

average teacher to take an active part in such new research. Perhaps not in the major studies, which will be handled under the direction of skilled professionals in surveying techniques, but rather in building smaller studies through their local, state and regional associations and societies.

There is nothing that prevents any teacher from being a better salesman in his particular community for the results of both types of surveys mentioned. In fact, one of the points which in my opinion will be revealed is the need for safety education teachers to take a more active part in community safety affairs than has been the case in the past decade. This is not as difficult or complicated as it sounds. Breaking the ice and becoming involved is the most difficult part, and once the start is made it will be discovered that there is great opportunity for the individual to take part in such a way that both he and the community will benefit. For example, an instructor who started a student group under the aegis of the NEA national student traffic safety program would soon find more profitable activities than he could handle, and many of them could be of the kind that provided information suitable for background reports to the local community.

In the years immediately ahead there is unquestionably going to be a new concentration on programmed learning and the teaching machine. We at Ford have just completed our first draft of a programmed course in driver education. I have no doubt that this short course on passing will look pretty crude in three years, to say nothing of 10, but for the moment it's the latest thing, and the first of its kind made for use in a teaching machine that I know about. Since this technique holds promise of helping the teacher on the spot do a better job with less time and money spent, I suggest that many of you will want to at least look up the basic literature on the subject of programmed learning to determine its possible use in your school.

Incidentally, we are going to have to initiate some new teaching techniques in order to prepare our students for driving conditions they will face during the coming 10 years. Sustained speeds of 90 miles per hour on cross-country highways will not be out of the question during the late '60's. Pre-

paring the student for this range of speed will require a whole new concept of emergency procedure instruction for most teachers, as will the requirements for safely handling a car at these speeds. Do you give high-speed demonstrations, tire failure simulations, panic stops from top highway speed? A recent survey by a magazine indicated that the average man in the street anticipates cars that can be driven at speeds of 100 miles per hour by 1970. All I can say is that we would be well advised to all take the latest police pursuit courses in high speed driving that are just now beginning to be available in a couple of states.

The network of freeways being built as a result of the 1956 Federal-Aid Highway Act will by 1972 span the nation and ultimately serve one-fifth of all motor vehicle travel. We are going to be in an era of high-speed, long-distance travel which was unknown in past years. Our drivers as well as our cars must be up to the job if we are to realize the improved safe driving engineered into these roads.

The conclusion is inescapable that regulatory measures will be modified and improved to an extent that will affect course content and methods now used in teaching driving students. I anticipate significant advances in state licensing laws, which in many cases will mean that there will be reasonably tough tests of knowledge and skills as well as physical abilities before the first license will be given. Good sound licensing procedures are a boon to driver education and the passing of the best possible regulations for the particular state should be one of the important goals of each state teacher association.

One area which every teacher of driving should consistently urge and support is that of uniform traffic laws and ordinances. The Uniform Vehicle Code should be on the desk of every one of us and be used as a guide for classroom discussions, as well as the source of recommendations to the community whenever matters of this nature come up for consideration.

I see, too, the use of driving simulators really coming into its own during the next decade. These devices will vary considerably in capacity ranging from a complicated multi-million dollar one sponsored by the

federal government to simple devices that only reproduce with reasonable accuracy a single function. The demands of the new fast cruise cross country driving will require such equipment be put to its maximum use. Safe testing of new drivers and re-checking of experienced drivers will make far greater use of simulators to duplicate conditions which are too dangerous to try under actual conditions. The new Aetna Drivotron for duplicating realistically certain driving situations is a case in point.

One factor which appears likely to strengthen the hand of the driver education advocate is the continued emphasis by insurance companies through reductions in rates for insurance to young drivers who have successfully passed an approved driving course. We must all continue to encourage these discounts for young drivers as they probably are the single most effective means of gaining recognition and acceptance for driver education. I would go further and suggest that we should undertake to each to put the pressure on the insurance companies to increase the amount of the discount to make them more in line with the figures they quote on the reduction in accident figures of the youngsters who have had instruction.

An area that has been vastly influential in the success of the driving program is that dealing with the cooperation of civic and business groups and organizations. A great many of them have declared themselves on the side of driver education. As an example, the recent decision by the auto industry to double the rebate allowance to dealers who loaned cars to schools for use

in driving classes, is most encouraging. It indicates to me that a very important and substantial element has unequivocally declared itself as an ally in the fight to achieve acceptance of driver education.

The adult driver who is in difficulty for one reason or another in regard to his driving practices could in the past only atone by paying a fine or going to jail. The advent of the driver improvement school will offer an intelligent method of handling the problem driver. Here is a great challenge to both the professional and the public school teacher: here is a most satisfying and lucrative opportunity for them, here is a way to substitute a constructive program based upon building increased knowledge and skill for a negative program based upon punishment. I have every confidence that this challenge will be met and the driver improvement school will become an important fixture in every major community.

And now the crystal ball becomes opaque and I can no longer make out what it shows. I am not naive enough to suggest that all, or for that matter, any significant portion of the advancements I have mentioned will take place without a great struggle on the part of each one of us. I do believe that collectively many of us have been on a plateau, building experience for the climb ahead; and now that we have reached the hill we will make the climb to the next level, even though it strains all our gears in the process. The next time we are given a look into the crystal ball we shall find that many of these predicted goals have, through our own efforts, come true.

TEACHER COMPETENCIES IN SAFETY

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Two years ago a joint committee of the Higher Education Section and the Elementary School Section of the School and College Division of the National Safety Council agreed to investigate the training in safety

education received by grade school teachers. During the following year some attempt was made by various members of the committee to compose a list of competencies which any grade school teacher should pos-