State of Iowa
1965

DRIVER EDUCATION

FOR IOWA SCHOOLS

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Iowa Cooperative Curriculum Development Program

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IOWA COOPERATIVE CURRICULUM DEVELOPMENT PROGRAM

Central Planning Committee

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W. T. Edgren, Assistant Superintendent—Administration, State Department of Public Instruction
Boyd H. Graeber, Associate Superintendent, Vocational Education, State Department of Public Instruction
Donald C. Henn, Principal, John Adams Junior High School, Mason City
Wm. Lee Hoover, Graduate Student, State University of Iowa (Formerly—Consultant, Division of Special Education and Guidance Services, State Department of Public Instruction)
Paul F. Johnston, Superintendent, State Department of Public Instruction
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Drexel D. Lange, Associate Superintendent, Pupil Personnel Services, State Department of Public Instruction
Robert W. Langerak, Principal, Smouse Elementary School, Des Moines
C. Louis LeCocq, Curriculum and Instruction Director, Dubuque Community School District, Dubuque
Alfred Schwartz, Dean, College of Education, Drake University, Des Moines
Richard N. Smith, Associate Superintendent, Administrative Services, State Department of Public Instruction
Franklin D. Stone, College of Education, State University of Iowa, Iowa City (Formerly—Superintendent, Keokuk Community School District, Keokuk)
S. T. Tweed, Superintendent, Winnebago County Schools, Forest City
L. A. Van Dyke, Professor of Education, State University of Iowa, Iowa City (Editorial Consultant)
Guy Wagner, Director of Curriculum Laboratory, State College of Iowa, Cedar Falls (Editorial Consultant)
Paul E. Wallace, Superintendent, Audubon Community Schools, (Formerly—Director, Division of Supervision, State Department of Public Instruction)

Planning Committee for the Handbook in Driver Education

Ivan L. Eland, Director of Safety Education, State College of Iowa, Cedar Falls, Iowa (Chairman)
Lloyd E. Christensen, Driver Education Instructor, Marshalltown Community School District, Marshalltown, Iowa
Richard Frey, Driver Education Instructor, Southeast Polk Community School District, Runnells, Iowa
James E. Goetch, Driver Education Instructor, Howard-Winneshiek Community School District, Cresco, Iowa
Thomas C. Green, Former Consultant, Department of Public Instruction, Des Moines, Iowa
John T. Haack, Co-ordinator of Audio-Visual and Safety Education, Davenport Community School District, Davenport, Iowa
Richard W. Jones, Director of Safety Education, Keokuk Community School District, Keokuk, Iowa
Richard A. Meyerhoff, Director of Driver Education, Waterloo Community School District, Waterloo, Iowa
John H. McBurney, Former Superintendent of Schools, Webster City Community School District, Webster City, Iowa
Fritz J. Nielsen, Driver Education Instructor, New Hampton Community School District, New Hampton, Iowa
Lillian Schwenk, Instructor, Psychology Department, Iowa State University, Ames, Iowa
Frank Ulish, Field Representative, Safety Education Division, Iowa Department of Public Instruction, Des Moines, Iowa

Production Committee for the Handbook in Driver Education

Ivan L. Eland, Director of Safety Education, State College of Iowa, Cedar Falls, Iowa (Chairman)
John T. Haack, Co-ordinator of Audio-Visual and Safety Education, Davenport Community School District, Davenport, Iowa
Richard W. Jones, Director of Safety Education, Keokuk Community School District, Keokuk, Iowa
Richard A. Meyerhoff, Director of Driver Education, Waterloo Community School District, Waterloo, Iowa

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The Workshop Committee was composed of the following individuals:

William Boland, Jr.,	(Formerly) Fort Dodge Community School District
Lloyd E. Christensen,	Marshalltown Community School District
Jim Goetch,	Howard-Winneshiek Community School District
John T. Haack,	Davenport Community School District
Ray J. Hazen,	Charles City Community School District
Edward Hoing,	Garwin Community School District
R. W. Jones,	Keokuk Community School District
Gary P. McAvoy,	Decorah Community School District
Fritz Nielsen,	New Hampton Community School District
John B. Nielsen,	Clinton Community School District
Richard Meyerhoff,	Waterloo Public School District
Charles Riker,	Kalamazoo Public Schools, Kalamazoo, Michigan
Fabian Robinson,	Ocheyedan Community School District
J. David Runyon,	St. Ansgar Community School District
Ronald F. Short,	Union H. S. District, Yuma, Arizona
John A. Stephenson,	Mediapolis Community School District
Julius Tesch,	Mason City Community School District
Gordon Peters,	Coulterville Public School, Coulterville, Illinois
Charles Patridge,	Mason City Community School District
Wilbur Perkins,	Lone Tree Community School District

The foregoing committee is also deeply grateful for the guidance and help of the following consultant personnel:

Mr. Thomas Green,	Former Regional Consultant, State Department of Public Instruction State Office Building, Des Moines, Iowa
Mr. W. Dale Chismore,	Former Assistant Superintendent of Public Instruction Department of Public Instruction State Office Building, Des Moines, Iowa
Mr. Harold Dilts,	Former Supervisor of Curriculum Department of Public Instruction State Office Building, Des Moines, Iowa
Dr. Norman Key,	Executive Secretary NEA Commission for Safety Education 1201 16th St., N. W., Washington, D. C.
Mr. Dan Webster,	Senior Consultant School and College Department National Safety Council 425 N. Michigan Ave., Chicago 11, Illinois
Mr. Harold O. Carlton,	Educational Consultant American Automobile Association 1712 G. St., N. W., Washington, D. C.
Mr. William J. Toth,	Traffic Consultant Center for Safety Education New York University, New York, New York
Mr. Floyd Link,	Director of Public Relations Motor Club of Iowa 1049 State St., Bettendorf, Iowa
Mrs. Elizabeth Stewart,	Editorial Department Scott, Foresman and Company 433 E. Erie Street, Chicago 11, Illinois
Mr. Bob Bateman,	Traffic Safety Consultant Motor Club of Iowa 1049 State St., Bettendorf, Iowa

Also for the technical assistance of Dr. William Harper, M.D., Keokuk, Ia., in reviewing the material on alcohol and drugs.

PROVISIONS OF THE IOWA DRIVER EDUCATION LAW

RULES AND REGULATIONS

The law authorizes the Superintendent of Public Instruction to determine the rules and regulations, including instructional standards, teacher qualifications, and the administration of the program

AN APPROVED COURSE

The law provides that an approved driver education course, as programmed by the Department of Public Instruction, shall consist of at least thirty (30) clock hours of classroom instruction and six (6) or more clock hours of laboratory instruction of which at least three (3) clock hours shall consist of street or highway driving.

PERSONS REQUIRED TO TAKE THE COURSE

There is no requirement that any person take the course. There is a requirement that, effective August 1, 1967, any person under the age of eighteen (18) years who wishes to secure an operator's or chauffeur's license shall have successfully completed an approved driver education course.

PERSONS ELIGIBLE TO TAKE THE COURSE

The law provides that all students enrolled in a public, parochial, or private high school, or out-of-school youth between the ages of fifteen (15) years and twenty-one (21) years and who reside in the district shall have a driver education course offered or made available to them by the Public School District.

FINANCE

The Iowa Driver Education Law provides that funds shall be appropriated by the Legislature to a special driver education fund to be administered by the Department of Public Instruction. The law further provides that two (2) per cent of the annual amount appropriated to the special driver education fund shall be available to the Department of Public Instruction for use in discharging the cost of administration of this act. It further provides that the school districts shall receive up to thirty (30) dollars for each student who has completed an approved course.

REIMBURSEMENT

Commencing with the September 1965 school term, the law provides for reimbursement from this state fund to local school districts up to thirty (30) dollars per pupil. Reimbursement may only be paid to public school districts.

Reimbursement for the program to local school districts will be made after June 30 of each fiscal year when all schools have reported their entitlements in order that the funds may be distributed on a pro rata basis if the state funds prove insufficient to meet the thirty (30) dollar payment.

MAY PAROCHIAL OR PRIVATE SCHOOLS OFFER THE COURSE?

Parochial and private schools, or commercial driver education schools licensed by the Department of Public Safety, may offer the course and issue certificates providing the instructor is recognized by the Superintendent of Public Instruction as being qualified to teach at the secondary level and holds a valid certificate to teach driver education in the public schools of Iowa. These schools will not receive reimbursement from the state.

FOREWORD

Education is frequently defined as preparation for life. Recently, however, in response to Russian successes in the scientific field, there has been a movement toward a more narrow academic type of education. Some educators approve this "firming up" of the curriculum. Ohers view the de-emphasis of certain practical subjects with alarm. Driver education is one of the subjects that has come under attack as "unnecessary."

This raises an important question: what good is advanced mathematics, botany, or a complete command of a foreign language to the student who kills himself in an automobile accident? Obviously, a l i v e scientist is of much greater value than a dead one. The choice educators have to make is not "driver education instead of science;" rather it is "driver education in addition to." Failing to make this c h o i c e is failing to insure the potential of future linguists or scientists when our survival as a nation depends heavily upon them.

For many students it is impossible to predict with a great degree of accuracy what their life work will be. For most of our youth, however, driving an automobile is a virtual certainty. For t h e s e people, driver education is not only preparation for life, it is preparation to stay alive.

A recent Department of Public Safety survey indicates that of 53 teen-age drivers killed in traffic accidents, only one had taken a driver education course. This story is a tremendous assurance to the parents of students who have taken driver education and provides a hopeful note to those who have students who are about to reach driving age.

It is the hope of the members of the committee that the use of this book will help the driver education teachers of Iowa maintain high quality programs that have been characteristic of the past. In addition, it is the purpose of this handbook to assist administrators and teachers who are responsible for organizing, administering, and teaching the driver education course. This book is not a textbook; it is rather a guidebook calculated to form the framework for the driver education program.

Grateful acknowledgement is made to Ivan L. Eland, Director of Safety Education, S t a t e College of Iowa, and the committee whose names appear on page IV. They were responsible for the preparation of this handbook.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

DRIVER EDUCATION

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Section One . . .

INTRODUCTION

Each year nearly 40,000 persons are killed in traffic accidents, and 1,400,000 people are badly injured. The under 24 age drivers are involved in a disproportionate share of these accidents. They have 30 per cent of all accidents while representing only 18 per cent of the driving population. According to the American Automobile Association (AAA) pamphlet, "Traffic Safety and Engineering," the teen ager drives only 1/5 as far as does the next safest group, the 40 to 45 age group.

Equally important is the economic loss from automobile accidents. The annual loss of 6 billion dollars is enough to buy each high school senior a $2,500 car. These figures are reflected in the insurance rates young drivers have to pay. All young drivers have to pay a higher rate than do older drivers. Those who have completed an approved driver education course usually qualify for a reduced rate.

In states where studies have been made on the accident-violation records of trained versus untrained drivers, the results have been encouraging. In Pennsylvania, the trained boys had 45 per cent fewer accidents than the untrained boys. The trained girls had 53 per cent fewer accidents than the untrained girls. Wherever studies are made, the fact is borne out that systematic classroom instruction along with well supervised practice driving instruction does reduce traffic violations and accidents.

This does not mean that we can rest on our laurels and that we can relent in our effort. Insurance officials are practical people who will continue to consider driver education premium reduction only so long as it makes a difference. Likewise, the public is discerning and will withdraw support when it senses a lack of quality in the program or sincerity of the instructor. Unless a driver education teacher is able to effect a measureable difference in the driving behavior of the young people with whom he is working, there is absolutely no justification for the time, effort, and money being spent in pursuance of the course.

Before any planning of your course content can be done, however, the national accident-violation experience as well as that in your town, city or area, and in the State of Iowa, must be clearly established. To do this, it will be necessary to contact your local police department or local enforcement officials, your area patrol officer, and the Department of Public Safety for facts. Instructional planning must then be based on when, where, and how these accidents and violations are happening and what is causing them. Then and only then can an instructor proceed in an orderly fashion to the solution of the problem in his area. To do otherwise is an invitation to disappointment for the instructor and disillusionment for the parents and community leaders who instituted the course.

Further planning for the instructional program in driver education must be based on the specific purposes of driver education and the general objectives of the school. Instructional methods must be based on the needs and interests of particular groups of students and of individuals within each group, as well as the overall environment or social setting in which the students live. In determining the program, teachers and students together should consider special problems of the community, nature and needs of the students, problems students will face in different driving situations, and over-all attitudes toward traffic safety in the community. The instructor must use imagination and skill in organizing a particular program into realistic and meaningful learning sequences.

"Criteria for Selecting Learning Experiences"[1]

The learning experiences should:

1. Be consistent with the general objectives of education
2. Contribute to the achievement of the specific purposes of the course
3. Contribute to the development of safety consciousness
4. Provide for acquisition of correct driving habits
5. Insure a complete and balanced program

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[1] National Commission For Safety Education, 1201 16 Street, N. W., Washington, D. C.

6. Be psychologically sound and socially acceptable
7. Originate in problems that reflect student needs
8. Accomodate individual differences
9. Motivate the student to continue in the maintenance and improvement of his proficiency as a safe driver and good traffic citizen
10. Provide for and encourage student-centered activities.

"In keeping with present-day needs, education strives not only to develop the highest capacities of each individual, but also to stimulate effective cooperation among individuals and groups. Cooperation should be particularly stressed in driver education, since this is an activity touching the life of nearly every man, woman, and child. It is not, therefore, one of the objectives of driver education—nor is it important — to determine 'who is best.' All drivers and pedestrians share our streets and highways. Thus, the emphasis in driver education must be on developing a voluntarily cooperative attitude on the part of every student.

"To assume that a natural spirit of competition does not exist among individuals in any group would, of course, be erroneous. If this spirit of competition is approriately recognized in the teaching-learning situation, it can provide an incentive to learning. On the other hand, undue emphasis on competition constitutes damaging exploitation not only of the many who lose in contests but of the winners as well, since the higher values sought through driver education inevitably become submerged in meaningless rivalry.

"For these reasons, competitive activities which pit the skill of students or young drivers one against the other cannot be reconciled with the purpose of driver education. Furthermore, schools should neither sanction any such activity that is outside of school control, nor employ school facilities, personnel, or time to implement it."

STATE DEPARTMENT— RULES AND REGULATIONS

The State Department of Public Instruction is responsible for the general development and improvement of driver education in the public schools of Iowa. At each stage of planning, organization, administration, teacher preparation, certification, evaluation, and research, the State Department of Public Instruction has the primary responsibility of leadership as well as the responsibility of supervision.

Certification and Approval:

1. The instructor must have a valid teaching certificate for secondary schools in the State of Iowa.
2. To be approved, the instructor must have ten semester hours (or equivalent) in the field of safety education including three (3) semester hours in the Principles of Safety Education and six (6) semester hours in Driver and Traffic Safety.
3. The instructor must have a valid Iowa driver's license or chauffeur's license.
4. The instructor's driving record must have a low accident and/or violation rate verified by the State Department of Public Safety.
5. The instructor must be free of any physical defects that would be a handicap in the teaching of driver education.

Time Allotments:

1. Classroom Instruction
   a. The minimum number of hours for classroom instruction shall be thirty (30) clock hours.
   b. Observation time in the car with an instructor shall not be counted toward classroom work.
2. Practice Driving
   a. The minimum number of hours of "behind-the-wheel" driving shall be six (6) clock hours.
   b. Observation time in the car shall not be counted as practice driving.
   c. When simulators are used for part of the practice driving experience, four (4) hours of simulator experience shall be considered equal to one (1) hour of

practice driving in the car; a maximum of three (3) of the six (6) hours required for practice driving may be simulator experience.

3. Summer School
   Approval of summer school programs must be secured from the State Department of Public Instruction prior to commencing the course.

The above standards are the minimum recommendations of the National Education Association as well as requirements of most insurance companies in offering a lower rate of insurance premium where there is a person under the age of 25 driving the family car.

Dual Controlled Cars:

1. Dual controlled cars shall be used in all cases involving on the street or highway driving.
2. All dual controlled cars shall be adequately insured. (It is recommended that this coverage be $100,000-$300,000 on liability and $100,000 on property damage.)
3. All dual controlled cars should have identification signs, visible from the rear, showing the car is being used for driver education. If the car is being used for other than driver education the identification signs shall be removed or covered.
4. It is recommended that driver education cars be used only for instructional purposes.

Instruction Permits:

All students must have an instruction permit issued by the Driver's License Division of the State Department of Public Safety. This permit is valid for a period of two years from date of issuance.

Section Two . . .

ORGANIZATION AND ADMINISTRATION

The official representatives of the Department of Public Instruction, colleges and universities, and the local school systems have the responsibility to furnish leadership for the organization and administration of driver education programs in Iowa. This guide is designed to help this leadership effectively develop policies, types of instruction, teacher preparation, and scheduling in organizing a sound driver education program.

This section was prepared to help local school administrators and teachers to develop a quality driver education program by giving suggestions and samples that various schools have found to be practical in their organization of this program. Many forms or policies may seem to be highly theoretical; however, because of the varied experiences and needs found throughout the years by these school districts, the curriculum committee felt these should be included in this guide.

The Organization and Administration Section includes:

Administrative Policies and Reports
The Driver Education Program
Scheduling
Student Selection and Grade Placement
Before and After School Programs
Summer School Programs
Adult Education and Out-of-School Youth
Credit for Driver Education
Teacher Qualification
Teacher Load
The Role of the State Department of Public Instruction
The Role of the Department of Public Safety
Basic Equipment for Driver Education
Insurance Provisions
Drivers License Procedure
Public Relations

ADMINISTRATIVE POLICIES AND REPORTS

Administrative officials of the State of Iowa and local school systems have the responsibility of furnishing effective leadership for organizing and administering programs of driver education. This leadership may be effectively exercised through developing policies regarding the program. The policies listed below are a guide in forming your local policies and reports:

I. Operating Charges for Cars

A. Gasoline: Rotate the purchases among the various dealers unless the school has a contract with a specific dealer.

B. Oil and Lubrication: It is best to have a leased or loaned car serviced by the dealer furnishing the car. School owned cars should be serviced according to local school policy.

C. Other Charges: Expenses and repairs needed other than those listed above should be assigned according to local school policy.

II. Care of Cars

A. The local school should maintain the driver education cars in the safest possible condition.

B. The local school should make sure that the vehicle is adequately insured to protect both the students and the teaching personnel.

C. The local school should make sure the vehicle is garaged.

III. Use of the Cars

A. The driver education car should be used for:

1. Instructional purposes
2. Driving to and from the place of service
3. Driving to and from the place of storage
4. Driving to remove carbon (Upon approval of local administration and dealer)

B. Cars should not be used by:
   1. Instructors for private errands
   2. Instructors for school errands or personal business
   3. Persons other than the driver education instructors or other authorized personnel

C. Special Uses: When the school driver education car is owned, the local administration may assign the car to other authorized personnel if the driver education sign is removed; however, this use shall in no way affect the instructional program.

IV. Miscellaneous

A. Whenever the car is parked, the ignition switch should be locked with the keys removed

B. To facilitate car instruction, an instructor should teach more than one student at a time

C. Local schools should give all dealers an opportunity to participate in furnishing driver education cars

D. Seat belts should be fastened during driving instruction

V. Reports

A. Accident Reports
   1. An oral report should be given to local administrators immediately
   2. Written reports with complete information must be given on any accident involving the driver education car. Copies shall be made for: instructor, proper school authority, insurance company, police department, Department of Public Safety, and the Department of Public Instruction

B. Yearly Reports

Every department of the school should submit to the administration a report of its yearly activities. A driver education report should include:

   1. Cost per pupil
      (Include instructor's salary, car costs, insurance costs, maintenance costs, repair costs, and classroom costs.)
   2. Number of students
      (Breakdown of boys and girls and number in various phases of the program.)
   3. Breakdown of various phases of the program
   4. Instructor's activities
   5. Recommendations for improving instruction

C. Parent Approval Form (See Appendix A)

D. Letters to Parents Forms (See Appendix B and C)

E. Completion Certificate (See Appendix D)

F. Permanent Record Card (See Appendix E)

G. Statement of Cost (See Appendix F)

H. Obtaining the Car

One factor in starting a driver education program is the procurement of the dual controlled cars needed. Obtaining cars is not usually a difficult problem. Listed in the appendix are the three most common plans:

   1. Cars on a loan basis: At present most schools have their dual controlled car on a loan basis. Local dealers are usually happy to have a car in the driver education program. Requests should be made by the administration directly to the dealer. If several dealers wish to furnish cars a rotation plan should be established.
   2. Cars owned by the school: An increasing number of school boards find it more satisfactory to purchase their own cars on a bid basis from local dealers. This plan permits the school to have the car at all times of the day and year and the choice to purchase a more suitable car. Frequency of trading is usually geared to coincide with the mileage guarantee. (See Appendix G for Sample Bill of Sale)
   3. Cars leased by the school: Cars may be leased on a monthly or a yearly plan. A written contract between the school district and the dealer should make clear who is responsible for maintenance in addition to stating the information called for in the sample lease agreement. (See Appendix H for Sample Lease Agreement)

THE DRIVER EDUCATION PROGRAM

It is every school's responsibility to provide a complete course in driver education for all persons of driving age. A complete course consists of both classroom and driving instruction. It is recognized that classroom instruction offered by itself is valuable; however, if all the objectives of driver education are to be achieved, driving instruction must be an integrated part of the program.

I. Classroom Instruction

It is recommended that the classroom phase of driver education be taught by an approved instructor on a semester basis meeting daily. When a full semester course cannot be scheduled, lesser amounts of time, such as 45 clock hours or the minimum of 30 clock hours may be offered.

Suggested percentage time allotments are stated merely for the purpose of guidance to prevent over or under emphasis on any given unit. These suggestions are the consensus of the production and planning committee:

- 5% Study of the Motor Age
- 20% The Driver
- 20% Laws
- 3% Understanding Your Car
- 20% Good Driving Practices
- 14% Maneuvers
- 10% Automobile Economics
- 8% Enforcement

II. Driving Instruction

It is recommended that each student receive 8 clock hours of driving instruction taught by an approved instructor. Lesser amounts such as 7 clock hours or the minimum of 6 clock hours may be offered when circumstances do not allow for a complete program. Driving instruction may include the following:

A. On-The-Street Instruction

The driving phase most commonly known throughout the nation as on-the-street driving involves an instructor teaching two, three, or four students at one time in a dual controlled car on the public roadways. Students rotate driving to allow each student a chance to drive, to observe the things he has been doing, and to observe the driving of others.

B. Simulator Devices

Simulation, which is comparatively new but which is proving to be a more effective method of teaching, has many advantages to offer a driver education program. The major advantages of simulation are the safety, economy, and ability to control conditions. Applied to the driver-highway-vehicle system, these advantages taken together constitute a compelling reason for the encouragement of driving simulation wherever possible. The Department of Public Instruction may consider approval of four (4) hours of simulator experience equal to one (1) hour of practice-driving in the car. At least three (3) of the six (6) hours of practice driving shall be "practice driving" instruction in the car.

C. Multiple Car Plan

Schools offering driving instruction have been experimenting with various plans. One such program is called the multiple car plan because one instructor supervises two or more cars with one or more students per car in a confined area.

Programs of this type must be termed "experimental" until research proves their effectiveness. The multiple car plan shall be used **only** after approval by the Department of Public Instruction.

III. Observation

It is recommended that each student receive 8 or more clock hours of observation. Observation may not be counted as actual practice driving or as classroom instruction, but should be considered as a part of the total learning experience.

SCHEDULING

The scheduling of students in driver education varies from school to school, and there is no satisfactory scheduling pattern that will fit all schools.

Several factors which affect scheduling are as follows:

1. Number of students to be accommodated
2. Type of program to be offered
3. The relationship to the total school program
4. Availability of students
5. Number of weeks and length of program
6. Length of time of each class period
7. Availability of qualified teachers and equipment

The length of time over which the various phases of driver education may be conducted is

considered as the most important factor in developing a schedule. Most educators agree that the most effective learning takes place when the program is scheduled on a semester basis.

The program should be taught as a separate course and not as a combined course with physical education, science and social science as this impairs the program and does not give adequate time and emphasis. It is desirable to organize the driver education course so that the classroom and driving instruction are taught concurrently. (See Appendix I for sample schedules)

STUDENT SELECTION AND GRADE PLACEMENT

Driver education is most effective when the student is highly motivated, and it will be most valuable to him when he is able to apply his newly gained knowledge. The high school driver education program should, therefore, be offered in the 10th grade when most of the students are at or near the minimum legal age for obtaining a driver's license.

Every high school student, both male and female, should be given the opportunity to enroll in a driver education course. All students enrolled in the course should be given classroom instruction, but driving instruction should be given only to those who qualify for an instruction permit.

If a school finds it necessary to limit the number of students who will receive instruction, preference should be given according to the students' needs based upon the following:

1. Boys given preference over girls
2. Personal and family reasons
3. Vocational reasons
4. Leaving school before graduation
5. Reaching the minimum legal driving age
6. Parent verified reasons

BEFORE AND AFTER SCHOOL PROGRAMS

Before and after school programs may be offered to supplement but **not** replace regular school programs. They might include extra driving time or time for students who have full schedules. Careful consideration must be given to equalizing the teacher's work load during this type of programming.

SUMMER SCHOOL PROGRAMS

A summer school driver education program can be successful if carried on as any other summer school course. A minimum of six weeks should be spent in this type of program. This program may help take care of the extra students or the students whose schedules during the regular school year forbid any more subjects. Scheduling should be such that the same number of hours in each phase of driver education is received as would be true in a regular school program.

ADULT EDUCATION AND OUT-OF-SCHOOL YOUTH

A good adult driver education course is one of the best public relation devices for any school. Frequently parochial school students, high school drop-outs and older people are the best candidates for such a course.

A recommended program for adults over the age of 18 should include at least 20 clock hours of classroom and 6 clock hours of practice driving. For students under the age of 18, a regular school length course should be offered, after each pupil has been approved by his or her principal and parent. All students below the age of 18 must have parent permission.

Enrollment in these adult programs should be open to all persons who can qualify for the appropriate permit as required by the State of Iowa. Charges for these programs should be determined by the local school districts with the instructor being paid the same salary as received by any other adult education instructor.

Note: See Teacher Load, page 8.

CREDIT FOR DRIVER EDUCATION

It is recommended that high school driver education carry credit, expressed in standard Carnegie units, toward graduation. Whether the course is elective or required, there should be enough qualified teachers, sufficient time allotment, and adequate facilities to accomodate all eligible students effectively.

TEACHER QUALIFICATION

Careful selection of the instructor is of prime importance in establishing a successful driver education course. Experience indicates that the quality of the course is directly dependent upon the personality, preparation, and general ability of the teacher. The following qualifications should be considered essential for an instructor of driver education:

General Qualifications

1. Must have a valid teaching certificate for secondary schools in the State of Iowa from an accredited institution of higher learning.
2. Must have approval from the Department of Public Instruction in the field of driver education.
3. Must have a valid Iowa Operator's or Chauffeur's license.
4. Must have the basic qualities necessary for effective teaching in any field.
5. Must show genuine enthusiasm for driver education and a broad interest and knowledge in the field of safety education and accident prevention.
6. Must have special preparation in safety and driver education from an accredited institution of higher learning.

Personal Qualifications

1. Above average driving ability as indicated by a driving record free from accidents and repeated arrests.
2. Driving experience over various types of roads, and under various traffic and weather conditions.
3. Good physical and mental condition, including eyesight, satisfactory hearing, and no serious physical impairment.
4. Emotional stability.
5. Personality which is sympathetic, even tempered, unusually patient, and not easily excited or angered.
6. Sufficient maturity and ability to command respect of a learner.
7. A strong desire to set a good example by his own driving and safety habits.
8. Willingness and ability to work with community groups in order to promote the instructional program through use of local resources.
9. Interest in using research findings applicable to driver education and in contributing to special studies in driver and safety education.
10. Appreciation of the need to assure that all driver education equipment is maintained in good condition.
11. Ability to plan learning experiences with ingenuity and imagination.
12. Ability to identify and to help solve the special problems of beginning drivers.
13. Student teaching experience in the field of driver education recommended.
14. Membership in and active support of appropriate professional associations in the field of driver and safety education on both state and national level recommended.

TEACHER LOAD

Driver education teachers should carry a teaching load in hours and work comparable to that of other staff members. The North Central Association of Secondary schools criteria should be used for determining the load. A single practice driving period (2 to 4 students) requires as much professional effort and emotional exposure by the instructor as a comparable period of laboratory teaching.

It is recommended that instructors should not be scheduled for more than three periods consecutively for practice driving instruction.

Any teacher traveling between two or more schools as a part of the regular school day shall use the travel time as part of the teaching load. For example: if travel time amounts to 40 to 60 minutes per day, that should constitute one of the teaching periods.

It is strongly recommended that a given group of students have the same teacher for both classroom and practice driving instruction. Where two or more teachers are used in the same system, it is recommended that the program be closely correlated.

Only fully qualified instructors should be employed in programs for adults and out-of-school youth.

Driver education instructors assigned in several schools should be regularly certificated members of the teaching staffs of each school.

Extra Load:

In order to assure the maximum efficiency of an instructor, the following recommendations are made:

1. Extra teaching duties should be accepted on a voluntary basis.
2. An instructor should not accept more than two hours per day or not more than ten hours per week beyond his assigned load.
3. The minimum teaching load during summer periods should be commensurate with the general schedule for summer teaching in the school system, but in no case more than forty hours per week.
4. The salary basis for extra load should be pro-rated on the instructor's regular salary.

THE ROLE OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction is responsible for the general development and improvement of driver education in the public schools of Iowa. At each stage of planning, organization, administration, teacher preparation, certification, evaluation, and research, the State Department of Public Instruction has this primary responsibility of leadership as well as a secondary responsibility of supervision.

The Department of Public Instruction

1. Encourages development of general safety education as part of the total educational program in grades 1 through 12.
2. Stimulates public interest in driver education at both the state and local levels.
3. Cooperates with existing agencies efforts on behalf of the Uniform Vehicle Code.
4. Develops effective means of utilizing in an advisory capacity the services of qualified individuals and groups interested in driver education.
5. Aids local school systems in evaluating all aspects of driver education. (Including organization of the program, materials of instruction, methods of teaching, tabulation of results, and evaluation of the program.)
6. Develops procedures and standards for certification of driver education instructors, using aggressive leadership toward upgrading these standards.
7. Develops record forms and institutes procedures for reporting by the local schools.
8. Aids local school systems in conducting needed research studies on driver education.
9. Suggests modifications of driver education programs indicated by research findings.
10. Stimulates, encourages, and supervises the establishment of teacher preparation courses.
11. Cooperates with State Drivers License Division to upgrade drivers license examinations and procedures.

THE ROLE OF THE DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety supplements the Department of Public Instruction in the following ways:

1. Drivers License Division executes the laws concerning the issuance, renewal, cancellation, revocation, suspension, or denial of privileges to operate motor vehicles. The division orders re-examination of drivers whose accident or violation record appears to call into question their competency or judgment.
   The Division is organized into five sections: (a) Receiving Section, (b) Records Section, (c) License Section, (d) Accident Section, and (e) the Personnel and Supply Section.
2. Highway Patrol has full police powers, and its primary duties include: (a) enforcing state motor vehicle laws, (b) conducting drivers license examinations, (c) holding drivers license hearings and re-examinations, (d) investigating motor vehicle accidents (e), promoting highway safety, (f) presenting safety lectures, and (g) supplying films and other safety materials.
3. Safety Education Division promotes traffic, bicycle, and pedestrian safety through public information media and education. This division has field men who travel throughout the state for the purpose of consulting with schools, county and city officials and others relative to today's traffic problems and how to help solve these problems through modern safety programs.

BASIC EQUIPMENT FOR DRIVER EDUCATION

Following is listed the basic equipment necessary to start a Driver Education program. Please keep in mind that this section sets forth the bare minimum of equipment and that all educational programs should constantly improve and enrich their courses. (See the References and Resources Section for enrichment materials.)

The Classroom

Classroom size and seating arrangements will vary from school to school depending upon the scheduling procedure followed. The driver education classroom should be similar to any other school classroom and in addition contain the following:

1. Four-drawer file cabinet with locks.
2. Electrical outlets on each wall with adequate circuits.

(Chalkboard space should be equivalent to that of a mathematics room.)

3. Darkening facilities.
4. Chalkboards and adequate bulletin boards.
5. A textbook for each student. (Additional reference books should be available through the school library.)
6. Tables and chairs.

The Car

It is an accepted policy that cars used for driver education should be marked with the name of the school. Several manufacturers have signs of this type. (See the Reference and Resource Section.) A 2-inch courtesy credit line for the dealer of a loaned car is justified, although no display of advertising should appear on the car.

Equipment for the driver education car is listed below. Note that the first list includes the basic equipment necessary and the second list includes the additional equipment which shall supplement the basic equipment.

Basic Equipment for the Car

1. Dual controls
2. Identification signs
3. Outside mirrors (left and right)
4. Heater and defroster
5. Special Safety Equipment:
   a. Seat belts—one per passenger
   b. First aid kit—same as for a school bus
   c. Fire extinguisher—same as for a school bus
   d. Fuses and/or reflectors
6. Maintenance records (See Appendix F)
7. Two seat cushions
8. Inside mirror for the instructor's use

Supplemental Equipment for the Car

1. Racks and clips to hold the first aid kit, flares, and fire extinguisher
2. Snow tires and tire chains
3. Litter bag and frost scraper
4. Paper towels and window spray
5. Emergency Procedure Card
6. Locking gas cap
7. Six or more stanchions or rubber cones
8. Magnetic chalk board (car size)
9. Pedal extensions for gas, brake, and clutch
10. Windshield washer

Dual controls are often provided for the car by the school instead of being furnished by the dealer. Dual controls for the manual shift car should include a clutch and brake control while the automatic shift controls should include a brake control and an ignition cut-out switch.

INSURANCE PROVISIONS

All dual controlled cars should be adequately insured. The instructor of the school or the school itself may be faced with liability in the event of an accident. A major consideration for the instructor is that of **negligence.** Instructors must make every effort to establish and maintain situations in which there will be little or no opportunity for a charge of **negligence.** The instructor should remember that failure to fill out a complete report, in the event of an accident, may be considered **negligence.**

Insurance coverage for driver education cars should be considered on an equal basis with insurance for any other school equipment and property. Nearly all major insurance companies will insure dual control driver education cars on the same basis as regular passenger cars.

Basic recommended insurance coverage of driver education cars is listed below:

$100,000 and $300,000 public liability
$100,000 property damage
Medical, comprehensive, uninsured driver insurance

Every instructor should cover his personal liability in one of the following three ways:

1. A personal rider to his own policy
2. A personal rider on the school's policy
3. A non-ownership policy

These are only recommendations, as each school must decide its own needs in terms of insurance. All schools, however, should assure coverage for possible injury to the instructor. The insurance contract for the car should clearly state under what circumstances the insurance is valid; then the car should be operated only under these conditions. If a school owns other vehicles, it may be able to be covered under a fleet policy.

DRIVERS LICENSE PROCEDURE

Schools offering the driving instruction phase of driver education should maintain a close working relationship with the Driver License Division of the Iowa Highway Patrol. Occasional changes in forms and administrative procedures within the Drivers License Division will necessitate changes in the procedures followed by the schools.

Required Forms

The following forms are required in Iowa to obtain an appropriate permit for driver education courses:

1. CERTIFICATE OF ELIGIBILITY (Form to be filled out by the school) (See Appendix)
2. PARENTS WRITTEN CONSENT TO ISSUE PRIVILEGE TO DRIVE (This affidavit is to be filled out by the student and his parents, when the student is under 18 years of age) (See Appendix)

Obtaining Permits

To obtain instruction permits, students may be sent individually to an examination center, or a group examination may be arranged with the district patrol office. Arrangements should always be made at least two weeks in advance. If a patrolman is available, and if more than 40 students are to take the test at one time, a district officer may conduct the examination at the school.

The responsibility for obtaining a driver's license upon the completion of the course is that of the individual student.

PUBLIC RELATIONS

Publicity regarding the driver education course should be a part of each school's public relation activities. The true nature of a driver education course in relationship to the whole program should not be obscured or forgotten. All relations of the school with or to the community should be fair, ethical, cooperative, and conscientiously planned.

Favorable public relations regarding driver education hinges on the instructor and those administering the program. No amount of effort can overcome the adverse publicity an incompetent instructor may create. The teacher is the key to the whole effort and therefore the board of education and the school administration, through assignment of personnel, share the responsibility for providing instruction of the highest quality.

An instructor must appreciate the public relations value to be derived by his relationships with fellow-teachers, students, school administrators, and the public.

Co-operation with fellow-teachers may be fostered in many ways. Here are several suggestions:

1. Hold "off-the-cuff" coffees with the faculty members
2. Solve their personal driving problems
3. Drive them to teacher conferences and conventions
4. Always set an example in your driving
5. Be friendly
6. Extend even the simplest courtesies
7. Return students to school in time for their next class
8. Follow the accepted school policies and procedures
9. Be the "CENTER" for safety information and materials
10. Be an individual, but listen and think before speaking

Another important clue to good public relations is teacher-pupil relationships. Each student is an emissary of not only the school but each course he or she takes; therefore, teach each child in the best method possible. Student-parent conversations are bound to insure public awareness of the program and its values. "A satisfied customer is the best advertising available." Some methods that may help develop interest are:

1. Distribute materials, pamphlets and documentary brochures
2. Have interesting displays and bulletin boards
3. Show and discuss safety films in school assemblies
4. Use resource people
5. Conduct community and school surveys using students
6. Have class projects published in school publications
7. Conduct field trips
8. Utilize service projects

An informed public is a **must** if support for the driver education program is to survive. The public must be aware of the problems, needs, and cures before support may be obtained. Prompt and full credit should be given each individual or each group for assistance and leadership. Some media available to keep the public informed are: press, radio, television, parent-pupil-teacher meetings, Parent Teacher Associations, public and private agencies, civic groups, speakers bureaus, and other safety minded organizations.

The driver education teacher may:

1. Issue news releases of accident records and their causes (city, state and national.)
2. Issue news releases regarding violators
3. Publicize the cost of the traffic problem

4. Display information in merchants' windows
5. Utilize the out-door advertising agencies
6. Have the press and TV educate the public on proper driving practices
7. Have community surveys
8. Speak on safety to all who will listen
9. Campaign in various months on various safety topics

Close relationship must be maintained with groups dispensing information such as the:

1. Local police department
2. Local traffic courts
3. Iowa State Highway Commission
4. Department of Public Instruction
5. Department of Public Safety—Safety Education Division
6. State Highway Patrol
7. Drivers license authorities
8. Institutions of higher learning
9. Community, state, and national safety organizations
10. Other official and civic groups

Remember, the driver education car with the identification signs attached **must** be driven as an example to all.

EVALUATION CHECK LIST

for a

DRIVER EDUCATION COURSE

High school driver education courses vary greatly in quality. This check list is not designed to be critical of any particular course but rather to suggest items which are generally considered desirable elements of a driver education course.

Check each item below that applies to the course in your school, then consider what can be done about the unchecked items.

Organization and Administration

( ) All eligible students with a driver's license are given the opportunity to take the complete course.

( ) All eligible students without a driver's license are given the opportunity to take the complete course at or near the legal driving age.

( ) An instructor assigned full time to driver education gives the complete course to at least 50 students per semester, or a part time instructor teaches a proportionate number.

( ) When two or more instructors teach driver education, they are properly supervised by a member of the school staff.

( ) Credit toward graduation is given for the complete course.

( ) If a laboratory fee is collected, it is reasonable—not over $15.00.

( ) Near the end of the course, suggestions for additional practice driving are given to the parents and students.

( ) Parents are advised of students' progress at least twice during the course.

Classroom Instruction

( ) Each student receives at least 30 clock hours of classroom instruction.

( ) Each class has between 20 and 30 students to make maximum use of instructor's time.

( ) Instruction is given during the regular school day for a course given during the school year.

( ) Each student has a standard textbook for his exclusive use.

( ) At least three driver education films are shown during the course.

( ) Each student participates in at least two special projects outside of the regular class period.

( ) At least a dozen books and pamphlets on driver and traffic education are available for classroom reference purposes.

( ) At least three written tests are given during the course, including a final exam of at least 50 objective questions.

( ) All students take at least two psychophysical tests such as visual acuity test or a reaction time test.

( ) A classroom is used exclusively for driver education instruction and psychophysical testing.

( ) The classroom is equipped with blackboards, filing cabinets, book cases, bulletin boards and teacher's desk for exclusive use of driver education classes.

( ) Major elements of the State Vehicle Code are covered in the classroom instruction.

( ) Substantial use is made of working models and visual aids.

Practice Driving Instruction

( ) Each student receives at least 6 clock hours of practice driving instruction and drives at least 40 miles.

( ) Each student receives at least 12 clock hours of instruction as an observer in a car.

( ) An outline or guide is used to insure that no important phases of the practice driving instruction will be omitted.

( ) Records are kept to show the clock hours of instruction given each student.

( ) At least a 15 minute road test, using a check list, is given to each student at the end of the course.

( ) Each student is given at least three skill tests such as: (1) parking, (2) emergency stopping with a detonator, (3) backing on a straight line, (4) weaving between stanchions, etc.

( ) Practice driving instruction is given concurrently with the classroom instruction or immediately following.

( ) No accidents were experienced in which the instructor or students were at fault.

( ) An off-street area or blocked off street is used for the very first driving lessons.

( ) If freeways are accessible, they are used for part of the practice driving.

Teacher Qualifications

( ) Instructor has completed at least an intensive 40 hour course or has at least 3 college credits in driver education and meets requirements of the State Department of Education.

( ) Instructor is certified and a regular member of the high school staff.

( ) Instructor has five years of driving experience and a valid driver's license.

( ) Instructor has not been convicted of a moving traffic violation for past three years.

( ) Instructor is a member of a local or state organization of driver education instructors if such organizations exist.

( ) Instructor does not teach more than 10 hours per week outside of regular school hours.

Dual Control Car

( ) Any car used for driver training is equipped with dual controls.

( ) Dual control cars are properly identified by signs or decals.

( ) Seat belts are provided and used for all car occupants.

( ) Public liability insurance of at least 100-300 thousand dollars is carried on each car to protect all users.

( ) Each car is regularly inspected and serviced and is not abused.

( ) If the car is obtained on a free loan basis, it is thoroughly cleaned, repaired and serviced before being returned to the dealer.

( ) For free loan cars the school and dealer enter into a written agreement with responsibilities of school and dealer clearly outlined.

( ) Car is used exclusively for driver's training.

( ) Dealers providing cars on a free loan basis are given suitable recognition for their contribution.

No. 3391 June 1963
Traffic Engineering & Safety Dept.
American Automobile Association
Washington 6, D. C.

Section Three . . .

INSTRUCTIONAL PLANNING

This section is divided into two major parts, Classroom Instruction and Practice Driving Instruction. It is intended to provide an overall view and to trigger the creative process so necessary for good teaching.

Listed under each of the units in this section are "major concepts," "classroom learning activities," and "reference materials." This material as it is organized should help you with your planning and your actual teaching.

As implied by the title of this section, good instruction takes planning. In an area such as driver education where the success of the program depends upon the effectiveness of the mental persuasion approach, a poorly organized program is destined to fail. We earnestly believe that time spent planning pays handsome dividends in terms of final success. Time and experience have taught us this lesson. We want to pass it on to you.

Introduction:

(1) Major Concepts. These are intended to give the instructor direction and to help the student develop deeper appreciations and understandings. Because all of the major concepts do not appear in any one textbook, we feel that the inclusion of this material is particularly important and useful.

(2) Learning Activities. These are intended to give the instructor ideas with which to vitalize class room activity and make the learning experience more lasting and meaningful. The mere verbalization of ideas does not mean that conceptual development has taken place.

(3) Reference Materials. Because many of the materials, films, and speakers must be either acquired or arranged for ahead of time, we suggest you look ahead to insure the arrival or availability of these things at the propitious moment. (Reference materials, films, and speakers are essential to good classroom instruction; however, care should be taken to keep them in a supplementary role.)

Your professional library as well as your school reference library should contain at least one of each of the commonly used textbooks. A supply of selected pamphlets should be available for distribution to your students when a related subject is being discussed. In some cases you will find it advantageous to develop your own diagrams or papers on vital areas where there is no published material.

This section includes:

PART I CLASSROOM INSTRUCTION

1. Study of the Motor Age
2. The Driver
   - Physical
   - Emotional
   - Alcohol
   - Drugs
   - Social
3. The Laws
   - City Ordinances
   - Iowa Code
   - Uniform Code
   - Natural Laws
   - What to do in Case of an Accident
4. Knowing your Car
5. Good Driving Practices
   - Preparation
   - Seeing Habits
   - Urban Traffic
   - Rural Traffic
   - Overtaking and Passing
   - Adverse Conditions
   - Expressways, Freeways, and Highways
   - Pedestrians
   - Cyclists
6. Signs, Signals, and Markings
7. Maneuvers
8. Automobile Economics
   - New Car Versus Used Car
   - Maintenance
   - Insurance
   - Problems of Ownership
   - Cost of Accidents

9. Enforcement
   Courts
   Law Enforcement Personnel

PART II PRACTICE DRIVING

1. Preparation
2. Fundamental Procedure
3. Advanced Procedures

PART I—CLASSROOM INSTRUCTION

The units in this section are arranged ideally. Local scheduling procedures or instructor preferences may well be good cause to make a sequential change.

STUDY OF THE MOTOR AGE

How the motor age of the past, present, and future affects everybody:

A. Major Concepts
   1. That a young driver problem does exist.
   2. That learning to drive from parents merely passes the problem on to the next generation.
   3. That the ultimate solution to the traffic problem lies in effective driver education for all new drivers and retraining for problem drivers.
   4. That driver education has been proved to be an effective means of reducing the number of violations, accidents and fatalities.
   5. That we, in our society, place great value on human life. This makes driver education one of the most crucial courses offered in our schools.
   6. That highway traffic control has become a major social and economic problem in the United States.

B. Classroom Learning Activities
   1. Trace the pattern of man's experiences from the beginning of recorded automotive history.
      a. Local
      b. State
      c. National
      d. International
   2. Relate the significance of the motor age to our civilization. Discuss the values and hazards to man.
      a. Accidents, deaths, injuries, costs.
      b. Problems, social and economic.
      c. Mobility and its effect on our way of life.
      d. Industries: local, state, and national.
   3. Review registration figures for a period of years and relate to the death and injury rate and to our general economy.
      a. City
      b. County
      c. State
      d. National
      e. International
   4. Determine how many parents of local students are employed directly or indirectly by the automotive industry. Refer to textbooks and current pamphlets for national figures.
   5. Refer to suggested activites at the end of the chapters listed from the available texts.

C. References
   1. Textbooks
      Let's Drive Right
      Man and the Motor Car
      Sportsmanlike Driving
      Tomorrow's Drivers
      When You Take the Wheel
   2. Films
      ISU (30 min.)"Magic Highway, USA"
      Ford (39 min.) "The American Road"
   3. *Those Wonderful Old Automobiles*, Clyde
   4. *Early American Automobile*, Floyd Clymer
   5. *Ford Teacher's Kit*
   6. *Accidents Facts*, NSC
   7. Registration Records
      Automobile Facts & Figures, (Automobile Manufacturers Association)
      tion)
      National
      State
      County
      City
   8. Accident Records
      "Annual Inventory of Traffic Safety Activities"; NSC
      Local records—city and county
      State records and national records
   9. Automobile Facts and Figures, (Automobile Manufacturers Association)

D. Evaluation
   Select evaluation procedures from list in appendix.

THE DRIVER

I. Physical

A. Major Concepts
1. How physical qualifications are related to safe driving.
2. How general health affects safe driving.
3. How to compensate for disabilities.

B. Classroom Learning Activities
1. Psycho-physical testing.
2. Stopping distance demonstration.
3. Resource speaker—local physician.

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Selected Biology Textbooks
3. Stopping Distance Wall Charts, General Motors, Ford

D. Evaluation
Select evaluation procedures from list in appendix.

II. Emotional

A. Major Concepts
1. How emotions affect the ability of a driver to think and perform.
2. How emotional involvement at home, school, work, or socially, can cause drivers to be involved in violations and accidents.
3. How to control situations that produce emotional outbursts.
4. How to handle emotional situations such as a challenge to a drag race.
5. How to develop the desirable emotional characteristics of a mature driver.

B. Classroom Learning Activities
1. Classroom activities should usually avoid the scare techniques and should encourage the positive approach toward increased self understanding.
2. Panel discussions—assigned and free choice resource reading material on emotions.
3. Class discussion of undesirable driving habits and their relationship to accidents and violations.
4. Brain storming technique to develop a group-approved code of driver behavior.
5. Resource speaker — a psychologist, mental health clinical worker, or social worker.
6. Tests—Standardized textbook or teacher prepared.
National Safety Council
New York University
State College of Iowa
Pennsylvania State University
Preferred Risk Insurance Company

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Resource material, library and classroom file.
3. Religion Makes You a Better or Worse Driver. (Free from Preferred Risk Insurance Company, Des Moines, Iowa)
4. Films
ISU (11 min.)"Human Factor in Driving"
IDPS (10 min.) "Motor Mania"
ISU (30 min.) "A Day in Court"
ISU (15 min.) "To See Ourselves"
IDPS (10½ min.) "Jerk That Irk"
IDPS (10 min.) "McFinley's Feeling"
AETNA (10 min.) "Look Who's Driving"

D. Evaluation
Select evaluation procedures from list in appendix.

III. Alcohol

A. Major Concepts
That students should be aware of the basic facts related to the use of alcohol and its effect on the driver.
2. That the drinking driver is everybody's problem.
3. That it is not the drunk, but the social drinker who is the major problem. (One drink will definitely impair the ability of a driver to perform.)
4. That drinking drivers cause over 50 per cent of all known accidents.
5. That people cannot develop a tolerance to alcohol and thus be unimpaired in their driving ability.

6. That public support is needed to provide the following:
   a. Effective legal measures and legal penalties to control the problem.
   b. Constructive measures and legal penalties to control the problem.
   c. Jurists who are willing to render a guilty verdict based on proper evidence.

B. Classroom Learning Activities
1. Home work assignment — The American Medical Association Test on Alcohol, "What's Your A. Q." (Refer to Appendix)
2. Speakers
   a. City Police, County Sheriff, or Iowa Highway Patrol
   b. Iowa Highway Patrol—Demonstration of Chemical Test
   c. Medical Doctor—Physical and Mental Effects
   d. Laboratory Technician — Related Problems
   e. Judge — Prosecution and Legal Problems
   f. WCTU
3. Experiment with white rats—refer to biology teacher
4. Student designed posters
5. Attendance at traffic court
6. Survey of local fines and convictions for OMVI

C. References
1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. National Safety Council
   AAA
   AMA and local medical companies
   Insurance companies
3. Congressional Record — "Coping With Problems of the Drunken Driver" (Free — Preferred Risk Insurance Company, Des Moines, Iowa)

D. Evaluation
Select evaluation procedures from list in appendix.

IV. Drugs

A. Major concepts
1. That the use of cold remedies, tranquilizers, and other commonly used medications can have side effects that seriously impair the driver's ability to perform.
2. That a driver must always check with his physician or pharmacist and carefully read directions for possible side effects before taking any medication.
3. That a driver must always delay taking a medication until he has driven to his place of work or home.
4. That the use of pep pills, "Bennies," "Stay Awake Pills" is a dangerous practice in the aspect that the driver is kept awake but is still physically and mentally fatigued.
5. That the use of unprescribed "drugs" such as heroin or marijuana makes a driver completely unfit to operate safely in traffic.

B. Classroom Learning Activities
1. Invite resource speakers
   a. Medical doctor
   b. Psychiatrist
   c. Pharmacist
2. Study medication and drugs that may affect driving ability.
3. Learn the basic rules of drug use while driving.
4. Discuss chart (Medication and Drugs That May Affect Driving.)
5. Develop charts and displays on over-the-counter drugs.
6. Show that becoming addicted almost invariably ruins the life of the victim.

C. References
1. American Medical Association
2. State Medical Association
3. State and national statistics
4. Pharmacists Association
5. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
6. Refer to "The Drop-Out Problem in Iowa High Schools" (Dropouts — Iowa Public Schools July 1, 1963 — June 30,

1964, State Department of Public Instruction)
7. Refer to chart (Medication and Drugs That May Affect Driving) in appendix
8. Drugs and Driving, U.S. Gov't. FDA No. 15, U.S. Dept. Health, Education and Welfare.

D. Evaluation
Select evaluation procedures from list in appendix.

V. Social

A. Major Concepts
1. Every driver has a moral and social responsibility.
2. Driver behavior is an indication of attitude toward society.

B. Classroom Learning Activities
1. Study and discuss driver behavior toward other drivers, pedestrians, bicyclists, and other roadway users.
2. Discuss the concept that unsafe driving is an antisocial act.
3. Discuss how social pressure affects individual and group behavior.
4. Discuss the mental outlook of the driver and its possible relationship to his violation and accident rate.
5. Invite speakers
   a. Enforcement official
   b. Judge
   c. Psychologist
6. Visit court

C. References
1. Films
   IDPS (10 min.) "Moral Responsibility of Safety"
2. Current magazines
3. Insurance booklets
4. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
5. Standard psychology and sociology textbooks.

LAWS

I. City Ordinances

A. Major Concepts
1. That city ordinances are not always identical to the Iowa Motor Vehicle Code or the Uniform Motor Vehicle Code.
2. That cities may make additional requirements for drivers that do not conflict with state law.

B. Classroom Learning Activities
1. Study various city ordinances in nearby communities.
2. Call for oral reports.
3. Invite selected sepakers.

C. References
1. Selected city traffic ordinances.
2. Model City Traffic Ordinance.
3. Uniform Motor Vehicle Code.

D. Evaluation
Select evaluation procedures from list in appendix.

II. Iowa Code

A. Major Concepts
1. That traffic laws:
   a. Promote orderly and efficient movement of traffic.
   b. Conserve property and protect human lives.
   c. Provide authority to discipline nonconformists.

B. Classroom Learning Activities
1. Specific daily assignments.
2. Tests covering assignments.
3. Demonstrations.
4. Dramatizations.
5. Traffic board.
6. Study and discussion of the Iowa Safety Responsibility Act
7. Speakers from:
   a. State highway patrol
   b. Local police
   c. Insurance agents
   d. Attorneys
   e. Traffic courts
8. Spell down technique on Iowa Motor Vehicle Law

C. References
1. Iowa Drivers Manual
2. Iowa motor vehicle ordinances
3. City ordinances
4. AAA Digest of Traffic Laws—Motor Club of Iowa
5. See insurance section
6. Films
   Ford (22 min.) "Highway Driving"
   Ford (19 min.) "City Driving"
   Ford (10 min.) "Super Highway Driving"

D. Evaluation
Select evaluation procedures from list in appendix.

III. Uniform Code

A. Major Concepts
1. That national adoption of a Uniform Motor Vehicle Code is the answer to the confusion that exists because of differences in laws.
2. That laws vary from state to state.
3. That there is a difference between Iowa Code and Uniform Code.

B. Classroom Learning Activities
1. Compare speed limits and other factors of Iowa and surrounding states.
2. Give illustrations of how signs, lights, and markings vary from state to state.
3. Study specific sections of local M. V. ordinances.
4. Encourage students living near the borders of Iowa to become familiar with the applicable traffic laws of nearby states.
   a. License requirements
   b. Insurance regulations
   c. Starting
   d. Stopping
   e. Slowing
   f. Turning
   g. Lane changes
   h. Accident reporting
   i. Other

C. References
1. The Uniform Vehicle Code—(National Safety Council)
2. State study guides of nearby states
3. Films
   Nationwide (5 min.) "Uniform Traffic Laws"
   IDPS (10 min.) "Your Permit to Drive"
   Shell filmstrip "Driving Tests (A)"

D. Evaluation
Select evaluation procedures from list in appendix.

IV. Natural Laws

A. Major Concepts
1. That the laws of nature serve as a basis for written laws.
2. That the laws of nature carry their own immediate punishment.
3. That three natural forces have the greatest effect on your car: gravity, friction and kinetic energy.
4. That the natural forces are unrelenting and that beyond a certain point are too strong for any driver to counteract.

B. Classroom Learning Activities
1. Assigned supplementary reading.
2. Student projects devising ways to illustrate natural laws.
3. Demonstrations
   a. Gravity
   b. Inertia
   c. Kinetic energy
   d. Impact
4. Tests—Standard Unit tests and teacher prepared quizzes.

C. References
1. High School Science Department
2. Films
   Ford (30 min.) "Crash and Live"
   IDPS (10 min.) "Speed and Reflexes"
3. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
4. Dealers and service stations
5. Cornell University Crash Research

D. Evaluation
Select evaluation procedures from list in appendix.

V. What To Do in Case of an Accident

A. Major Concepts
1. That each driver has a moral and legal responsibility to render aid.
2. That the knowledge of basic first aid procedure for common traffic injuries is necessary.

B. Classroom Learning Activities
1. Discuss procedures at the scene of the accident.
2. Fill out accident report form.
3. Fill out state form SR 21.
4. Fill out city supplemental accident form.
5. Inspect and discuss representative insurance accident report forms.

6. Invite resource speaker
   a. Accident investigation officer.
   b. Insurance agent.
   c. First aid instructors for common traffic injuries (Red Cross)
7. Study pamphlet — "It May Be Your Turn Next" (I. Bar Association)
8. Study accident report procedures and forms from nearby states.
9. Take test on state law and accidents.

C. References
1. Iowa Motor Vehicle Law
2. Iowa Bar Association Pamphlet — "It May Be Your Turn Next"
3. Iowa Highway Patrol
4. Insurance companies
5. First Aid Instruction (Red Cross)
6. Reference books
   a. Driver Education
   b. Commercial Law
   c. First Aid
7. Film
   Canadian Consulate, (16 min.) "One Little Indian"
8. Pamphlet—Operators' and Chauffeurs' License Suspensions and Revocations, Iowa Association of Independent Insurance Agents

KNOWING YOUR CAR

I. Knowing Your Car

A. Major Concepts
1. That the location, function, and operation of the controls are important prerequisites to actually driving a car.
2. That the location, function and operation of the controls vary from car to car.

B. Classroom Learning Activities
1. Assigned and free choice reading.
2. Chalk board drawings of controls and devices and class discussion.
3. Study of the owner's manual at home.
4. Getting acquainted with your car. (See appendix)

C. References
1. Textbook
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Owner's Manual

D. Evaluation
Select evaluation procedures from list in appendix.

GOOD DRIVING PRACTICES

I. Preparation

A. Major Concepts
1. That good driving practices are essential to the effective, safe movement of traffic.
2. That doing it right is doing it safely and efficiently.
3. That student success in the car is directly related to a concise knowledge of safe practices and procedures.
4. That it is dangerous to attempt certain traffic maneuvers without full knowledge of how to do them.

B. Classroom Learning Activities
1. Assigned and free choice reading.
2. Development and discussion of reasons for a particular procedure.
3. Demonstration of a mimetic drill using a developed procedure.
4. Supervised mimetic drill.
5. Tests: Teacher-prepared and standardized.
6. Prevention and emergency procedures. (See appendix)
7. Review and quizzes when applicable.

C. References
1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Charts
3. Booklets
4. Films
   IDPS (20 min.) "Behind the Wheel"
   AETNA (13 min.) "What's Your Driver Eye-Q?"
   ISU (8 min.) "Smith System of No-Accident Driving"

D. Evaluation
Select evaluation procedures from list in appendix.

II. Seeing Habits

A. Major Concepts
1. That visual recognition is needed before any action can be made by a driver.
2. That good seeing habits are one of the most important skills any driver can possess.
3. That of all skills, seeing skills are least likely to improve without the aid of a professional instructor.
4. That visual skills can be improved quickly with the right kind of instruction and practice.

B. Classroom Learning Activities
1. Demonstration of eye movements used in driving.
2. Mimetic drill to develop visual agility.
3. Locally prepared colored slides.
4. Tests—standard or teacher prepared. (Ford Motor Company has tests available on seeing habits)

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Iowa Code
3. Film Strips — Shell and Ford
4. Films
5. Booklet — "Seeing Habits for Expert Drivers," Ford
6. Pamphlets — Insurance Company

D. Evaluation
Select evaluation procedures from list in appendix.

III. Urban Traffic

A. Major Concepts
1. That rear end and intersection collisions are major accident problems in urban traffic.
2. That complete familiarity with traffic controls, devices. and procedures is necessary for safe operation.
3. That pedestrians are the most frequent type of urban fatality.
4. That increasing numbers of vehicles create a greater demand for cooperating with other drivers and for compliance with all traffic regulations.

B. Classroom Learning Activities
1. Illustration with chalk board or traffic board of the problems encountered in urban driving.
2. Application of Iowa Code to specific traffic situations.
3. Comparison of small community traffic problems with those of larger communities.
4. Study of accident spot maps.
5. Tests—Standard and teacher-prepared.

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Iowa Code
3. Insurance company panphlets
4. Films
IDPS ISU (20 min.) "City Driving"
(22 min.) "Perception of Driving Hazards" Part I Urban and Suburban
Shell filmstrip

D. Evaluation
Select evaluation procedures from list in appendix.

IV. Rural Traffic

A. Major Concepts
1. That Iowa's major fatality problem is on our rural highways.
2. That the prevention of accidents on rural roads is related to a sensitive adjustment of speed to constantly changing conditions.
3. That looking ahead and thinking ahead is still important even if the number of traffic "events" per mile is very low.
4. That vehicle defects are more frequently a critical factor in high speed fatal accidents than has previously been supposed.
5. That increased cost and danger are vastly out of proportion to time saved when a driver operates at speeds higher than those being driven by a majority of the drivers at that time.

B. Classroom Learning Activities
1. Analyze local rural road conditions.

2. Illustrate likely situations using Iowa Code to show proper response.
3. Repeat No. 2 from above.
4. Study accident spot maps.
5. Give tests — standard or teacher-prepared.

C. References

1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel

V. Overtaking and Passing

A. Major Concepts

1. That passing another vehicle is potentially one of the most dangerous maneuvers a driver can make.
2. That passing consists of a series of driver actions that must be done in a precise manner in a very short time.
3. That passing for the sheer exhilaration of it is a dangerous action that has no place on our highways.

B. Classroom Learning Activities

1. Develop with students a safe passing procedure.
2. Evaluate students to insure thorough understanding.
3. Illustrate dangerous passing situations; (traffic board and simulated conditions in driver education car)
4. Supervise mimetic drill on passing procedure.
5. Review Iowa Code as it applies to passing.
6. Give oral quiz.

C. References

1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Iowa Code
3. Ford—"Passing" Learning Program

D. Evaluation
Select evaluation procedures from list in appendix.

VI. Adverse Conditions

A. Major Concepts

1. That beginning drivers have a disproportionate share of the accidents that happen under adverse conditions.
2. That to be able to meet these conditions, the student must be able to recognize them and be able to make a proper response.
3. That a speed reduction is always an appropriate adjustment to make when driving conditions worsen.

B. Classroom Learning Activities

1. Discuss local problems due to adverse conditions.
2. Develop special rules to follow for these special situations.
3. Develop procedures for common problems.
4. Utilize traffic boards, transparencies and other aids.
5. Give test — standard or teacher-prepared.
6. Study student constructed models.

C. References

1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Films
   Ford (19 min.) "Adverse Conditions"
   AETNA "Don't Skid Yourself"

D. Evaluation
Select evaluation procedures from list in appendix.

VII. Expressways, Freeways, and Highways

A. Major Concepts

1. That sustained high speed on this kind of road puts new and greater demands on both the driver and the vehicle.
2. That while expressways are superbly engineered for safety, this in no way lessens the need for skillful, thoughtful driving.
3. That long uninterrupted distances can have a hypnotic effect on the driver.
4. That safely entering and leaving freeways requires a specialized knowledge of procedures used at interchanges.

5. That rear end collisions are the number one expressway killer.

B. Classroom Learning Activities
1. Give mimetic drill on safe lane changes, passing and emergency responses.
2. Survey Iowa's interstate system including entering and exit patterns.
3. Explain high speed hypnosis and velocitization.
4. Practice map reading exercises.
5. Utilize traffic boards, transparencies and other aids.
6. Encourage student constructed models.

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Iowa State Highway Commission Pamphlet
3. Pamphlet—AAA
4. Pamphlets—insurance companies
5. Films
Ford, "Driving on Super Highways"

D. Evaluation
Select evaluation procedures from list in appendix.

VIII. Pedestrians

A. Major Concepts
1. That cooperation is needed between the motorist and the pedestrian.
2. That the motorist has a greater responsibility because of the destructive capacity of his car.
3. That the pedestrian problem usually involves the very young, the elderly, and the non-driver.
4. That good drivers who are poor pedestrians can be killed.

B. Classroom Learning Activities
1. Have students make surveys of pedestrian behavior. (Refer to state and city law)
2. Form a student safety committee.
3. Maintain a pedestrian accident spot map that points out important information by the use of colored pins. The map for children should include the following data:
a. Grade
b. School
c. Location
d. Type of injury
The pedestrian spot map for adults (local and out-of-town) should include the following data:
a. Age
b. Location
c. Type of injury
d. Drivers
e. Non-drivers
4. Plan a pedestrian improvement program (AAA Guide).
5. Have students conduct study of pedestrian compliance with city ordinance.
6. Have students prepare information for press, radio, and television use.

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
Iowa Drivers Manual
2. Films
IDPS, ISU — 1846 (9 min.) "I'm No Fool as a Pedestrian"
ISU — 4081 (8 min.)"Pedestrians"
3. "Planned Pedestrian Program" — AAA

D. Evaluation
Select evaluation procedures from list in appendix.

IX. Cyclists

A. Major Concepts
1. That cyclists are "drivers" and are subject to motor vehicle law.
2. That the motorist has a great responsibility because of the destructive power of his car.
3. That the bad habits of motorists can create critical situations for cyclists.
4. That cyclists can create unusual problems for the motorists.

B. Classroom Learning Activities
1. Compile cyclist accident statistics; (national, state, and local)
2. Maintain bicycle accident spot map that points out important information by the use of colored pins. The bicycle

spot map for children should include the following data:
a. Sex
b. Grade
c. School
d. Location
e. Type of injuries

3. Have students survey cyclist behavior. (Refer to state and city accident records)
4. Have students develop releases for press, radio, and television use.
5. Encourage student cooperation and support of existing local, state, and national bicycle safety programs.
6. Enlist community support for education, engineering and enforcement.
7. Have students prepare information for school and police use.
8. Have students conduct study of cyclist compliance with local city ordinances.

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Bicycle Safety Information
AAA
National Safety Council
Bicycle Institute of America
City ordinances
3. Films
IDPS, ISU — 1985 (8 min.) "I'm No Fool with a Bicycle"
IDPS, ISU — 1844 (10 min.) "Bicycle Safety Skills"
"How to Ride Your Bicycle Safely" (Free Mobilgas strip film)

D. Evaluation
Select evaluation procedures from list in appendix.

X. Signs, Signals, and Markings

A. Major Concepts
1. That signs, signals, and markings are an immediate and important source of information by which a driver can accurately determine his direction and behavior.
2. That 60 per cent of all fatalities occur in direct violation of clearly visible signs. (NSC)
3. That signs will play an increasingly important role in driving as the number of cars and the complexity of traffic increase.
4. That nationwide uniformity would reduce the confusion and danger that result from state to state variation.

B. Classroom Learning Activities
1. 35mm slides.
2. Filmstrips.
3. Traffic board.
4. Models, mock up, sample signs.
5. Iowa Motor Code Study Guide.
6. Class participation on chalk board.
a. Drawing Signs
b. Labeling Signs
c. Discussion of color, location and use

C. References
1. Textbooks
Let's Drive Right
Man and the Motor Car
Sportsmanlike Driving
Tomorrow's Drivers
When You Take the Wheel
2. Iowa Highway Commission — Manual on Uniform Traffic Control Devices for Iowa
3. National Safety Council selected pamphlets, "Sign Packet" $2.50
4. Minnesota Mining Co., sample sign kits

D. Evaluation
Select evaluation procedures from list in appendix.

MANEUVERS

I. Maneuvers

A. Major Concepts
1. That the preliminary experiences for precise car handling should include maneuvering.
2. That the student understanding of the basic principles involved in and driving an automobile include:
a. The length and width of a car.
b. The blind spots on cars.
c. How and when to start moving.
d. How and when to slow down.
e. How and when to stop.
f. The technique of turning and proper recovery.

B. Classroom Learning Activities
   1. Discussion and demonstration
      a. Starting: level, uphill, downhill.
      b. Stopping: normal, road emergency, brake failure.
      c. Steering: hand over hand, return to center, power and standard.
      d. Turning: various types of right and left turns and proper signals.
      e. One-way streets: refer to appendix.
      f. Backing: level, uphill, downhill, curve, straight, alleys and driveways.
      g. Parking: along curb, in front of cars, behind cars, between cars, angle, straight in.
      h. Passing: city, country roads, highways, turnoff areas, mirrors, speed, observation, use of brakes, signal lights.
      i. Vision: how and where to look; what to look for. Use of mirrors and consideration of blind spots.
   2. Range or blocked off area: to be used as need arises.
   3. Assigned or free choice reading.
   4. Classroom:
      a. Discussion
      b. Lecture
      c. Demonstrations
      d. Diagrams
      e. Slides, filmstrips, films
      f. Overhead projector
      g. Models
      h. Traffic boards
   5. Demonstrations: class, street, range or selected sites.

C. References
   1. Textbooks
      Let's Drive Right
      Man and the Motor Car
      Sportsmanlike Driving
      Tomorrow's Drivers
      When You Take the Wheel
   2. Booklets (Sources)
      General Motors
      Ford Motor Company
      Allstate Insurance Company
      Nationwide Insurance Company
   3. Films:
      Nationwide Insurance Company, (8 min.) "Danger in Reverse"
      IDPS (10 min.) "Safe Driving — Fundamental Skills"
      IDPS or Ford (10 min.) "Automatic Transmissions"

D. Evaluation
   Select evaluation procedures from list in appendix.

AUTOMOBILE ECONOMICS

I. New Car Versus Used Car

A. Major Concepts
   1. That understanding and knowledge are important factors of automobile ownership.
   2. That initial outlay and personal requirements are major considerations when buying a car.
   3. That testing and examining are most important in buying a used car.
   4. That the desire for a car is a highly emotional thing that can cause a person to make highly impractical decisions.

B. Classroom Learning Activities
   1. Discuss the cost of installment buying.
   2. Discuss depreciation factor.
   3. Obtain examples of transportation rates.
   4. Conduct field trip
      a. Visit used car dealer and then report on best used car buy.
      b. Visit repair and body shops.
      c. Visit new car dealer.
   5. Discuss the advantages and disadvantages of new and used cars.

C. References
   1. Textbooks
      Let's Drive Right
      Man and the Motor Car
      Sportsmanlike Driving
      Tomorrow's Drivers
      When You Take the Wheel
   2. NADA Blue Book
   3. Used car dealers check list
   4. Pamphlet: Money Management — Your Automobile Dollar
   5. Current Magazines
   6. Film:
      IDPS (12 min.) "Give a Car a Man Who Can Drive"

D. Evaluation
   Select evaluation procedures from list in appendix.

II. Maintenance

A. Major Concepts

1. That operating an automobile is a greater expense than is commonly realized.
2. That preventive maintenance will make the car safer, less expensive to operate and more pleasant to drive.

B. Classroom Learning Activities

1. Plan a car maintenance schedule.
2. Have students compute annual cost of operating family car.
3. Select films, strips, and slides.
4. Set up exhibits: tires, battery, worn and new parts, types of oil, appearance items, safety equipment, additives.
5. Utilize resource personnel
   a. Garage
   b. Service station
   c. Auto parts store
   d. Fleet mechanical supervisions
   e. School maintenance personnel
6. Demonstrate on school (or student) vehicles how to check oil, radiator, battery, tires, automatic transmission, lights, door locks.
7. Use the following:
   a. Charts
   b. Makeups
   c. Models
   d. Field trips
   e. Oil
   f. Batteries

C. References

1. Motor Vehicle Owners Handbook
2. Pamphlet
   Your Driving Cost
3. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
4. Films
   Nationwide Insurance Company (12 min.) "Trouble-Shooting Your Car"
   Nationwide Insurance Company (12 min.)"Keeping the Car Fit"
   Nationwide Insurance Company (17 min.) "Driving Economically"
   IDPS, ISU — 1020 "Care of the Car"
5. Garages—school, bus, commercial
6. Service stations
7. Auto parts store
8. Wholesale auto catalogues
9. Personal contact — parents, friends, clubs

D. Evaluation
Select evaluation procedures from list in appendix.

III. Insurance

A. Major Concepts

1. That insurance costs are a direct reflection of driver behavior.
2. That insurance premiums reflect the cost of repairs and liability losses in a given area.
3. That the successful completion of an approved driver education course usually results in a premium discount for the young driver.

B. Classroom Learning Activities

1. Invite resource speaker to make presentation on insurance coverage and rates.
2. Examine family automobile policy and discuss with parents and agent.
3. Discuss how the value of insurance is dependent on service rendered.

C. References

1. Local insurance agents' association
2. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
3. Films
   Contact local insurance agent.
4. "Understanding Automobile Insurance," Iowa Association of Independent Insurance Agents.

IV. Problems of Ownership

A. Major Concepts

1. That the total cost of owning a car is more than dollars alone.
2. That a family's or individual's future financial security can be influenced adversely by the ownership of a car
3. That the burden of car ownership can reduce the amount of time for and interest in studies.

B. Classroom Learning Activities
1. Have students evaluate personal grades and the amount of time the car is used.
   a. Family car
   b. Personal car
   c. Friend's car
2. Study cost of operation charts.
   a. Family car
   b. Student cars
   c. Business cars
   d. Driver Education car
3. Devise a schedule. (Guidance Department)
   How student spends his time on studies, home, work, and riding in car.

C. References
1. Allstate Insurance Company Research project.
2. 'Safety Education Magazine," National Safety Council.
3. Consumer Education texts
4. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel

D. Evaluation
Select evaluation procedures from list in appendix.

V. The Cost of Accidents

A. Major Concepts
1. That driver education is an effective approach to the accident problem.
2. That the cost of an effective driver education program is far less than that of accidents and violations.
3. That the National Safety Council estimates the cost of a traffic fatality to a community is $160,000 or more.

B. Classroom Learning Activities
1. Study local, state, and national summaries.
2. Compare total costs of accidents to that of public expenditures for education, public health, traffic safety, cigarettes, and cosmetics.

C. References
1. Accident Data
   a. *Accident Facts*, NSC
   b. Iowa Department of Public Safety
   c. Local police
   d. Sheriff
   e. NSC
   f. NEA
   g. Films
   Nationwide Insurance Company (10 min.) "What Happened?"
   Nationwide Insurance Company (5 min.) "As a Matter of Fact"
   IDPS (28 min.) "The Case of Officer Hallibrand"

D. Evaluation
Select evaluation procedures from list in appendix.

ENFORCEMENT

I. Courts

A. Major Concept
That courts are an instrument for the interpretation and enforcement of the laws enacted to promote traffic safety.

B. Classroom Learning Activities
1. Attend court and read selected court records to interpret:
   a. Judicial processes
   b. Penalties involved
   c. Legal limits and interpretations
   d. Discussions: class, panel, or committee after court visitation.
2. Discuss with judge.

C. References
1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Newspapers
3. Radio news casts
4. Television news casts
5. Traffic judges
6. Insurance lawyers or agents
7. Refer to list on conduct for appearing in court. (See appendix)

D. Evaluation
Select evaluation procedures from list in appendix.

II. Law Enforcement Personnel

A. Major Concepts
1. That law enforcement personnel are employed by the public to assist and protect the public.

2. That the function of law enforcement personnel is to promote the orderly, efficient, and safe flow of traffic.

B. Classroom Learning Activities
   1. Develop cooperative attitudes by:
      a. Inviting law enforcement personnel to participate in classroom activities.
      b. Investigation of accident records and interpretation.
      c. Developing teenage accident and violation data for police and school use.

C. References
   1. City police
   2. County sheriff or deputy
   3. State Highway Patrol
   4. Railroad special agents
   5. Adult crossing guards
   6. Special traffic officers

D. Evaluation
   Select evaluation procedures from list in appendix.

PART II — PRACTICE DRIVING INSTRUCTION

PREPARATION

A. Major Concepts
   1. That a working knowledge of the location and function of switches, gauges and controls is important to safe driving.
   2. That certain checks and adjustments must be made **before** the car is put into motion.

B. Classroom Learning Activities
   1. Visually inspect vehicle and area.
   2. Locate, identify, and study function of gauges, controls and safety devices.
   3. Become acquainted with your car. (See appendix)

C. References
   1. Textbooks
      Let's Drive Right
      Man and the Motor Car
      Sportsmanlike Driving
      Tomorrow's Drivers
      When You Take the Wheel
   2. Owner's manual
   3. Chart: Planned class and community learning experience. (See appendix)

FUNDAMENTAL PROCEDURES

A. Major Concepts
   1. That mastery of fundamentals is necessary before advanced phases can be undertaken.
   2. That the instructor is riding with the student to teach by means of a logical progression.
   3. That the car is dual controlled so that the student may be exposed to a wider range of activities sooner than would otherwise be possible.

B. Classroom Learning Activities
   1. **With car standing:** — Manipulative drills:
      a. Adjustments
      b. Starting and stopping engine. (See texts and appendix)
      c. Gear selection drill.
      d. Gas pedal-brake pressure point drill (with engine running).
   2. **With car moving:**
      a. Demonstrate and drill use of clutch.
      b. Practice coordination of clutch and transmission.
      c. Practice braking for speed control and smooth stops (weaving forward and backward between cones or stanchions).
      d. Practice steering wheel technique.
      e. Practice left and right turns (forward and reverse).

C. References
   Winter driving booklets (Winter Driving Section, Appendix)
   2. Insurance pamphlets
   3. Library books
   4. Films
   5. Textbooks
      Let's Drive Right
      Man and the Motor Car
      Sportsmanlike Driving
      Tomorrow's Drivers
      When You Take the Wheel

D. Evaluation
   Select evaluation procedures from list in appendix.

ADVANCED PROCEDURES

A. Major Concepts

1. That the driver's ultimate success is completely dependent upon the mastery of all fundamental and advanced driving procedures.
2. That high type visual efficiency is necessary for the successful execution of all advanced maneuvers.
3. That failure to execute these procedures perfectly each time could well result in an accident.

B. Classroom Learning Activities

1. Review assigned reading, free choice library material, written reports, teacher and student demonstrations, mock-up situations on car traffic board.
2. Study problem approach in behind the wheel situations.
3. Refer to emergency responses. (Appendix)
4. Make emergency stops
   a. Brake pumping action, control of skids, use of mirrors and eyes, signals, brake arm, car position.
   b. Factors to consider: Road and surface, traffic conditions, escape routes, condition of tires, brakes, steering, drivers ability to control the automobile.
5. Study types of street and highways; road surface and their effect on car control.
6. Examine types and use of intersections and traffic control devices.
7. Study construction features of roadway, such as crowned, level and banked.
8. Conduct advanced driving procedure
   a. Visual activity
   b. Speed control
   c. Areas
      Parks
      Residential
      Business
      Rural, blactkop, gravel, dirt
      Primary road
      Interchanges
      Expressway
   d. Conditions of roadway
      New, good, defective
      Repair obstructions
      Unfinished
      Dry, wet, ice, snow
   e. Traffic areas
      Light traffic
      Heavy traffic
      Unfamiliar areas
9. Conduct night driving problem
   a. Physical condition
      Health
      Eyes
      Fatigue
   b. Night vision, normal or below
   c. Condition of road
   d. Condition of car
   e. Interior of car
   f. Glare, windshield, mirrors, chrome
10. Enumerate winter driving techniques and problems. (Refer to appendix)
11. Review driving under adverse conditions.

C. References

1. Textbooks
   Let's Drive Right
   Man and the Motor Car
   Sportsmanlike Driving
   Tomorrow's Drivers
   When You Take the Wheel
2. Pamphlets
   Allstate Insurance Company
   General Motors Corporation
3. Films
   Ford Motor Company (22 min.) "City Driving"
   Ford Motor Company (17 min.) "Highway Driving"
   Ford Motor Company (10 min.) "Driving the Super Highways"
   Ford Motor Company (19 min.) "Driving Under Special Conditions"

D. Evaluation
Select evaluation procedures from list in appendix.

Section Four . . .

REFERENCES AND RESOURCES

The Reference and Resource Section is of vital importance to the busy and alert Driver Education Instructor. It's value will become apparent in the planning of your course of instruction and continue as you revise, upgrade and broaden the scope and content.

Since the proper sequential development of a course of study is a basic factor in an effective classroom presentation, the following material is arranged in logical order for the instructor who wants to enrich his classroom activities through the utilization of supplementary material.

Much of the material is free or inexpensive and is available in quantity for your driver education classes.

This section includes:

A. Sources of Written Materials
   - Pamphlets
   - Periodicals

B. Organizations Which Publish Traffic Safety
   - Pamphlets
   - Periodicals

C. Audio Visual Sources
   - Films
   - Filmstrips

D. Sources of Basic and Supplemental Equipment

SOURCES OF WRITTEN MATERIALS

The following classified list is provided through the courtesy of the Insurance Institute for Highway Safety:

Accident Statistics

Iowa Department of Public Safety
National Safety Council
Travelers Ins. Co.

Action Program

Automotive Safety Foundation
President's Committee for Traffic Safety

Bicycle Safety

Aetna Casualty and Surety Co.
Allstate Ins. Co.
American Automobile Assn.
Bicycle Institute of America
Employers Mutual Liability Ins. Co. of Wisconsin
Harleysville Ins. Co.
Kemper Ins.
Liberty Mutual Ins. Co.
Maryland Casualty Co.
National Commission on Safety Education
National Safety Council
Nationwide Mutual Ins. Co.
Utica Mutual Ins. Co.

Careers in Highway Traffic Safety

National Commission on Safety Education

Commercial Drivers

America Fore Loyalty Group Ins. Cos.
Assn. of Casualty and Surety Co.
Maryland Casualty Co.
National Assn. of Automotive Mutual Ins. Co.
National Safety Council
Royal-Globe Ins. Group
Standard Accident Ins. Co.
Travelers Ins. Co.

Drinking Driving

American Bar Assn. Traffic Court Program
Michigan State Board of Alcoholism
National Safety Council

Driver Education

Aetna Casualty and Surety Co.
Allstate Ins. Co.
American Automobile Assn.
Ins. Institute for Highway Safety
National Commission on Safety Education
National Safety Council
Nationwide Mutual Ins. Co.
Safe Winter Driving League

Driver Licensing

American Optical Co.
National Safety Council

General (Including Good Driving Practices)

Aetna Casualty and Surety Co.

Alabama Farm Bureau Mutual Casualty Ins. Co., Inc.
Allstate Ins. Co.
American Armed Services Underwriters, Inc.
American Automobile Assn.
American Trucking Assn., Inc.
Assn. of Casualty and Surety Cos.
Chrysler Corp.
Employers Mutual Liability Ins. Co. of Wisconsin
Farmers Mutuals
Ford Motor Co.
General Motors Corp.
Grain Dealers Mutual Ins. Co.
Harleysville Ins. Co.
Hartford Accident and Indemnity Co.
Imagination, Inc.
Kansas Farm Bureau Safety Dept.
Kemper Ins.
Liberty Mutual Ins. Co.
Maryland Casualty Co.
Massachusetts Bonding and Ins. Co.
Metropolitan Life Ins. Co
National Federation of Business and Professional Women's Clubs, Inc.
National Safety Council
Nationwide Mutual Ins. Co.
Royal-Globe Ins. Group
State Automobile and Casualty Underwriters
State Farm Mutual Automobile Ins. Co.
Travelers Ins. Co.
United States Fidelity and Guaranty Co.
Utica Mutual Ins. Co.

Highway Transportation Legislation

National Highway Users Conference

Motor-Driven Cycles

National Safety Council

Motor Vehicle Inspection

National Safety Council

Night Driving

Allstate Ins. Co.
General Motors Corp.
Grain Dealers Mutual Ins. Co.
National Safety Council

Pedestrians

Aetna Casualty and Surety Co.
American Automobile Assn.
Liberty Mutual Ins. Co.
Maryland Casualty Co.
National Safety Council
Nationwide Mutual Ins. Co.

Police Enforcement

National Federation of Business and Professional Women's Clubs, Inc.
National Safety Council

Pre-School and Elementary School Safety

American Automobile Assn.
Kemper Ins.
Liberty Mutual Ins. Co.
National Safety Council

Project Ideas

National Assn. of Automotive Mutual Ins. Cos.

School Bus

American Automobile Assn.
Harleysville Ins. Co.
Maryland Casualty Co.
National Safety Council
Nationwide Mutual Ins. Co.

School Safety Patrol

American Automobile Assn.
National Commission on Safety Education
National Safety Council

Seat Belts

Ford Motor Co.
Maryland Casualty Co.
National Safety Council
Nationwide Mutual Ins. Co.

Special Emphasis Programs

Assn. of State and Provincial Safety Coordinators
National Farmers Union Service Corp.
National Safety Council

State Traffic Laws

Dairyland Mutual Ins. Co.
Kemper Ins.

Stopping Distances

Allstate Ins. Co.
American Automobile Assn.
Farm Bureau Ins. Co.
Kansas Farm Bureau
Meridian Mutual Ins. Co.
National Safety Council
Nationwide Mutual Ins. Co.
New Hampshire Ins. Group.
Safe Winter Driving League

Super Highway and Expressway

Allstate Ins. Co.
American Automobile Assn.
Associates Investment Co.
Better Highways Information Foundation

Ford Motor Co.
Hartford Accident and Indemnity Co.
National Safety Council

Teenage Driving

Allstate Ins. Co.
American Automobile Assn.
Farm Bureau Ins. Co.
Harleysville Ins. Co.
Kemper Ins.
Liberty Mutual Ins. Co.
Metropolitan Life Ins. Co.
National Safety Council
State Automobile and Casualty Underwriters

Traffic Courts

American Bar Assn. Traffic Court Program
National Safety Council

Traffic Safety Quizzes

Kemper Ins.
Liberty Mutual Ins. Co.
Shell Oil Co.

Vehicle Maintenance and Engineering

Ford Motor Co.
General Motors Corp.
Harleysville Ins. Co.
Liberty Mutual Ins. Co.
National Safety Council

Vision

Allstate Ins. Co.
American Optometric Assn.
Employers Mutual Liability Ins. Co. of Wisconsin
Ford Motor Co.
Highway Visibility Bureau
National Safety Council

Winter Driving

Assn. of State and Provincial Safety Coordinators
Grain Dealers Mutual Ins. Co.
Harleysville Ins. Co.
Hartford Ins. Group
Liberty Mutual Ins. Co.
Massachusetts Bonding and Ins. Co.
National Safety Council
Royal-Globe Ins. Group
Safe Winter Driving League

Traffic Safety Periodicals And Magazines

The following periodicals and magazines are available for slight fees and often may be very valuable:

"Action for Safety"; National Commission on Safety Education.
"Center News Quarterly"; Center for Safety Education, New York University.
"Designs for Living"; Auto-Industry Highway Safety Committee Inc.
"Driver Education News"; Ford Motor Company.
"Driving Laboratory News"; Iowa State University.
"Highway Bulletin"; Iowa State Highway Commission.
"Iowa Driver Education Association Newsletter"; 1049 State Street; Bettendorf, Iowa.
"Safety Education"; National Safety Council.
"Traffic Digest and Review"; Traffic Institute; Northwestern University.
"Traffic Quarterly"; Eno Foundation for Highway Traffic Control.
"Traffic Safety"; National Safety Council.

ORGANIZATIONS WHICH PUBLISH TRAFFIC SAFETY PAMPHLETS

Aetna Casualty and Surety Co., Hartford 15, Connecticut.
Alabama Farm Bureau Mutual, Casualty Ins. Co., Inc., Montgomery, Alabama.
Allstate Ins. Co., Accident Prevention Dept., 7447 Skokie Blvd., Skokie, Illinois, (contact regional offices in major cities).
America Fore Loyalty Group, Ins. Cos., 80 Maiden Lane, New York 38, New York.
American Armed Services, Underwriters, Inc., Birmingham 3, Alabama.
American Automobile Assn., Traffic Engineering and Safety Dept., 1712 G. Street, N.W., Washington 6, D.C., (contact local offices).
American Bar Assn., Traffic Court Program, 115 East 60th Street, Chicago 37, Illinois.
American Optical Co., Southbridge, Massachusetts.
American Optometric Assn., 4030 Chouteau Avenue, St. Louis 10, Missouri.
American Trucking Assns., Inc., 1616 P Street, N.W., Washington 6, D.C.
Associates Investment Co., South Bend 24, Indiana.
Assn. of Casualty and Surety Cos., 60 John Street, New York 38, New York.
Assn. of State and Provincial Safety Coordinators, Suite 816, 1710 H Street, N.W. Washington 6, D.C.

Automotive Safety Foundation, 200 Ring Bldg., Washington 6, D.C.

Better Highways Information Foundation, 2000 K Street, N.W., Washington 6, D.C.

Bicycle Institute of America, Inc., 122 E. 42nd Street, New York 17, New York.

Capital Fire and Casualty Co., P.O. Box 2374, Birmingham 1, Alabama.

Chrysler Corp., Educational Services, Dept. of Public Relations, P.O. Box 1919, Detroit, Michigan.

Dairyland Mutual Ins. Co., P.O. Box 1242, 625 North Segoe Road, Madison 1, Wisconsin.

Employers Mutual Liability Ins. Co. of Wisconsin, Wausau, Wisconsin.

Farm Bureau Ins. Cos., P.O. Box 6218, Montgomery, Alabama.

Farmers Mutuals, 3099 E. Washington Avenue, Madison 1, Wisconsin.

Ford Motor Co., Traffic Safety and Highway Improvement Dept., The American Road, Dearborn, Michigan.

General Motors Corp., General Motors Bldg., 3044 West Grand Blvd., Detroit 2, Michigan.

Grain Dealers Mutual Ins. Co., 1752 North Meridian Street, Indianapolis 7, Indiana.

Harleysville Ins. Co., Harleysville, Pennsylvania.

Highway Visibility Bureau, 520 North Mighigan Avenue, Chicago 11, Illinois.

Imagination, Inc., 4032 Maryland Avenue, N., Minneapolis 27, Minnesota.

Ins. Institute for Highway Safety, 1725 DeSales St., N.W., Washington, D.C.

Kansas Farm Bureau, Safety Dept., Farm Bureau Bldg., Manhattan, Kansas.

Kemper Ins., 4750 Sheridan Road, Chicago 40, Illinois.

Liberty Mutual Ins. Co., 175 Berkeley Street, Boston 17, Massachusetts.

Maryland Casualty Co., Accident Prevention Dept., Baltimore 3, Maryland.

Massachusetts Bonding and Ins. Co., 10 P.O. Square, Boston 9, Massachusetts.

Meridian Mutual Ins. Co., 2955 N. Meridian Street, Indianapolis 7, Indiana.

Metropolitan Life Ins. Co., One Madison Avenue, New York 10, New York.

Michigan State Board of Alcoholism, 230 N. Grand Avenue, Lansing, Michigan.

National Assn. of Automotive Mutual Ins. Cos., 20 North Wacker Drive, Chicago 6, Illinois.

National Commission on Safety Education, National Education Assn., 1201 16th Street, N.W., Washington 6, D. C.

National Farmers Union Service Corp., 1575 Sherman Street, Denver 1, Colorado.

National Federation of Business and Professional Women's Clubs, Inc., 2012 Massachusetts Avenue, N.W., Washington 6, D.C.

National Highway Users Conference, National Press Bldg., Washington 4, D.C.

National Safety Council, Traffic Dept., 425 N. Michigan Avenue, Chicago 11, Illinois.

Nationwide Mutual Ins. Co., Safety Dept., 246 N. High Street, Columbus 16, Ohio.

New Hampshire Ins. Group, Manchester, New Hampshire.

President's Committee for Traffic Safety, 532 Pennsylvania Bldg., Washington 4, D.C.

Royal-Globe Ins. Group, Casualty Cos., 150 William Street, New York 8, New York.

Safe Winter Driving League, 520 North Michigan Avenue, Chicago 11, Illinois.

Shell Oil Co., Community Activities Division, 50 W. 50th Street, New York 20, New York.

Standard Accident Ins. Co., 640 Temple Avenue, Detroit 32, Michigan.

State Automobile and Casualty Underwriters, 600 Fifth Avenue, Des Moines 8, Iowa.

State Farm Mutual Automobile Ins. Co., Bloomington, Illinois.

Travelers Ins. Co., 700 Main Street, Hartford 15, Connecticut.

United States Fidelity and Guaranty Co., Calvert and Redwood Streets, Baltimore, Maryland.

Utica Mutual Insurance Company, Utica, New York.

AUDIO VISUAL SOURCES

Iowa Sources:

1. Iowa State Department of Public Safety; State Office Building; Des Moines, Iowa.
2. Iowa State University; Visual Instructional Center; Ames, Iowa.
3. Modern Talking Picture Service; Pratt Sound Films; 129 — 3rd Avenue, S.W.; Cedar Rapids, Iowa.
4. Motor Club of Iowa; 1049 State Street; Bettendorf, Iowa

5. University of Iowa; Bureau of Audio Visual Instruction; East Hall; Iowa City, Iowa.

Other Sources:

Aetna Life Affiliated Companies, Education and Information Department; 151 Farmington Avenue, Hartford 15, Connecticut.

American Transit Association; Traffic Safety Foundation; 292 Madison Avenue; New York 19, New York.

Associated Films, Inc.; 561 Hillgrove Avenue; LaGrange, Illinois.

Canadian Consulate, Chicago, Illinois.
Champion Spark Plug Company; 900 Upton Avenue; Toledo 1, Ohio.

Chrysler Corporation; P.O. 1518; Detroit 31, Michigan.

Coronet Films; Coronet Building; Chicago 1, Illinois.

Cottrell Safety Services Inc.; 2306 Walden Avenue; Buffalo 25, New York.

Encyclopaedia Britannica Films; 1150 Wilmette St.; Wilmette, Illinois.
Ethyl Corporation; 100 Park Avenue; New York 17, New York.

Ford Motor Company; Ford Film Library; American Road; Dearborn, Michigan.

General Motors Corporation; Film Section; 3044 W. Grand Blvd.; Detroit 2, Michigan.

Goodyear Tire and Rubber Company; Akron 16, Ohio.

Jam Handy Organization; 2828 E Grand Blvd.; Detroit, Michigan.

Johnson and Johnson Company; New Brunswick, New Jersey.

Lumbermen's Mutual Casualty Company; Public Relations Department; Mutual Insurance Building; Chicago 40, Illinois.

Michigan State University; Audio Visual Center; East Lansing, Michigan.
McGraw-Hill Films; 330 West 42nd Street; New York 36, New York.

Mobile Oil Company; P.O. Box 8529; Chicago 80, Illinois.

National Association of Automobile Mutual Insurance Companies; 20 North Wacker Drive; Chicago, Illinois.

Northwestern Bell Telephone Company; Des Moines, Iowa.

National Highway Users Conference; National Press Building; Washington D.C.

Nationwide Insurance Company; 246 North High Street; Columbus, Ohio.

Perfect Circle Company; 522 S. Washington; Hagerstown, Indiana.

Safety Education Films, Inc.; 1535 Como Avenue; St. Paul 13, Minnesota.
Sieberling Rubber Company; Akron 9, Ohio.

Shell Oil Company; Department of Public Relations; 50 W. 50th Street; New York, New York.

Sinclair Refining Company; (contact your local office)

U.S. Bureau of Public Roads; Washington 25, D.C.

University of Kansas; Bureau of Audio Visual Instruction; Lawrence, Kansas.

University of Illinois; Visual Aids Service; Division of Extension; Champaign, Illinois.

University of Indiana; Audio Visual Center; Bloomington, Indiana.

University of Minnesota; Audio Visual Extension; Minneapolis 14, Minnesota.

Walt Disney Productions; 16 mm Department; 2400 W. Alemedo Avenue; Burbank, California.

Supplemental Film Lists are available from various sources including:

Education Film Guide; H. W. Wilson Company; 950 University Avenue; New York 52, New York.

National Safety Council; 425 N. Michigan Avenue; Chicago 11, Illinois.

BASIC AND SUPPLEMENTARY EQUIPMENT

1. For Classroom

AUTO-TRAINER. American Automobile Association, 1712 G Street, N.W., Washington, D.C.

CHARTS AND DRIVER EDUCATION FLANNEL BOARD TYPE KIT. Champion Spark Plugs. Dayton, Ohio.

DRIVER EDUCATION MOBILE. G. S. Kabat Co. Box 6700, Los Angeles 22, Calif.

DRIVO-TRAINER. Rockwell Mfg. Co. Pittsburgh, Pa.

MAGNETIC TRAFFIC BOARD. American Automobile Association. 1712 G. Street, N. W., Washington, D.C.

MAGNO-SAFETY BOARD. Emigsville, Pa.

METAL CHALKBOARD WITH DRIVER EDUCATION MATERIALS. G. S. Kabat Co. Box 6700, Los Angeles 22, Calif.

MINIATURE TRAFFIC CONTROL EQUIPMENT (Signal, Signs, etc.). JWK Industries, Inc. Douglasville, Pa.

ORTHA - RATER VISION TEST. Bausch and Lomb Optical Co. 185 South Mich. Ave., Chicago 3, Ill.

PLASTIC MODEL OF AUTO ENGINE OPERATION. Viking Importers. 113 South Edgemont, Los Angeles 4, Calif.

PSYCHOPHYSICALS, STEERING MODEL, GEAR SHIFTBOX, PISTON AND CYCLINDER MODEL, CLUTCH MODEL, DIFFERENTIAL MODEL, TRAFFIC SIGNAL MODEL. American Automobile Association. 1712 G. Street, N.W., Washington, D.C.

PSYCHOPHYSICAL TESTING APPARATUS. Porto Clinic Instruments, Inc. 1533 Grand River Ave., Detroit 8, Mich.

REVELL MODEL OF V-8 ENGINE. Available at local toy stores.

T/O VISION TESTER, DRIVER EDUCATION MODEL. Titums Optical Co., Inc. Petersburg, Virginia.

TELE-BINOCULAR. Keystone View Co. Meadville, Pa.

TACHISTOSCOPIC DRIVER TRAINING (FLASHFILM METHOD OF TRAINING). Safety Education Films, Inc. 6108 Excelsior Blvd. Minneapolis, Minn.

2. For Practice Driving

AUTOMOBILE. Reputable automobile representative.

IGNITION CUT-OFF SWITCH FOR AUTOMATIC SHIFT DUAL CONTROLS. Can be made quite easily by person with a basic knowledge of electrical procedure.

DUAL CONTROLS:

American Automobile Association. 1712 G. Street, N.W., Washington, D.C.

Auto Brake Control Co., 900 North Vermont Street, Los Angeles 29, Calif.

Funk Forging Duals, 1633 Fifth Ave., Chicago Heights, Ill.

Portable Dual Controls, Inc. 5133 Grand River Ave., Detroit 8, Mich.

Stromberg Hydraulic Brake and Coupling Co. 5453 Northwest Highway, Chicago 30, Ill.

Equipment Built to Specification and Devices Deigned to Meet Special Needs. G. S. Kabat Co. Box 6700, Los Angeles 22, Calif.

IDENTIFICATION (DECAL AND SIGNS). American Automobile Assn. (Motor Club of Iowa)1049 State Street, Bettendorf, Iowa. Bumpa-Tel Sign Co. Box 181, Mounds, Ill.

SEAT BELTS (FRONT AND REAR):

Auto-Crat Mfg. Co. of B-N Corp. Los Angeles, Calif.

Beam's Mfg. Co. Oklahoma City, Okla.

Chrysler Corp. Detroit, Mich.

Ford Motor Co. Dearborn, Mich.

Hastings Mfg. Co. Hasting, Mich.

Howard Zink Corp. Long Beach, Calif.

Irving Air Chute Co. Lexington, Ky.

Ray Brown Automotive Co. Los Angeles, Calif.

BRAKE REACTION DETONATOR AND BLANKS, TUMBLING CYLINDER DECLEROMETER, JERK RECORDER. American Automobile Association. 1712 G. Street, N.W., Washington, D.C.

DRIVING INSTRUCTORS PRODUCTS FOR VEHICLE AND CLASSROOM USE, DRIVING INSTRUCTOR'S REARVIEW MIRROR, HIGHWAY SIGNS. Lake Automotive Products Co. 531 North Woodbine Ave., Oak Park, Ill.

HOME-MADE MODELS AND AIDS. Junkyards, local garages, etc.

Appendix

PARENT APPROVAL FORM

Appendix A

This form is not legally binding, but does give the school a verification that the parents approve of their son or daughter taking driver education.

PARENT APPROVAL FORM

I hereby give consent for my son, daughter,

_____

to be enrolled in the _____

High School Driver Education Course. I am aware that this course includes practice driving instruction in an equipped dual-control car.

_____
Date

_____
Signature of Father or Guardian

_____
Signature of Mother

LETTERS TO PARENTS FORMS

These letters are a good public relations act on the part of the instructor, principal, or school. It is important that parents know what driver education consists of, and letters are one method of informing the parents. Two sample letters are included; one to be sent home at the beginning of the course, and the other to be sent home at the completion of the course.

Letter to be sent home at the beginning of course, stating the course and any special notices that your course may include.

HOLT HIGH SCHOOL
HOLT, IOWA

To Parents of Driver Education Students:

The course in Driver Education at the High School is intended to develop the basic knowledge skills, teach the rules of the road, and develop an understanding attitude in boys and girls which will help them to drive safely in the years ahead.

The program consists of two equally important parts: classroom instruction, and practice driving instruction. Classroom instruction is devoted to the study of eight basic units:

(1) Study of the Motor Age
(2) The Driver
(3) Laws
(4) Good Driving Practices
(5) Maneuvers
(6) Understanding Your Car
(7) Automobile Economics
(8) Enforcement

The second phase of the instruction is actual practice driving in a dual-controlled car under the guidance of a certified instructor. This phase allows the students to practice all the basic principles of driving on the public streets and highways in and around the city of ————————.

As most of you know, the young driver has over the years been assessed an **extra premium** on insurance. Students who have successfully completed a driver education course which consists of minimum 30 clock hours of classroom and the equivalent of 6 clock hours of practice driving are usually given special reductions by most insurance companies. If you wish your son or daughter to receive these benefits, you should check with your insurance agent.

Please keep in mind that it is an impossibility to develop fully trained, competent drivers in 6 weeks. Many hours and weeks of additional driving under all conditions and under careful parental supervision are necessary to accomplish this. This course does provide a solid foundation for future safe driving experiences. Feel free to visit our program at your convenience. In the meantime, you can make a valuable contribution to the success of your son or daughter by the good example you set every time you drive your car.

———————————————
Instructor

This letter is to be mailed to the parent at the completion of the course. Separate letters may be written to eliminate the son (daughter) type phrasing.

HOLT HIGH SCHOOL
HOLT, IOWA

Dear Parent,

Your son (daughter) has (has not) satisfactorily completed the Driver Education Course. His (her) grades, which will be retained on a permanent record card are: Classroom Driving Attitude .

He (she) has received instruction of — clock hours in the classroom, — clock hours in the drivo-trainer, and — clock hours of actual driving, plus — clock hours of observing correct driving procedures. He (she) should have acquired the **basic** skills, knowledge, and attitudes necessary in driving an automobile. With this limited experience, however, your continued cooperation and guidance will be needed to develop a competent driver. We suggest that you ride with your son (daughter) for about 500 miles before you permit him (her) to drive alone. This will give you assurance that he (she) has the ability and also give him (her) the experience all new drivers need.

Through tests that have been given in the school course, we find that additional practice is needed on the items checked:

( ) Shifting gears
( ) Backing
( ) Hand over hand steering
( ) Right and left turns
( ) Driving in lanes
( ) Parking on up-grades and down-grades
( ) Starting on hills
( ) Driving on one-way streets
( ) Angle parking
( ) Parallel parking
( ) Congested traffic driving
( ) Highway driving
( ) Expressway driving
( ) Overtaking and passing
( ) Driving at night
( ) Driving under adverse conditions

We ask that you notify your insurance agent that your son (daughter) is now of driving age. Although insurance for teen-age boys and girls is higher, most companies give reductions to driver education students. Enclosed you will find a certificate which may be presented to your insurance agent.

We wish to thank you for your cooperation in helping make your son (daughter) a safer driver on today's highways.

Very truly yours,

Instructor

COMPLETION CERTIFICATE

The Department of Public Instruction will provide a course completion billfold card for a nominal fee.

STATE OF IOWA

Department of Public Instruction
Des Moines, Iowa

This certifies that _____
has completed the Behind-the Wheel Drivers Education course

of _____ high school
under the direction of a Certified Instructor, approved by the Department of Public Instruction.

Classroom Hours _____ Hours Behind the Wheel _____

Signed _____ _____
Supt. or Principal Instructor

Authorized
Signature _____ _____
Student Date

PB 21983SP

If you chose to make your own certificate, the sample below includes all the necessary data:

DRIVER EDUCATION CERTIFICATE

This is to certify that _____
Name
has successfully completed an approved course in Driver Education.

This course consisted of _____ clock hours in the classroom and _____ clock hours of practice driving in traffic.

Course completed _____ Date _____

_____
Instructor

_____
Principal

PERMANENT RECORD CARD

There is a definite need to have a permanent record of each student who has taken driver education. Many times a school is called on to give a record of driver education the student has had for insurance purposes. This may be over a nine (9) year period or less. It also becomes an easy method of research if all the statistics needed are included on this permanent record card. We suggest that the Safety Education Department, the Principal's Office, and the Guidance Office keep a permanent record card. Most schools store student permanent records after three or four years, therefore, it would be more available in the form of a 4 x 6 card, filed either alphabetically, or by the year the course was taken. Thousands of cards may be filed in a small space in this manner.

Date _____

_____ High School
Driver Education Students

_____
Last Name First Middle

_____
Street Address City State

Phone _____ Age _____ Grade _____ Sex _____

_____ _____
Counselor Parent or Guardian's Name

_____ _____
Instructor Parent or Guardian's Name

Date in Driver Education Course _____ 19____

Hrs. Classroom _____ Attitude Rating _____

Hrs. Driving _____ Grade Classroom _____

Hrs. Observation _____ Grade Driving _____

FOR ADDITIONAL REMARKS USE REVERSE SIDE (Note: If student failed the course, a statement by the instructor must be written on the reverse side.)

STATEMENT OF COST

Making a permanent record of all driver education expenses is desirable for many reasons. Here are just a few: per pupil cost; budget estimates; comparison of national and local costs.

The sample statement below is suggested for this purpose:

STATEMENT OF OPERATING COSTS

Car #_____ Month_____ 19____

Date	Mileage	Gals. Gas	Cost		Cost	REPAIRS What	REPAIRS Cost	Instr. Signature
TOTALS								

SAMPLE BILL OF SALE

Bill of Sale of a dual control driver education car between _____

Community School District of _____, in the County of

_____, State of Iowa.

Witnesseth

(1) The _____ Company agrees to:

(a) Sell the _____Community School District one current model, four door, five passenger sedan with automatic shift.

(b) Give proper and adequate information for necessary service.

(c) Provide necessary maintenance service for this car at a cost to the school based on fleet discount.

(2) The _____ Community Schools agrees to:

(a) Pay to the _____Company $2.00 for the above mentioned vehicle with delivery being on _____, 19_____.

Dated at _____, Iowa, this _____ day of _____ 19_____.

_____ Company

_____ Community School District

SAMPLE LEASE AGREEMENT

Agreement for the use of a dual control driver education car between _____ Company (hereinafter called the "Local Dealer") and _____ COMMUNITY SCHOOL DISTRICT OF _____, IN THE COUNTY OF _____, STATE OF IOWA, (hereinafter called "School Board").

WITNESSETH

1. The "Local Dealer" agrees to:

   (a) Assign the School Board one current model four door, five passenger sedan with automatic transmission.

   (b) Leave the car in possession of the School Board for the period of one year unless replaced with a new model.

   (c) Give proper and adequate information for necessary service.

   (d) Provide necessary maintenance service for this car. (Cost to school board based on fleet discount on parts and accessories).

2. The "School Board" agrees to:

   (a) Conduct a driver education course which meets the requirements of the Iowa State Department of Public Instruction.

   (b) Only use instructors who are approved by the Iowa State Department of Public Instruction to teach driver education.

   (c) Use the car only in the official use of the driver education program. The car shall not be used by a student unless accompanied by an instructor. The school may use the car for teaching of adults in the regular Public School Adult Program at times which will not interfere with the regular school program.

   (d) Provide and maintain insurance coverage for the protection of the School Board, the Local Dealer, the Instructor, the Instructor's Substitutes, other Occupants, and other users of the car in the policy, each names as additional assured. The coverage must include at least (1) 100-300 thousand dollars public liability, (2) 25 thousand dollar property damage, (3) $2500.00 medical payment, (4) fifty dollar deductible collision, and (5) comprehensive insurance. If the school is liable for an accident, the school board will pay the first $50.00 on collision insurance.

   (e) Provide an appropriate sign reading "_____ Public Schools", "Driver Education Car", and courtesy of "_____ Company".

   (f) Provide a license for the car during its use in the driver education program.

   (g) Provide for and arrange for installation of Dual Controls and any other additional equipment necessary to properly prepare the car for operation in connection with the driver education program.

   (h) Pay for all maintenance and expenses incidental to the operation of the car as outlined in the owner's manual, including especially the following items:

(1) Gasoline

(2) Complete lubrication and oil change at each 1000 miles of the speedometer reading.

(3) Use of sufficient antifreeze of best quality in the radiators during cold weather.

(4) Storage of the car in a safe garage at night when not in use.

(5) Car inspection and tune-up at speedometer readings of 1,000, 3,000 and/or every 2,000 miles thereafter by the local dealer.

(6) Report, in case car is damaged, immediately to the local dealer.

(7) Take every precaution to see that the car is kept in first class condition.

(i) Pay for any servicing or repairs necessary to put the car in the same condition as received, except for normal wear when returned to dealer at the completion of the agreement.

(j) Install two outside mirrors, one on each side of the car.

(k) Install five (5) seat belts in the car; two in the front and three in the rear seat.

3. The Local Dealer agrees to provide the School Board, for its exclusive use one current model five passenger _____ 4 door sedan with automatic transmission equiped with signal lights, heater, and defroster for a period from _____,19_____ to _____, 19_____ for the consideration of $1.00 and its contribution to traffic safety. The School Board agrees to pay the sum of $1.00 to the Local Dealer within 30 days of delivery date.

   This agreement shall take effect when signed by persons authorized to act for the organizations involved.

Dated at _____, Iowa, this _____ day of _____, 19_____.

ATTEST: _____ COMPANY

X _____ X _____

ATTEST: THE _____COMMUNITY SCHOOL DISTRICT
IN THE COUNTY OF _____, STATE OF IOWA

X _____ _____

CLASS SCHEDULING

One full-time driver education instructor should provide instruction in both classroom and driving. A maximum load for a full-time instructor would be 100 students per year, unless simulators or multi-car plan is used.

NUMBER OF STUDENTS	50
Number of students (in car)	2 (in car 1 day per week)
Classroom periods	90 (82.5 clock hours)
Class periods in car	18 (8.25 clock hours)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Class of 50	CLASS	CLASS	CLASS	CLASS
2	DRIVING GROUP A	DRIVING GROUP F	DRIVING GROUP K	DRIVING GROUP P	DRIVING GROUP U
3	DRIVING GROUP B	DRIVING GROUP G	DRIVING GROUP L	DRIVING GROUP Q	DRIVING GROUP V
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.
6	DRIVING GROUP C	DRIVING GROUP H	DRIVING GROUP M	DRIVING GROUP R	DRIVING GROUP X
7	DRIVING GROUP D	DRIVING GROUP I	DRIVING GROUP N	DRIVING GROUP S	DRIVING GROUP X
8	DRIVING GROUP E	DRIVING GROUP J	DRIVING GROUP O	DRIVING GROUP T	DRIVING GROUP Y

NUMBER OF STUDENTS	50
Number of students (in car)	2 (in car 1 day per week)
Classroom periods	45 (41.2 clock hours)
Class periods in car	18 (8.25 clock hours)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	DRIVING GROUP A	DRIVING GROUP F	DRIVING GROUP K	DRIVING GROUP P	DRIVING GROUP U
2	DRIVING GROUP B	DRIVING GROUP G	DRIVING GROUP L	DRIVING GROUP Q	DRIVING GROUP V
3	DRIVING GROUP C	DRIVING GROUP H	DRIVING GROUP M	DRIVING GROUP R	DRIVING GROUP W
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.
6	CLASS 25 GROUP 1	CLASS 25 GROUP 2	CLASS 25 GROUP 1	CLASS 25 GROUP 2	CLASS 50 GROUPS 1 & 2
7	DRIVING GROUP D	DRIVING GROUP I	DRIVING GROUP N	DRIVING GROUP S	DRIVING GROUP X
8	DRIVING GROUP E	DRIVING GROUP J	DRIVING GROUP O	DRIVING GROUP T	DRIVING GROUP Y

NUMBER OF STUDENTS	48
Number of students (in car)	4
Classroom periods	33 (30.25 clock hours)
Class periods in car	30 (6.87 clock hours)

Note: Classroom instruction given 5 days per week every period for first 6 weeks.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	DRIVING GROUP A	DRIVING GROUP B	DRIVING GROUP A	DRIVING GROUP B	DRIVING GROUP A or B *
2	DRIVING GROUP C	DRIVING GROUP D	DRIVING GROUP C	DRIVING GROUP D	DRIVING GROUP C or D *
3	DRIVING GROUP E	DRIVING GROUP F	DRIVING GROUP E	DRIVING GROUP F	DRIVING GROUP E or F *
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	PLANNING AND PREP.	AND PREP. PLANNING
6	DRIVING GROUP G	DRIVING GROUP H	DRIVING GROUP G	DRIVING GROUP H	DRIVING GROUP G or H *
7	DRIVING GROUP I	DRIVING GROUP J	DRIVING GROUP I	DRIVING GROUP J	DRIVING GROUP I or J *
8	DRIVING GROUP K	DRIVING GROUP L	DRIVING GROUP K	DRIVING GROUP L	DRIVING GROUP K or L *

SIMULATORS USED IN THE TEACHING OF DRIVER EDUCATION

NUMBER OF STUDENTS	72
Number of students (in car)	4
Classroom periods	33 (30.25 clock hours)
Class periods in car	14 (3.2 clock hours per student)
Class periods in simulator	15 (12 clock hours per student)

Period	CLASS (33 days)	CLASS	SIMULATOR (15 days)	DRIVING (14 days)	DRIVING (14 days)	DRIVING (14 days)
1	Group ABC	Group ABC	Group ABC	Group A	Group B	Group C
2	Group DEF	Group DEF	Group DEF	Group D	Group E	Group F
3	Group GHI	Group GHI	Group GHI	Group G	Group H	Group I
4	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
5	Planning	Planning	Planning	Planning	Planning	Planning
6	Group JKL	Group JKL	Group JKL	Group J	Group K	Group L
7	Group MNO	Group MNO	Group MNO	Group M	Group N	Group O
8	Group PQR	Group PQR	Group PQR	Group P	Group Q	Group R

* Altlernating

CERTIFICATE OF ELIGIBILITY

This form must be completed by the instructor.

Student's Name in Full _____

Student's Address in Full _____

City and State _____

School's Name _____

City and State _____

Date Semester Begins _____

Date Semester Ends _____

Date and Instructor's Signature _____

School's Name _____

PARENT'S WRITTEN CONSENT FORM

EVERY APPLICANT UNDER THE AGE OF EIGHTEEN YEARS MUST FURNISH THE WRITTEN CONSENT OF BOTH PARENTS BEFORE HE CAN OBTAIN AN INSTRUCTION PERMIT, OPERATOR'S OR CHAUFFER'S LICENSE. This is required by the State of Iowa.

The law does not permit any person to legally drive in the streets and public roadways of Iowa without an Iowa Instruction Permit. Some rules to follow in filling out this affidavit are:

1. If parents are divorced, separated, or deceased, the notary must signify on the space for the parent's signature.

2. If parents do not live together but are not legally separated, both signatures are required. (You may use two forms, one for each parent.)

3. DO NOT USE PENCIL . . . Type or Print in black or blue ink.

4. Parents must sign their signatures in the presence of the notary. This must be written unless parent's legal signature is otherwise.

Parent's Name _____

Son-Daughter-Ward _____

Student's Full Name _____

Student's Address _____

Student's Statistics _____

Student's USUAL Signature _____

Parent's Name _____

Father's Signature (Notary Present) _____

Mother's Signature (Notary Present) _____

Notary's Written Information _____

Notary's Signature and Seal _____

Date _____

SUGGESTED DEVICES AND TECHNIQUES FOR EVALUATION IN DRIVER EDUCATION

I. Decide what is to be evaluated and if it is needed.

II. Select the most suitable instruments and techniques.

III. Limitation of evaluation.

A. Remember that all evaluation techniques have their limitation, but that some form of relatively accurate measurement is necessary.

B. In our final evaluation we should always consider the whole individual in terms of his readiness for relatively accident-free driving on our highways.

IV. Suggested methods of evaluation.

A. Classroom

1. Refer to several Driver Education books.
2. Homework—oral and written quiz over assignment
3. Projects
4. Notebooks
5. Quiz — written, oral, surprise, announced
6. Tests — teacher prepared, textbook unit, and standard over all
7. Attitude and personality measuring devices
8. Psycho-Physical tests
9. Student-teacher conference
10. Other

B. Behind the wheel

1. Ability to control car
2. Judgment
3. Visual skills
4. Ability to anticipate
5. Individual improvement
6. Driver rating scales
7. Self evaluation
8. License examiner evaluation
9. Evaluated by other student drivers
10. Progress charts

C. Other factors to consider

1. I. Q.
2. School grades
3. Reading ability
4. Driving habits outside of class (no license permit, speed, accidents, etc.)
5. Attitude of parents toward Driver Education and school
6. Attitude of student toward Driver Education and school

"TEST YOUR A.Q."

YES NO	1.	Is this a satisfactory definition of "under the influence of alcohol"? "A person is under the influence of alcohol when, due to the imbibing of alcohol, he has lost to any extent some of that clearness of intellect and self-control?
YES NO	2.	Can you diagnose drunkenness by physical examination?
YES NO	3.	Is alcohol a stimulant?
YES NO	4.	Can you detect alcohol on a person's breath?
YES NO	5.	Is alcohol a good remedy for snake bite?
YES NO	6.	Will you get as drunk on beer as by drinking the same amount of alcohol in stronger drinks?
YES NO	7.	Will you get drunker by switching drinks than by taking the same amount of alcohol in one form, such as bourbon?
YES NO	8.	Does the eating of onions or garlic interfere with the breath test for alcohol?
YES NO	9.	In a diabetic, would the sugar in the blood produce enough alcohol to interfere with the blood test for alcohol?
YES NO	10.	Is alcohol a member of the anesthetic series of drugs?
YES NO	11.	Should you wait at least 3 hours after drinking 2 highballs to be sure of safe driving?
YES NO	12.	Is alcohol taken as a medicine necessary in the treatment for any disease?
YES NO	13.	Does alcohol increase the visual acuity of any other sense?
YES NO	14.	Will taking a drink of water the morning after the night before when considerable wine was drunk produce intoxication?
YES NO	15.	Is it a good policy to take a few "shots" of whiskey to warm one up just before being exposed to very low temperatures?
YES NO	16.	Can one accurately prophesy the percent of alcohol in the blood knowing only the amount of alcohol that a person drinks?
YES NO	17.	Can one state the minimum amount of alcohol consumed from the percent found in the blood?
YES NO	18.	Does loss of judgment and the ability of self-criticism occur before there are obvious symptoms of intoxication?
YES NO	19.	Can an exceptional person have 0.15 percent of alcohol in his blood and still retain all of his faculties?
YES NO	20.	Is alcoholism hereditary?

DISCUSSION OF ANSWERS

Part I

1. Yes. This definition is modeled after the Supreme Court decision of the State of Arizona.
2. No. A person being examined may temporarily pull himslef together and give a better account of himself than he would if he were not under scrutiny. Also, ordinarily physical examination does not show the deterioration of judgment and the acuity of the senses. Finally, about 100 pathologic conditions cause symptoms which resemble those of alcohol.
3. No. The apparent stimulation is due to lessening of the inhibitions by the narcotic action of alcohol.
4. No. We smell the flavoring of the drink but not the alcohol. Pure alcohol, gin and vodka leave no tell-tale breath.
5. No. A person bitten by a snake may be in a shock which is increased by the depressing action of alcohol.
6. No. The large amount of water in beer is responsible for slower absorption of the alcohol.
7. No. The intoxication action depends upon the amount of alcohol regardless of the type of drink, assuming that all the drinks contain about the same amount of water.
8. No. It has been stated these substances interfere, but Harger has shown that the breath test is specific for alcohol.
9. No. The sugar in the blood of a diabetic does not change to alcohol.
10. Yes. Alcohol is chemically related to ether chloroform and other anesthetics.
11. Yes. The 2 highballs contain a total of about one ounce of pure alcohol. It takes about 3 hours to fully oxidize one ounce of alcohol.
12. No. "Alcohol is not a specific or cure for any disease, unless one considers 'worry' a disease, and drugged indifference a cure."
13. No. As little as 0.04 per cent of alcohol in the blood may reduce visual acuity as much as wearing of dark glasses after sundown, and other senses are also less acute.
14. No. The person may become sick but he is not intoxicated.
15. No. The feeling of warmth after drinking is caused by the dilation of the superficial capillaries. This condition is associated with rapid loss of body heat.
16. No. To even guess at what the concentration might be, one would have to know not only the amount of alcohol consumed, but would also have to know over what period of time this amount was imbibed.
17. Yes. When a 150 pound man has 0.15 per cent in his blood, he has accumulated in his body 3 ounces of absolute alcohol which indicates that he drank **at least** that amount of alcohol which would correspond to the amount of alcohol in 6 ounces of 100 proof whisky or the amount of alcohol in six 12-ounces bottles of 3.2 per cent beer.
18. Yes. The person is not aware of his shortcomings although careful psychological examination may indicate marked loss of efficiency.
19. No. The individual may give a good account of himself, but he has nevertheless lost enough of the clearness in intellect and self control that he would normally possess to materially interfere with his mental and physical capabilities.
20. No. Children of alcoholics brought up in foster homes have a better record regarding alcoholism than the normal population.

Your A. Q.: Your Score:	Here's how you rate:
18 to 20	"On the wagon."
16 to 18	"Just one."
14 to 16	"Still sober."
12 to 14	"Of course I'm sober."
10 to 12	"You've had enough."
1 to 10	"Better come along quietly."
0 to 0	"Hail the Hearse."

Prepared by
American Medical Association
Committee on Medicolegal Problems
Chicago, Illinois

MEDICATIONS AND
DRUGS THAT MAY AFFECT DRIVING ABILITY

Drug Type	**Generic Name**	**Use**	**Possible Side Effect**	TRADE NAMES*
Antihistamin	Diphenhydramine	Allergies	Drowsiness	
Analgesic	Accetylsalsilic	Pain Relief	Drowsiness	
Sedative	Ethinamate	Induce Sleep	Drowsiness	
Hypnotic	Choral Hydrate	Induce Sleep	Drowsiness	
Tranquilizer	Meprobamate	Relax Tension	Reduce Alertness	
Narcotic	Dinydromorphinone	Pain Relief	Excess Drowsiness	
Central Stimulant	Amphetamine	Overcome Fatigue	Impairment of Vision Over Exhaustion	

* Refer to local pharmacist

Appendix O

REACTING TO EMERGENCIES

I. Emergency Responses

For the inexperienced driver, emergency situations can develop with dramatic suddenness. For this reason, it is very important that the student be equipped with visual and mental skills that will enable him to detect these situations before they actually develop. Because responses to emergency situations are frequently desperate, ineffective actions that are not appropriate, the development of a pre-planned response for each situation is essential.

If your students have an opportunity for direct participation in the development of a safe response for the following "emergency situations," they will more readily accept and retain them for future use. Naturally, the instructor is expected to prevent unsafe practices from becoming part of the list.

II. Actual Emergency Situations

Slipping off road onto shoulder or into curbing
Approaching car failing to dim lights
Car failing to stop upon entering roadways
Car pulling out in front of you as you are about to pass
Emergency vehicles
Coming upon an accident
Brake failure
Blowout
Motor malfunction or stall
Stuck accelerator
Steering system failure
Persons jumping from behind cars
Bicycle rider swerving in front of you
Skidding
Sun glare
Storms
Dirty windshield

III. Potential Emergency Situations

Intersections
Blind corners (crops, buildings, parked trucks)
Objects, debris on roadway and chuck holes
Protected areas on roadways
Animals along roadway
Curves, narrow bridges, tunnels, R.R. tracks
Parked cars
Loose objects in cars
Bicycles in roadway
Pedestrians
Children in the vicinity

IV. Emergencies you (student) have observed:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

V. Suggested Reading

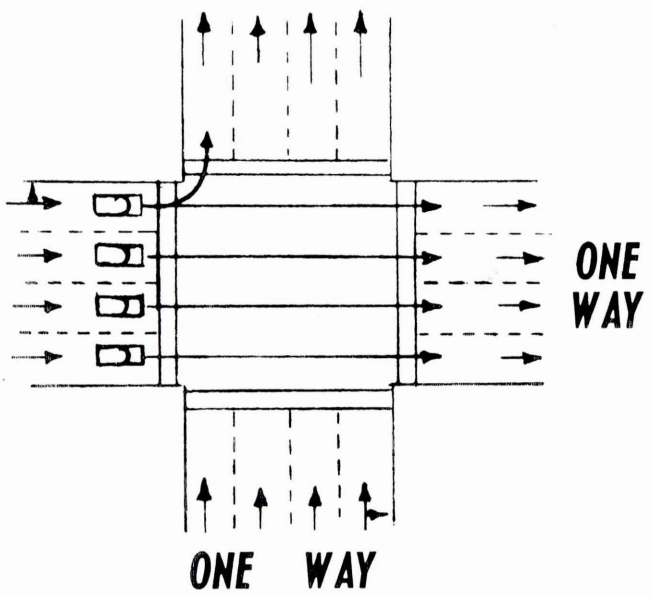
Appendix P

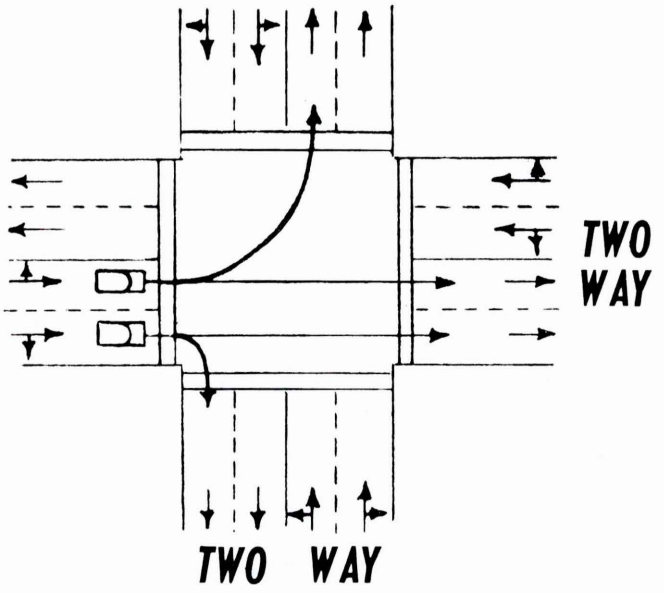
SUGGESTED RULES FOR ONE WAY STREETS*

1. All traffic (automobile, bicycle and other vehicles) should move in one direction only.
2. Both driving lanes should be used to expedite the movement of traffic. However, you should use only one lane at a time; don't straddle the marked line between lanes. Avoid making unnecessary lane changes.
3. Right turns should be made from the right lane only; left turns should be made from the left lane only. Drive in the proper turning lane for a full block, if possible, before making a turn.
4. Motorists should always signal at least 100 feet before changing lanes, turning or stopping.
5. Before changing from the left lane to the right lane, check your rear view mirror and signal for at least 100 feet. Look over your right shoulder to double check your position prior to changing lanes.
6. Before changing from the right lane to the left lane, look in your rear and side view mirrors, signal for at least 100 feet and then change lanes if it appears to be safe.
7. Avoid driving in the parking lane except when necessary for the safe movement of traffic.
8. Always signal before stopping in traffic and when moving from a parked position into a lane of traffic. Use your appropriate turning signal or arm and hand signal to indicate your direction of movement.
9. When moving from a parked position into a lane of traffic, a motorist shall yield the right-of-way to any moving vehicle.

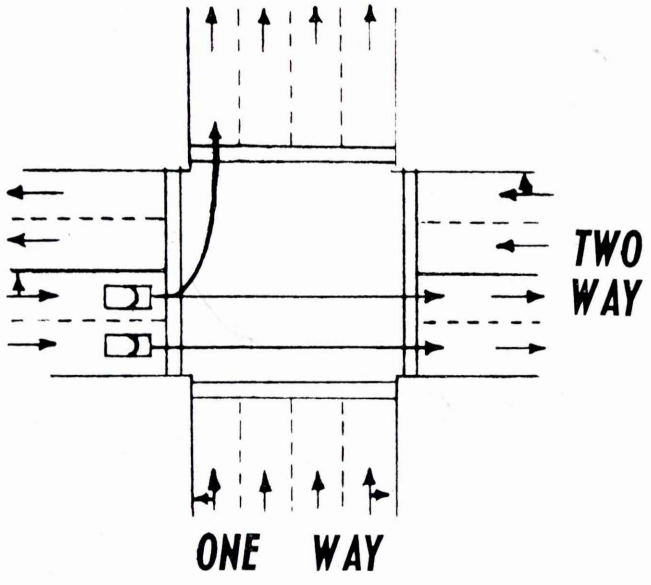
*Adapt to your community

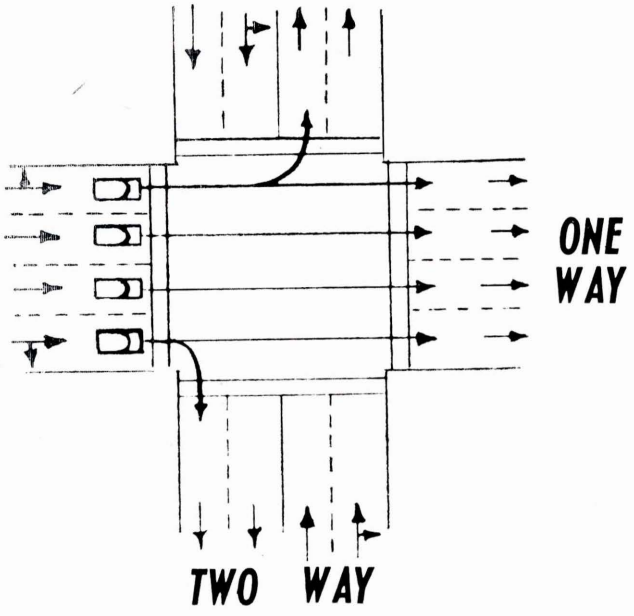
TRAFFIC SURVEY FORM





ALWAYS DRIVE IN THE CORRECT LANE!!!!





RIGHTS AND PROCEDURES IN COURT

This may be the first time you have been in Court. The following information on procedure and on your rights is given for your information.

You have the right to be represented by a lawyer. You may have your case continued to a later date in order to obtain a lawyer. You may also have your case continued to a later date in order to prepare a proper defense.

You are presumed innocent until proven guilty. The burden of this proof is on the prosecution. You may testify in your own defense, but you may not be made to testify if you do not care to.

You may call witnesses in your defense. If it is necessary, the Judge will compel their attendance by issuing a subpoena ordering them to appear and to testify.

When your name is called, you should move forward and stand before the Judge, about two feet away from the bench.

If you wish a continuance, you should request it at that time.

By law, the Judge must ascertain that you are presented in your right name; and that you understand the charge. You will be asked how you plead.

You must plead either guilty or not guilty. Do not hesitate to plead not guilty if you believe that is the case.

If you plead guilty you should explain to the court any unusual circumstances which you believe are in your favor.

On a plea of guilty, as the docket is called, a disposition will be made of the case.

Cases in which pleas of not guilty are entered will be heard after the entire docket is called; at at a time convenient to the parties and the Attorneys.

You have the right to appeal to the District Court of this county if you are found guilty.

Many people are convinced that the Judge will always decide a case in accordance with testimony of the officer. This is not true.

The officer is not always right—that is why we have courts. The citizen is not always right—that is why we have officers. The Judge is not always right—that is why there are appeals.

No person, regardless of his financial, social or political standing will be treated differently from any other person. To grant special privileges would be contrary to our American concept of equality.

Under the law of this state, the Judge is required to mark your license if you are convicted of a traffic violation, and such must be reported to the state for suspension points according to a schedule adopted by the state.

In a case charging a traffic violation, you should have your driver's license in your hand when your case is called.

No part of any fine or costs goes to the Judge, the City Attorney, or to any arresting officer.

In traffic cases, the objective of this court is to reduce the number of accidents and to make our streets safer.

Careful driving is our daily responsibility, and it is hoped that all can benefit from attendance in court regardless of the disposition made in any particular case.

Prepared by: Judge Paul Proctor
Superior Court
Keokuk, Iowa

PLANNED LEARNING EXPERIENCES

1. LIGHT TRAFFIC AREA
   a. School area
   b. Parks
   c. Hospital zones
   d. Alleys
   e. Light traffic highways
   f. Surburban areas
   g. Rural roads
   h. Night driving
   i. Adverse conditions

2. HEAVY TRAFFIC AREAS
   a. Business areas
   b. Industrial areas
   c. Periodic heavy traffic areas
   d. Recreation areas
   e. Night driving
   f. Adverse conditions

3. INTERSECTIONS
   a. Multiple
   b. "Y" type
   c. "T" type
   d. Clover leaf
   e. Sign controlled
   f. Signal controlled
   g. Non-controlled
   h. Police controlled

4. HIGHWAYS
   a. Entry
   b. Exit
   c. Night driving
   d. Adverse conditions

5. EXPRESSWAYS
   a. Entry
   b. Exit
   c. Night driving
   d. Adverse conditions

6. FREEWAYS
   a. Entry
   b. Exit
   c. Night driving
   d. Adverse conditions

7. TYPES OF STREETS AND HIGHWAYS
   a. Side streets
   b. Through streets
   c. Two-way streets
   d. One-way streets
   e. Divided roadways
   f. Two lane
   g. Multiple lane

8. CONSTRUCTION FEATURES
   a. Straightaway
   b. Curves
   c. Hills
   d. Underpass
   e. Overpass
   f. Railroad crossing
   g. Shoulder and curbs

9. TYPES OF ROAD SURFACES
   a. Concrete
   b. Bituminous
   c. Brick
   d. Gravel
   e. Dirt

SELECTED BASIC PROCEDURES

BASIC STEPS IN STARTING AN AUTOMOBILE

Safe starting habits must be learned and should be flexible enough that they will function when used on any automobile.

1. Check parking brake and lock all doors
2. Adjust seat and mirrors
3. Fasten seat belts
4. A. Place selector lever in "N" or "P" position or
   B. Depress clutch and place gear shift lever in neutral position
5. Start engine
6. Depress service brake (use right foot)
7. Place in proper gear
8. Release parking brake
9. Observe traffic conditions, signal, blend into traffic when safe, and check the rear and side view mirrors and observe traffic all four ways.

BASIC STEPS IN MAKING TURNS

1. Check traffic
2. Signal for lane change if necessary
3. Get in correct lane
4. Signal for turn
5. Slow down
6. Check traffic front, left and then right
7. Start turn at crosswalk
8. Stay in lane
9. Recover in lane started from

BASIC STEPS IN STARTING ON A HILL

You have stopped with clutch and service brake down

1. Bring clutch out just below friction point
2. Move right foot from brake to accelerator quickly and cleanly
3. Feed more gas and bring clutch to friction point
4. Slip clutch a short distance until car is moving smoothly
5. Bring clutch all the way out and continue

SUGGESTED EVALUATION SHEET

I. What are the six (6) steps you should use in starting the car?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. Give four (4) times you should use the clutch.

1. _____
2. _____
3. _____
4. _____

III. You should use the clutch first when stopping:

1. _____
2. _____
3. _____
4. _____

IV. You should use the brake first when stopping:

1. _____
2. _____
3. _____

V. Give five (5) occasions that you should use the outside mirror.

1. _____
2. _____
3. _____
4. _____
5. _____

VI. Give eight (8) occasions that you should use the inside mirror.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VII. When should you signal (hand or electric?)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VIII. What is the purpose of the following?

1. Oil Pressure gauge _____

2. Temperature gauge _____

3. Gasoline gauge _____

4. Battery (AMP) gauge _____

IX. 1. How do we start on a hill?

a. Hand brake _____

b. Foot brake _____

c. Clutch-gas _____

2. How do you start a flooded engine? _____

3. Should you pull an automatic shift car? _____ If so how? _____

4. How do low and second gears help you reduce speed on a down grade (hill)?

5. Explain why it's important that we understand how the automobile runs.

WINTER DRIVING

DRIVER PREPARATION

1. Heavy clothing and warm car makes drowsiness and fatigue potential hazards
2. Stalled vehicles are a particular hazard
3. Drive well under "dry-road speed"
4. Extended following distance essential
5. Continually keep a close feel of road
6. Smooth braking and acceleration required
7. Recognize reduced ability to stop
8. Many more hours of darkness in winter
9. Start earlier—allow more travel time

CAR PREPARATION

1. Anti-freeze and heating system
2. Engine tune-up and light oil
3. Check muffler and exhaust system, braking system, and lights
4. Snow tires and/or tire chains
5. Do not let air out of tires
6. Provide shovel, sand or ashes or rug
7. Frost scrapers, snow brush
8. Special windshield wipers and washer fluid
9. Keep summer visibility by keeping windows clean

SPECIAL PROBLEMS

1. Inadequate traction (to move, stop, turn)
2. Reduced visibility (harder to see and be seen)
3. Effect of temperature changes
4. Road ruts from traffic volume
5. Skidding in all types of situations
6. Isolated icy spots

SOLUTIONS

1. Keep traction by smooth application of power—avoid swerves, panic stops, sudden speed changes
2. Use braking force of engine in slowing and stopping
3. Brake early and pump brakes to retain steering effectiveness
4. Recover from skids by turning in direction of skid—keep traction potential
5. Nothing entirely eliminates possibility of skidding
6. Rocking car in initial movement (Avoid violent action)
7. Awareness of various road surfaces

BOOKLETS

1. "Instructor's Outline for Safe Winter Driving"—AAA Motor Club of Iowa
2. "Safe Winter Driving" (Color) — U.S. Bureau of Roads Division of Safety Education, Dept. of Public Safety, Des Moines, Iowa

DRIVING PERFORMANCE EVALUATION

Student's name			
Seat Belt fastened			15 points
Starting (6 steps)			10 points
Stopping			10 points
Signals (arm or electric)			10 points
Mirrors (use of)			15 points
Hill start (handbrake method)			5 points
(foot brake method)			10 points
Doors (check)			25 points
Gear Selection	A.	1st gear	5 points
	B.	2nd gear	5 points
	C.	3rd gear	5 points
	D.	Reverse	5 points
Intersection behavior	A.	Observation	25 points
	B.	Correct gear	15 points
	C.	Correct Lane	15 points
Lane Change			25 points
Perfect Score			200 points
Your Score			points

NOTE — Instructor should vary point score values as student progresses or as need changes.

NAME

ADJUSTMENTS	HILL START
1. Seat	BACKING
2. Seat Belt	1. Posture
3. Mirrors	2. Speed
STARTING PROCEDURE	ANGLE PARK
1. Hand brake	PARALLEL PARK
2. Observation	1. Approach
3. Signal	2. Check Points
TRANSMISSION TECHNIQUE	3. Steering
STEERING TECHNIQUE	4. Speed Controls
BRAKING TECHNIQUE	GENERAL CONTROL
LIGHT TRAFFIC	VISUAL HABITS
1. Speed	MENTAL HABITS
2. Street Placement	ATTITUDE
3. Stop Sign	EMOTIONAL CONTROL
4. Right Turn	
5. Observation	INSTRUCTOR NOTES
6. Left Turn	
7. Observation	1.
8. Intersection Speed	2.
9. Intersection Observation	3.
HEAVY TRAFFIC	4.
1. Speed	5.
2. Lane Placement	6.
3. Traffic Light	7.
4. Lane Change L.	8.
5. Lane Change R.	9.
6. R. Turn	10.
7. L. Turn	
8. L. Turn (yield)	
9. Following	
HIGHWAY	
1. Placement	
2. Speed	
3. Steering	
4. Mirror	
5. Passing	

GET ACQUAINTED WITH YOUR CAR

I. Getting Acquainted With the Family and School Automobile

A. Oil
1. Brand
2. Weight
   a. Summer
   b. Winter
   c. All Weather

B. Gasoline
1. Brand
2. Regular
3. Ethyl

C. Air
1. Tire Pressure

D. Gauges
1. Normal Reading
   a. Oil Pressure
   b. Temperature

E. Light Switches (Location and Use)
1. Dome Light
2. Instrument Light
3. Head Light
4. Tail Light
5. Parking Lights
6. Brake Lights
7. Backing Lights
8. Trouble Lights
   a. Spot
   b. Trunk
   c. Under the hood
   d. Glove compartment
   e. Other
9. Where are the fuses
   a. Extra fuse
10. Breaker Switch

F. Under the Hood
1. Dip Stick
   a. Purpose
   b. How to read
2. Radiator Pressure Cap
   a. How removed
   b. Danger when hot
3. Battery Water
   a. How checked
   b. What kind

G. Windshield Wiper Switch
1. How Operated
2. Where Located
3. Types

II. Equipment and Procedure
1. Could you change a tire? How?
2. Do you have a good jack? Located where?
3. Do you have extra light?
4. Do you have flares? Fire extinguisher?

III. Care of your car
1. How often do you lubricate your car? Change oil?

IV. Occasions you should shift from high to second gear.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

V. Family Automobile

A. Brand of Car _____ Year _____

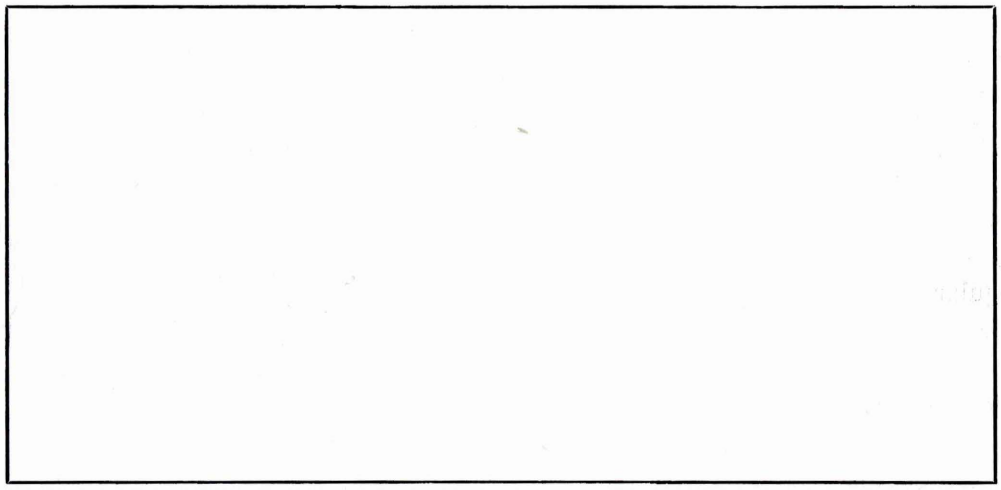
Automatic _____ Standard _____

B. If automatic, show selector lever positions as follows:

(Left to Right)

1	2	3	4	5

C. If automatic, show push button position as follows:



D. Your gears used as follows:

Appendix X

FILM DISCUSSION GUIDE

Name of film _____

Cost _____ Source _____ Length (time) _____

Color _____ Black-white _____ Excellent _____ Good _____ Not Recommended _____

Grade level _____

Description of film _____

_____

_____

_____

_____

Major Discussion Topics

1.

2.

3.

4.

5.

Test Questions — Oral or Written

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.