

clubs will boil down to driver education classes, with instructors serving as faculty advisors.

This year, the Colorado teen-agers feel that the need for establishing an effective action program for starting driver education in the schools is so important that rather than recommending what can be done, they are going to take time at their conference to recommend *how* it can be done.

Since we feel driver education is so important, just how are the teen-agers in our state providing the necessary public relations? How can and do teen-agers help to start driver education in our schools?

We use what we call a lucky seven-point program.

First, the state and western regional teenage traffic safety associations contact teenage committees and clubs over the states, furnish them with the necessary facts and desirable features of the program, and ask them to get the ball rolling. The teen-agers then present these facts to parent-teacher associations, civic and youth groups who, once so-armed, plead a case for driver education to the school administration.

Second, they furnish scripts and tapes and press releases to be used in each community for publicity. Once media have been enlisted, they coordinate with the community groups to see that the public relations program started becomes a continuous one.

Third, they furnish and enlist cooperation for drafting legislation for additional financial support of the program.

Fourth, the state and regional associations aid in the improvement of existing pro-

grams. In Colorado, for example, they assisted in the promotion of classes for instructors at state universities, and of the establishment of the requirements and certification of these instructors.

Fifth, they see to it that credit is given to those who do help in the establishment and continuance of the program.

Sixth, they are seeing to it that better action programs and better means of implementing these programs are developed at conferences, and are asking national highway safety organizations to prepare necessary action programs.

Seventh, they are trying on the state level to educate the public as to the need for the program.

Now then, in presenting these facts and ideas, in what areas do they concentrate? Briefly they are listed as follows: 1. Accident comparison statistics, 2. fact that the youth want it, as evidenced by conference recommendations, 3. the saving of lives idea (as compared with value of science, English, math, and so forth), 4. what drivers need to know idea, 5. need for a two-part program, 6. general teaching objectives, 7. standards, 8. scheduling possibilities (how to lick the overcrowded curriculum idea), 9. cost and 10. availability of cars (in Colorado, furnished by automobile dealers through A.A.A., in most instances).

Okay, there you have it. Do you think teen-agers can help in public relations for driver education? Well, in Colorado and the western region they are doing it.

How about you helping to start a teen-age association in your state to help lick the problem?

(c) By Agencies

By M. R. DARLINGTON, JR.

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One of the most important contributions to driver education has been the tremendous financial boost it has received from the nation's new car dealers who have loaned cars to schools for behind-the-wheel instruction. This contribution was more than 8,000 cars last year that were valued at more than \$16 million.

The number of cars loaned without cost to schools has almost doubled since 1946 and has undoubtedly been a prime factor in the increase in the number of schools offering complete courses in driver education. This attacks one of the most difficult problems in instituting driver education courses—cost. The loan of cars greatly reduces the cost

of driver education programs to the school.

Automobile manufacturers have assisted in this promotion of driver education by encouraging their dealers to support the activity. Just recently, two of the major producers have taken positive action that will further aid the growth and development of driver education. GM and Ford now give their dealers a substantial discount for every car loaned to schools for use in driver education.

Other public relations activities valuable to driver education include the work of several agencies in assisting the training of driver education teachers. Special summer courses conducted by AAA and the Association of Casualty and Surety Companies have prepared many teachers for the job of giving students courses in driver education. The Allstate Foundation is another agency that has been active in supporting teacher training and has made grants to finance scholarships to help teachers get the necessary training.

One of the best examples of how an agency can benefit driver education is in evidence in Michigan. The Michigan Inter-Industry Highway Safety Committee, a group made up of businessmen representing a wide variety of fields, have endowed a full-time professorship at Michigan State University.

Other agencies that give backing to driver education include PTA's, civic clubs, women's groups and so forth. These groups are a powerful force in most communities and can get things done in encouraging school boards to add driver education courses. They can supply much needed public support.

The award program of the Association of Casualty and Surety Companies has been a valuable aid in support of driver education. This program evaluates and compiles statistics on driver education programs.

The National Commission on Safety Education has made valuable contribution through developing criteria by which driver education courses can be set up. These criteria help schools check their program against a uniform set of standards and also are valuable to schools who are instituting programs and wish to know just what a complete course should include.

Another of the recent contributions of insurance companies, which will undoubtedly become increasingly important, is a reduction in insurance rates offered by some companies to those young drivers that have had driver education. These reductions range between five and 15 per cent, depending on the company.

(d) By Schools

By JOHN T. HAACK

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The first essential in public relations on the part of school employees is to channel all school public relations through the recognized administrative authorities. Failure to do this by school teachers can cause great embarrassment, both to officials and teachers. Many up-and-coming school systems are appointing a public relations director on a full-time basis. This person is well-versed in the pro's and con's, so be sure to clear your work with him. If no public relations person is employed, check all material with your administrative head.

Public opinion has raced ahead of the educators in the acceptance of driver education into the curriculum. This is shown by the fact that every pronounced upswing in

offering this course has followed a serious accident in the community or a major conference on traffic accidents. From this we can assume the first job of public relations is to sell the educators on driver education. This is especially important when starting a new program.

To date, the first excuse given by administrators for not having a program is the shortage of qualified teachers. Administrators who are sold on the program however, have found various ways of getting a driver education teacher. In some cases, they have sent one of their present teachers to summer sessions to qualify for a certificate to teach. This has been very successful, for