

leveling off had been expected and that an increase will come later, the discouraging aspect of such a plateau may be avoided, with learning then proceeding more easily and efficiently. Demonstrating to the worker the achievements he is making through production curves, which are in effect learning curves, gives the worker knowledge of results, and this is a motivating factor for future learning.

Practice. The safety professional is interested in developing in an individual safe habit patterns which will become almost automatic in his work methods. Merely putting a worker through sufficient training sessions is not enough. Despite his apparent mastery, the next time through the work he may make one or more mistakes. To ensure firmly entrenched habit patterns, the worker must practice. The Job Instruction Training programs include one of the important aspects of training, namely, follow-up by the foreman. This is for no other purpose than to ensure mastery. Within a reasonable time, depending on the job complexity, this follow-up may become unnecessary.

Take, for example, a simple task such as bicycle riding. A youngster, in learning to ride a bicycle, needs to know how to balance, how to get on, how to get off, and how to stop, and he must learn all of these things as part of the total process. Perhaps he begins with balancing, then the start and stop, and then how to get on and off. Once he has accomplished all of these, he is not immediately left to himself. He needs several more sessions to ensure that he is doing it correctly. This, in effect, is reinforcement by practice. Furthermore, the youngster himself keeps practicing each time he goes out to ride. So it is also with the individual on the job.

Whole vs. part learning. Whole or part learning has been a knotty problem for industrial trainers for many years. Whether trainers should teach the procedure as a whole or break it down and teach it part-by-part is the question. There is no best answer. Both methods have advantages and disadvantages depending upon job complexity, the trainee, and the kind of job breakdown used. Perhaps a combination of the two is best, using the whole method, but with sufficient flexi-

bility to emphasize meaningful parts of the task wherever necessary.

Meaningfulness. Studies in verbal learning have demonstrated the importance of the meaningfulness of the material to be learned. Meaningfulness is important in safety education because the worker needs to understand why a certain procedure is better than another. Adequate explanation of a given movement or change in position, in terms of the hazards eliminated, with no decrease in production, gives meaningfulness to the procedure. With this understanding, the worker will be motivated to learn the safe procedure. Without it, he will be inclined to utilize his own method until he learns, perhaps by an accident, the inadequacy of it.

The safety professional and line supervisor in safety programs should not forget the advantage of workers' understanding the reason for protective clothing, safety devices, safety meetings, and discussions, as well as the need for full and complete accident reports.

Meaningfulness to management and workers is understanding the value of a reduction of accidents, fewer disabilities, and retention of earning power.

Selective learning. Out of each day's many experiences, people select those which they desire to retain. This probably is related to motivation more than to anything else, and for that reason motivational aspects of a training program need to be considered. Safety trainers must be sure that the workers retain the most important facts. Relating subject matter to individual needs will ensure the proper selection.

Frequency. Everyone is aware of the fact that he does best those things which he practices the most.

This principle is certainly important to the safety professional for it emphasizes the necessity of frequent applications of safety rules and regulations in the training program. Frequent reference to the various kinds of problems, hazards, and procedures to eliminate accidents ensures greater effect than just a one-exposure routine. Giving the worker a copy of the safety rules and regulations in hopes that he will learn them and use them