TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 22
WEST VIRGINIA BOARD OF EDUCATION REGULATIONS
DRIVER AND TRAFFIC SAFETY EDUCATION (2422.2)

§126-22-1. General.

1.1. Scope. -- These legislative rules established the guidelines and specific requirements for approved secondary, out-of-school youth, and adult and driver education programs in West Virginia.

1.2. Authority. -- W. Va. Code §18-6

1.3. Filing Date. -- December 27, 1982

1.4. Effective Date. -- December 27, 1982

§126-22-2. Additional.

2.1. Copies of rules and regulations attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special, and Professional Education.

2.2. Summary of rules and regulations below.
Summary of Rules and Regulations.

Regulations contain basic information concerning minimum time standards for classroom and student driving instruction, requisites for an approved teacher including certification and driving record, textbooks, amount of course credit, dual control car contracts, use and maintenance, and compliance with reporting system.

Exception: Policy 2510 supercedes the time requirement of the West Virginia Board of Education Section 1, 2422.2, and specifies that a minimum of four thousand fifty (4,050) minutes of instruction be provided for one-half (1/2) unit of credit.

Policy 5100 supercedes the teacher preparation requirements of the West Virginia Board of Education Regulations for Driver Education, Section 2, 2422.2.

Dual Control Car Approval - Form 1-DE-1, Request for Dual-Control Car for the coming school year of the West Virginia Board of Education, Section 3, 2422.2 has become outdated and its use discontinued.

Educational Program Elements

Horizontal Scope

Content/Topics

Driver Education

DRIVER EDUCATION

The Board unanimously approved a course in Driver Education for West Virginia High Schools and requested that teachers, principals, and superintendents use extreme care and caution in the instruction and administration of this program providing sufficient public liability and property damage insurance to cover all pupils participating in behind-the-wheel instruction. - - 5/13/45

BEHIND-THE-WHEEL INSTRUCTIONAL PERMIT DRIVER EDUCATION

The Board hereby authorizes the issuance of behind-the-wheel instructional permits to qualified school bus drivers to serve under the instruction of teachers of driver education. The permit may be issued to bus drivers who have complied with the following requirements:

1. High School graduation or high school equivalent diploma based on the General Educational Development Test.

2. Has completed a college course in driver education, which may consist of a regular college course or summer workshop conducted by an approved college.

3. Passes a test prepared by the State Department of Education and the State Department of Public Safety.

4. Has the recommendation of the county superintendent by whose board the applicant is employed. --5/25/55

MODIFICATION OF DRIVER EDUCATION REGULATION AND COURSE OF STUDY

The Board amended its rules and regulations and course of study for driver education of 1951 and approved a revised edition of the "Course of Study in Driver and Traffic Safety for West Virginia High Schools" in accordance with the suggested changes filed with the Board and attached to the official records of this meeting. --6/10/57

1964

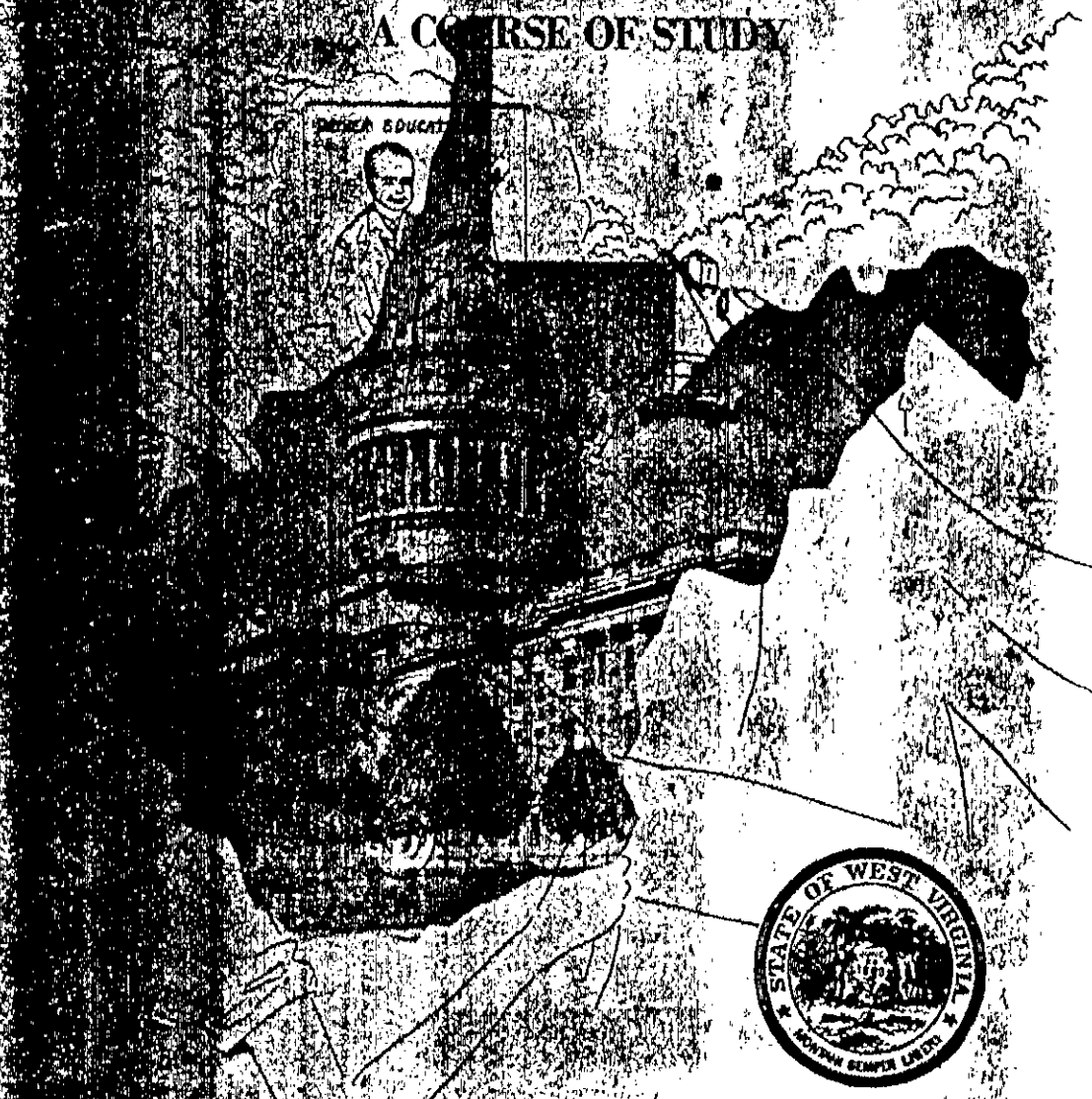
RULES AND REGULATIONS
DRIVER AND TRAFFIC SAFETY EDUCATION -- REVISION

Upon the recommendation of Superintendent Rex M. Smith and upon motion duly made, seconded and carried, the Board approved a Revised Course of Study in Driver and Traffic Safety Education, copy of same placed in the official files of the State Board of Education, and further authorized the State Department of Education to publish and distribute the revised edition of said Driver and Traffic Safety Education. --6/21/66

422.2

DRIVER AND TRAFFIC SAFETY EDUCATION

A COURSE OF STUDY



REX M. SMITH
State Superintendent of Free Schools

2422.2

A COURSE OF STUDY

in

DRIVER AND TRAFFIC SAFETY EDUCATION

for

West Virginia Secondary Schools

1966 Revised Edition

Recommended by

THE STATE DEPARTMENT OF EDUCATION

Division of Driver and Traffic Safety Education

Approved and Made Effective by

THE STATE BOARD OF EDUCATION

June 21, 1966

Issued by

THE WEST VIRGINIA DEPARTMENT OF EDUCATION

Division of Driver and Traffic Safety Education

Capitol Building

Charleston, West Virginia 25305

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FOREWORD

West Virginians are proud of their State and point to the significance of their motto, "Montani *Semper Liberi*,"—*Mountaineers Are Always Free*,—free to live and enjoy working and spending leisure time as individuals, groups, a state, and part of a great nation.

The freedom and facilities of mobility, no doubt, have contributed more than any other influence to *man's liberty. We share with the citizenry* of other states the unparalleled necessity, privilege, and benefits of this mobility. Our state and nation's high degree of mobility has uniquely facilitated our significant cultural, moral, academic, and economic achievements. The automobile and related motor vehicles have contributed immeasurably *to these achievements.* Man's experiences with this medium of transportation challenges us, as educators, with the responsibility of developing and providing educational experiences for our youth *and adults that will assure their* realization of the motor vehicle's total positive potential.

Education involves favorable social, physical and academic experiences conducive to the maturity of the individual and society as a whole. This process of maturity is generated through *the efforts of mature individuals* and groups working together formally to endow youth with the characteristics, attitudes, knowledge, and skills imperative to a truly free society.

The processes of education must permit our youth and adults to seek and compete for truth; to observe and understand both positive and negative influences of society; to determine causes; to understand effects; and to apply corrective measures to that which is undesirable or jeopardizes their freedom, *happiness and survival.*

Most of man's problems evolve from natural environmental changes and the ever increasing complexities in his social and economic pursuits primarily resulting from technological advancements. These changes during *the twentieth century, and particularly* during the past two decades, have resulted in an unprecedented metamorphosis of educational needs.

One of the most imperative of these needs is the development of proper respect, knowledge, and a positive understanding of the purpose of the automobile as a vital *necessity instead of a luxury in our* American way of life. This demands that a course in Driver and Traffic Safety Education be included as an integral part of the comprehensive program of studies in our secondary schools.

I wish to express my appreciation to you who have *contributed to this* publication which will serve as a guide in planning the further enrichment of our current quality program and, at the same time, assist in the implementation of highly effective comprehensive Driver and Traffic Safety educational experiences. The fruits of your work will be reflected proportionally to the quality of instruction demonstrated by *our teachers.*

REX M. SMITH
State Superintendent of Schools

ACKNOWLEDGEMENT

The first West Virginia course of study was developed by a committee appointed by leaders of the West Virginia Association of School Superintendents. The committee represented the educational professional, Department of Public Safety, and State Road Commission. It was approved June 13, 1945. The first revision was planned and structurally developed by a committee representing a cross section of administrative and instructional personnel at a Driver Education Conference held at Jackson's Mill, April 22-23, 1950. Consultants from the West Virginia Department of Education, NEA Commission on Safety Education, West Virginia teacher preparation institutions, and the Association of Casualty Insurance Companies (now a corporate part if the Insurance Institute of Highway Safety) participated in its development. Advanced students and staff of a Driver Education teacher preparation workshop at West Virginia University, August, 1950, developed the units of instruction. Further details pertaining to those participating are revealed in the History of Driver Education in West Virginia, page 5 of this publication.

A second revision was prepared in 1957. The planning and the initial structure procedures were developed by a committee in a workshop at Jackson's Mill, April 14-15. Participants represented the West Virginia Driver Education Association, West Virginia Department of Education, and teacher preparation institutions. Those involved in the second revision are alluded to in the historical section referred to above. The 38-page, 1945 edition, "A Course of Study in Driver Education for West Virginia Secondary Schools," was employed in establishing guidelines for the first draft of the 1957 edition.

The initial plans for this Third Edition were formulated by a committee appointed by Roy W. Walter, State Director of Driver and Traffic Safety Education. The participants were leading administrative and instructional personnel of the profession. Included were representatives of the State Department of Education, teacher preparation institutions, West Virginia Department of Public Safety, and the State Road Commission. They, after months of concerted effort, introduced their plans and recommendations in the form of a revised draft at the annual spring conference of the West Virginia Driver and Traffic Safety Education Association held at Jackson's Mill, April 14-17, 1966. A careful review of the draft of the edition was made by the conference participants who suggested and recommended only minor changes and inclusions, after which it was unanimously endorsed by all present. The committee was commended for its work and production.

Pursuant to the will of the profession, special acknowledgement is accorded the members of this committee for their untiring efforts and particularly for their dynamic leadership in Driver and Traffic Safety Education, as well as Safety Education in general.

COMMITTEE

F. A. Fitch	Marshall University
Beryl Langford	Glenville State College
S. Samuel Maurice	West Virginia University
Marvin D. Mills	West Virginia State College
James Riffle	West Virginia University
Robert O. Roush, Jr.	Scott High School, Madison
Lt. R. E. Stanley	West Virginia Department of Public Safety
Robert Titus	State Road Commission
Marion B. Vance	Duval High School, Griffithsville
Roy W. Walter	State Department of Education
Charles Peter Yost	West Virginia University

A Brief History of Driver Education in West Virginia Schools

The full history of driver education in West Virginia includes numerous events, but at the outset it should be mentioned that the State points with pride to the fact that the first teacher preparation short course in the field of driver education was held in West Virginia. The State also is proud that it acted as the host state for the first national conference on driver education. The State furthermore acclaims those individuals and groups who viewed (and continue to view) safety education as a curricular necessity in our schools.

West Virginia is recognized as one of the first states to incorporate driver education in the school curriculum. School officials in Mercer and McDowell Counties conducted the first driver education course in West Virginia schools during 1936-37 in cooperation with the American Automobile Association and the Bluefield Automobile Club. Fred R. Smith served as instructor of the courses which included both classroom and practice driving, and is thus regarded as the first teacher of driver education in West Virginia. Smith's qualifications for teaching the courses included participation in the first intensive one-week course for high school teachers of driver education in the United States. This forty-hour course was conducted at Bluefield during December 1936 and was under the direction of Amos Neyhart.

Other West Virginia schools which early introduced driver education were Upshur County and Parkersburg High School. Upshur County offered the classroom phase of driver education in 1936, while Parkersburg offered both the classroom and practice driving phase during the 1937-38 school year. The course at Parkersburg was cosponsored by the Wood County Schools, the West Virginia Department of Public Safety and the Parkersburg Automobile Club. Soon, a few other schools throughout the state attempted some type of instruction in driver education, but the advent of World War II curtailed the instruction.

During the summer of 1943, a state committee headed by A. J. Gibson, State Supervisor, Division of Secondary Schools, along with representatives

from the Department of Roads and the Department of Public Safety, visited the Army's Training Center on Driver Education at Richmond, Virginia, for the purpose of observing the Army's driver education program. The committee was convinced that the schools had an obligation to offer instruction in driver education for a wartime emergency, as well as for peacetime safety. The committee resolved to encourage West Virginia schools to incorporate driver education in the curriculum through referring to the Instructors Manual on **Pre-Induction Driver Education in Schools and Colleges,** which was prepared under the direction of the Office of the Quartermaster General.

During the school year 1943-44, thirty-six pupils completed a driver education course. During the following year, Miss Emily Wilmoth, President of the State Association of School Superintendents, appointed a committee representing the schools, the Department of Public Safety and the State Road Commission to prepare a state course of study in driver education. The committee completed its work by 1945 and on June 13, 1945, the State Board of Education approved West Virginia's first course of study in driver education.[1] The course of study covered a full semester and its successful completion carried one-half unit of credit which could be applied toward meeting high school graduation requirements. The following people comprised the committee:

C. H. Archer, Superintendent, Mercer County Schools, Princeton (Chairman)

Ross Bonar, Superintendent, Upshur County Schools, Buckhannon

Bruce Crawford, Director of Highway Safety Bureau, State Department of Public Safety, Charleston

Fred W. Eberle, Director, Special Service Division, West Virginia Institute of Technology, Montgomery

A. J. Gibson, State Supervisor of High Schools, Charleston

Melvin McClain, Principal, Princeton High School, Princeton

Don McClaugherty, Secretary, State Road Commission, Charleston

John F. Montgomery, Superintendent, Greenbrier County Schools, Lewisburg

J. J. Robinette, Superintendent, Wayne County Schools, Wayne

Olen Rutan, Superintendent, Brooke County Schools, Wellsburg

Walter Snyder, Principal, Nitro High School, Nitro

Henry Sydnor, Superintendent, Jefferson County Schools, Charles Town

Sgt. Ward Tyree, Accident Prevention Bureau, State Department of Public Safety, Charleston

C. M. Withers, Principal, Hinton High School, Hinton

[1] *A Course of Study in Driver Education for West Virginia Secondary Schools,* Charleston, West Virginia: State Department of Education, 1945, 38 pp.

The committee, in preparing the first course of study, received valuable assistance and encouragement from Norman Key, Education Consultant of the American Automobile Association and Mrs. Grace Austin, Charleston, who acted as representative of the American Automobile Association Clubs. One week prior to the adoption of the course of study, a teacher preparation course was conducted at West Virginia Institute of Technology under the direction of Amos Neyhart. Material for the course was supplied by the American Automobile Association, the Center for Safety Education of New York University, National Safety Council, State Road Commission, War Department, and Oil Companies.

Due to the lack of information, materials and qualified teachers, the driver education program developed slowly. In 1944-45 four schools in the state had a total enrollment of 80 pupils. In 1945-46 eighty-seven teachers, administrators and supervisors enrolled in a special accelerated one-week teacher preparation workshop in driver education at West Virginia University. This workshop gave state-wide impetus to driver education. The following year, 1946-47, fifty-four schools offered a regular course with state-wide enrollment of 2,004 pupils; thirty-one other schools reported related instruction in other courses.

In 1947 special teacher preparation courses were held at West Virginia University in Morgantown, and Marshall College, Huntington, West Virginia, with a total enrollment of 110 teachers. This same year two automobile manufacturing companies and the American Automobile Association offered to furnish cars for practice driving instruction to all schools offering a complete course. This proved a valuable incentive in promoting a state-wide program.

In 1947-48, 120 schools with cars had enrolled 3,041 pupils and 14 other schools were reported offering special integrated instruction in driver education.

By 1948 the program, which had been handled through the Department of Education and the Department of Public Safety, had grown to such proportions that it justified a state-wide director. On July 1, 1948 Price E. Clark, then superintendent of Morgan County Schools, was appointed as the first state director of safety and driver education. Subsequently, Clarence A. Brock, 1954-57, and Roy W. Walter from 1957 to the present time, has held this leadership position.

During the summer of 1948 teacher preparation workshops were held at West Virginia University, Marshall College, Concord College, where a combined total of 98 teachers were prepared. During the following school year 143 schools offered a complete driver education course with a total enrollment of 6,142 pupils.

During the summer of 1949 teacher preparation workshops were held at West Virginia University, Concord College and Bluefield State College where a combined total of 78 teachers were prepared.

In 1949 both Marshall College and West Virginia State College offered teacher preparation courses in driver education as a part of their regular

teacher preparation curriculums. The following year, 1949-50, 138 high schools reported an enrollment of 5,233 pupils in driver education.

A milestone in the history of driver education in America occurred at Jackson's Mill, West Virginia, during October 2-5, 1949, when the first National Conference on High School Driver Education convened. The conference involved educators from all states and many safety authorities served as consultants. The conference did much on both the state and national levels to standardize policies and regulations for driver education.

Special sectional meetings on driver education were held in conjunction with the West Virginia Education Association meeting during 1949. This was the first state-wide organization of driver education teachers at which time Ramus Holtz of Buckhannon was elected president and Martha Ford of Lewisburg was elected secretary. An outgrowth of this meeting was the formation of the West Virginia Safety and Driver Education Association in 1950. The following people have served as presidents of the association:

Ramus Holtz, Buckhannon High School; 1949-1951

Harry Morris, Huntington East High School; 1951-1953

Carleton Browne, Scott High School, Madison; 1953-1954

Robert Andrick, Webster Springs High School; 1954-1955

Gene Stalnaker, Weston High School; 1955-1957

Nellie Cundiff, Hinton High School; 1957-1958

Chester Grossi, Triadelphia High School; 1958-1959

Marvin D. Mills, West Virginia State College; 1959-1960

Kenneth Hall, Calhoun County High School, Grantsville; 1960-1961

Felix Colabrese, Mountaineer High School, Thomas; 1961-1962

Charles Peter Yost, West Virginia University; 1962-1963

Fred Carrol, Bayard High School; 1963-1964

F. A. Fitch, Marshall University; 1964-1965

Robert A. Roush, Scott High School, Madison; 1965-1966

Marlan B. Vance, Duval High School, Griffithsville; 1966-1967

The first state-wide conference of driver education teachers was held at Jackson's Mill, April 22-23, 1950. During the conference various committees planned the revision of the first state course of study. The revision[1] included the thinking of special consultants to the conference who were: Marland Strasser, Association of Casualty Insurance Companies, New York; Stanley Abercrombie, National Commission on Safety Education, NEA; F. A. Fitch, Marshall College; and Maud Boyles, State Department of Education. The advanced students and staff of a Driver Education Teacher Preparation Workshop at West Virginia University in August 1950, developed the units of instruction. The following people served as a final editing committee:

E. C. Browne—Nuttall High School

Price E. Clark—State Director of Safety and Driver Education

Don Eicher—West Virginia University

Martha Ford—Greenbrier High School

A. J. Gibson—State Supervisor of Secondary Schools

Norene Holston—Matoaka High School

Ramus Holtz—Buckhannon High School

John T. St. Clair—Assistant State Supervisor of Secondary Schools

Lt. Ward B. Tyree—State Department of Public Safety

From 1950 through 1956 more than 350 high school teachers from West Virginia and adjoining states were prepared in driver education in regular term and summer courses at West Virginia University, Marshall University, West Virginia State College, Bluefield State College, Glenville State College and Fairmont State College. During this same period an average of 138 high schools, 55 per cent of the high schools in the state, offered both classroom and practice driving instruction each year. Between 5,000 and 6,000 high school students each year, during this seven-year period, were enrolled in driver education classes in West Virginia High Schools.

Further information regarding the offering of driver education courses from 1956-57 to 1964-65 is revealed in the following table:

DRIVER EDUCATION IN WEST VIRGINIA HIGH SCHOOLS
1956 TO 1965

	High Schools Offering Complete Course	Pupils Enrolled in Complete Course	Active Qualified Teachers	Cars Used	Per cent of Eligible Students Receiving Complete Course
1956-57	141	6,967	149	141	26.5
1957-58	132	5,509	142	159	19.9
1958-59	112	4,313	119	145	15.2
1959-60	113	4,877	127	109	18.0
1960-61	118	4,838	118	116	19.0
1961-62	108	4,665	112	105	17.0
1962-63	112	5,072	110	114	13.0
1963-64	109	6,519	102	113	19.0
1964-65	101	4,898	127	106	14.1
1965-66	118	5,666	203	124	16.8

[1] *A Course of Study in Driver Education*, Charleston, West Virginia: State Department of Education, 1951, 53 pp.

A workshop conference held at Jackson's Mill on April 14-15, 1957 resulted in another revised edition[1] of the state course of study in driver education. Workshop participants representing the West Virginia Safety and Driver Education Association were placed on committees to develop the revised edition. The following chairman of the committees were designated as the final editing committee for the 1957 revised edition:

Clarence A. Brock — Supervisor of Administration, State Department of Education

Champ Clark — Athens High School

Don Eicher — University High School, Morgantown, West Virginia

Marvin Mills — West Virginia State College

Gene Stalnaker — Weston High School

Charles Peter Yost — West Virginia University

During September 1956, the West Virginia Safety and Driver Education Association was represented in Washington, D. C. by Gene Stalnaker and Marvin Mills at which time the American Driver and Safety Education was formed. The national organization held its 7th annual conference in Charleston on June 26-30, 1963. At the conclusion of this conference, workshops were held at West Virginia State College and West Virginia University. In 1957 Marvin Mills was elected to serve on the Board of Directors of the National Association for a two-year term.

In 1957 a bill[1] was introduced in the State Legislature designed to provide financial support to schools offering approved driver education courses. Although the bill was passed, no provisions were made by the 1957 Legislature for collecting monies to provide financial reimbursement to schools. Subsequent bills to provide a source of financial aid failed to gain legislative support. In 1965 the State Superintendent of Schools included a budgetary request of $250,000 for supporting driver education. The request gained wide support from many groups including the West Virginia Safety Council, the West Virginia Conference of Parents and Teachers, and numerous civic and fraternal organizations. The request, however, failed to gain legislative support.

The 1965 Legislature passed a bill[1] requiring a junior driver's license prior to 18 years of age. A clause was omitted from the bill which would have had great implications for driver education in West Virginia schools; namely, that no person under the age of 18 could obtain a driver's license until he successfully completed an approved course in driver education.

A bill, S-207[2], submitted to the 1965 Legislature by Senator J. Kenton Lambert of Tucker County, would have provided, had it been successful, that

[1] *A Course of Study in Driver and Traffic Safety Education for West Virginia High Schools, Charleston, West Virginia:* State Department of Education, 1957, 56 pp.

[1] House Bill 333
[1] House Bill 519
[2] Senate Bill 207

all eligible high school students be required to complete an approved course in Driver Education and, further, that all out-of-school youth and adults be required to complete a prescribed course in Driver Education before being licensed to drive.

The State Superintendent of Schools repeated his efforts by making a 1966 budgetary request of $250,000 for special financial support for Driver Education. Suprising support was given by business, education and industry, and the same organizations as during the previous year. However, the Legislative Finance Committee returned a number of budgets to the Board of Public Works for reductions and in the process, this item was stricken from the educational budget.

In 1963 teacher certification requirements in safety education (including driver education) were increased with the recognition of safety education as a field of specialization. Beginning July 1, 1968, those seeking certification as a driver education teacher must have completed 15 semester hours in safety education in order to qualify as a driver education teacher in the West Virginia High Schools. The 15 semester hour requirement does not apply to those teachers already certified prior to August 31, 1968.

During the annual meeting of the West Virginia Driver and Traffic Safety Association at Jackson's Mill the association members voted to accept the invitation of the State Department of Education to assist in revising the state course of study. The following people were primarily responsible for the current third revision:

F. A. Fitch — Marshall University

Beryl Langford — Glenville State College

S. Samuel Maurice — West Virginia University

Marvin Mills — West Virginia State College

James Riffle — West Virginia University

Robert O. Roush, Jr. — Scott High School, Madison

Lt. R. E. Stanley — West Virginia Department of Public Safety

Robert Titus — West Virginia State Road Commission

Marian B. Vance — Duval High School, Griffithsville

Roy W. Walter — State Department of Education

Charles Peter Yost — West Virginia University

The following organizations gave assistance and cooperation

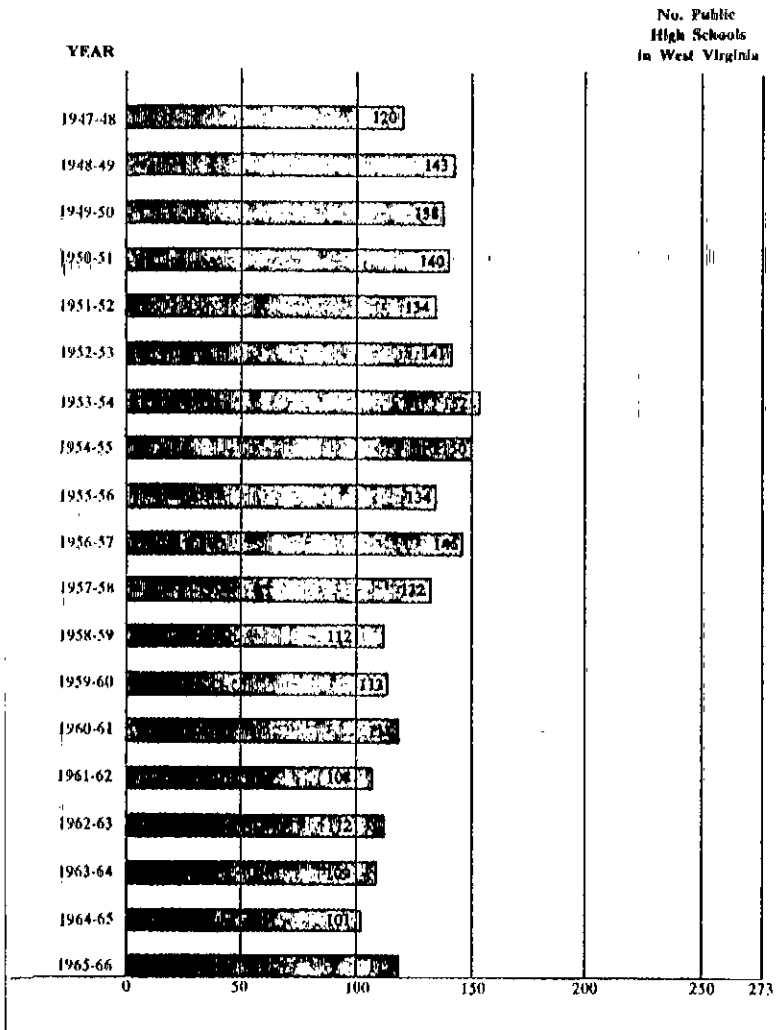
Allstate Insurance Company
American Automobile Association
American Driver and Traffic Safety Education Association
Insurance Institute for Highway Safety
The Automotive Industry

Center for Safety Education, New York University
Glenville State College
Humble Oil and Refining Company
Marshall University
Michigan State University Traffic Safety Center
National Commission on Safety Education, NEA
National Congress of Parent-Teacher Association
National Safety Council
The nationally organized civic clubs
Nationwide Insurance Company
West Virginia Department of Public Safety
West Virginians for Traffic Safety
West Virginia Safety Council
West Virginia State Board of Education
West Virginia State College
West Virginia State Road Commission
West Virginia University

DRIVER EDUCATION INVENTORY IN WEST VIRGINIA 1947 TO 1966

Year	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57
Students in										
Driver Education	6,082	6,142	5,233	5,122	5,407	6,121	5,974	6,981	7,062	7,166
Students Graduating	16,163	16,043	16,391	16,366	17,045	17,715	18,084	18,300	18,989	19,547
Per Cent	37.6	38.3	31.9	31.2	31.7	34.5	33.0	38.1	37.2	37.2
School with										
Driver Education	120	143	138	140	134	141	152	150	134	140
Total High Schools	263	263	264	266	268	267	268	268	272	273
Per Cent	45.6	54.3	52.2	52.6	50.0	52.8	56.7	55.9	49.3	51.0

Year	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66
Students in									
Driver Education	5,509	4,313	4,877	4,838	4,665	5,072	6,519	4,898	6,026
Eligible Students	22,704	28,326	26,690	25,245	27,144	38,119	34,832	34,732	33,535
Per Cent	17.0	15.0	18.3	19.2	17.0	13.0	19.0	14.1	18.0
School with									
Driver Education	132	112	113	118	108	112	109	101	115
Total High Schools	251	251	246	240	234	230	226	226	217
Per Cent	52.6	45.0	46.0	50.0	46.0	48.6	48.0	44.7	53



GROWTH OF DRIVER EDUCATION PROGRAMS
IN WEST VIRGINIA PUBLIC HIGH SCHOOLS

PROVISIONS OF WEST VIRGINIA DRIVER EDUCATION LAW AUTOMOBILE DRIVER EDUCATION AND TRAINING

~~House Bill No. 333~~

~~Chapter XVIII~~

(Passed March 9, 1957; in effect from passage)

Article 2. State Board of Education

Section 17. Automobile Driver Education and Training; Aims and Purposes. The aims and purposes of automobile driver education shall be to develop a knowledge of these provisions of article eight, chapter seventeen of this code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, and a true appreciation of the causes, seriousness, and consequences of traffic accidents. The aims and purposes of automobile driver training shall be to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles, including behind-the-wheel driving and observation in a dual control automobile.

Section 18. State Board of Education to Adopt Rules and Regulations. The state board of education shall, with the advice of the state superintendent of schools and the superintendent of the department of public safety, adopt reasonable rules and regulations governing the establishment, conduct and scope of automobile driver education and automobile driver training for use in the public, private, parochial and denominational high schools located within this state, subject to the requirements and exceptions set forth in this article. The first rules and regulations required by this section shall be adopted on or before July first, one thousand nine hundred fifty-seven.

Section 19. Automobile Driver Training; Establishment and Maintenance of Course; Who May Enroll. The state superintendent of schools may promote and direct the establishment and maintenance of elective courses of instruction in automobile driver training in the public high schools in accordance with the rules and regulations of the state board adopted pursuant to section eighteen of this article. Directors, trustees, or other persons having control or authority over private, parochial or denominational high schools, who establish and maintain such courses in the schools under their control or supervision, shall comply with the rules and regulations of the state board adopted pursuant to section eighteen of this article.

In the case of pupils under the age of sixteen, instruction shall be limited to the classroom. In case of pupils sixteen years and over, the instruction may include practical training in the operation of motor vehicles on the public streets and highways, and the pupil need not have a learner's permit as required by chapter seventeen, article twenty-one, section six of this code, if he is operating a dual control automobile and duly appointed instructor is actually occupying a seat beside the pupil.

No pupil shall be permitted to enroll in an automobile driver training course unless such student is presently enrolled in a course in automobile driver education or has satisfactorily completed such course.

Section 20. Expenditure of School Funds. County boards of education subject to the rules and regulations of the state board of education, may expend school funds to maintain and repair vehicles used for instructional purposes, to purchase fuel, lubricants, parts and accessories therefor, to pay the compensation of teachers or instructors and to procure automobile insurance, where such expenditures are for the purpose of establishing or maintaining automobile driver training courses pursuant to this article. These expenditures, including compensation of teachers or instructors, may be made over a period of twelve months.

Each county board shall receive from funds specially appropriated for such courses a sum which shall be proportionate to the total amount available for distribution to all county boards in the state in the ratio which the number of pupils who satisfactorily complete such courses in the county bears to the total number of pupils who satisfactorily complete such courses in all public high schools within the state: Provided, That the payment shall not exceed the sum of twenty dollars for each such pupil per school year.

Section 21. Automobile Liability Insurance. County boards of education shall procure or require automobile liability insurance in such amounts as the state board of education shall prescribe covering motor vehicles owned or operated for automobile driver training courses. The board having control of the financial business affairs of any state educational institution which offers such course or courses for instruction in automobile driver training shall procure or require automobile liability insurance in like amounts covering motor vehicles owned or operated for any such course. Such insurance shall be against any liability arising out of the use of such vehicles in connection with such courses.

INTRODUCTION

Four million youths, it is estimated, will become eligible driving age each year by 1970. This mass of young people will be added to the 110,000,000 individuals who are expected to be licensed to drive by that date. Of the more than 833,000 drivers registered to drive in West Virginia, 15 per cent are under the age of 25 years. It is sobering, if not alarming, to know that drivers under the age of 25 years are involved in 35 per cent of our state's fatal motor vehicle accidents. It is still more staggering when we pause to realize that motor vehicle crashes involving these young drivers are approximately twice as severe and more than twice as expensive as crashes involving adult drivers.

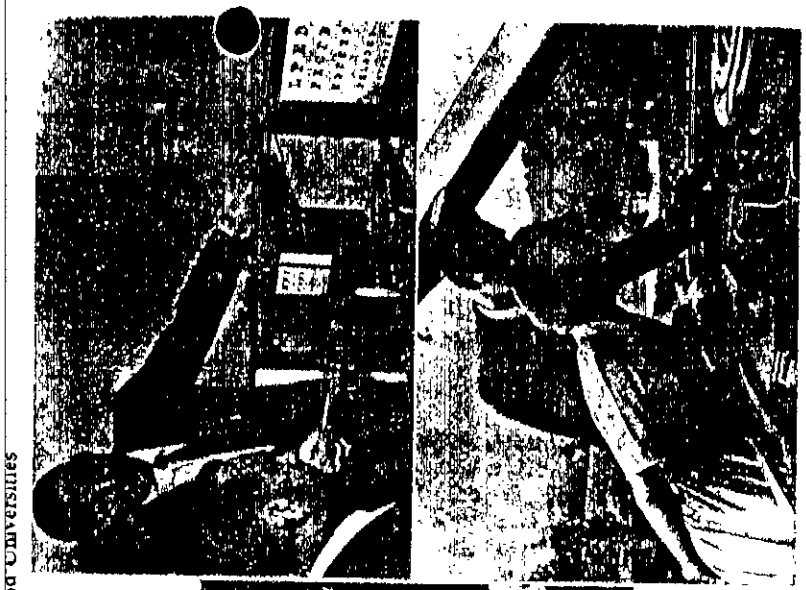
Motor vehicle registration in West Virginia, being approximately 690,000, and the number of miles traveled last year, 1965, being 7,128,825,018 miles — or an increase of 445,262,698 over the previous year — is convincing evidence that our traffic problems continue to pyramid, even though additional law enforcement officers have been employed and many millions of dollars have been invested in improved and extended highways.

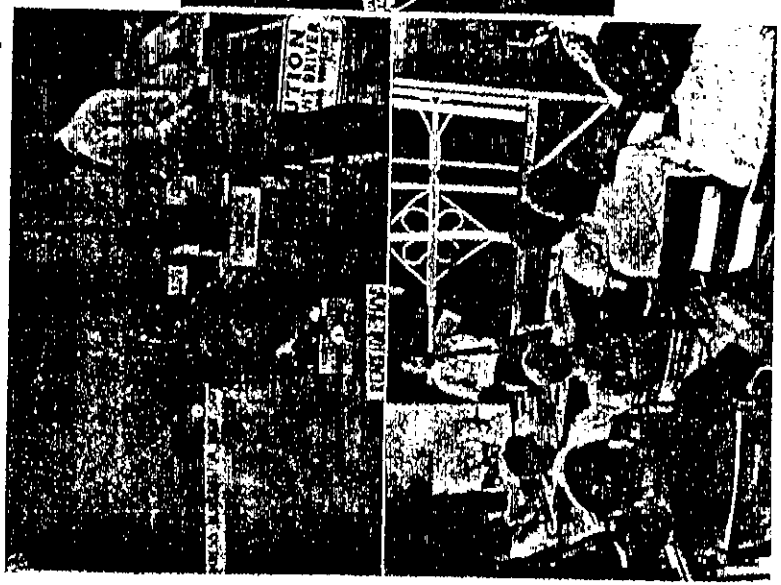
Experts in the fields of education, law enforcement, highway engineering, and the automotive industry concur in that our state and national traffic needs and problems cannot be favorably dealt with unless an all-out concerted effort resulting in positive action is initiated by all responsible agencies and individuals.

An attempt to build roads without adequate engineering would, of course, be foolish. An attempt to travel our streets and highways without the enforcement of traffic laws and regulations would, without question, result in chaos; and as current statistics so vividly reveal, our practice of operating motor vehicles without a comprehensive course of instruction for the development of attitudes, knowledge, and skills conducive to favorable highway citizenship is fatal.

In 1965 approximately 13,000,000 tourists traveled our highways, enjoyed our state's scenic marvels, and visited our state parks and places of historic interest.

The citizenry of West Virginia, now recognizing the complexities and demands of our present-day network of streets and highways with their concentration of personal and commercial motor vehicles, are aware of the critical need to properly educate our beginning drivers, and to work toward the improvment of driving habits and skills of those now operating motor vehicles.





WEST VIRGINIA BOARD OF EDUCATION

REGULATIONS

DRIVER AND TRAFFIC SAFETY EDUCATION

Driver Education — The initial approval of Driver Education for West Virginia Secondary Schools by the State Board of Education was established May 13, 1945. The approval was unanimous. The Board further requested that teachers, principals, and superintendents use extreme care and caution in the instruction and administration of this program and that sufficient public liability and property damage insurance to cover all pupils participating in behind-the-wheel instruction be provided. This first formal approval of Driver Education by the State Board of Education also involved the approval of the first State Course of Study for Driver Education in West Virginia.

Modification of Driver Education Regulations and Course of Study — The Board amended its Rules and Regulations and Course of Study for Driver Education in 1951, and approved a second revised edition which was presented as "A Course of Study in Driver and Traffic Safety Education for West Virginia High Schools," June 6, 1957.

Pursuant to current needs in providing a comprehensive educational program in driver and traffic safety education for our youth and adults, this revision supersedes all previous ones, and becomes effective on the date presented herein.

I. APPROVED COURSE — An approved course is one provided by a secondary school and consists of both classroom and laboratory instruction and further complies with all minimum standards as set forth hereinafter.

(1) An approved course shall be, as a minimum, a one-semester high school course.

(2) Schedules shall be arranged so as to allow the same amount of time for driver education as any other one-half unit course.

(3) Classroom instruction shall be provided by an instructor certificated in driver education and approved by the State Department of Education and the Department of Public Safety. Appropriate textbooks, supplemental and resource materials, and special instructional equipment described as essential also shall be provided.

(4) The course shall provide special laboratory equipment. Practice driving experiences shall be provided in a dual-control car and also taught by an instructor certificated in driver education and approved by the State Director of Driver Education, and the officer in charge, Accident Prevention Bureau, Department of Public Safety.

(5) The course shall be accredited and provide a minimum of one-half unit of high school credit.

(6) It shall meet the following minimum standards on the basis of sixty (60) minute class periods (including passing time).

Classroom instruction	66 hours
Observation in the car	18 hours
Behind-the-wheel driving	6 hours
Total	90 hours

(7) Time on State approved driving simulators shall not be more than one-half of the six (6) or more clock hours per student in laboratory instruction. The time ratio for simulator instruction is at least 4:1 — that is, at least four hours of simulated experience to each one hour (1 hour) of experience at the controls of a practice driving car in real traffic situations.

(8) Time on multiple-car driving range shall be supplemented by a minimum of two hours of practice driving under real traffic conditions in a dual-control car.
The time ratio for multiple-car driving range instruction is at least 2:1 — that is, at least two hours of multiple-car driving range instruction to each one hour (1 hour) of experience at the controls of a practice driving car under normal traffic conditions.

(9) Program time requirements for adults and out-of-school youth over eighteen (18) years of age shall include thirty hours (30 hours) of classroom work and a minimum of six hours (6 hours) actual driving practice. Such driving practice may be substituted by use of simulator or multiple-car driving range experiences to such extent and in such ratio as established in parts 7 and 8 above. For out-of-school youth under eighteen (18) years of age, the program shall provide the minimum time standards established for approved secondary school courses.

(10) It is recommended that the minimum time standards presented above be adjusted to meet the need of individuals enrolled in courses for remedial or refresher purposes and also for receiving instruction in vocational driving. It is recommended that the time requirements be geared to meet the needs of those involved.

(11) An approved course may be extended into the summer season for completion, and such course also may be provided during summer months as are other high school courses. However, such summer courses shall be conducted over a period of not less than six (6) weeks. The course shall consist of ninety (90) hours as required during [illegible] term. The classroom-type instruction shall be in session for not more than two hours at any one time. The actual driving experience in the practice driving phase shall be scheduled so that students receive not more than one-half hour instruction per session. A minimum of one (1) hour shall elapse between periods of instruction for each student.

(12) Course approval is applied for by the school principal who submits Form 1-DE-2, Principal's Application for Approval of Teacher and

Course. Application shall be submitted at least ten (10) days prior to the beginning of the school term. See EXHIBIT C.

a. Teacher's academic qualifications must comply with requirements set forth in Part II of this chapter.

b. Driving Record — **Each teacher of driver and traffic safety education in the West Virginia secondary schools, for any period of three (3) consecutive years, shall maintain a driving record in the Department of Public Safety that is free from a conviction for a violation of traffic law which results in a suspension or revocation of the driving privilege, or contains not more than one (1) conviction of a moving violation of traffic laws as defined in the West Virginia Motor Vehicle Code and then at the discretion of the Department of Public Safety in concurrance with the Department of Education.** It is the responsibility of the county superintendent of schools to review, on an annual basis, the record of convictions of violation of traffic laws secured by each driver education teacher within their jurisdiction to determine whether those who have exceeded the standard described in this paragraph shall be permitted to continue as a teacher of Driver Education in the high schools of his county.

c. Superintendents of schools shall not consider applicants for a position as a teacher of Driver Education in the schools of West Virginia unless they have maintained for a period of three (3) consecutive years prior to the beginning of the current school term a driving record that conforms with the standards stated in subsection (b) of this section.

II. (1) **Current Requisites for an Approved Teacher** — A teacher who holds a valid West Virginia High School Certificate; has satisfactorily completed a minimum of one teacher-preparation course in Driver Education approved by the State Department of Education and holds a certificate in Safety and Driver Education or an endorsement for same; has held a valid driver's license for the past three (3) years and now holds a valid West Virginia Motor Vehicle operator's license; and has a satisfactory driving record, satisfying conditions set forth in 12-b above, confirmed and approved by the officer in charge, Accident Prevention Bureau, West Virginia Department of Public Safety.

Teacher Certification — Teacher endorsement or certification may be applied for by completing Part I of Form TP-6, "Application for Approval of Teacher for Driver Education," and submitting same to the State Department of Education, Division of Teacher Preparation and Professional Standards, or to the State Director of Driver Education for further processing. See EXHIBIT E.

(2) **Projected Teacher Preparation Requirements, August, 1968 — Beginning August 31, 1968, all driver education teachers having less than five years experience as an instructor of driver education, during the eight (8) years immediately preceding that date, shall have completed a minimum of eight (8) hours of accredited teacher-preparation work in driver and safety education. These teacher-preparation courses shall include one course in General Safety**

Education, one basic course in Materials and Methods of Teaching Driver and Traffic Safety Education, and one advanced teacher-preparation course including Problems and Principles of Organization in Driver and Traffic Safety Education. All driver education instructors, regardless of the accumulation of years experience in this field of instruction, should strive to upgrade their competencies through working toward the completion of the 15-semester hour Safety Education curriculum as outlined in Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia, 1963.

(3) Beginning July 1, 1968, those seeking certification as a driver education teacher must have completed the 15-semester hour Safety Education curriculum in order to qualify as a driver education teacher in West Virginia high schools. The 15 semester hour requirement does not apply to those teachers already certified prior to August 31, 1968. (See preceeding paragraph)

III. Dual-Control Car Approval — Form I-DE-1, "Request for Dual-Control Car for the Coming School Year," shall be submitted by the principal through the county superintendent to the State Director for approval early in April of each year. See EXHIBIT B. Requests for dual-control cars for summer programs must be submitted comparatively early and so designated specifically for that purpose.

IV. Contracts for Dual-Control Cars — Form I-DE-3, "Contract Between School Board and Car Dealer for Practice-Driving Car," shall be executed in quadruplet. One copy each shall be retained by dealer, superintendent, school principal, and one copy submitted to the State Director. Contract shall be negotiated prior to delivery of car to the school officials. See EXHIBIT D.

V. Use and Maintenance of Practice Driving Car — The dual-control practice-driving car shall be used only in compliance with the contract established between the car dealer and the Board of Education.

This automobile shall be carefully and professionally maintained. It must be remembered by the school authorities that the practice driving vehicle and its passengers are an occupied classroom on wheels moving about on the streets and highways representing the school's physical facilities, the student body, and the instructional staff.

It should be cleaned daily as the classroom is maintained, because it is not only a class facility, but a mobile billboard representing and advertising the school as well as the dealer who unselfishly furnished it. There is merit in students being instructed to properly maintain and care for a car as there is in teaching them to drive it.

VI. Annual Inventory — The school principal is responsible for reporting to the State Department of Education, Division of Driver Education, the number of students enrolled in driver education for the year and other information pertinent to research, the needs of the Department, and other agencies. This report is called for during the second semester by the State Director who submits forms on which the report is made.

Dealer — School Official Relationship

Definition of Terms

Driver and Traffic Safety Education —

Is an integral part of secondary education. It includes classroom learnings and practice driving instruction. These learning experiences are designed and provided for the purpose of helping students to become responsible traffic citizens and to use motor vehicles safely and efficiently.

Approved Course —

An approved course is a secondary school course approved by the State Department of Education. It includes both classroom and practice driving instruction and meets all minimum standards as set forth in this publication.

Classroom Instruction —

Group instruction which covers such content areas as traffic citizenship, laws and regulations, characteristics of drivers, role of government, automobile use and traffic problems.

Psychophysical Equipment —

Testing devices used to demonstrate varying abilities related to field of vision, visual acuity, distance judging, reaction time, color discrimination, and related testing devices.

A Certified Teacher —

(1) One who holds a valid West Virginia High School Certificate,

(2) Has satisfactorily completed a minimum of one teacher preparation course in Driver Education approved by the State Department of Education, (see Regulations — Projected Requirements — 1968)

(3) Has held a valid Driver's license for at least three (3) years and now holds a valid West Virginia Motor Vehicle Operator's License,

(4) Has a satisfactory driving record confirmed and approved by the Officer in Charge of the Accident Prevention Bureau, West Virginia Department of Public Safety and Department of Education, and

(5) His driving record and teacher preparation requirements are in conformity with part I, 12-b, and part II, 1, 2, & 3.

Approved Teacher —

A teacher who is certified by the Division of Teacher Preparation and Professional Standards, and whose driving record and current license status have been approved by the Division of Driver Education, and the Accident Prevention Bureau.

Practice Driving Instruction —

An extension of classroom instruction which provides students with opportunities for traffic experiences under real conditions, or a combination of real and controlled driving conditions, and/or simulated experience.

Dual-Control Car —

A car equipped with an extra brake and, where necessary, an extra clutch pedal, and other vehicle controls made manditory by State regulation or law.

In-Car Practice —

Student experience at the controls of a practice driving car either on street or a multiple car driving range under the supervision of an approved instructor.

Observation Time —

Includes student time spent in the vehicle other than at the controls and involves group discussion and assessment of the driving task.

Driving Simulation —

A teaching method employing both films and electromechanical devices designed to represent the driver's compartment of the automobile, through which students develop judgment and behavioral responses as well as manipulative skills.

Multiple-Car Driving Range —

An off-street area on which a number of cars are used simultaneously to provide practice driving instruction under the supervision of one or more approved teachers. The area generally includes:

(a) Space for development of fundamental skills.

(b) Road surfaces wide enough for two-way and multiple-lane traffic.

(c) Intersections, curves and grades.

(d) Lane markings, signs and signals.

(e) A method of communication between teacher and student by radio, loud speaker, or other effective means.

(f) Rail road crossing.

Driver Improvement Course —

A special course conducted for traffic law violators, traffic accident repeaters, and volunteers for the purpose of re-education in traffic responsibilities.

Eligible Student —

A student who possesses the mental and physical capacities and who has reached eligible driving age, or who will have reached eligible driving age on or before the mid-point of the school term in which he is enrolled in the course.

State School Law, chapter 18, Article 2, section 19, pertaining to learner's permit and age at which student may drive on public streets and highways. "In the case of pupils under the age of sixteen, instruction shall be limited to the classroom. In case of pupils sixteen years and over, the instruction may include practical training in the operation of motor vehicles on the public streets and highways, and the pupil need not have a learner's permit as required

by chapter seventeen-B, article two, section five [§ 1721 (213)] of this Code, if he is operating a dual control automobile and a duly appointed instructor is actually occupying a seat beside the pupil.

No pupil shall be permitted to enroll in an automobile driver training course unless such student is presently enrolled in a course in automobile driver education or has satisfactorily completed such course."

Out-Of-School Youth Program —

A program designed to accommodate those who drop out of school prior to completing an approved Driver Education Course. Such course for those under 18 years of age shall be the same in all aspects as the secondary school course.

Adult Driver Education Program —

A program formulated for both young and older adults. Such program is accelerated in nature and provides, basically, the same educational experiences geared to the more adult individual needs. The minimum time is 30 hours of classroom instruction and six hours of practice driving or the equivalent.

Planning for Driver and Traffic Safety Instruction in The Secondary School

Instruction in Driver and Traffic Safety Education consists of two phases: the classroom phase and the practice driving phase.

Learning experiences in the classroom phase emphasize personal and social problems pertinent to the safe and efficient movement of traffic. They include related areas of major concern emphasizing the establishment of knowledge and attitudes essential in safe and efficient use of traffic facilities and the responsible role of the pedestrian.

Instructional methods should be based on the needs and interests of particular groups of students and of individuals within each group as well as on the environment in which they live. The recognized principals apply to the practice driving phase, or behind-the-wheel instruction as well as to the classroom phase.

The learning experiences of the practice driving phase are an extension of classroom instruction and are designed to develop, through real or simulated conditions the attitudes, knowledge, and skills necessary for safe and efficient operation of motor vehicles. They encompass (a) actual experience of driving a motor vehicle in traffic, part of which assigned time may be on a driving range or in a simulator, (Regulations, Parts 7 & 8), (b) Observation time in the Dual-Control Car which provides time for assessment of the driving task as an individual and in group discussion. The objectives of both classroom and practice driving experiences are primarily the same. It is thus imperative that the two phases be effectively articulated.

Purposes of the Course

The primary objective of driver and traffic safety education is to provide the learning experiences, alluded to above, for high school students at or near the time they reach the peak of their learning interest. This normally occurs at the time they approach or attain the minimum eligible driving age, which in West Virginia is 16 years.

It is then proper to offer the course at the tenth grade level since most of the students are closely approaching this minimum legal age at the beginning of their tenth school year or will have reached it prior to its completion.

The specific objectives are to assist all students in:

1. learning the appropriate knowledge for increasing their efficiency of living in the total traffic environment . . . physical, social psychological, moral, and legal
2. learning fundamental driving skills and establishing basic and correct skill habits
3. achieving a desirable pattern for behavior in our traffic society
4. developing the ability to recognize, analyze, and respond to traffic situations in a manner that demonstrates proficiency in the driving task
5. developing understanding of both driver and pedestrian limitations, obligations, and responsibilities, from legal and social viewpoints
6. understanding how society may attain maximum efficiency in the operation of its motor vehicle transportation system
7. developing such character traits as courtesy, consideration of the rights of others, self discipline, and respect for law and order.

Suggested Criteria for Selecting Learning Experiences

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

(6) be psychologically sound and socially acceptable

(7) originate in problems that reflect student needs

(8) accommodate individual differences

(9) motivate the student to continue in the maintenance and improvement of his proficiency as a safe driver and a good traffic citizen

(10) provide for and encourage student-centered activities.

Organization for Instruction

The teacher, working with students, is responsible for developing specific learning experiences. A complete program of classroom and laboratory instruction includes consideration of the topics shown in the following guide. This guide is not a teaching outline but it does indicate the nature and scope of content for a complete program.

Traffic Citizenship: responsibility to other drivers and highway users . . . community, family, self, etc. . . . attitudes of safe living . . . courtesy and manners . . . recognition and support of public officials . . . traffic control devices

Laws and Regulations and Their Enforcement by Courts: uniform traffic laws and ordinances, state motor vehicle laws, **Uniform Vehicle code and Model Traffic Ordinance** . . . official safety agencies

Characteristics of Drivers: mental, emotional, physical, and physiological

Society and Driving: effects of alcohol and drugs . . . psychology and driving . . . our culture and driving

Driving Skills: basic habits and maneuvers . . . driving in the city, on the highway, on expressways . . . hazardous conditions and meeting emergencies . . . efficient driving

Development of Judgments: vision and perception . . . knowledge and analysis of traffic situations . . . making decisions . . . reaction time . . . physical laws that affect drivers and pedestrians

The Motor Vehicle: history and development . . . economics of vehicle ownership . . . trip planning . . . mechanics of the vehicle . . . safety devices . . . vocational driving.

Traffic Accidents: causes . . . human and economic loss . . . what to do in case of an accident . . . built-in response systems for meeting the unexpected

Engineering: automotive . . . highway . . . traffic

UNIT I

DRIVER AND TRAFFIC SAFETY EDUCATION— AN INTEGRAL PART OF THE SCHOOL'S RESPONSIBILITY

Soon after World War II the adverse and economic effects of traffic accidents in our state and nation emerged as one of the greatest problems confronting our citizenry.

A number of proposed solutions have been tried individually and, to some extent, collectively with encouraging results, but without the degree of success that has even approached being acceptable to a civilized nation. However, the several approaches and time spent have served as a national research laboratory in establishing positive factors of control that when arranged in proper order result in the only known formula that will reasonably control the problem, when scientifically applied. These factors are: highways that are properly engineered and constructed to meet current need; enforcement of traffic laws conducive to free flowing traffic; and comprehensive instruction in acquiring and/or developing the knowledge, skills, and attitudes imperative to the responsible operation and use of motor vehicles.

It is obvious that no single component or pair of components of this formula will solve the problem. It is further clear that only those specialists who possess the professional knowledge, skills, and experience commensurate with the task are capable of satisfying these professional demands. Pursuant to these circumstances and the citizenry's challenging call for help in developing the behaviorial patterns they must possess to live safely and effectively in our present-day motorized society, it is the responsibility of our schools to appropriately meet the challenge through a concerted effort of both administrative and instructional personnel. This accomplishment can be realized only through well organized comprehensive experiences directly related to the motor vehicle and mature disciplines essential to utilizing its functional characteristics.

The key word in driver education is "Maturity." Education, regardless of its level or direction of specialization reflects maturity in every concept whether it be academically, theoretical, or functional; social or economic in nature; or establishing behaviorial patterns conducive to the proper performance of given tasks.

Man's ability to appropriately govern and use his physical, mental and emotional characteristics in establishing attributes of wisdom and culture is highly important. We are reminded that Ernest Thomas Seaton once said, "Manhood, not scholarship, is the first aim of education." Then, we in education must be vitally concerned with the shaping of these characteristics into

favorable habits, more especially in their relationship to the responsible use of the motor vehicle.

Research reveals that the greater percent of drivers believe that they are better than the average driver. At the same time accident records reveal that undesirable attitudes, insufficient knowledge, physical impairments, inattention, faulty perception, errors in judgment, over confidence, and other human failings lead to the realization that much must be done to upgrade driver performance to an acceptable status.

To know how and to be able to handle a motor vehicle with command does not satisfy the requisites of a successful driver. It is not always what one knows and is able to do, but it is what he actually does with his knowledge and skill that counts. The tragedies resulting from highway incidents are more than convincing evidence that "Education" in its true academic and functional aspects must join with "Enforcement" and "Engineering" in bringing to a minimum the cruel and unnecessary destruction of our human resources, let alone, our economic losses.

Traffic Safety Instruction in the Elementary Grades.

Experiences in traffic safety belong to the comprehensive program from the kindergarten through the complete school program of compulsory education.

The foundation disciplines must be acquired in the early years of a child's life. Even though man, among all other living organisms, enjoys the longest period of parental protection, he begins at an early age to discover his environment and make decisions. The mobility of an individual increases with age and it is through his ability to walk, run, ride his coaster wagon, pedal his bicycle, or while riding in the family car or school bus that he established concepts that influence and effect his future behavior.

Traffic education programs designed to provide experiences that will assist children to understand their natural and man-made environmental blessings and potential hazards will result in their being more receptive to reason and procedures in dealing responsibly with present and future situations.

Driver Education—A Responsibility of Secondary Schools.

Not too many years ago, probably the primary ambition of the adolescent was to reach maturity or the responsible age of 21 years. Currently the greatest ambition of most youths is to become legal driving age and to obtain a driver's license. The day on which an adolescent successfully passes his driving test is, no doubt, one of the most exciting and memorable occasions of his early life.

Learning is directly associated with desire and interest. This fact confirms

the appropriate time for the involvement of students in a driver education course as being at the time they reach legal driving age.

Driver education is not a course that will, upon completion, produce highly skilled drivers. However, a high quality course will, under favorable circumstances, develop a firm foundation upon which the individual can build a lifetime record of successful use of the motor vehicle and traffic facilities. No subject field is an end in itself. However, each subject should be an instrument so geared to enable the student to achieve the full benefits for which it is designed.

This field of learning is one of the more important media for the development of individual traits, behaviors, habits of self-discipline, respect for the rights, health, and welfare of others, respect for law and order, and the development of democratic principles of citizenship.

Driver education can be as academic as the instructor wants it to be. It is an instrument of education within itself, in the same sense that physical science, language, mathematics, as opposed to vocational courses, are means to general educational objectives.

Among the objectives of this important learning that are too often overlooked are preparation for life enjoyment, citizenship, consumer education, science and its functional aspects, the social economic impact of mobility, the motor vehicle and national security, human relations, and other pertinent areas of concern.

It is the responsibility of the driver education instructor to gain course recognition and establish the proper image of this field of learning commensurate with its immediate contribution to the students and community of which they are a part, and at the same time establish a full image of its total future potential.

UNIT II

THE HISTORICAL—SOCIAL—ECONOMIC IMPLICATIONS OF THE MOTOR VEHICLE IN SOCIETY WITH THE ACCOMPANYING ACCIDENT PROBLEM

The Problem—There are 95,600,000 people in the United States who are censed to operate approximately 90,000,000 moter vehicles on our streets and ighways. In using these vehicles men and women fail to drive properly and so alled "accidents" occur. These accidents cost the nation the tragic toll of 9,000 human lives in 1965 and more than 1,800,000 crippling and disabling ıjuries. Less tragic than the loss of life and bodily injury, but of importance ı itself, is the staggering economic loss of over 8,500,000,000 dollars—the nnual cost of highway accidents. The economic cost of accidents would buy very high school senior in the United States a 2,500 dollar automobile.

The student should realize that the human elements of grief, suffering, roken homes, poverty and delinquency, resulting from accidents cannot be stimated in dollars and cents, but are just as costly to society. The President's lighway Safety Conference, in estimating this cost to the nation, has labeled as, "The nation's greatest uncontrolled peace-time problem."

With a belief that schools can help solve the educational factor involved in is great problem, we appeal to youth to accept this challenge by giving careful udy to the cause and effect of highway accidents.

In the beginning, students should understand the historical developments of ıe motor industry in America and appreciate its magnitude and relation to our merican economy and the highway traffic problem.

bjectives

1. To develop a knowledge and appreciation of the changes that the motor vehicle has brought about in the American social and economic life.
2. To develop a concept of industries interrelated with and growing out of the motor industry.
3. To understand the automobile as a common denominator of our American way of life.
4. To arouse an interest in, and place emphasis on the need for better prepared drivers.
5. To inspire both youth and adults to accept their responsibilities toward the prevention of motor vehicle accidents.
6. To use the local driver education program, by precept and example, as a means of promoting public information, skills, attitudes and interests, with a view to extending the objectives of this course throughout the school and community.

Content

A. Surveying the Picture to Date

1. The National Record
   a. Number of injuries and fatalities
   b. Economic loss
   c. Comparison of injuries, fatalities, and economic loss from year to year or over a span of years (check current Accident Facts from National Safety Council).
2. Statistics

   For state, county, and local community (check monthly reports from the Accident Prevention Bureau, West Virginia Department of Public Safety; local safety council records and local police records)
3. Driving Records of Various Age Groups

B. The Chief Factors Contributing to Highway Accidents

1. Improper or poor attitude
2. Lack of knowledge and skill
3. Unsafe acts of drivers
   a. Distractions and inattention
   b. Driving in wrong traffic lane
   c. Failure to observe rules and regulations
   d. Lack of courtesy
   e. Speed too fast for conditions
   f. Use of alcohol, drugs, and narcotics
4. Limitations in highway engineering
   a. Berm and/or shoulders
   b. Curves
   c. Deterioration
   d. Elevations
   e. Grades
   f. Inadequate planning of new streets and highways, and access to new developments
   g. Lack of/or improper markings and signals
   h. Poor or no parking areas; and poor or no loading and unloading zones

5. Limitations of the motor vehicle due to:
   a. Construction
   b. Deterioration
   c. Mechanical failures

C. An Educational Approach to the Problem

Provide through driver education:

1. Proper attitudes
2. Proper knowledge
3. Proper skills
4. Proper courtesies
5. Proper sportsmanship
6. Awareness of limitations
7. Precautions
8. Consciousness of driving situation
9. Knowledge of road laws, rules and regulations
10. Extension of knowledge and effects to other
11. Self consciousness of motor vehicle abuse
12. The necessity of developing capable, mature, and considerate drivers

Some Suggested Activities

1. Secure data from local, state and national agencies about motor vehicle accidents over a period of ten years. Make posters and graphs using the data
2. Conduct special studies of social and economic effects of transportation
3. Utilize resource people (economist, representative from safety council, psychologist)
4. Use appropriate visual aids
5. Attend traffic court
6. Visit local automobile dealer and acquire concept of his responsibilities and functions pertaining to advertising, sales, service, and management as they apply to the objectives set forth in this section.

UNIT III

THE DRIVER'S PHYSICAL, MENTAL, AND EMOTIONAL CHARACTERISTICS AS FACTORS IN SAFE DRIVING

This unit should be developed through the employment of techniques and procedures that will motivate the student's interests to the extent that they will grasp and retain an understanding of how and why both positive and negative human elements affect driving practices. It should point out the numerous influences that favorably and unfavorably affect individual personalities, attitudes, and responses under given conditions. Through the following objectives, students should learn to recognize, identify, and correct or compensate for those factors which are undesirable and thus a deterrent or hinderance to safe driving.

Objectives

1. To develop an appreciation, as well as an understanding, of the fitness needed to be a good driver.
2. To acquaint the prospective driver with the physical, mental, and emotional characteristics that are related to movement in traffic, and the relationship between these characteristics and traffic accidents.
3. To develop an understanding of the need for good attitudes, judgment, habits, and the methods for developing these qualities.
4. To bring about a realization that good attitudes, habits, emotional reactions, and responsibility contribute to driving efficiency.

Content

A. Relationship of personality to safe driving
   1. Suggestions for development of attitudes and habits that make for good driving
   2. Qualities of personality

B. Psychology of the driver
   1. Suggestions for development of attitudes and habits that make for
   2. The responsible driver
      a. Assumes responsibility of driving
      b. Gives full attention to driving situation
      c. Drives defensively
   3. Behavior pattern—identifying the poor driver
      a. Persons unable to control the thrill of power while at the wheel
      b. The egotist

c. The in[illegible]tive driver
d. The irresponsible driver
e. The overemotional driver
f. The rationalizer
g. The show-off
h. The tempermental driver

C. Effects of heredity and environment on the driver

D. Effects of mental and emotional disturbances in driving
1. Characteristics of a mature driver

E. Factors affecting physical control
1. Muscular coordination
2. Eyesight
3. Hearing
4. Temporary Disabilities
a. Fatigue
b. Carbon monoxide poisoning
c. Alcohol, drugs and narcotics

5. Physical disabilities affect driving (Fitness determined by physician)
a. Epilepsy (convulsive disorders)
b. Hearing
c. Muscular control disorders
d. Diabetics
e. Heart conditions
f. Organic brain disorders

6. Compensable or correctable disabilities
a. Loss of an arm or leg
b. Unusually tall or short
c. Defective vision
d. Impaired hearing

Some Suggested Activities

1. Make special studies relating to physical, mental, and emotional characteristics as applied to safe driving
2. Prepare a list of mental and emotional qualities which a star athlete must possess. Which ones apply to the expert driver?
3. Use available psycho-physical tests to determine individual driver aptitudes
4. Utilize available resources in psychology
5. Test all members of the class with the audiometer

UNIT IV

KNOWING THE MOTOR VEHICLE

1. The Motor Vehicle
2. Economic Aspects
3. How to Proceed in Case of Mechanical Failure

The instructor should try to develop in students a general knowledge of the motor vehicle, its construction, component parts and functions of each, the essentials of economical and safe operation, and the procedures to follow in case of mechanical failure.

Part I

The Motor Vehicle

Objective

1. To acquaint the individual with the parts and accessories of the motor vehicle and develop an appreciation of their function and relationship to the complex mechanism of the total unit
2. To maintain safety devices at maximum efficiency so that the driver may have proper control which is necessary to avoid accidents

Content

A. The Engine
   1. Lubricating System
      a. Oil level and oil pressure
      b. Necessity of renewal
      c. Oil pump and filter
   2. Cooling System
      a. Water jacket, radiator, pump, fan, thermostat, and antifreeze
   3. Fuel System
      a. Gasoline tank, fuel line, fuel pump, carburetor
   4. Electrical System
      a. Battery, starter, alternator and regulator, coil, condenser, distributor points and rotor, spark plugs, wiring, lights, horn, and other electrical components and/or accessories
   5. Exhaust System
      a. Exhaust manifold, exhaust pipe, muffler
   6. Power Train
      a. Chassis and body relationship, transmissions, clutch, gears, universal joints, positraction, and rear axle systems.

B. Control and Safety Devices
   1. Steering Mechanism
      a. This mechanism requires:
         (1) Lubrication
         (2) Care in driving
         (3) Expert adjustment

      b. Signs of danger include:
         (1) Excessive play in wheel
         (2) Shimmy
         (3) Hard steering
      c. Effects of improper maintenance include:
         (1) Possibility of steering wheel jamming
         (2) No steering control
         (3) Ruined front tires
         (4) Improper vehicle performance in general
         (5) Accidents and/or high costs of operation
   2. Brakes
      a. Brakes must be maintained at peak efficiency
      b. Driver can assist brake maintenance by careful application
      c. Brakes should be checked for relining, before brake drums are damaged
      d. Brakes must be equalized for proper performance and to prevent skidding as well
      e. Parking brake function and maintenance
   3. Lights
      a. Proper vehicle lighting at night is a safety factor of major importance
      b. Checking for light output, aim, and focus
      c. Driver maintenance includes:
         (1) Replacing burned-out lights, in front and rear
         (2) Wiping dust, mud, or snow from outside of lens before driving at night
         (3) Care to prevent bumping headlamps, which destroys aim
      d. Use of low beam when approaching and passing vehicles coming from opposite direction, and in fog, snow and rain
   4. Horn, windshield wipers and washers, laminated and tempered safety glass, and area of driver visibility are among the vehicle equipment and structural features essential to safety. Constant attention and necessary maintenance are essential to safety and economy
   5. Tires
      a. Tires are probably the leading cause of motor vehicles becoming inoperative or disabled on the highway
      b. Premium tires are essential for a high degree of safety, and are ultimately more economical for most driving needs
      c. Snow or winterized tires, their efficiency, and tire chains
      d. Normal tire wear is established at 50 M.P.H. At 65 M.P.H. tire wear is reduced almost 50 per cent, etc.

Part II

Economic Aspects

bjectives

1. To acquaint the individual with proper conditions, procedures, and techniques essential to the economical operation of a motor vehicle
2. To acquaint the individual with scheduled, periodic motor vehicle checks or inspections and their relation to low-cost operation
3. To establish an understanding of the relationship between preventative maintenance and economy

ontent

A. Taking Care of Your Car
   1. Fuel
      a. Type
      b. When to refuel
      c. How to drive to save fuel
   2. Oil
      a. What grade to use
      b. When to change
      c. When to change filter
   3. Radiator
      a. Water level
      b. Antifreeze
   4. Battery
      a. Water level
      b. Contact at posts

B. Buying and Insuring Your Car
   1. Insurance
      a. Types of insurance
      b. What is necessary under ordinary circumstances
      c. How much do I need; exceptions
   2. The Cost of the Car
      a. Know the price
      b. Things to look for
      c. Questions to ask
      d. The appropriate time for replacement

Part III

How to Proceed in Case of Mechanical Failure

bjectives

1. To acquaint the individual with safety measures necessary in case of mechanical failure

2. To acquaint the individual with measures he might take to make minor repairs

Content

A. Safety Measures
   1. Getting the motor vehicle off the highway
      a. Pull to right
      b. If possible park on a straight section of roadway
   2. Locating warning devices
      a. Use flares or flashing lights at night
      b. Use reflectorized materials
   3. Wear light colored clothing
   4. Have someone direct traffic (with flashlight at night)

B. Minor Repairs
   1. Flat tires
      a. Changing tires and wheel
   2. Light failure
      a. Fuses
      b. Wiring
   3. Over-heating
      a. Add water
   4. Oil pressure light
      a. Check oil
      b. Check oil pump

Some Suggested Activities

1. Obtain cut-away parts or an old automobile chasis
2. Have class visit a garage
3. Have students study preventive maintenance programs of fleet operators
4. Have students conduct a survey of the conditions of the family vehicle
5. Have students develop a program of procedures to follow in case they are involved in an accident or meet with a mechanical failure while on a trip

UNIT V

DRIVER'S RESPONSIBILITY TO RULES, REGULATIONS AND TRAFFIC LAWS

Reverence for Law

"Let reverence for the laws be breathed by every mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling books and in almanacs; let it be preached from the pulpits, proclaimed in legislative halls and enforced in courts of justice; and, in short, let it become the political religion of the nation." —A. Lincoln

bjectives—

1. To develop an appreciation of the necessity for rules and regulations governing traffic
2. To develop an understanding and respect for traffic laws and officials
3. To develop proper student attitudes, habits and responsibilities toward official and non-official persons directing traffic
4. To acquire safe driving skills and habits in a positive manner through admiration, purpose, and respect, rather than through fear

ontents—

A. History and customs
   1. Speed and complexity of modern motor traffic
   2. Development of the rules of the road
      a. Keeping to the right
      b. Signaling
      c. Road marking
      d. Right of way
      e. Traffic signs and signals
      f. Passing vehicles
      g. Changing lanes of traffic
      h. Driving on controlled access and/or interstate highways
   3. Night Driving
      a. Proper use and adjustment of lights
      b. Safe speed according to conditions

B. Economic factors, licensing, insurance and legal responsibilities
   1. Economic factors
      a. Purchase of car
      b. Relation of speed to conservation of gas, oil, tires and moving parts
      c. Keeping car in safe operating condition
   2. Licensing
      a. Titles and certification of ownership
      b. Vehicle license

      c. Operator license
      d. Personal property and consumers sales tax
      e. Instructional permit and birth certificate
   3. Insurance
      a. Public liability
      b. Property damage
      c. Comprehensive
      d. Collision
      e. Fire and theft
      f. Insurance advantages for driver education students
   4. Financial responsibility laws—Accident report requirements
   5. Duties, responsibilities and privileges of the individual driver

Activities—

1. Outline activities of Department of Public Safety with regard to traffic and safety
2. Make an analysis of state and local traffic regulations
3. Send student committees to intersections to list courteous and discourteous acts and violations
4. Compile list of questions licensed driver should be able to answer
5. Visit traffic courts in session
6. Produce school assembly, plays, skits or mock trial
7. National Student Traffic Safety Program—National Commission, NEA

References—

1. State Road Commission, Charleston, West Virginia; Rules and Regulations
2. State Department of Public Safety, Charleston, West Virginia; West Virginia Motor Vehicle Laws
3. Department of Motor Vehicles, Charleston, West Virginia, Driver's Manual
4. Publications on National Uniform Traffic Codes, American Automobile Association, Washington, D. C.
5. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611
6. National Commission on Safety Education, 1201 Sixteenth Street, N. W., Washington, D. C. 20036
7. Insurance Institute for Highway Safety, Washington, D. C.
8. West Virginia Department of Education, Capitol Building, Charleston, West Virginia 25301
9. Automobile Facts and Figures, Automobile Manufacturers Association, Inc., 320 New Center Building, Detroit 2, Michigan
10. Accident Facts and Accident Rates Booklets, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611

UNIT VI

CONSIDERATIONS IN EXTENDED ROAD TRIPS

Trips of extended length, into previously untraveled locale, require careful nning in order to insure for safe, interesting and profitable travel. The erage American family looks forward each year to the annual vacation period extended business trip. In the majority of instances the trip entails travel to tant and unfamiliar places, and usually involves the use of a motor vehicle.

jectives—

1. To undertsand the employment of maps in trip planning, their procurement, legend interpretation and use of supplemental materials.
2. To present essentials in pre-departure requirements as relating to the car, the home to be vacated, and all essential things to include for the trip.
3. To provide suggestions as relate to the welfare, comfort, safety and occupation of the driver and passengers in the car.
4. To anticipate and thus provide a proper procedure in case of sickness, accident or emergency occuring to any or all members of the group.
5. To review street and highway markings and the identification of the various road signs.
6. To understand the variances in road laws, rules and regulations between states and even in communities within a state.

tent—

. To locate position of legend
. To interpret legend
1. Classification of roads (primary, secondary)
2. Classification of route markers
3. Measurement of distance
4. Places of interest, location by letters and numbers on margin of map
5. Origin and destination of state and national highways
6. County and state boundary lines

. Street and highway markings
1. Types of road markers
   a. Octagon—Color identification
   b. Rectangle
   c. Square
   d. Round
   e. Triangular
   f. Diamond

2. Street Lights
   a. Locations
   b. Lighting order
   c. Kinds

Some Suggested Activities—

1. Have each person in class plan their dreamed of or anticipated vacation trip.
2. Discuss map legends by providing each student with a state road map and a sample strip map covering destination to a distant point covering several states.
3. Have students discuss side trips, such as scenic points, historical markers and interesting facts relating to the locale.
4. Divide class into groups of five each and present games such as pig, ghost, geography, etc., that adapt to use in the car.
5. Procure maps of larger cities and locate on the maps predetermined addresses and points of interest. Trace routes to take to proceed to these points.

UNIT VII

THE PEDESTRIAN AND THE CYCLIST

Vehicle collisions with pedestrians and cyclists injure more people than ny other type of highway accidents. Motor vehicle mileage is continuing to crease, thus making it difficult to reduce the number of deaths and injury tals.

The bicyclist and the pedestrian, therefore, must be even more observant an in the past of traffic regulations and of those less formal rules that make r safe driving and walking.

This unit should develop in the minds of students the seriousness of this oblem and cause them to realize how a feeling of interresponsibility between otor vehicle drivers, cyclists and pedestrians could prevent many accidents. ey should also understand how the same human factors, so important to fe operation of motor vehicles on the highway, in a very similar manner, ply to cyclist problems.

Through the following objectives, students should learn the proper knowl-ges, skills, attitudes and ways and means of teaching others that would make r greater safety for bicyclists and pedestrians on our public highways.

jectives

1. To develop an understanding of the seriousness of the pedestrian problem in traffic
2. To develop an understanding of driver-pedestrian, driver-cyclist, and pedestrian-cyclist relationships
3. To develop safe principles, practice and skills which apply to the relationship between drivers, cyclists, and pedestrians in accident prevention
4. To instill in the pedestrian a sense of responsibility for his own safety, and in the cyclist a sense of responsibility for his own safety.

ntent

A. The Pedestrian
   1. Facts about pedestrian accidents
      a. Importance of the pedestrian problem in the overall traffic accident picture
      b. Analysis of pedestrian accident causes
      c. Laws regulating pedestrian action
      d. Responsibility
   2. Pedestrians from the driver's point of view
   3. Pedestrians from the cyclist's point of view
   4. Methods of accident prevention
      a. Child training

      b. Adult pedestrian education
      c. Enforcement; warnings or arrests
      d. Improving driver responsibility for safeguarding the pedestrian

B. Cycles
   1. Bicyclists
      a. Skills required in modern traffic
         (1) Training
         (2) Improvement of skills
         (3) Correcting weaknesses
         (4) Proper riding technique
      b. Rules of the road
         (1) Advantages of obeying the law
         (2) Consequences of disobeying the law
      c. Bicycle maintenance
         (1) Proper care of the bicycle
         (2) Keeping bicycle in good repair
      d. Licensing and certification
      e. Examinations and skill tests
   2. Motor driven cycles
      a. The motorized bicycles
      b. Motor scooters

Some Suggested Activities

1. Make spot checks at intersections of pedestrians and cycle violators and discourtesies
2. Have pedestrian and cycle safety poster projects
3. Hold class interviews with state police
4. Hold interviews with bicycle clubs
5. Conduct a bicycle inspection and operations clinic

UNIT VIII

EDUCATION, ENGINEERING, AND ENFORCEMENT

Education, engineering and enforcement constitute the pillars of the traffic safety education movement. Education is important because it presents the facts and develops the attitudes that are needed to successfully operate an automotive vehicle. Engineering is important because it designs the automobile and the road in such a manner so as to minimize accidents in numbers and severity. Enforcement is important because it sets controls for desirable behavior in traffic movement and seeks to remove the undesirable human and mechanical factors.

EDUCATION

Content

I. Interrelationship of the Three E's
   A. Common Objectives
      1. Accident prevention
      2. Efficient use of existing facilities
      3. Planning for future, efficient use

II. Education and Engineering—Development of Appreciation for Need
   A. Roads
      1. Better construction
      2. Better use
   B. Cars
      1. Better construction
      2. Proper use
   C. Signs and Signals
      1. Uniformity
      2. Need
   D. Smooth Traffic Flow
      1. Efficient use of car and road
      2. Mature approach to problems

I. Education and Enforcement—Development of Attitude
   A. Understanding Need for Enforcement—Its Role
      1. Remove hazardous drivers and cars
      2. Prevent accidents
   B. Need for New Laws
      1. Meet changing traffic problems
      2. Solve local needs
   C. Securing New Laws—Information and Understanding to
      1. Establish need
      2. Enlist support
      3. Follow through to end

Agencies Needed for Cooperation with Education
   A. Official Agencies
      1. Police officials
      2. Civil engineers
      3. Courts

   B. Unofficial Agencies
      1. Insurance agencies
      2. Automobile agencies
      3. P T A
      4. Safety councils

ENGINEERING

Content

I. Planning for the Safe Transportation of Persons and Goods
   A. Sequence
      1. Collection, analysis and interpertation of factual data
      2. Planning and design
      3. Instituting traffic operational measures

II. Effective Use of Existing Facilities
   A. Traffic control devices—control devices must be based on sound engineering principles
      1. Signs—should adhere to uniform standards code
         a. regulatory
         b. warning
         c. guide
      2. Signals—determined by traffic study as to
         a. type
         b. timing
         c. location
         d. visibility
         e. coordinations
         f. standard—three color
      3. Markings—use reflectorized paints if possible—disadvantage; requires additional maintenance and cannot be seen in snow
         a. center line
         b. double line
         c. dotted line
         d. pedestrian walk
         e. miscellaneous

III. Factual Traffic Data Needed
   A. Road
      1. Location and design of streets—based on study
      2. Land width, safe sight distances
      3. Practical grade, curves and curb design
      4. Research for commercial and transient vehicles
   B. Car
      1. Structures and design of new motor vehicles
      2. Difference of opinion between manufacturers and AAA

IV. Traffic Engineering Functions
   A. Reduce delays to through traffic
   B. Reduce accident frequency on all routes
   C. Increase traffic capacity through more efficient control
   D. Provide equitable traffic control on adjacent streets
   E. Reduce delays to traffic on adjacent streets

V. Planning and Design of New Facilities
   A. Survey Needs

1. Counters
2. Radar
3. Questionnaires

B. Determining Type of Highway
1. Major street
2. Expressway
3. Freeway

Super-Highways or Controlled-Access Highways

A. Turnpikes
1. Modern advances facilitating safer traffic flow
a. engineered curves and adequate shoulders
b. circles
c. cloverleafs
d. through traffic
e. adequate number of lanes of sufficient width
f. by-pass bridges
g. transition lanes of ample distance
2. Advantage
a. limited interchanges
b. no intersecting roads at the same level
c. no stop and go signals
3. Supervision
a. national
b. state

B. Freeways
1. Controlled access
2. Divided roadways with wide medians
3. Grade separations at intersections
4. Smooth flowing exits and entrances
5. Sufficient sight distance

C. Engineer the Road
1. Composition
2. Access road
3. Grades
4. Interchanges

ENFORCEMENT

tent

The Need and Value of Enforcement

A. Responsibilities of Enforcement
1. Direct and control traffic
2. Enforce laws
3. Investigate accidents
4. Disseminate facts on:
a. traffic accident problems
b. preventive measures
5. Examine new drivers and re-examine old drivers
6. Supervise vehicle inspection
7. Assist in supervision of pupil transportation by:
a. examining drivers
b. inspecting buses

B. Patrol to improve Voluntary Compliance
C. Ways of Securing Better Voluntary Compliance
D. Need and Value of Enforcement

II. Problems Involved in Traffic Enforcement
A. Determining Problems
1. Thorough accident investigation discloses causes
2. Selective enforcement assignments
3. Personnel assigned according to time, place, and cause of accidents
B. Need for Additional Enforcement Personnel
1. Public apathy
C. Need for Additional Equipment
1. Patrol vehicles
2. Timing devices
3. Accident investigating equipment
D. Training of Enforcement Personnel
1. Knowledge of laws
2. Knowledge of investigation techniques
3. Others as outlined by program

III. Results Obtained by Efficient Enforcement Programs
A. Fewer Accidents
B. Improved Traffic Flow
C. Promotion of Safe and Rapid Movement of Persons and Property

IV. Vocational Opportunities in Traffic Law Enforcement
A. Available Schools
B. Age of Other Requirements

V. Traffic Officers and the Public
A. Need for Public Support
B. Personnel and Budget

VI. Operators Examination
A. Procedure
B. Improvements

Some Suggested Activities

1. Make a list of things that each group can do to prevent traffic accidents
2. Survey local traffic enforcement needs and have publicity committees report to local papers on traffic problems
3. Develop posters urging public support of fair, strict, traffic law enforcement
4. List traffic laws commonly broken
5. List outstanding inventions, discoveries, and improvements in automobiles that insure greater safety in their operation
6. Give radio skits for school assemblies and public groups
7. Make graphs from monthly statistical reports of Department of Public Safety
8. Compare traffic rates in communities where traffic laws are enforced and where they are not enforced
9. Consult with traffic officers and engineers on specific problems

Developing Knowledge and Skills Essential to Safe Driving

UNIT IX

PROPER STEPS IN DEVELOPING SKILLS OF DRIVING THROUGH EXERCISES, OPERATION AND USE OF THE PRACTICE DRIVING CAR

The development of the skills of driving should be approached as any other skill learning procedure. The driving compartment with all of its accessories and gadgets is the setting. The incident-free movement of the vehicle through all kinds of traffic conditions and to arrive safely at the destination is the objective. This unit is employed to develop the skills of driving in a logical sequence and relates the satisfactory employment of these skills to every driving situation. It is important to realize that skills are first taught where there is a minimum of distraction.

Objectives:

1. To acquaint the student with the mechanical devices of the car and relate to its employment in the driving situation.
2. To develop in the student through a proper sequence of learning experiences a set of skilled habits requisite to the safe operation of the motor car.
3. To present to the student psychological and mental experiences that require thinking and judgment toward the development of skilled, courteous and sportsmanlike responses relating to traffic conditions.
4. To prepare the student to meet emergency predicaments by perception, prediction and skilled response in solving the situation.
5. To create an awareness of the necessity of planning ahead in selection of route or path to destination.

Content:

1. The Driving Compartment:
   a. Behind the wheel
   b. Information gauges
   c. Starting instruments
   d. Control instruments
   e. Safety instruments
   f. Miscellaneous accessories
2. The Driving Skills:
   a. Preparing to move the car
   b. Moving the car and stopping
   c. Learning to steer
   d. Using the gears (conventional and automatic)
   e. Making right and left turns
   f. Learning to park
   g. Making turnabouts

h. Driving on hi
i. Driving in traffic
j. The road test

3. Meeting Traffic Situations:
   a. City driving
   b. Driving on superhighways
   c. Driving on the open road
   d. Driving at night
   e. Weather and visibility
   f. Special driving situations involving emergencies

me Suggested Activities:

The instructor should understand that time in the car is very limited and t the behind-the-wheel instruction should be organized in such a way that student has an opportunity to experience a maximum number of skill-veloping exercises in the limited time available to him.

Consideration should be given to the possibility of supplements to the ind-the-wheel experience; such as classroom related exercises employing ck driving compartments and driving simulators, supervised home practice ff-street areas and school controlled, multiple-car plan, closed-driving range.

It is desirable to use an off-street practice area and that these areas be rked or painted to guide the movement of the driver in such practice maneu-s as the "T", "X", figure "8", hillside, offset, closed or "Y" turn-around, le parking, and parallel parking.

erences:

1. Unit X, The Driving Range
2. When You Take the Wheel

   (Strasser, Eales, Zaun, Mushlitz)

UNIT X

THE DRIVING RANGE

A multiple-car, off-street driving range is a facility designed and so structured to simulate actual street and highway conditions. Various designs such as figure "8's" and "X's" are included to provide fundamental driving skills needed to operate safely an automotive vehicle.

The basic purpose of the multiple-car driving range is to initially expose students to driving skills at less cost, less congestion, and in less hazardous conditions often experienced in open-road methods. This can be done because three to twelve cars can be supervised at one time by the same instructor. There are other considerations, such as:

1. Student control of car at an earlier date.
2. More practice driving per student.
3. Allowing advanced students to share the front seat of the practice driving car as an assistant to the student and, at the same time, gain profitable experience as a driver.

The layout of the range may vary depending on requirements; however, a rule of thumb measurement indicates it should be at least 350 feet wide and 450 feet long. This will allow for several patterns. Most of the area should be reasonably level. The driving area should be paved with concrete or asphalt.

A typical range can have the following features:

1. Lanes at least 8 feet wide
2. Several areas for parallel parking
3. Several areas for angle parking
4. A figure "8"
5. A double garage
6. A letter "T"
7. A letter "X"
8. A hill
9. A dead-end street
10. A straight stretch for passing
11. Typical local problems (if possible)
12. Any other area that experiences of the instructor and funds available will permit
13. Curbs in some areas
14. A few grass spots
15. A railroad crossing

The cost of land and materials will vary from county to county, but consideration may be given to making the area a multi-purpose one for such activities, services, or duties as the following:

1. The purpose of the driving range is to facilitate the practice driving experiences of students enrolled in driver education and no interference shall be imposed while being used for that purpose.

EQUIPMENT FOR DRIVER EDUCATION COURSE

The following is a suggested list of equipment that should be available for implementation of an effective driver education course.

A. For classroom course.
   1. Large classroom, preferably on the first floor and as accessible to the driving area or range as possible. A shop or garage area where the car could be driven into the classroom proves most convenient.
   2. Ample bulletin board space for displays.
   3. Strong tables for equipment displays and demonstrations.
   4. Book shelving and magazine racks.
   5. Adequate power outlets for testing and visual education equipment.
   6. Road maps, charts and graphs.
   7. Collection of latest books, bulletins and periodicals relating to safety and driver education.
   8. Cut away parts of a car with mock up driving compartment including the steering wheel and gear shift levers (conventional and automatic). If the budget allows this could all be incorporated in some make of driving simulator with as many teaching stations as the budget will allow.
   9. Toy cars and signal devices.
   10. Psycho-physical testing devices
       a. Visual acuity
       b. Distance judgment
       c. Glare acuity
       d. Field of vision
       e. Reaction timer (foot)
       f. Reaction timer (finger)
   11. Color vision charts
   12. Movie and strip film projectors

B. For Instruction in Practice Driving.
   1. Practice driving car, four door preferred, equipped with dual controls, heater, seat covers, rear vision mirrors on both sides in addition to inside, identification lettering according to approved specifications.
   2. Detonator.
   3. Method of limiting gas feed by installation of a controlling device on gas feed pedal.
   4. Stanchions.
   5. 100 foot tape.
   6. Folding rule on yard sticks.
   7. Stop watch.
   8. Empty oil drums and a curb or simulated curb for practice parking.
   9. Driving range—preferably a smooth, level off street space at least three car widths wide and a minimum of a 100 yards long.
   10. Audio equipment allowing for communication with each car employed where range and multiple car plan is employed.

EVALUATION OF THE DRIVER EDUCATION STUDENT

Evaluation of a driver and traffic citizen is more complicated than most other subjects in the high school curriculum. Most subjects require the evaluation in terms of knowledge alone, while a student in driver education must be considered in the areas of knowledge, skill, and attitude involving social, emotional, and physical factors. The evaluation includes written tests as well as observation of skills performed and the reaction of the driver under circumstances which may create radical changes in the behavior of the driver.

Effective evaluation will help to answer these significant questions. How effective is the instruction? Do the students know and will they do as a result of our teaching? What must be re-taught? Moreover, evaluation motivates teachers and students to further progress.[1]

ATTITUDE

It is possible for a student to score exceptionally well on a written or oral examination and at the same time be a poor traffic citizen. This creates a challenge for the teacher. He must determine the underlying cause for each action. First the teacher must assemble all of the facts which he might find through observation and a thorough check of the student's family background and home environment.

A great deal of effort has been made to develop an instrument to measure attitude. It has been found that the student does not react in the same manner to actual driving conditions as he does in taking a written test. The three recommended evaluations designed to be used in traffic safety are:

1. Siebrecht Attitude Scale
   Center For Safety Education
   Washington Square
   New York 3, New York
2. Driving Attitude Inventory
   Iowa State College
   Ames, Iowa
3. Mann Attitude Survey
   College of Education
   Michigan State University
   East Lansing, Michigan

One or more of these scales should be administered at the beginning of the course. The same scale should again be used at the end of the course to measure the change of attitude, if any, during the period of instruction.

Research indicates that problem drivers are not well-adjusted individuals. It has been said that one "drives as he lives." The student who is a problem

[1] *Driver Education In Florida Secondary Schools*, Bulletin No. 6, Page 82, 1963.

river usually has problems in other areas. There are a number of inventories which have been used in identifying the maladjusted student driver.

1. Minnesota Multiphasic Personality Inventory
   The Psychological Corporation
   304 East 45th Street
   New York 17, New York

2. California Test of Personality
   California Test Bureau
   5916 Hollywood Boulevard
   Los Angeles 28, California

3. Rogers Test of Personality Adjustment
   Association Press
   291 Broadway
   New York 7, New York

4. Gates Scale of Emotional Maturity
   University of Houston
   Houston 4, Texas

The problem of communication with the problem driver or maladjusted student is usually difficult. Some can be reached in private conversation while others will respond more readily in group discussions.

The course in driver education should be set up with definite goals so that progress towards these goals can be readily recognized by both student and teacher. A mature student driver should not resent constructive criticism.

KNOWLEDGE

The measurement of knowledge gained by the driver education student should be based on the following:

1. Comprehensive Test prepared by publishers of test books
2. Various tests prepared by the instructor based upon materials presented in class

SKILL

In the following pages are samples of certain forms which have been used by driver education teachers to assemble data so that a uniform system may be used in arriving at a grade for the student. These forms assist the teacher in evaluating skill performance and in pointing out glaring physical defects.

The over-all program of evaluating should provide a means for the instructor to continually evaluate content, method, and technique, as well as the progress of the driver education student.

Practice Driving Progress Report

Form No. 1 was designed to rate each performance in the five levels from highly skilled to poor. This form is used as a daily record for each student driver.

Score Sheet for Psycho-physical Testing

Form No. 2 may be used to record the results of psycho-physical testing of drivers. These testing devices are manufactured and sold by a number of companies.

Road Checkout Forms—Basic Skills

Form No. 3 consists of three pages designed by Dr. Richard Bishop for the purpose of recording basic skill performances. Each performance may be evaluated from highly skilled to poor. The rating key appears at the bottom of Page No. 1.

Multiple Car Off-Street Driving

Student Driver Record Check Sheet

Form No. 4 was designed as a check sheet to record skill performance in range lessons on the multiple-car off-street driving range. This sheet will serve as a daily record for the ten basic skills which are usually followed on a multiple-car driving range.

Name of Instructor _____ Name of Learner _____

THE SKILL	Date	Remarks
1. Preparing to drive (includes Starting the engine)		
2. Moving (forward and backward) and stopping		
3. Right Turns		
4. Left turns		
5. Adjusting to highway speed*		
6. Figure eight and + T		
7. Lane behavior		
8. Turning around and using side street		
9. Y Turns		
10. Maneuvering and parking on grades		
11. Angle parking		
12. Parallel parking		
13. Passing and being passed		
14. City driving		
15. Open highway driving		
Time behind wheel		
Total time to date		

*This includes shifting through the gears in the standard transmission

Rating Key:
1. Highly skilled
2. Satisfactory
3. Improving, but needs for practice
4. Inconsistent
5. Poor—not ready

Form No. 1

SCORE SHEET

PSYCHO-PHYSICAL TESTING

Name _____ Age ____ Date _____ Course S.E.

Test No.

#1 DEPTH PERCEPTION: _____ _____ _____ _____

#2 COLOR VISION: (Circle One) Passed Failed

#3 PERIPHERAL VISION: Right ____ Left ____ Right ____ Left

#4 BRAKE REACTION: _____ _____ _____ _____

_____ _____ _____ _____ Average (10) Trials

#5 STEADINESS: _____ _____ _____ _____ Totaf_____ Rating

#6 NIGHT VISION: _____ _____ AVGE ____ RATING

#7 GLARE VISION: _____ _____ AVGE ____ RATING

#8 GLARE RECOVERY: _____ _____ AVGE ____ RATING

#9 SNELLEN EYE TEST: Right Eye _____ Left Eye

Both Eyes _____

#10 EVALUATION AND REMARKS:

Test		
#1 _____	#6	
#2 _____	#7	
#3 _____	#8	
#4 _____	#9	
#5 _____		

Form No. 2

OAD CHECK OUT FORM
BASIC SKILLS

I. Preparing to Drive

..... A. Checks around the car before entering on the curb side

..... B. Makes necessary adjustments and checks before starting the engine.

..... C. Uses correct steps in starting the engine

..... D. Assumes a relaxed but alert body and hand position that permits quick reaction.

II. Moving (forward and backward) and Stopping the Vehicle

..... A. Observes traffic conditions and signals intentions

..... B. Manipulates brakes, gears, steering wheel, and accelerator safely and smoothly

..... C. Looks over right shoulder when backing except while turning to the right

..... D. Starts and stops in proper time and position

II. Turning Movements

..... A. Observes traffic conditions and signals intentions

..... B. Selects proper lanes and speed for entering and leaving turns

..... C. Yields right-of-way when appropriate

..... D. Uses hand over hand technique in turning the steering wheel

ating Key:

1. Highly skilled
2. Satisfactory
3. Improving, but needs more practice
4. Inconsistent
5. Poor

orm No. 3

/. Lane Behavior

..... A. Blends with traffic, car centered in appropriate lane

..... B. Maintains sufficient following distance to avoid sudden emergency stops

..... C. Changes lanes only when necessary

..... D. Observes traffic conditions and signals intentions before changing lanes

V. Intersections

..... A. Approaches in proper lane slow enough to stop in time to avoid a collision with any cross-street vehicles

..... B. Prepared for light change so that sudden stops are rare

..... C. When necessary to stop, avoids blocking the crosswalk

..... D. Yields right-of-way when appropriate

VI. Passing and Being Passed

..... A. Makes sure that the road ahead and behind is clear for a safe pass (Should be at least four car lengths from car in front—will vary depending on the speed of the vehicle being overtaken)

..... B. When way is clear signals intention with turn signal and horn (flicks headlights at night)

..... C. Passes quickly and returns to original lane a safe distance from car overtaken

..... D. Maintains speed when being passed except when slowing down will help another driver

VII. Parking and Leaving Car

..... A. Selects an adequate parking space, checks traffic conditions and signals intentions

..... B. Skillfully maneuvers car into the parking space

..... C. Centers car in space proper distance from curb; turns wheels toward curb except on upgrade

..... D. Properly secures the car and leaves on the curb side

Form No. 3

MULTIPLE CAR
OFF-STREET DRIVING RANGE

STUDENT DRIVING RECORD—CHECK SHEET

Student	Car No.	Date / Range Lesson 1	2	3	4	5	6	7	8	9	10	Remarks
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												

orm No. 4

GRADING IN DRIVER EDUCATION

There are numerous procedures used in grading students in other subjects in the high school curriculum. These procedures may be used to measure the knowledge phase in evaluating the driver education student.

In addition to measuring knowledge, the instructor must measure the skill and attitude of the driver education student. The student should be required to meet the minimum level of performance or attain the minimum score in all three phases of the evaluation in order to pass a high school driver education course.

STUDENT RECORDS

As Driver Education is one of the high school courses that should have a significant influence on both the social and academic development of the student, it is obvious that continued study and research in this field will be of major importance.

For continued course improvement, evaluation, and future research pertaining to local, state, and national youth and/or adult groups who receive this instruction, it is considered not only important but advisable that schools keep a record of class enrollees for future reference and study.

The main objectives for such records should be:

1. To provide information that will identify possible innovations in procedures and techniques conducive to improved instruction that should more positively develop proper attitudes, knowledge, and skills essential to the safe operation of a motor vehicle.
2. To evaluate and measure individual and group achievement in highway safety.
3. To provide a source of information for reference in establishing recommendations for students.
4. To provide information for future study and research in driver and traffic safety education.

STUDENT RECORD CARD FOR DRIVER EDUCATION IN WEST VIRGINIA

Student ..... Address .....
Last First Middle

H.S. ..... P.O. ..... CO. .....

Date of Birth. Mo. ..... Day ..... Yr. ..... State .....

Parent or Guardian ..... Address .....

Dr. Ed. School Yr. 19 ..... & ..... Semester. 1st ..... or 2nd ..... Cr. Rec. .....

Length of Course. One Sem. ..... Full Yr. .....

Instrs.-Class ..... Prac. Driv. .....

Hrs. Class ..... Obs. in car ..... Prac. Driv. ..... Other .....

Driv. skills most difficult to achieve .....

Did student pass State driving test on completion of Dr. Ed. course? .....

No. of tests taken ..... Date passed ..... Operator's License No. .....

Most difficult requirement on official test .....

Student's physical disabilities .....

Instructor's rating of student's achievement. CLASSROOM High ..... Ave. ..... Low..... PRACTICE DRIVING High ..... Ave. ..... Low

Student's evaluation of course .....

Instructor's remarks .....

WEST VIRGINIA HIGH SCHOOL DRIVER EDUCATION CERTIFICATE

A student who satisfactorily completes an approved ninety-hour course shall be presented a certificate signifying same.

The certificate shall be of billfold size and shall be furnished by the State Department of Education, Division of Driver Education.

A description of the form is provided by the figures below revealing front and back views.

The school principal or instructor shall request the number of certificates needed prior to the completion of the course.

WEST VIRGINIA

HIGH SCHOOL DRIVER EDUCATION CERTIFICATE

THIS CERTIFIES
THAT ..... of

..... H. S. ..... Co.
has satisfactorily completed the one semester High School Driver Education Course including Practice Driving as prescribed by the State Department of Education and Department of Public Safety for the

School year 19.....

..... Dr. Ed. Instructor

..... H. S. Principal

State Supt. Public Safety

State Supt. Free Schools

THE WEST VIRGINIA HIGH SCHOOL DRIVER EDUCATION COURSE includes ... hrs. classroom instruction, 18 hrs. observation, ... and 6 hrs. behind-the-wheel driving in a dual-control car under the supervision of a qualified instructor with special emphasis to:

1. KNOWLEDGE OF THE CAUSES AND PREVENTION OF ACCIDENTS.
2. DRIVING SKILLS FOR HIGHWAY SAFETY.
3. OBSERVANCE OF LAWS, SIGNS, RULES AND REGULATIONS.
4. PROPER ATTITUDES TOWARD ALL WHO USE THE HIGHWAYS.

..... Signature

SELECTED REFERENCES

A Message to America's Educators About Trouble Shooting, Chrysler Motors Corporation, Plymouth Division, 1965.

Accident Facts, (published annually), National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611.

Accident Investigation Manual, Traffic Institute, Northwestern University, Evanston, Illinois.

Analogy, Allstate Insurance Co., 7447 Skokie Blvd., Skokie, Illinois 60076, 1966.

Automobile Facts and Figures, (published annually), Automobile Manufacturers' Association, 320 New Center Building, Detroit 2, Michigan.

Bike Riders Manuel, Ohio Department of Highway Safety, 240 Parsons Ave., Columbus, Ohio, 1963.

Digest of Motor Laws, A.A.A., Washington, D. C.

Education for Safe Living, Stack, Herbert J. and Elkon, Duke J., Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1966.

Film Catalog, General Motors, Detroit, Michigan.

Final Report—"Immediate Standardized Learning Reinforcement to a Complex Mental-Motor Skill Using Electronically Coordinated Motion Pictures," U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., 1965.

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Group Discussion Techniques for Driver Education, New York University and Esso Safety Foundation, 1961.

Here's How, American Mutual Insurance Alliance, 20 N. Wacker Driver, Chicago, Illinois, 60606, 1964.

Highway Safety and Driver Education, Brody, Leon and Stack, Herbert J., Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

How the Wheels Revolve, General Motors, Detroit, Michigan.

How to Drive Better and Avoid Accidents, Kearney, Paul W., Thomas J. Crowell Company, New York

I Drive the Turnpikes . . . And Survive, Kearney, Paul W., Ballantine Books, Inc., New York.

Insurance Facts, (published annually), Insurance Information Institute, 110 William Street, New York, N. Y. 10038.

Man and the Motor ..., Center for Safety Education, New York University, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1959.

Manual of Regulations for Official Traffic Signs, Signals and Markings, Commonwealth of Pennsylvania, Department of Highways, Traffic Division, 1955.

Modern Traffic Control, Ingram, Joseph C., Funk and Wagnalls Co., New York, N. Y.

Safety Education, Florio, A. E., and Stafford, G. T., McGraw-Hill Book Company, New York, N. Y. 1962.

Safety, A Journal of Administration, Instruction and Protection, National Commission on Safety Education, NEA, 1201 16th Street, N. W., Washington, D. C. 20036. (Should be a must in every school)

Selection, Instruction and Supervision of School Bus Drivers, National Conference on School Transportation, National Commission on Safety Education, NEA, 1201 16th Street, N. W., Washington, 6. D. C., 1961.

Signals for Safety, National Congress of Parents and Teachers, 600 S. Michigan Boulevard, Chicago 5, Illinois, 1954.

Sportsmanlike Driving, American Automobile Association, McGraw-Hill Book Company, New York, N. Y., 1965.

Status of Driver Education in the U. S., Key, Norman, National Commission on Safety Education, NEA, 1201 16th Street, N. W., Washington, D. C. 1960.

Teaching Driver and Traffic Safety Education, American Automobile Association, McGraw-Hill Book Company, New York, 1965.

When Common Driving Emergencies, Nationwide Mutual Insurance Company, Columbus, Ohio.

Let's Drive Right, Hansley, Maxwell N., Scott Foresman and Co., Chicago, Illinois 1964.

Traffic Digest and Review, Traffic Institute, Northwestern University, 1804 Hinman Avenue, Evanston, Illinois, 1965.

Traffic Safety, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, 1965.

Welcome to the Highway, Goodyear Tire and Rubber Company, 1965.

When You Take the Wheel, Strasser, Marlan K., Zaun, Cecil G., Eales, John R., Mushlitz, M. Eugene, Laidlaw Brothers, River Forest, Illinois, 1961.

Youth at the Wheel, Harold T. Glenn, Charles A. Bennett Co., Inc., Peoria, Illinois, 1958.

EXHIBIT A

SPECIFICATIONS FOR IDENTIFICATION LETTERING ON PRACTICE DRIVING CARS

All Driver Education cars shall be identified.
Identification shall be as follows:

Identification shall be placed on rear BUMPA-TEL SIGN so as not to obscure rear vision, or on a sign placed on the car roof.

THE BUMPA-TEL SIGN is preferred.

The BUMPA-TEL SIGN shall be a minimum of twelve inches (12") wide (high) and approximately forty inches (40") long. If the ROOF TOP SIGN is used it shall be made of three identical panels, each having a minimum dimension of 12" x 18" bolted together to make a triangular sign with three faces so that it is visible to other drivers from all directions.
The minimum size of the identification lettering on any and all signs shall be as follows:

1. The top row shall be a minimum of two inches (2") high and shall identify the school.

2. The second row shall be a minimum of three inches (3") high and shall spell out "DRIVER EDUCATION CAR."

3. Following the second line of lettering the words "Courtesy of" shall be printed in letters of approximately three-fourths inch (3/4") in height. The bottom or last line shall identify the automobile dealer who loaned the car. This row of lettering shall be not more than two (2") inches in height.

A BUMPA-TEL SIGN is recommended for the front of the car. This sign, when used, shall have only the words STUDENT DRIVER which shall be a minimum of three inches (3") high. Such sign, when used, shall be mounted so as not to obstruct front view of driver.

It must be remembered that such sign mounted on a Driver Education car, identifies it as a mobile laboratory of a specific school, and when driven on a street or highway the disciplines of the driver and passengers must favorably represent that school.

If for some justifiable reason such car is used for any purpose other than that related to the Driver Education program of the school, the sign or signs shall be removed.

Form I-DE-1

EXHIBIT B

WEST VIRGINIA DEPARTMENT OF EDUCATION
Division of School Transportation and Driver Education

REQUEST FOR DUAL-CONTROL CARS FOR THE COMING SCHOOL YEAR

High School ..... County .....

Address ..... Date .....

TO: Mr. Roy W. Walter, State Director
Transportation and Driver Education
State Capitol Building
Charleston, West Virginia

VIA: County Superintendent's Office

In order that driver education cars may be available for the opening of he coming school year, high school principals expecting to have cars should ll out this form and forward it to their county superintendent for his approval. fter approval, please return the form to the address listed above before ne 1.

Six (6) blanks are being sent to each school in order that the principal nd the superintendent each may retain a copy, and return four (4) copies me.

It is understood that this form, when completed, is only an advanced quest for dual-control cars and that school personnel should have an under- anding with the local dealer before it is submitted. Contract forms for the rs will be mailed to the county superintendent as soon as the "Principal's pplication for Approval of Teacher and Course for Driver Education", r the current year, has been approved by the State Director of Driver ducation and the Department of Public Safety.

CARS REQUESTED FOR THE SCHOOL LISTED ABOVE

High School	Make of Car Requested	Name of Car Agency	Address of Agency	Phone No.

Type of Transmission .....

High School Principal ..... County Superintendent .....

Form I-DE-2

EXHIBIT C

.....County

WEST VIRGINIA DEPARTMENT OF EDUCATION
Charleston, West Virginia 25305

PRINCIPAL'S APPLICATION
for
APPROVAL OF TEACHER AND COURSE FOR DRIVER EDUCATION
(To be submitted annually)

FROM.....
Principal High School Date

MEMORANDUM OF UNDERSTANDING

The principal is responsible for filling out this application in duplicate. One copy to be retained by the principal and the other to be returned to Mr. Roy W. Walter, State Director, Transportation and Driver Education, West Virginia Department of Education, Capitol Building, Charleston, West Virginia.

PURPOSE OF COURSE: To give instruction in proper knowledge, skills and attitudes for safe driving and through precept and example, create, extend, and maintain a desirable influence for safety among others.

STANDARDS FOR COURSE: (1) A high school teacher qualified in Driver Education and approved by the West Virginia Department of Education, holding a West Virginia operator's license with driving experience and a driving record satisfactory to the Department of Public Safety; (2) A full accredited course in which approved texts are used among which are **Man and the Motor Car, Sportsmanlike Driving, Let's Drive Right, When You Take the Wheel, Tomorrow's Drivers,** and **Youth at the Wheel,** and devoting the same amount of time as to any other semester course; (3) A practice driving car; (4) Guidance in student enrollment by principal and instructor on bases of predicted needs and providing the course at or near the time students reach eligible driving age; (5) Cooperation with traffic officials; and (6) Time in course divided as follows:

1. A minimum of classroom instruction ..... 40 hours
2. Actual practice driving behind the wheel at least ..... 6 hours
3. Observation in the car ..... 18 hours
4. In classroom or in the car at the discretion of the teacher ..... 26 hours

TOTAL ..... 90 hours

Check facilities available for classroom course and practice driving:

... Classroom	..... Steel Tape	..... Vision Testing
... Projector	..... Stanchions	Devices
..... Blackboard	..... Hand Steadiness	..... Acuity
..... Bulletin Board	..... Jerkometer	..... Depth Perception
..... Driving Range	..... Stop Watch	..... Color Blindness
..... Near School	..... Work Tables	..... Tunnel Vision
..... On School Grounds	..... Delinescope	..... Side Vision
..... Public Highway	..... Reaction Timer	..... Others

INSTRUCTOR: Name ..... Address .....

Date of birth ..... Operator's Card Number.....
Month Day Year

Year's Experience (including this year)

As a driver..... As Driver Education Teacher ..... Major Field.....

List, date, and describe any traffic accidents as a teacher or a driver during the past year: .....

.....

Describe any and all traffic violations, arrests, or convictions during the past year: .....

.....

plan to participate in the following safety activities this year: .....

.....

Trainees: Will trainees be insured against liability of driver: .....

Signatures: .....
Instructor High School Principal

Form I-DE-3

EXHIBIT D

WEST VIRGINIA DEPARTMENT OF EDUCATION

Division of School Transportation and Driver Education

CONTRACT BETWEEN SCHOOL BOARDS AND CAR DEALERS FOR PRACTICE-DRIVING CARS

THIS agreement entered into this the ..... day of ..... at ..... County of ....., West Virginia, between the ..... hereinafter referred to as "Dealer", and the ..... County Board of Education, hereinafter referred to as the "Board of Education".

1. Dealer agrees to furnish, without charge, upon thirty (30) days written notice (production permitting), one new, five-passenger car (four-door sedan preferred), equipped with dual controls, to the Board of Education for Instructional purposes in teaching driver education.

2. Title to said automobile shall be obtained in the name of the Board of Education, and then immediately reassigned by the Board of Education to and become possession of, the Dealer.

3. Said automobile is to be used in ..... High School with the understanding that the Board of Education may transfer or exchange said automobile to other high schools within the county for the same purpose.

4. The Board of Education hereby represents that the course of study for which this automobile is to be used and the instructor therefore are approved and certified by the West Virginia Department of Education and the West Virginia Department of Public Safety. Should such certification be withdrawn at any time, it is understood that this agreement expires therewith.

5. The Dealer agrees to replace the automobile with a new one without charge, at the beginning of a new school year.

6. The Board of Education accepts the responsibility for returning the automobile to the Dealer in the same condition as received with the exception of normal wear and such conditions as are covered by new car warranty.

7. The Board of Education agrees to provide proper maintenance, fuel-and-lubrication service upon said automobile while in its use and possession.

8. Any special lettering on the automobile shall be furnished by the Dealer but only in accordance with specifications furnished by the West Virginia Department of Education, and shall remain as such only during the car's possession by the Board of Education.

9. This agreement shall normally remain in effect throughout the school term and may be cancelled by mutual agreement. Upon expiration or can-

cellation of this agreement, the Board of Education shall deliver the automobile to the Dealer.

10. The Board of Education agrees, that while this automobile is in its possession, it will be used **only** for instruction in regular driver-education classes, professional in-service safety-education activities, and under the direct supervision of an approved instructor. Any other use, except in emergency, may be construed as violation of this contract.

Car Dealer

President, Board of Education

Send one copy to Mr. Roy W. Walter, State Director of Transportation and Driver Education, Capitol Building, Charleston, West Virginia. One copy to be retained by the School principal and one copy by the Superintendent. All Chevrolet dealers should send two copies to their zone office.

Form I-TP-6

EXHIBIT E

WEST VIRGINIA DEPARTMENT OF EDUCATION

Charleston, West Virginia 25305

Approval .....
Valid .....
Date .....

APPLICATION FOR APPROVAL OF TEACHER

For Driver Education

PART I

(To be completed by the instructor)

(Please type)

1. Name .....
   Last First Middle Maiden
2. Address .....
   Street Town State
3. Date of Birth..... Sex ..... Social Security No.
4. Do you hold a valid Professional Certificate for teaching in grades 7-12? .....
5. Operator's Card Number..... Give years of experience as a driver..... As a Driver Education teacher.....
6. I received my teacher training for Driver Education at .....
   During ..... school year. School
7. Is transcript of this credit on file in the Division of Certification and Preparation? .....
8. List date and describe, if any, traffic accidents as a driver: .....
   .....
   .....
9. Describe any and all traffic violations, arrests, or convictions: .....
   .....
   .....
10. List experiences in safety activities: .....
    .....

I certify that the information given above is correct and I hereby apply for an endorsement as an instructor of Driver Education.

Date

Signature

PART II

(To be completed by the Department of Public Safety)

I certify that .....driving record is free from traffic accidents, violations, arrests, or convictions.

Date	Signature	Position

PART III

(To be completed by the Director of Driver Education)

I certify that the above-named person has completed the requirements of the West Virginia Board of Education for serving as an instructor of Driver Education and hereby recommend him as a teacher of this course in a secondary school.

Date	Signature