

young drivers. By and large the people in most states, when given a reasonable opportunity, have indicated that they realize that the alternative to better driver education is chaos and therefore unacceptable; and have generally voted to support it along with the other factors necessary to reduce the accident toll. Slowly the realization of the inadequacy of the old method of learning to drive has penetrated to the man on the street. He has indicated strongly his desire that the young drivers learn through formal instruction. This has set the stage in thousands of communities across the nation for the advocates of safer driving to advance their cause.

A great deal of time and space could be devoted to a consideration of the basic changes which have and are occurring in the United States which will be responsible for the increasing stature of driver education through the '60's. But let me try to sum it up by calling attention to what seem to have been the major ones responsible. First, the growing complexity of the driving task; second, the urbanization of our communities; the continued development of the automobile as the most practical means of personal transportation; the presence of a tax base which permits development of superhighways across the nation in both urban and rural situations; economic growth to the extent that most adults have access to and can afford to drive an automobile; development of licensing and other regulatory means to give minimum control of vehicle users; growth of reasonable enforcement organizations whose control has not been unduly restrictive. These and other basic philosophies and developments permit vast growth in motor vehicle population which is unequalled anywhere else on earth.

It is my thought that driver education has flourished along with the vehicle and the roadway because it is inherently a sound proposition. Looking from 1970 back down the 60ties it is easy to discern that the general trend has been one of forward surging. But living through the actual experience it sometimes has seemed that the only progress was backward. One of the lessons we might learn from this look ahead is that it is essential when living through a period not to grow complacent or to become discouraged when progress seems unnecessarily slow. As long as the

general trend can be kept headed in the right direction the game can be won.

Now most reasonable individuals will recognize that in the movement to reduce the number and high cost of automobile accidents there are elements other than driver education responsible for a portion of the progress made. I see a more satisfactory and productive mutual recognition between driver educators and the people engaged in the other elements—enforcement agencies, licensing and regulatory bodies, and the like. There is a great need to work more effectively together in achieving recognition of the mutual problems and for aid in solving them. It stands to reason that since all are engaged in a common battle to reduce auto accidents, all should gain more in the end by cooperating in the planning and execution of programs.

It is difficult for the various functions to measure effectively their accomplishments; and the public is entirely unable to make such a judgment correctly. It therefore follows that little has been gained in the long run by having each individual group claim the bulk of the credit for their particular organization each time there was some improvement in the safety statistics. Indeed, I view it that future progress demands a more intelligent joining of forces with these other groups. It is always surprising what can be accomplished as a result of this kind of cooperation.

While my foregoing discussion has been largely in general terms, the remainder of my time will be devoted to trying to focus the old crystal ball more sharply on some of the more interesting driver education items which would appear to be significant or which are controversial enough to warrant inclusion.

And the first thing I would like to mention is this matter of integrating driver education materials into other school courses. The driving course of the future shapes up as one that sticks to the things that are peculiar to teaching a person to drive, and relegates to other curricula the ideas and subject matters that are properly theirs. We cannot make the progress that we must make and continue to pad our courses in driving with material that should go in social science, civics, math, physics, etc. This may mean ignoring the first 50 pages of some of the more popular text-

books available today, or the middle 100 for that matter. The important thing is to unload extraneous items from driver training course material and get it properly integrated into the proper course in your particular school.

If this means becoming more influential with the school curriculum planner, then so much the better, if it means taking all the free time for a week or two to sell teachers in other courses on the material you think they should include in their course, well, this might not be a bad idea. Done skillfully, as an expert teacher would do it, it should help build respect and cooperation that you may not have had previously. It will help you save some time out of the 30 precious hours to treat properly some vital aspects of driving which you perhaps had been shoring before; or, it will help you lop off several hours of classroom time that is required in order to meet your next schedule. There is no reason that you couldn't integrate some of the course material into the junior high or even the grade school which supplies students to your high school. This would provide an opportunity to broaden your own horizons at the same time it improves the potential quality of the student you eventually turn out. Why should you ignore a plan which will increase the efficiency of your teaching, enable you to handle more students more competently, and generally aid in building greater understanding and respect for your operation with your contemporaries?

One productive area for participation by driving teachers can easily be seen without the use of a crystal ball, without, in fact, the use of any aid to seeing of any kind. I refer to the area of automotive safety equipment. In the past far too many teachers have failed to take advantage of the opportunity they have of being leaders in their community—as well as in their classroom — in advocating the use by vehicle operators of proven safety features like seat belts, padded dash and visors, and the other devices which can do so much to prevent serious injury to occupants of a car involved in an accident.

In my opinion, this is a short sighted procedure for this reason: one of the few ways the public has of judging the effectiveness of the current traffic program is by the

total number of deaths and injuries resulting from accidents each year. Since belts and other safety devices help reduce these totals, then it stands to reason that driver education is going to get part of the credit. A minimum of teacher effort in this area can go a long way in producing valuable results. I don't believe the smart teacher is going to be content to stand by while others in the community get credit for advocating such lifesaving equipment; not if he intends to become known and paid as the local expert in traffic safety, he won't.

By 1970 there will be more schools giving driver courses during after-school hours than at present. Classes held after the regular school day is over or on Saturday or in the summer make sense to most non-school people who do not look on it as lowering the standards but as a practical matter of utilization of time and facilities. Many other courses or activities of importance are given at these hours with no thought of them being particularly secondary in nature, and in time the driving teacher will be less sensitive to this situation than he is at present. It is probably more significant that the driving course will survive its detractors who have labeled it a frill, non-academic and every other name they felt might result in it being banished from the curriculum.

In the coming decade the school administrator will constantly be hard-pressed to make the school operation more efficient at a constantly lower cost. This should not discourage the teacher, who sometimes feels that he is the whipping boy in this situation, for such is not really the case. The sound course taught by the perceptive teacher will emerge all the stronger from having sought and found ways to do more for less.

Among the badly needed activities which will advance considerably during the next ten years is technical research in the field of driver education. The shoddy, poorly conducted surveys and studies of the past years will be replaced by a series of broad studies and investigations far more scientific and meaningful in terms of results. These will be of considerable value in explaining the effectiveness of driver education as well as in developing methods and techniques for teaching courses. I see the need for the