	8,200	7,500	4,500
1933-1937	36,313	1,273	3,054	6,790	10,224	9,521	5,451
1938-1942	33,549	1,187	2,453	6,705	9,173	8,594	5,437
1943	23,823	1,132	1,959	4,522	6,454	5,996	3,760
1944	24,282	1,203	2,093	4,561	6,514	5,982	3,929
1945	28,056	1,290	2,386	5,358	7,578	6,794	4,670
1946	33,411	1,568	2,508	7,445	8,955	7,532	5,403
1947	32,697	1,502	2,275	7,251	8,775	7,468	5,426
1948	32,259	1,635	2,337	7,218	8,702	7,190	5,177
1949	31,701	1,667	2,158	6,772	8,892	7,073	5,139
1950	35,000	1,800	2,200	7,900	10,100	7,700	5,300
1951	37,300	1,900	2,400	7,800	11,200	8,500	5,500

Read the table thus: During the years of 1913 to 1917, 6,700 persons were killed. Of this number, 450 persons were under five years of age; 1,600, five to eleven years of age, etc.

11. *Accident Facts* (1952 ed.), p. 59.

Most states print a course of study to be followed or used by schools including driver education in the curriculum. The syllabus is used as a source of supplementary material also.

The Driver Training Program in Kansas

At the time of this study, Kansas required the following training for instructors teaching driver education:

The teacher of this course must be a regularly certified high school teacher. His training should include work in safety education, and he should have some knowledge of the automobile. At the present time, those teachers are approved for teaching this course who hold the regular Kansas high school teaching certificate and have had a course in driver education in an accredited college.

The State Board of Education has adopted a new regulation for the preparation of teachers of driver education beginning September, 1953. All new teachers of this subject at that time will be required to have three semester hours credit in Safety and Driver Education to qualify for the teaching of the course . . .¹²

Student requirements in Kansas. Each student receiving credit for driver education in Kansas shall attend at least ninety periods of classwork and behind-the-wheel instruction. The student must be at least fourteen years of age, the minimum licensing age. He will be required to participate in psychophysical testing which includes tests for reaction time, glare recovery, visual acuity, color blindness, and depth perception.¹³

Driver training car. A dual-control car can be secured by purchasing the car by the school board, or by securing a loan car from a car dealer through AAA. The school must assume the responsibility of insurance, maintenance, and housing. The car is to be used in the training of students only, and not for school or business purposes.¹⁴

The length of the course. The length of the course of study in Kansas is one semester, the student receiving a half-unit of credit.

Textbook and materials. *Sportsmanlike Driving*, published by AAA, and *Man and the Motor Car*, published by the Association of Casualty and Surety Companies, are the two most popular texts. Both textbooks are supplemented by related materials. At this date, no textbook has been adopted by the state.

Content of the course. The course in driver education includes two parts: regular classroom work and practice driving. Both phases are, as a general rule, supplemented by various activities and materials.

Student licensing. Each beginning student is required by law to obtain and have on his person at all times a learner's permit, which must be renewed at the end of a sixty day period. At the completion of the course, the student receives a certificate which, when presented with the learner's permit to the Kansas Vehicle Commission, entitles the student to a full

12. J. A. Nicholson, "Driver Education in High Schools," *Kansas State Department of Public Instruction*, July 19, 1952, p. 2.

13. *Ibid.*, p. 3.

14. *Ibid.*, p. 3.

driver's license without being examined further by the Commission.

If the student has not shown proficiency in his driving, he will be issued a certificate indicating completion of the course, but failure to pass the instructor's examination. In this case, the student must take a state driver's examination before issuance of a driver's license.

A Course of Study

In order that a complete and unabridged course of study can be offered, there must be two divisions in a driver education course: class work and behind-the-wheel study. It is the writer's purpose to discuss each of these separately in the following pages, and to propose a brief outline of each.

A Proposed Classroom Study

The textbook, *Sportsmanlike Driving*, will be used as a classroom basic text in this proposal, as the author feels it is more complete than other books reviewed in this field at the time of the study.

At the present time, *Sportsmanlike Driving* is divided into four main parts: Part I, *The Driver and the Pedestrian*; Part II, *Sound Driving Practices*; Part III, *How To Drive*; and Part IV, *The Motor Age Advances*.

In order to correlate classroom and behind-the-wheel instruction to a closer degree, the author would use the units in the following order: Chapter I, "The Automobile and Its Driver," as an introduction; Part III, *How To Drive*; Part II, *Sound Driving*; Part I, *The Driver and the Pedestrian*; and Part IV, *The Motor Age Advances*.

Part III, *How To Drive*, includes the following chapters: "Before You Start the Engine;" "How the Automobile Runs;" "Action!;" "Maneuvers;" "Solo Driving;" "Driving on the Highway;" "City Driving;" and, "Giving the Car a Square Deal."

This section includes the basic fundamentals of the automobile, and skills, knowledge, and facts concerning the driver in relation to traffic.

In developing Part III, the author, after teaching the course, believes that ample time should be spent in introducing the student to the automobile. It is equally important that the student be taught the preliminary steps and safety measures concerning the automobile before actual driving takes place. A thorough understanding of the need for good posture, use of gauges, safety aids, starting and controlling devices should be presented. Full explanation should be given as to the importance and function of each.

A simplified explanation, description of parts, and general presentation of the motor, transmission, differential, and units which affect the momentum of the car as a whole, should be given. The author has found both boys and girls are interested in the mechanics of an automobile, and would suggest at this point that a week or ten days be given in the de-

velopment of this chapter. The fundamental importance of emphasizing this unit lies in the fact that a basic understanding is gained which will aid the student in realizing the power and limitations that control an automobile.

The two chapters, "Action!" and "Maneuvers," are important and some discussion should take place. However, these chapters are covered more thoroughly through demonstration and student driving. The need for basic skills should be emphasized throughout the discussion.

"Solo Driving" begins a phase through which the student learns the value of being skilled in controlling and driving a car in the most fashionable and smoothest way. Again, sportsmanship and attitudes are introduced in this phase, and should be continually stressed and discussed with each unit. The basic foundation of sportsmanship is courtesy toward other drivers, and attitudes are the basis of correct, skillful, and safe driving.

"Driving on the Open Highway" introduces the student to the many phases of driving, emphasizing again the need for correct attitude, skill, and control in relation to other drivers. Steps in how to overcome skids, safe stopping distances, etc., are presented. "City Driving" is a continuation of the principles discussed in highway driving, and also introduces new ideas concerning correct procedures in city driving, as well as the need for alertness while driving in city traffic.

The need for maintenance and care of safety and control devices are given in "Giving the Car a Square Deal."

Part II, *Sound Driving Practices*, is concerned with traffic laws made by nature and man.

"Traffic Laws Made by Nature" include the fundamentals of gravity, momentum, friction, kinetic energy, and reaction time of drivers. Explanation is presented about these various natural conditions and how they affect the automobile.

The last two phases of this unit develop the man-made laws, covering the origin, making, and effects of laws upon society, as well as their need. Enforcement of the law is also presented in an interesting manner.

Studies which have been compiled show considerable evidence that understanding traffic laws is one of the phases of driving in which drivers need additional training. *The Handbook of Kansas Laws*, printed by the Kansas Highway Patrol, supplements this section.

Part I, *The Driver and the Pedestrian*, is divided into two sections. The first part includes eyesight, physical abilities, explanation of psychophysical testing devices, and reaction time of the driver. The second phase includes pedestrian safety, traffic habits, and the psychology of the driver.

The last section, Part IV, includes the driver and car expense, driving as a vocation, and traffic engineering.

By averaging a chapter and a half per week, the first three parts can be covered in a semester. Part IV can be used for special reports or if time allows, discussed during class. The writer believes the first three parts are the most important and need stressing under the instructor's guidance.

Projects

Many types of projects can be used. Traffic surveys, reports, related studies, charts, and graphs are a few of the many. These projects can be assigned individually or to a group. Extra credit should be given according to the kind and type presented.

Scrapbooks. Each student should make a scrapbook consisting of the following sections: accidents, injuries, fatalities, education, enforcement, and engineering. The purpose of the scrapbook is to bring to the students attention the cause and effect of happenings under each section. The writer finds the scrapbook is very impressive, that students enjoy keeping it, and new interest is found through this procedure, as well as aiding in the learning experiences.

Testing. At least one test per week should be given over the material covered during that period of time. These weekly tests aid in two ways: they help the student retain important points; and, they help the instructor determine whether his teaching is effective and determine the phase each student does not understand.

Weekly tests need not be too long, but should cover the main points of material discussed. At the end of the six weeks period, a test covering all material to that date should be given. The semester's final should cover all phases discussed and read and should be complete in every way.

Psychophysical Equipment. A driver education course is not complete without a program of psychophysical testing. Testing the student's reaction time, glare recovery, visual acuity, depth perception, and field of vision is equally as important as classroom work. The testing program should not be used to determine what students are eligible for the course; rather, it should help the student realize his weak points, and so help him understand the importance of physical and mental efficiency in relation to driving.

There are six main tests which should be given: visual acuity; color-blindness; field of vision; depth perception; glare resistance; and reaction time. Five of these will be listed briefly.

By using the Snellen Chart, the presence of defective eyesight can be discovered. Indication of sub-normal vision should be called to the attention of the student and he should be advised to consult a specialist.

Field of vision, especially peripheral vision is important when approaching interesections, passing, or being passed, and the student should know how far he can see to the side while looking straight ahead. Students

who show indication of restricted side vision should be made aware of it and instructed how to compensate for it.

Errors in judging space and distance, depth perception, are responsible for many accidents, and the ability of judging distance should be tested and proper instruction given to compensate for any deficiency.

The ability to adjust from bright to dim light, glare resistance, is exceptionally important while driving at night. Extreme care and precaution should be taken by the student who is deficient, and proper training and compensation made known to him for needed adjustment.

The reaction time test helps to determine the length of time required by the student to move his right foot from the accelerator to the brake in times of emergency. Reaction time is important in safe driving to the extent that a driver must react quickly as well as correctly.

The equipment is easy to construct and all pieces cost on the average of \$50.00. A testing program is an important section in driver training, in that it acquaints the student with himself in relation to the automobile he will be driving. Again, any unknown defect which will hamper future driving is located at the beginning of the course.

Visual Education. To use a trite phrase, "a picture is worth a thousand words" applies more strongly to driver education than many other courses. Many times, an explanation is not clear to the student. The writer believes that visual-aids should be presented in correlation with textbook and behind-the-wheel training. Evidence points to the fact that a student understands a lesson with greater clarity, if he can see, be shown, and then practice a given situation. Table III includes a partial list of films selected by the author as of special value.¹⁵

Supplementary Materials. The writer has found many organizations which are eager to help in promoting safety and driver education. Most of the material is furnished without cost, or at a minimum charge to cover delivery expenses. Materials are in the form of charts, posters, cartoons, graphs, special articles which have been reprinted from leading magazines, and teaching materials which aid in broadening the scope of the varied sections. All of these materials aid both student and instructor in conducting interesting and valuable class periods.

Other Informative Agencies. The author has found that law officials, insurance agencies, and the State Highway Commission, as well as community and civic organizations, are a constant source for safety talks, programs, and boosters for safety. These agencies can be used effectively in safety drives as well as program materials for parent-teacher meetings and community meetings. Not only do adults gain a better understanding of the need for driver education, but the students benefit from safety talks and films also.

15. AAA Traffic Engineering and Safety Department Research Bulletin 3745 (Washington, August, 1953), p. 1.

A Proposed Behind-the-Wheel Instruction Program

The writer has experimented with two general types of attitudes: one, instructing with crispness, short explanation, and one demonstration; and secondly, several demonstrations to beginning students as well as several explanations, and a relaxed "arm-chair" attitude. Even though time is limited per pupil, it has been found that the latter method works better than the first method. Evidence again indicates that the student is less likely to commit driving errors, and loses timidity or self-consciousness if he feels that he is not expected to rush and to obtain perfection the first time.

As noted earlier, patience is one of the greatest assets needed in driver education, as well as the ability to understand each student's personality. The need for discipline must be stressed, also, as students sense a more relaxed situation while driving, because of the communication being extended between instructor and student during the lesson.

Included in the proposed weekly schedule of instruction is a series of lesson plans for use in instructing students in behind-the-wheel driving. The plan is one used by D. M. Means, driver education instructor in the Wichita schools, with a few changes made by the author. In the following paragraphs, a brief explanation of the purpose of each lesson will be discussed.

Each lesson is so designed to lend continuity to the next step, and, in most cases, the steps of the preceding division are used in current instruction so that the student receives practice in all areas covered each time a new lesson is presented. Demonstration and explanation are necessary when presenting each lesson. The student is first acquainted with the various safety and working devices of the car. The author has found that at this stage beginning students are fearful of a car because of the many various functions it includes. Inhibitions and disturbing points, though minor details, should be dissolved at this time. Each proposed lesson has been arranged so that continuity is smooth between lessons mastered and future lessons. Preceding lessons are incorporated in each new phase, in order that additional skill can be obtained. Practice time should be allowed in each phase until complete skill is mastered.

The instructor should present each lesson in "slow motion," pointing out fine as well as broad points in mastering the unit. In many of the lessons, it will be necessary to repeat the demonstration several times, until each student understands thoroughly the steps to be used and learned. The demonstration should not be too long in time or explanation, but presented in order of the steps used as quickly as possible. One important phase of demonstration lies in the ability of the instructor to perform the lesson without error.

The author believes that grading on the curve should not be employed in driver education. The reason for this lies in the fact that absolute control and skill are needed in driving, and there cannot be a deviation allowed for the student's own safety. Care should be given to aid the student in mastering the situation before a grade is given. If the student fails a lesson, he should be given explanation for the failure, and another opportunity for passing the unit.

Each lesson is composed of several parts or steps valued at two points each. All phases which are missed should be corrected in order that perfection can be obtained. In grading, the writer would use this system: a perfect driving score, A; two points missed, B; three points, C; and four points, D.

Lesson I. Checking the Car

Each student should be proficient in knowing how to check various functions concerning the safe and economical operation of his car, as well as forming a habit of constant checking.

Lesson II. Changing a Tire

Perhaps one of the most important fundamentals to be taught, particularly to girls, is the knowledge of changing a tire correctly and safely. For example, it is important to stress the use of tools to perform the work, and to protect themselves against over-strain.

Lesson III. Preparing to Start

Special emphasis is needed in this area, particularly for those who have driven some. The need for good habits can be taught in connection with this lesson. Continued correction may be needed for some time, until the preparation for starting is habitual.

Lesson IV. Starting the Car in Low and Changing Gears

The need for smooth starting should be emphasized. Many beginners need additional practice in this phase, which can be obtained by using the family car outside of class time.

Some instructors divide this lesson into three parts, teaching clutch control and starting in each separate gear. The author feels, however, that shifting all three gears in one lesson is of more value, as correct procedure and greater smoothness will result more rapidly. Teaching the changing of gears in one step helps minimize student hesitation later on.

Emphasis should be stressed on shifting into neutral while the car is stopped, and keeping the foot brake on, for the purpose of greater safety and to minimize the possibility of the car lurching forward and injuring any one who might be in front.

Lesson V. Stopping the Car

Lesson IV and V can be taught at the same time. However, the writer believes it best to instruct each phase separately, as additional practice is generally needed for more skill and control.

Lesson VI. Steering the Car

Many students have difficulty in learning to steer correctly. Correct hand position should be taught as well as the need for relaxation while steering. Further explanation should be given about the synchronization of the steering, so the student will understand that the car responds when the steering wheel is turned very slightly. A strip of adhesive tape wrapped around the top of the steering wheel sometimes helps the student to determine what position the wheel is in when the front wheels are straight.

Lesson VII. Steering Down a Straight Line

After the student has mastered the ability of steering, he should gain additional skill and control by learning how to drive the car by aligning a part of the car with a distant object. This is a basic skill in highway driving, and helps the student to train himself to drive ahead of present road conditions. It can be introduced to the student by teaching him to drive in a straight line with the right and left wheels of the car on a four inch, one hundred foot white line. Variable distances of the wheels and line should not be greater than two inches per one hundred feet.

Lesson VIII. Backing the Car

Obtaining skill and control in backing a car is equally as important as driving forward. Lesson VII can be employed to a great effect in obtaining accuracy as well as skill in backing.

Lesson IX. Emergency Stops

One of the most important necessities of driving is the ability to bring a car to a complete stop quickly and safely. One point which needs to be emphasized is alertness at all times, and can be employed during this lesson.

Lesson X. Driving the Car Into a Stall

This lesson stresses the importance of gauging distance and the ability of controlling the car completely within a narrow space. The stanchions should be placed so there is a six-inch clearance on each side of the car. Usually, the student will have a tendency to steer too far to the right or left when driving into the stall. Compensation for this should be instructed to each student and the error overcome through additional practice.

Lesson XI. Backing the Car Into a Stall

The same tactics are employed in backing into a stall as in driving into one, except the speed is slower. Additional skill can be obtained by backing the car in from right angles or a different approach other than backing in from a straight angle.

Lesson XII. Weaving Between Stanchions

This lesson gives additional practice in the operation of the clutch, speed, and steering. The author has found this to be an excellent prerequisite to making right and left turns, as it employs the hand-over-hand technique of turning, as well as learning the pivot points of the car.

The stanchions should be placed in a straight line twenty-five feet apart. The car is then driven between the stanchions in an S-curve at a steady speed, both frontward and backward.

Lesson XIII and XIV. Making Right and Left Turns

These two lessons could be easily combined. Special emphasis should be placed on correct signaling and turning from the correct lane, as well as checking traffic. Additional smoothness could be obtained by setting a milk bottle up-side down on the floor, and turning corners without up-setting it.

Lesson XV. Turning Around in a Driveway

It is important that the student acquire skill in entering a driveway which is relatively narrow, from both right and left approaches. Special emphasis should be placed on the need for signaling the intention of turning and for entering the driveway slowly without scraping the tires on either curb. Again, the need for checking traffic carefully when backing as well as watching for pedestrians on the sidewalk should be impressed upon the student.

Lesson XVI. Making a U-Turn

Two types of U-turns should be mastered by the student. The first type should be that of a full intersection U-turn, where intersecting streets are narrow in width. The second type concerns turning from the center of the street, as in the case of a four-lane street intersecting with a two-lane. The need for signaling as well as yielding right-of-way and checking traffic are important points to be stressed.

Lesson XVII. Turning Around in a Narrow Space

This lesson, perhaps, does not appear to be of great importance. Yet, the need for reversing direction may be needed, and skill in making a quick turn effectively should be mastered. A street or narrow road which is as wide or slightly wider than the length of the car is an ideal place for skill training and mastering this phase of driving.

Lesson XVIII. Angle Parking

Angle parking is a necessity, and the ability of smooth, safe operation of the car is of great importance. The approach, swing out for turning, and smooth stopping, as well as backing slowly and checking traffic are important. Stanchions should be used for practice.

Lesson XIX. Parallel Parking

The art of parallel parking is one of the most difficult lessons for students to master, because of car position and judging distance. Reference can be made to lesson XII, in which the student learned to back in a shallow S-curve. This and judging correct distances are the rudiments of parallel parking. The author believes more time should be allowed for this lesson as skill in parking is more difficult. Stanchions should be used while the student is learning.

Lesson XX. Up-grade Parking and Starting

The ability of parking and starting on a steeply graded hill is important, in that special control and synchronization is needed. Starting on a hill should be presented in two ways: use of the hand brake; and use of the foot brake without the aid of the hand brake. The latter of these two is the most difficult to accomplish, and the fear of rolling backward must be erased from the student's mind. The instructor can readily use the dual control brakes in aiding the student to accomplish a smooth start.

Lesson XXI. Changing from High to Low Gears

This lesson, perhaps, is not too important to driving in itself. However, the need of knowing how to gear a car down by double-clutching may be a lifesaver for the driver, should he ever be involved in a situation when brakes fail, or while driving on ice or muddy roads.

Lesson XXII and XXIII. Driving and Passing on the Highway

These two lessons could be combined into one, if necessary. The art of safe and pleasurable driving on the highway, as well as passing, is gained through experience. However, the need for alertness, wise choice of speed, and driving as well as passing distances, should be impressed upon the student.

Lesson XXIV. Driving on Gravel

Driving on gravel can be extremely dangerous, unless control and skill are employed. Overcoming a skid could well be taught at this point.

Lesson XXV and XXVI. City Traffic

These two lessons should be taught separately, in order that the student overcome "traffic-fear," by driving in light traffic first, and to help him become acquainted with conditions encountered in heavy traffic movement. The need for alertness and the ability to stop quickly is important in this phase of driving. Practice in parking, U-turns, right and left turns, and smooth stopping should be included.

Lesson XXVII. Night Driving

Evidence indicates that many instructors do not offer instruction in night driving. The author feels this phase is important, because the beginning student sometimes becomes panicky in night driving, caused from glare and not being able to see clearly. Since a majority of highway accidents occur after darkness or in the hours of twilight, it is important that the student is taught all phases of twilight driving. Enough time should be spent on this section to make certain the student develops additional skill in driving.

Final Driving Test

All phases covered during the semester should be included in the final driving test. No help other than instructions should be offered by the instructor. The test normally should not be over an hour's length per

student. Each pupil should drive with only the instructor in the car, and, at the completion of the test, pointers can be given to help the student increase his driving skill.

This test, and the final book test, can readily indicate whether the student is proficient in all areas, and can well determine his ability as a new driver.

A Proposed Weekly Schedule of Instruction

As was stated previously, there is necessity for close coordination between class work and behind-the-wheel instruction. It would be impossible, however, to accomplish this in completion. Recall can be used effectively to aid the student in learning various techniques in actual driving, which were explained in the various chapters of the textbook.

An ideal situation would be one in which five one-hour class meetings are held per week and at least five two-hour driving classes are available each week, as well as a class size of sixteen students. For the purpose of explanation, this schedule will be used in illustrating a semester's outline. The schedule will vary, however, according to class size and situations peculiar to a given school.

The driving schedule would be set up as follows. Each driving class would include four students who would drive twice a week, fifteen minutes each. For the purpose of convenience, the four groups would be lettered A, B, C, and D. The driving schedule would be as follows:

Groups A and B would drive on Monday and Wednesday

Groups C and D would drive on Tuesday and Thursday

Friday would be used for make-up work on lessons missed, or additional driving practice for students having difficulty.

Following is a tentative weekly schedule of material to be covered in class work and driving instruction for an eighteen week period. The proposed textbook would be *Sportsmanlike Driving*. All films cited in the weekly schedule are given in Table III.

TABLE III
Driver Education Films

Title	Sources**		
	Loan	Rent	Purchase
ABC of Internal Combustion	9	---	9
Accident Behavior	9	---	9
And Then There Were Four	16	---	---
Day In Court	11	---	---
Driver Education Series	---	---	10
Fatal Seconds	1	---	---
Ford Film Series	8	---	8
It's Wanton Murder	---	---	3
Keeping Your Car Fit	---	13	---
Know Your Car	---	13	5
Last Date	4, 15	---	15
Look What You're Missing	14	---	14
Driving	---	18	18
Periodic Checkup	---	13	6
Problems of City Driving	---	18	18
Safe Driving Series	---	7	7
Sergeant Bruce Reporting	---	4	15
Signs of Life	17	---	17
Short Stops	---	13	12
Smooth Starts	---	13	12
Speed and Reflexes	---	18	18
Stop That Car	---	12	13
Teach Them to Drive	2	---	---
Trouble Shooting Your Car	---	13	6
Turnabout Man	---	13	12
We Drivers	9	---	9
You Bet Your Life	---	18	18
Your Driving Habits	---	13	6

** The number in the columns under sources refers to the organization from which prints may be borrowed, rented, or purchased, as listed under the following Film Sources for Driver Education: 1. Aetna Life Affiliated Co., Safety Education Film Department, Hartford 16, Connecticut; 2. American Legion, 777 No. Meridian Street, Indianapolis 6, Indiana; 3. American Transit Association, 292 Madison Avenue, New York 19, New York; 4. Association Films, 35 West 45th Street, New York 19, New York; 5. Automobile Club of Southern California, 2601 So. Figueroa Street, Los Angeles 45, California; 6. Castle Films, 1445 Park Avenue, New York 29, New York; 7. Coronet Films, Coronet Building, Chicago 1, Illinois; 8. Ford Motor Company, Motion Picture Department, Dearborn, Michigan; 9. General Motors Corporation, Film Distribution Section, Public Relations Department, General Motors Building, Detroit 2, Michigan; 10. General Motors Photographic, 425 W. Milwaukee Street, Detroit 2, Michigan; 11. International Harvester, 180 No. Michigan Ave., Chicago 1, Illinois; 12. Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan; 13. Kunz Picture Service, 1319 Vine Street, Philadelphia, Penn.; 14. Liberty Mutual Ins. Co., 175 Berkeley Street, Boston, Massachusetts; 15. Lumbermen's Mutual, Insurance Company, Mutual Ins. Bldg., Chicago 40, Illinois; 16. Modern Talking Pictures, 45 Rockefeller Plaza, New York, New York; 17. National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois; and 18. Progressive Pictures, 6351 Thornhill Drive, Oakland, California.

First Week**Class Work:**

Introduction of driver education to students
Chapter I, "The Automobile and the Driver"
Chapter XII, "Before You Start the Engine"
Psychophysical tests
Films:

"And Then There Were Four"
"A Day In Court"
"Last Date"

Driving Schedule:**Lesson I, Checking the Car**

Checks amount of water in radiator
Checks amount of oil in engine pan
Locks hood down properly
Checks inflation of the tires
Checks the gasoline supply
Checks the lights

Lesson II, Changing a Tire

Sets hand brake properly
Blocks wheel properly
Places jack properly under bumper
Raises wheel proper distance
Uses lug wrench correctly
Replaces wheel on axle properly
Replaces hub cap properly
Replaces fender skirt properly

Lesson III, Preparing to Start

Makes proper adjustment of the seat
Adjusts rear view mirror properly
Takes proper position behind wheel
Locates pedals with feet correctly
Checks operation of stop light
Starts the engine properly
Makes proper use of choke
Checks the oil pressure

Second Week**Class Work:**

Chapter XIII, "How the Automobile Runs"

Films:

"ABC of the Automobile Engine"
"Know Your Car"

Test, Chapters XII, XIII

Driving Schedule:**Lesson IV, Starting the Car in Low and Changing Gears**

Holds hand properly for shifting
Makes proper shift without clashing gears
Starts off without any jerking
Has correct engine speed for start

Creeps car at friction point
 Shifts into second without clashing gears
 Operates clutch smoothly
 Keeps engine at correct speed
 Accelerates at proper speed
 Shifts into high without clashing gears
 Operates clutch smoothly
 Shifts to neutral when stopping
 Operates hand brake properly

Third Week

Class Work:

Chapter XIV, "Action!"
 Chapter XV, "Maneuvers"
 Films:
 "Smooth Starts"
 "Your Driving Habits"

Driving Schedule:

Lesson V, Stopping the Car

Makes proper hand signal
 Disengages clutch at proper time
 Takes the right distance for stop
 Brings car to smooth stop
 Stops at designated point
 Shifts into neutral after stopping

Lesson VI, Steering the Car

Keeps hands in correct position on steering wheel
 Operates steering wheel smoothly
 Does not weave about the street
 Does not over-steer

Fourth Week

Class Work:

Chapter XV, "Maneuvers"
 Chapter XVI, "Solo Driving"
 Test, Chapters XIV, XV, XVI
 Films:
 "We Drivers"
 "Behind the Wheel"

Driving Schedule:

Lesson VII, Steering Down a Straight Line

Does not weave over line
 Reaches speed of at least 20 mph.
 Wheels on line at all times
 Brings car to smooth stop

Lesson VIII, Backing the Car

Takes correct position in seat
 Looks to the rear while backing
 Holds clutch at friction point
 Backs in a straight line
 Backs properly to right and left
 Backs properly at a slow speed

Fifth Week

Class Work:

Chapter XVII, "Driving on the Open Highway"

Test, Chapter XVII

Films:

"Signs of Life"

"Look What You're Missing"

"Fatal Seconds"

Driving Schedule:

Lesson VIII, Backing the Car

(Same as in Lesson VII)

Lesson IX, Emergency Stops

Places feet on pedals correctly

Brings car to a smooth stop

Stops car within required distance

Swings car to right while stopping

Uses foot and hand brake correctly

Sixth Week

Class Work:

Chapter XVIII, "City Driving"

Six-weeks test, Chapters I, XII to XVIII

Films:

"Problems of City Driving"

"Safe Driving—Streets and Highways"

Driving Schedule:

Lesson X, Driving Into a Stall

Approaches stall in high gear, 15 mph

Slows down at the proper rate

Brings car to a smooth stop

Stops within one-foot of cross line

Stops car square in the stall

Lesson XI, Backing Into a Stall

Has correct position and speed

Steers properly while backing

Stops car square in stall

Stops within one-foot of cross line

Seventh Week

Class Work:

Chapter XIX, "Giving the Car a Square Deal"

Chapter XX, "Your Automobile and Your Pocketbook"

Test, Chapters XIX, XX

Films:

"Keeping Your Car Fit"

"Periodic Checkup"

Driving Schedule:

Lesson XII, Weaving Between Stanchions

Weaves forward at even speed

Weaves backward at even speed

Operates steering wheel correctly

Does not swing too wide

Operates the clutch properly

Does not touch stanchions

Eighth Week**Class Work:**

Chapter IX, "Traffic Laws Made By Nature"
 Test, Chapter IX

Driving Schedule:

Lessons XIII, XIV, Making Right and Left Turns
 Signals properly for a right turn (or left turn)
 Checks traffic coming from all directions
 Makes turn from outer lane (or inner lane)
 Begins turn at proper point
 Makes turn at correct speed
 Does not cut too sharp or wide
 Completes turn in proper lane

Ninth Week**Class Work:**

Chapter X, "Traffic Laws Made by Man"
 Kansas Traffic Laws
 Films:
 "Sergeant Bruce Reporting—Series 1, 3"

Driving Schedule:

Lesson XV, Turning Around in a Driveway
 Stops at proper place at curb
 Checks traffic
 Signals for turn
 Enters driveway squarely
 Checks traffic while backing out
 Backs in proper form into street
 Does not scrape curb while entering or leaving driveway

Lesson XVI, U-Turns
 Signals for stop at intersection
 Stops at proper point
 Checks traffic before turning
 Steers correctly while turning
 Signals at proper points
 Yields right-of-way to traffic

Tenth Week**Class Work:**

Chapter X, "Traffic Laws Made By Man"
 Kansas Traffic Laws
 Test, Chapter X, Kansas Traffic Laws
 Films:
 "Traffic With the Devil"

Driving Schedule:

Lesson XVI, U-Turns, Full Intersection Turns and Inside Lane Turns
 (Same as in previous lesson)

Lesson XVII, Turning Around in a Narrow Space
 Makes sharp turns to the left
 Makes backing turn to left
 Completes turn with two maneuvers
 Checks traffic at all times
 Makes proper use of clutch, accelerator, and brakes

Eleventh Week**Class Work:**

Chapter XI, "Observance and Enforcement"
Safety Talk by Law Enforcement Officers
Test, Chapter XI

Driving Schedule:

Lesson XVII, Turning Around in a Narrow Space
(Same as in previous lesson)

Lesson XVIII, Angle Parking
Checks traffic to the rear
Signals for a stop properly
Swings out correct distance for turn into parking space
Begins turn at proper point
Centers car in parking space
Does not bump curb
Checks traffic while backing
Backs into street at proper angle
Checks traffic before starting

Twelfth Week**Class Work:**

Six-weeks review
Six-weeks test, Chapters IX–XI, XIX, XX

Driving Schedule:

Lesson XVIII, Angle Parking
(Same as in previous lesson)

Lesson XIX, Parallel Parking
Checks traffic before stopping
Signals for a stop
Correct position for backing
Correct S backing maneuver into parking stall
Centers car in parallel space
Backs properly, angles car in proper position when pulling out
Checks traffic before starting out

Thirteenth Week**Class Work:**

Chapter II, "The Best Way to Learn to Drive"
Chapter III, "The Eyes of the Driver"

Driving Schedule:

Lesson XIX, Parallel Parking
(Same as in previous lesson)

Lesson XX, Stopping, Starting on an Upgrade
Stops and sets hand brake properly
Starts in low gear without jerking
Uses foot and hand brake properly
Turns front wheels into curb at proper angle

Lesson XXI, Changing from High to Low Gears
Shifts down into second at proper speed
Shifts into low gear at proper speed
Shifts without clashing gears
No jerking of the car at any time
Keeps engine at proper speed
Double-clutches properly

Fourteenth Week**Class Work:**

Chapter IV, "Physical Fitness and Safety"
 Chapter V, "Reaction Time and the Driver"
 Test, Chapters II-V

Films:

"Speed and Reflexes"
 "Short Stops"
 "Highway Mania"

Driving Schedule:

Lesson XXII, XXIII, Driving and Passing on the Highway

Drives at proper speed for traffic conditions
 Follows other cars at correct distance
 Steers the car smoothly
 Slows down properly for the curves
 Makes proper use of the horn
 Crosses railroad tracks cautiously
 Judges correctly when to pass
 Begins pull-out at proper point
 Checks traffic before passing
 Signals to car ahead for passing
 Returns to right lane properly

Fifteenth Week**Class Work:**

Chapter VI, "Good Traffic Habits"
 Chapter VII, "The Psychology of the Driver"
 Test, Chapters VI, VII

Films:

"Turnabout Man"
 "It's Wanton Murder"
 "Night and Bad Weather Driving"

Driving Schedule:

Lesson XXIV, Driving on Gravel

Regulates speed to road conditions
 Pulls out properly for cars to pass
 Slows down at blind intersections
 Makes no abrupt changes in speed
 Does not weave back and forth
 Observes right-of-way rules at intersections
 Parks car properly at roadside

Lesson XXV, Driving in Light City Traffic

Regulates speed according to speed and traffic zones
 Follows cars at proper distance
 Does not drive too closely to parked cars
 Stops correctly at stop lights
 Keeps in right traffic lane
 Reduces speed at bad intersections

Sixteenth Week

Class Work:

Chapter VIII, "Sportsmanlike Pedestrians"
Test, Chapter VIII

Driving Schedule:

Lesson XXV, Driving in Light City Traffic
(Same as in previous lesson)

Lesson XXVI, Driving in Heavy City Traffic

- Moves properly with traffic
- Drives in proper traffic lane
- Follows cars at proper distance
- Makes no sudden change in driving maneuvers
- Makes proper use of the horn
- Does not crowd pedestrians at intersections
- Regulates speed according to traffic conditions
- Does not drive too close to parked cars
- Stops correctly at stop lights
- Reduces speed at proper places
- Is alert, cautious, and calm
- Has proper attitude

Lesson XXVII, Driving at Night

- Drives at the proper speed
- Does not wander over the road
- Operates high and low light beams properly
- Observes and follows road signs correctly
- Keeps proper distance from passing cars
- Judges correctly when safe to pass

Seventeenth Week

Class Work:

Review of book for final book test

Driving Schedule:

Review of lessons covered

Eighteenth Week

Class Work:

Semester Final

Driving Schedule:

Semester driving test

The last week would be used for final testing in driving, which, out of necessity, would consume most of the class time also.

The writer believes that Part IV of **Sportsmanlike Driving** could be read by the student, and omitted during class time because of the time element and the fact that it discusses driving as a vocation.

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