A PROPOSED PROGRAM OF TRAFFIC SAFETY AND DRIVER TRAINING
FOR THE SECONDARY SCHOOL STUDENTS
OF HOBBS, NEW MEXICO

APPROVED:

Harold Brenholtz
Major Professor

Jim Johnson
Minor Professor

J.C. McHugh
Director of the Department of Education

Dean of the Graduate Division
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By

Connie Rabon Johnson, B. S.
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is an attempt briefly to set up a program of activities for use in the Secondary Schools of Hobbs, New Mexico, in teaching traffic safety and driver training. Very little has been done in the public schools of the nation until recent years to affect a program of safety education for pupils. The President's Highway Safety Conference report included the following statement:

In the more than 30 million young people enrolled in the schools of the Nation lies our greatest hope for a solution of the mounting traffic problem. Their minds are receptive to new ideas. They are at an age when habits and skills can successfully be established. Attitudes developed during these early years will influence their behavior through life. These young people represent one large united body. They are "reachable." They should be given guidance in accident prevention. As Educators, it is our job to assist in equipping them fully. For upon their ability to shoulder their responsibilities involving traffic will depend the success or failure of traffic-accident prevention for years to come.

From the Journal of Educational Sociology we find the following statement:

Safety education is, in reality, in direct competition with many other curriculum subjects, which, from a student point of view (superficial as it may be), are far more interesting than studying home accident prevention, fire safety, the traffic hazard. This of course

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1 Committee on Education, The President's Highway Safety Conference, p. 1
is a serious handicap to a subject that is relatively new in the curriculum and is still struggling in many places for its rightful recognition.\(^2\)

Secondary school safety education must be realistic. The area of safety education that is obviously most interesting to high school pupils is driver education and training. Classroom instruction by itself does have positive value, but the program will have greater value if road training is added. It is estimated that about one million persons of high school age take up driving each year.\(^3\) Classes in driver training should be made available to all those students who need skilled instruction instead of leaving the instruction to chance or a hit or miss proposition. It would only be natural to assume that instruction by many individuals who are not equipped to give a careful and systematic course would not be too effective.

To cope successfully with the battle of safety, man must make use of the three weapons listed by the President's Highway Safety Conference. These three weapons are enforcement, engineering, and education.\(^4\) In enforcement, the problem is how to get more adequate enforcement through larger patrols, better trained men with a better basic understanding of the philosophy of enforcement. This suggests a broadening of the educational work of enforcement officers.


\(^3\) Ibid.

The engineering phases take into consideration the fact that too much engineering is done without recourse to the acceptance of educational and enforcement authorities, violating thereby the need for co-ordinated action among the three "E's". The best engineering will be nullified by poor use. Better use can be best guaranteed by education and enforcement working with engineering. The President's Highway Safety Committee further states that the only way to inculcate and foster that self-discipline which is the only permanent guarantee of maximum safety is through education. The best means for such mass education is through the schools.5

Youth's record of traffic deaths and injuries and traffic law violations offers the secondary school a real challenge in the training of individuals to accept the responsibilities of living in a motorized era. The simple warnings which influence children to act safely are not heeded by the boys and girls in secondary school. Motivation must be stronger. At present, the only secondary school in New Mexico having a program of driver training is the secondary school at Carlsbad, New Mexico. It is hoped that this study will be useful in formulating a program of Safety Education and Driver Training in Hobbs, New Mexico, secondary school when the program is offered.

5Committee on Education, op. cit., p. 10.
Source of Information

Information for the study has been compiled from the many reference books, bulletins, articles and other materials available in the North Texas State College Library.

Delimitations

In this study the author does not propose to organize a program of study for the general subject of safety education, but rather to deal only with the problem of teaching Traffic Safety and Driver Training in the secondary school.

Location of the School

Hobbs, a progressive town of about twenty thousand people, is located in the southeastern part of New Mexico. The town started with the oil development of 1929 and lacks some of the modern conveniences of similar towns of the same size, in that it has few paved streets and not many sidewalks. Hobbs has become known as the "Oil Capital of New Mexico." Most major oil companies and oilfield supply houses maintain offices in the county and the majority of them have their headquarters in Hobbs. Thus, the unpaved streets along with the transportation of heavy equipment in and around the city of Hobbs adds materially to problems faced by school and town officials in making the town a safer place for all people.

Proposed Treatment of Data

The data presented herewith are to substantiate further the benefits that could be derived from a course of safety
education and driver training in the secondary school of Hobbs, New Mexico. It will also be shown through data now available on the subject, that there is great need for such a course in the secondary school, and that certain phases of traffic safety education as taught in the public schools have proved to be a solution to the growing toll of deaths occurring every day due to the lack of skill, wrong attitudes, and the failure of the public as a whole to accept the responsibility that is rightfully theirs.

Related Studies

The need for a well-planned program of traffic safety instruction and driver training for the secondary schools is urgent. The case for driver education and training does not rest entirely upon the need for better driving of motor cars. There is much associated learning that takes place in such a program. Other habits are formed in the same manner as sound driving habits and knowledge of how they are formed may be applied to all fields of human endeavor. Courtesy on the highway is of the same nature as courtesy anywhere and cultivated in one sphere of activity tends to carry over into other spheres. The same can be said for respect for law and order, good sportsmanship, and all the other desirable attitudes which such a course would foster.

A program of highway safety that includes five main divisions has been organized in the Grover Cleveland High School in Ridgewood, Queens (New York City). First, particular
stress was placed upon the development of safety skills and attitudes in the physical education program. The second division of the program had to do with the development of knowledge and skills in first-aid procedures. The third phase of the program dealt with the conscious effort to develop favorable emotions. Fourth, there was carried on a program of discovery and elimination of physical defects, especially those of vision and hearing which are so important to highway safety. The fifth and most important division of the program was classroom instruction in highway safety as a part of the required work in hygiene for seniors.

The Lane Technical High School plan, was an experimental plan conducted in driver training in Lane Technical High School, Chicago, Illinois. Here an attempt has been made to reduce the cost of instruction by devising a method of large group training preliminary to actual training in a car. This course is divided into three parts. The first consists of teaching, and continued reference to such sources as the City of Chicago Traffic Code Book. Traffic situations are discussed, and diagrams and problems have been worked out to show how, when, and where to place the vehicle on the streets at different types of intersections. Both the first and second parts of the course take place in the classroom—the first in the lecture bay, the second in the thirty dummy cars. In the

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6William A. Sears, A Program of Safety Education, p. 42.
latter, the boys learn to operate all the controls of an automobile and to react to traffic situations as depicted on screens or moving pictures before them.

Having satisfied the instructor in this room that he understand his car and his duties, the student is given the third part of the driving course. He actually drives—alone on a specially designed track.

The average time spent by 400 students on the driving track was twelve clock hours, and the average mileage was 22.5 miles. The lowest time was three hours and the highest was twenty hours.

The driver-training program of the high school in Darien, Connecticut, may be cited as an example of how a state motor vehicle department can cooperate with school authorities. Before pupils of this school are permitted to take road instruction, they must complete classroom instruction in traffic safety given in the first half of the twelfth grade. In general, the driver-education course is conducted as a homeroom activity given once a week for twenty weeks, following this, the Department of Motor Vehicles gives road instruction in driving. 7

The President’s Highway Safety Conference gave the following statistics on the accident rate.

On the basis of miles driven, teen-age drivers have the highest accident rate. From 1922 to 1941, according to available information the fifteen to 24 year-olds showed

an increase in traffic deaths of 226 per cent, the highest of any age group. Yet this group is receptive to instruction, has quick reflexes, great capacity for developing skills, and has potentially the best drivers. 8

In May, 1948 a study was made of the schools throughout the United States where subjects of safety and traffic education were taught. Positive results were found. In Cleveland, Ohio, in a study of more than three thousand high school students it was found that students who had taken driver education courses had fifty per cent fewer accidents. 9

In Delaware where driver education has been included in the curriculum, the State Police compared the records of trained and non-trained drivers over a recent four year period and found that those who did not get the school instruction had forty-six per cent more violations than trained drivers. 10

It is the practice in some states to let those who pass the approved driver education course to omit the conventional motor vehicle operator's examination and receive their license from their school instructor. For example, the general code of Ohio states that the Registrar may waive the examination (who) has satisfactorily completed the course in driver training. 11

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8 Committee on Education, op. cit., p. 10.

9 "Safety Education," op. cit., p. 11.

10 Baltimore Board of School Commissioners, Education for Staying Alive, p. 100.

11 Ibid.
Although the studies thus far made on the subject are very few, the ones that have been made seem to prove conclusively that there are many varied forms of study in progress in the secondary schools at present. The studies that have been made show that the course is of great value in saving lives and protecting property.

To give the public some idea of what it is having to pay each year for the motor vehicle accidents, both in toll of deaths and monetary output, The Independent Woman reveals the following statistics for the year of 1947:

The motor vehicle death toll for 1947 was 32,000 which is 4 per cent below the total of 33,411 in 1946 and about 8,000 below the all-time high of 39,969 established in 1941. In addition, 1947 traffic accidents caused approximately 1,100,000 non-fatal injuries.

The value of property destroyed and damaged by 1947 traffic accidents was established at $900,000,000. All costs, including medical expenses, overhead cost of insurance and motor vehicle property damage, was $2,200,000,000. Vehicle mileage in 1947 is estimated at 9 per cent above 1946, and 11 per cent above 1941.12

12 "The Cost of Carelessness", The Independent Woman, (March, 1948), 82.
CHAPTER II

CRITERIA OF SOUNDNESS FOR A PROGRAM OF TRAFFIC SAFETY AND DRIVER TRAINING IN THE SECONDARY SCHOOL

The purpose of this chapter is to set up standards or criteria of psychological soundness for a program of traffic safety and driver training in the secondary school.

Recent developments in psychology have been slow to find their way into the field of education. It is important to understand how the human mind develops because it is upon these principles that the foundations of the educational systems of today are built. Nevertheless, it is still true that the broader movements of psychology ultimately come to influence pedagogical activity in many ways. Looking from close range at the events of the past few years, one is impressed not only by the surface changes brought about by the global war we have just witnessed, but by the stability of many fundamental principles. The procedures and techniques of research in the field of psychology have not changed. The mechanism of adjustment, the drives of human conduct, the principles of learning the basic conflicts, the fundamental desires of men have remained surprisingly stable.

An almost limitless amount of material in psychological literature is available concerning the mental development of the child. There is no doubt that the application of
psychological concepts to the growing complexities of the secondary schools of America today will go a long way in bringing about better understanding of the child and the problems that evolve around him.

According to certain psychological factors, it is very clear that there is a necessity for an overview, a presentation of the whole, before an attempt is made to understand the parts of any subject matter or any materials are presented to the pupils.

That the whole determines the properties of its parts will become the basic pedagogical maximum of the future.... A clear definite general picture of the filing case with compartments properly labelled to store away wealth of interesting material in a systematic way, keeping its organization in tact and avoiding all confusion. When a child is properly guided in organizing subject-matter in the light of the whole, but he will not only learn the facts more economically, but he will be able to unify facts and to generalize, since the items will be learned in their right relationship in the first place.¹

Burton explains the field theory of learning by contrast to the additive beliefs of the connectionists.

Understanding, concepts, beliefs, attitudes, and skills are not achieved by adding fact to fact, item to items until rational whole has been built up. Skills whether in writing, swimming, or in getting along with persons, are not achieved by drilling upon isolated parts which will later be put together to constitute a perfected ability.²

¹George W. Hartmann, Gestalt Psychology, p. 262.
Learning proceeds first through perceiving a whole which is important to the learner's purpose. The whole is primary; it makes no difference how complex it is for principles of behavior are the same for all wholes and follow directly from the smallest of unity.

Reading long ago abandoned the method of beginning with the a-b-c's. Whole thoughts interesting to and understandable by the learner are used now. The story of the progressive revolution in the teaching of reading over the past quarter century is one of the most vivid and enlightening accounts of the application of modern psychology to education.

Burton states: "The Gestalt theory holds that understandings, attitudes and meanings are first achieved through insight and later clarified through experiences and applications." Insight to the psychologist means a better grasp of understanding of the problem or situation before complete experience with the problem or situation is gained. As insight is gained into the situation, new responses appear in the course of learning, which carry the learner closer to his goal. Insight enables the learner to recognize the applicability of older learning to new fields of learning.

The Gestalt psychologists say that if the level of difficulty of the new learning could be perfectly matched with the maturity level of the learner, then learning would take place on the first effort. Since this theoretically perfect

\[3\text{Ibid., pp. 156-57.}\]
condition will not likely be achieved in many instances, the teacher will endeavor to adjust learning situations as closely as possible to maturation and background.\textsuperscript{4}

Learning situations which are beyond the maturation and experience level of the learner antagonize and discourage him. Of course, care must be taken to see that lazy and indifferent learners are not avoiding tasks which actually can be achieved.

Learning situations which are below the maturation level of the learner likewise antagonize pupils. Learning situations must be difficult enough to challenge seriously the learner but at the same time be susceptible to solution. They must not be so easy that they do not challenge.

Let us consider some of the misunderstandings concerning the inherited bases for learning. When a pupil has exceptional marks in school, it is frequently said that he inherited his scholarship from his parents. If a boy is a "bully" the teacher might contribute the cause to inheritance. Such conclusions are unsound. Some important truths are:

1. A child is not born with a tendency to be a troublesome child in school.
2. A child is not born with a tendency to be morally or socially good or bad.
3. A child is not born with a tendency toward any particular life objective.
4. A child is not born with a mind, but he is born with a brain. The mind is developed by the child as he grows up in the culture.

\textsuperscript{4}Ibid, p. 157.
5. A child is not born with a tendency to develop desirable or undesirable personality traits.
6. A child is not born with a tendency to good or bad character.  

Many behaviors of children are dismissed by parents and teachers because they feel the influence of heredity is the cause. Therefore, the desire for finding the basic cause of the trouble is usually closed and there is no solution to the disorder.

Everyone has heard the ancient cliche: “You can’t change human nature.” The truth is, according to Burton, that properly understood, the only unchangeable thing about human nature is its changeability. Human nature is acquired nature. It changes constantly. If this were not so, cultural progress would be impossible, institutions could not evolve, and education would be a waste of time. Human nature is unchangeable only in the sense that the primitive drives of self-preservation are always present.

The primitive drives which are always present are listed according to what Maslow considers a hierarchy—going from the most elemental and physiological to those which represent the higher development of the individual:

The first level would comprise the basic physiological needs of hunger, sex, and so on. The second level would comprise the needs of safety, that is, of avoiding external dangers that might result in harm to the individual from the outside. In the third level there

5 Thomas Hopkins, Interaction, the Democratic Process, Pp. 147-151.
6 Burton, op. cit., p. 163.
is the need for love—that is, to be given love, warmth and affection by another person. On the fourth level is the need for esteem—that is, self-respect, self-esteem, and also the respect and esteem of others. Finally, there is the need for self-realization, of being able to accomplish and achieve—to paint a picture, to secure a position, to occupy a place in one's group.

Gratification of needs on the first or more basic levels frees a person for the higher social needs. If a person's physical needs and his needs for safety are taken care of, he can turn his attention and devote his energies to the more distinctly ego needs and efforts toward self-realization of the higher levels. On the other hand, if these needs are not met, they claim priority, according to Maslow, and activities on the higher levels must be temporarily postponed.

Maslow used this hierarchy principle as a criterion of normality and maladjustment. The healthy man is one whose basic needs have been met so that he is principally motivated by his needs to develop and actualize his highest potentialities. The maladjusted and neurotic person, on the other hand, is one who is dominated by his more basic needs.

Strong motivation is necessary for efficient learning. Some compelling, persisting desire, satisfied by academic activities is a prerequisite condition. F. K. Berrien in his book, Psychology and Learning, points out what he thought to be the first step in teaching.

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8Ibid.
It cannot be emphasized too strongly that the first step in teaching is to stir up, arouse, and interest novices in the task before them. Some have called this process "directing attention," others "exploration." The important principle to bear in mind is that the tyro must feel some need; must desire the answer to some question; must want to overcome some obstacle; must have an urge for some reward.  

The precise methods by which learners can be motivated will be in part dictated by their capacities and by the subject matter of instruction. The techniques that succeed in one situation will not be applicable in another. However, some of the chief methods can be mentioned.

In some of the more progressive schools, classrooms have been filled with a vast array of tools, pictures, and apparatus that provoke spontaneous inquiry. The curiosity of the learner is aroused by the objects with which he comes into contact.

From an early age children are ruged to "be better than Johnny, "get the highest grades in class." It is not surprising that competition should be an effective motive in learning. Care must be exercised in having competitive forms of activity, however, and see that the same person does not win each time.

Having a definite goal and being made constantly aware that you are on the right track and making definite progress toward that goal brings a feeling of elation and profound satisfaction. This introduces the third major element of

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9Frederick K. Berrien, Psychology and Learning, p. 30.
motivation, known as the law of effect, which is based on psychological hedonism. Almost every act is colored with a feeling of pleasantness or unpleasantness in greater or lesser degree and an individual tends to select those acts which have a pleasant accompaniment. Moreover, since training and learning are through repetition and for repetition of a given type of conduct, we have here one of the most significant means of motivating the pupil.

What is the place of drill in the instructional schemes? Experimental psychologists and educators basing their facts both from laboratory and actual classroom research, raise grave questions about the value of drill as operated at present. The following statements from Burton will easily dispose of the thought of eliminating drill in the classroom:

The elimination of drill from the classroom has never been advocated by any competent psychologist or educator anywhere at any time.

Typical traditional drill methods waste huge amounts of time and energy and result in poor learning. Detrimental results are actually produced by too much drill.

Modern educators and psychologists advocate several material and fundamental changes in the amount and nature of drill. 10

The process of acquiring skills and associations, if these are imposed upon the learner in advance of need or understanding, certainly does necessitate great expenditure of time and energy. The traditional school centered upon adult determined skills and not upon the growth of the learner cannot

10 Burton, op. cit., p. 392.
possibly avoid excessive drill. Traditional teachers lacking recent contact with training courses cannot help believing that drill and lots of it is natural, desirable, inevitable. A wholly different conception will emerge, however, if the total learning situation is changed. Suppose that skills are not introduced until a need is felt or stimulated; that meaning is developed through exploration and insight before practice starts. Skills to be practiced are derived from a functional situation and serve a recognized need of the learner. The experimental evidence concerning such situations is clear cut. The amount of time and the number of retrials necessary for the development of desired skill are enormously cut down. The evidence also shows that antagonistic attitudes and detrimental work habits which result from excessive drill are absent under modern procedures.\(^\text{11}\)

What is the nature of a skill? Burton says that the prime corollary is that skills to be learned must be met first within, and derived from a functional or meaningful situation. The skills are then meaningful to the learner; this alone will reduce the time and energy necessary to develop facility. The second corollary is that after first meeting a skill in a functional situation, the learner will meet it again in meaningful situation before practice is even thought of. Learners should engage in many exploratory and experimental trials,
should ask questions, study diagrams, observe skilled performers, for the purpose of developing clear perception of the movements and understanding of the use of the skill. Practice should not begin in fact until sufficient understanding has been achieved.\(^{12}\)

A large part of our behavior is governed by habit. While we sit in a chair, play ball, and read a paper, we react to these objects as we do, not primarily because of their demands upon us, but largely because of our own acquired predispositions to react to them in these ways; in other words, we do so because of our own habits. Kingsley states that insofar as habits prompt as well as regulate behavior, they serve as motives.\(^ {13}\) The promoting role of habit may be seen in the case of smoking, brushing one’s teeth, and in the urge to get to work when the regular hour for study has arrived.

Another thing that greatly affects the child’s reaction to instruction is attitude. An attitude is often not clearly recognized and frequently not understood. The attitude of indifference on the part of a child toward his work is a trying situation for the teacher. To overcome it requires patience and understanding on the part of the teacher. As pointed out by Kingsley, an attitude differs from habit in that it affects many forms of activity.\(^ {14}\) An attitude of indifference

\(^{12}\)Ibid, pp. 395-96.

\(^{13}\)Howard L. Kingsley, *The Nature and Conditions of Learning*, p. 79.

\(^{14}\)Ibid, p. 81.
whatever its cause precludes earnest endeavor and retards achievement. A dislike for the teacher or an antagonistic attitude toward him will undermine his efforts to secure good results.

The child who feels that his teacher "has it in" for him, or who believes his teacher thinks he is "dumb" is not likely to do his best for the teacher. A cynical attitude that keeps a student from seeing anything in his courses worth working for will prevent the best instruction from accomplishing its purpose.

There are, on the other hand, attitudes favoring learning, interest is an emotional attitude essential to first rate accomplishment. Interest may be centered in the learning activity itself, or it may be centered in the goal of achievement, in the ability to acquire by learning, or in other rewards of effort. There are other attitudes conducive to good work. Willingness to cooperate, goodwill toward teacher, a sense of security, respect for scholarship are all attitudes favoring learning.

The success of any teacher depends upon his ability in providing learning activity which produces the desired results. Effective motives must be aroused in the child to get the desired learning activity.

The best motive for learning is a strong desire for the outcomes of learning. It is natural; it gives significance to the task; and it is effective for securing diligent application of effort. Fortunately, such a desire does not always depend on the teacher. Children are eager
to learn when they value the results to be obtained. The boy who wants to be able to drive the family car does not have to be bribed to take driving lessons. Some students have so strong a desire for professional training and success that they are not only willing to study hard to that end but endure privations and hardships for the privilege of doing so. 15

When the pupil does not appreciate the value the lessons will have for him, the teacher should endeavor to secure such an appreciation by pointing out in a convincing manner the benefits and advantages to be derived from the results of his work. The child should be made to feel that in doing his lessons he is serving his own best interests.

In encouraging the pupil to exert maximum effort, the teacher cannot rely wholly upon artificial stimulations in the form of praise or reproof, knowledge of results, or the competition which the schoolroom affords, important as such incentives may be for stimulating temporary effort. Instead, there must be some inner urge which furnishes a driving force toward the attainment of some significant goal. The will to learn is intimately related to the individual's desires and purposes, and since these vary widely with different individuals, creating a motive for accomplishment is primarily an individual matter. The teacher must discover by personal contact his interests, his background, and both his general and special abilities. 16

15Ibid., p. 94.
16Charles E. Skinner, Educational Psychology, pp. 178-205.
Let us now consider some of the methods of attack as prescribed by some of the leading psychologists in their studies made on the subject. H. A. Overstreet states:

In the delicate matter of influencing human behavior, most of us fall short, not so much from a profound ignorance of human nature as from a failure to use the simplest and most obvious techniques. What we attend to controls our behavior, what we can get others to attend to controls their behavior.¹⁷

In these two sentences we have the key to the influencing of human behavior.

The person who can capture and hold attention is the person who can effectively influence human behavior. The merchant who cannot attract enough customers into his store; the teacher whose pupils whistle or stamp or play tricks while he tries to capture their attention; the poet who writes reams of verse which no one will accept are obviously failures in their respective fields. Success of personality consists at least in "keeping people guessing." He who presents an idea, therefore, had best present it as a query if he wishes to capture his audience. It is most important that the person who wishes to influence others should ask himself in what ways he is unconsciously influencing them himself—by his appearance, his voice, his manner. We influence very largely in ways far more subtle than we suspect. We shake hands; and instantly we are condemned. Too limp! We proceed with a frank cheerful manner and we get frank cheerfulness in return.¹⁸

¹⁸Ibid., pp. 23-25.
We should be very careful as teachers, not to give the child too much to draw attention on at one time. Overstreet illustrated this by the example of the grocer who plastered his store with all manner of signs. There were so many signs that no one looked at them. The grocer had not learned the most elementary principle of the art of business, that to capture the public one must draw their attention to a focus. Offer the attention too much and it gets nothing.\textsuperscript{19}

Learning is not an isolated process and desirable learning cannot be achieved by the a-b-c process. Hopkins in his book, \textit{Interaction, The Democratic Process}, has listed six things which he thinks condition learning:

1. Learning is affected by the philosophy of life of the group in which learning takes place.
2. A conception of learning is conditioned by the available information concerning child growth and development.
3. A conception of learning is conditioned by the traditions or by the existing theories which lie back of the tradition.
4. A conception of learning is conditioned by the experimentation of the psychologists.
5. A conception of learning is affected by a theory of knowledge and experience.
6. A conception of learning is conditioned by the results of practices in American Schools.\textsuperscript{20}

The conditions affecting concept of learning are not static, but are in a continual state of change. Our philosophy of life is constantly being expanded and readjusted; knowledge of child growth and development is being enlarged through research and experimentation; theories of learning are undergoing revision; psychologists are reaching forward into new and unexplored

\textsuperscript{19} Ibid., pp. 24-25.
\textsuperscript{20} Hopkins, \textit{op. cit.}, pp. 133-135.
areas; and new practices and new slants in acquiring knowledge and assimilating experiences are being tried out. The implications from these conditions prevent the setting up of a set body of methods and procedures, but tend rather to the acceptance of a flexible viewpoint. It provides a "means of obtaining a better insight into the intelligent control of human relations rather than a procedure of acquiring a few fixed knowledges and skills." 21

Thus, in summing up, it can be concluded that there is no simple rule or best procedure for securing classroom motivation. The value of any device depends upon the particular situation, including the motives that are already present. The methods by which learners can be motivated will also depend upon the individual's capacity and by the subject matter of instruction. Motivation is the first and most important prerequisite for learning. The teacher must discover the interests, abilities, and the individuals background before learning can take place.

The first principle of learning studied, and one that is most ancient and respected, is the trial-and-error theory that practice makes perfect. This principle of learning would be very valuable in application to this particular study. It is the method employed whenever one is unable to execute the appropriate responses or when he does not know what they are.

21Ibid., p. 135.
What are some other principles of desirable learning?

Hopkins has listed some principles that he thinks are important:

1. An individual learns best when he has his own purposeful goals to guide his learning activities.
2. An individual learns best when he is free to create his own responses in the situation which he faces.
3. An individual learns best when he is free to make his own organization of materials in the process of satisfying his own purposeful goals.
4. An individual learns best when he can share cooperatively in the management of the learning experiences with his fellows under the guidance but not the control of adults.
5. An individual learns best with sympathetic adult guides such as parents and teachers, who know and understand him as a growing personality.
6. An individual learns best with adults who view learning as a genetic process, not as mere immediate overt behavior.
7. An individual accepts and acts upon the learnings which he believes are personally valuable to him.  

A statement of the following principles will give a good basis for the necessary achievement of the purposes of education:

1. Democracy is the best fundamental pattern for group living.

2. Since the school is only a part of the educational force exerted upon children, it must participate in and utilize as many of the other environmental influences as possible.

3. The purposes of education will be better attained through a unification of learning experiences which points out relationships, rather than a separation of such experiences into subject-matter compartments.

Ibid., pp. 161-167.
4. It is the function of the curriculum to improve the whole life situation of the student (in and out of school), not forgetting that in the elementary school the acquisition of the fundamental skills is one of the means to reach an improvement.

5. Learning is a creative process which takes place through activity of the learner, who, under the guidance of the teacher, sets up goals, makes plans, carries them out and evaluates results, incorporating those learnings which he accepts into his personality to be used in subsequent experiences.

6. The teacher will need to take the initiative in adjusting the program to the needs of the group, giving attention to corrective and remedial learning as needed, and to opportunity for individual and group development.

7. Individuals differ in interests, abilities, capacities and attitudes, and, to provide the optimum situations for learning and for welfare of the social group, the school must be so organized as to provide for a maximum understanding, development, and utilization of these individual differences.

8. Through proper guidance the present interest of the learner may be developed into better interests and thus produce worthy learnings, including those knowledges and skills necessary to a well balanced program of work.

9. Character building is a continually developing process, which comes about through carefully guided group activities and a growing appreciation of the rights of others and of the individuals own responsibilities.
10. The teacher should recognize the individual characteristics, special interests, and tendencies of each individual learner, and he should guide and direct them in the group life along lines that will help the individual develop to the fullest possible degree.\textsuperscript{23}

Repetition has been recognized generally as essential to the mastery of most school subjects. In all but the simplest of skills there is usually a need for repetition.

In the first place, we must bear in mind that where learning is actually taking place, there is modification of function. This means not simply the repetition of a performance in the sense that the learner does the identical thing over and over. The function does not recur in identical form because each time it is carried through, a change is produced in the learner, and this change in the learner brings a change in the form of the function as it is renewed. Thus, in learning we do not merely repeat a performance; we alter it. Otherwise we would not have improvement, and the acquisition of new modes of response would be impossible.\textsuperscript{24}

A host of experimental observations demonstrates that knowledge of the results of one's efforts, with the consequent feelings of satisfaction or dissatisfaction, exerts an important effect upon learning. It has been known that work with knowledge of results is superior in accuracy and improvement to work without such knowledge.\textsuperscript{25}

\textsuperscript{23}Educational Policies Commission, \textit{The Purposes of Education in American Democracy}, 50-125.

\textsuperscript{24}Kingsley, \textit{op. cit.}, p. 69.

\textsuperscript{25}Berrien, \textit{op. cit.}, p. 38.
There is satisfaction of bettering one's previous score, in seeing the errors disappear, and reaching new accomplishment if one is trying to improve. Being informed of the good points in one's work and being shown specific points of weakness will accelerate learning.

In any good learning situation there must be frequent evaluation and appraisal. Evaluation might vary from the less formal type, based upon observation to the highly specialized types of modern objective and testing movements. Evaluation is often a matter of observing and directing on the part of the teacher. Many who have written with respect to the needs and desires of human beings have emphasized the importance to people being able to identify themselves with something which serves to give them a sense of personal worth or significance. The person who does identify himself with a cause or an ideal which he believes to be of great importance and value is able to think highly of himself. He feels he is making his life count for something in the world. It is important that appeals directed toward various ideals be placed on a factual basis—that the people be shown exactly why and how injustice is being done in a particular situation and that they be shown why they should be loyal to what their church, their family, their country, their party, or their school wants them to do. It is even more important that every ideal be open to criticism because
conditions change so rapidly that what appears to be the right thing to do at any given time may, if minds are kept critical enough to see the facts, take on an entirely different appearance a few years later. In a rapidly changing world standards too must be flexible.\(^{26}\)

The aim in the appeal to duty and loyalty is to induce people to give their support to something because they are under moral obligation to do so. Those who feel a strong sense of duty in respect by doing what their college, their church, or their employer demands of them are most affected by such appeals. They do not feel at peace with themselves if they do not respond.\(^ {27}\)

It is often necessary for teachers to create wants and needs for certain skills and knowledge by openly or subtly pointing out the material to be learned to some present interest or purpose.

Strictly speaking, wants refer to desires, needs to demands. Needs presumably always result in activity leading to satisfaction of the demands. Wants are less forceful; they may lead to activity or they may be passively accepted by the individual without his doing anything to satisfy them. Both are positive or forward-working, since, if the want or

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\(^{27}\) Ibid., p. 299.
need is strong enough, the individual will seek actively to attain the object or end that will satisfy the want or need and reestablish psychological balance.28

The adult driver with some years of experience will probably be startled by the great attention given to driver attitude in the new courses of study in safety education. The 1945 report by the National Education Association on accidents shows that sixty-nine per cent of accidents in a typical year are due to faulty attitudes which lead drivers to exceed speed limits, use the wrong side of the road, take the other fellow's right of way, mix alcohol with driving, and disregard signs and signals.29

The proper attitude can more easily be accomplished at the time of learning to drive than it would be to reeducate those who never developed the right attitude.

What do we know about the psychology of learning which has to be taken into account in organizing a curriculum for the secondary schools and in deciding what categories are best to use? The Committee on the Orientation of the Secondary School thinks the following propositions are of fundamental importance:

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29 Board of School Commissioners, op. cit., p. 310.
1. Learning proceeds more rapidly and tends to be more permanent when relationships between what is being experienced and the welfare of the learner are seen by him. Because of this it is said that the learning situation should be "meaningful;" "interest" must be present, or the learner must "give attention." In childhood and adolescence the "welfare" is conceived of as something relatively personal and immediate; with increasing intellectual maturity the learner may be equally well motivated by relationship to welfare which he recognizes as more remote, impersonal, abstract, and intellectual. He is more likely than the immature to demand that this relationship be seen and accepted.

2. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner. This is a corollary of the above. Therefore, it is said that we must "build on the past experience of the learner." The greater the degree of intellectual maturity attained by the learner the more experience there is to build upon.

3. Learning proceeds more rapidly and tends to be more permanent; in proportion to the amount of learning, and in proportion to the immediacy of the maturity of the learner, the attainment of the satisfaction by the learner may be longer delayed with less danger of interfering with or inhibiting learning ideas about what values or satisfactions are to him worth a sustained effort. He is not only a more persistent but a more critical learner. The type of satisfaction must, therefore, vary from such elemental goals as having hunger appeased to more intellectual goals such as preparing for a state bar examination. Consequently, we read that immediate values are more potent than "remote" ones; "nothing succeeds like success;" learning should be an "enjoyable process;" and that for effective learning every learner must have a "worthy purpose."

4. Learning proceeds more rapidly and tends to be more permanent when it involves activity—physical and mental—on the part of the learner. With increasing intellectual maturity the character of desirable learning activities tends to become more highly organized whether mental or physical, more socially significant and to require a long period of sustained application. If it is self-initiated activity, for much the better as this is indicative that the relationship to one's own welfare called for in 1 above probably is apparent to the learner.
5. The probability that what is learned will later be recalled for use when needed increases in proportion as the learning situation resembles that in which the learning is used or applied. High degrees of intellectual ability and maturity probably supply sheer ability to bridge long gaps between the learning and the use-situations, but there is no advantage in leaving longer gaps than absolutely necessary. The common error in the secondary school is to over estimate the power of the learner to carry over from the learning—to the use-situations. Thus it is argued that "schools should be life-like;" that activities should be drawn from life," and that Briggs' Golden Rules indicate the general nature of the curriculum.

6. The probability that what is learned will later be recalled for use when needed increases in proportion as the relationships between each element (skill, idea, fact, ideal) which is being learned and the other elements being learned is understood by the learner. It is greatest when many relationships between the elements being-learned-in-relationships and a larger more complete "whole" situation are seen by the learner.30

This committee, on the basis of the social philosophy and the considerations drawn from the field of psychology, makes the following deductions which, in its judgment, are of major importance in planning a curriculum for the secondary school.

1. The content of the curriculum must be socially justifiable.
2. The content should be drawn from or related to the students' experiences.
3. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare or the welfare of others for whom he is concerned.

4. The content of the curriculum should either extend the students' experience horizon or better relate what is already within it.

5. The content of the curriculum should involve a large quantity or wide variety of activities in which students can engage to a satisfying degree of success.

6. Most of the activities should be cooperative ones involving participation of all the members of the whole group. Individual activities may be fitted into this group activity and seen by each worker as his personal contribution to the success of the group project.

7. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the students' experience.

8. The curriculum should be organized to permit and encourage the development of specialized abilities in socially valuable ways.

9. The curriculum should recognize the increasing degree of intellectual maturity of the learners.

10. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.31

Both the content and the organization of the curriculum must, in the judgment of this committee, meet the demands implicit in the foregoing deductions. We have argued that any proposed categories, to be acceptable, must show some apparent relation to the function of the curriculum of the secondary school in a democracy. It must now be evident that any proposed categories should contribute maximally to effective learning. It can safely be said that some conventional subjects, or parts of subjects, at present contribute little, in present day America toward their achievement. Many subjects need to be eliminated and the inclusion of others with greater possibilities of contributing to these functions.

31 Ibid., pp. 265-267.
Burton has summarized some of the characteristics of learning and teaching in the secondary school. The characteristics of learning are:

1. The learner is a behaving organism.
2. The learner is a goal-seeking organism. Activity is directed toward and controlled by purposes.
3. The learner reacts to whole situations or total patterns and not to isolated parts.
4. The learner reacts as a whole.
5. The learner reacts in a unified way. 32

The characteristics of the learning process are:

1. The learning process is experiencing, reacting, doing.
2. The learning products are responses and controls of response, values, understandings, attitudes, skills.
3. The learning process proceeds best when the numerous and varied activities are unified around a central core of purpose.
4. The learning products accepted by the learner are those which satisfy a need, which are useful and meaningful.
5. The learning process proceeds and the learner grows through continuous individuation of new patterns out of original wholes.
6. The learning products are perfected through a series of discrete, definite experiences.
7. The process of organization may be slow and gradual, or rapid and sudden.
8. The learning products, when properly acquired, are complex and adaptable, not simple and static.
9. The learning experiences, to be of maximum value, must be lifelike for the learner.
10. The learning experience, initiated by need and purpose, is likely to be motivated continuously by its own incompleteness.
11. The learning process and its products are conditioned by heredity and environment.
12. The learning process and its products are affected by the maturity level of the learner.
13. The influence of previous experience upon learning is regarded important.
14. The learning process proceeds best when the learner has knowledge of his status and progress.

32 Burton, op. cit., pp. 211-12.
15. The learning products are interrelated functionally but may be listed separately for discussion.

16. The learning process proceeds more effectively under that type of teaching which guides and stimulates without dominating or coercing. 33

The characteristics of the teaching process are:

1. The teacher will aid pupils in defining their purposes; set the stage for the emergence of desirable purposes.

2. The teacher will aid pupils in choosing types of purposes that will lead to outcomes deemed desirable by our civilization.

3. The teacher will direct pupils in planning procedures for the achievement of their purposes. That is, the teacher will guide the learners into experience, out of every day living, which satisfy the selected purpose, which are continuous and interactive.

4. The teacher will guide pupils in a sufficient number of these experiences to guarantee, as far as it ever can be guaranteed, the acquisition of desired outcomes.

5. The teacher will guide pupils or help provide for numerous and diverse learning activities.

6. The teacher will help pupils in selecting experiences fitted to their abilities, needs interests, and levels of maturity.

7. The teacher will aid pupils in discovering how to judge their own progress and encourage self-evaluation. 34

The principles of learning and teaching have been developed with special reference to general education. The whole purpose of general education is to develop the powers and abilities of the individual, to introduce him to the cultural heritage. General education, however, is not the whole story. Success in earning a living demands scores of specialized learnings. Innumerable values, understanding,


34. Ibid. pp. 213-214.
appreciations, abilities and skills must be acquired not for the general activities of life but for the specialized process of a trade, technical or professional pursuit. The process of acquiring these latter may and does differ in important respects from that of acquiring the more general outcomes.

In the concluding chapter of the Third Yearbook of the John Dewey Society for the Study of Education, the Committee have given their composite statement of a new psychology to guide educational reconstruction and ten key concepts that now serve as a solid basis upon which new schools of living can be built.

1. That the living creature is a growing organism evolving, maturing, from small but "whole" beginnings.

2. That each human act is integrating, not additive, the organism acting and growing as a whole. (the scientific principle of integration)

3. That the delicate, highly differentiated living creature continuously beset by the danger of instability is equipped with sensitive means of self-regulation.-- (the concept of self balance)

4. The living creature is dynamic, always characterized by active movement, thus learning is reacting, making responses (as likewise is the building of meaning, of intelligence, of skill, what not).--(the concept of dynamic response)

5. That man thoughtfully is a generalizing being--that central to every response is the perception of the relationships between parts of the whole situation... that the meaning of any phrase of phase is determined by such relations, in generalization in problem-solving as basic.--(the concept of generalization)

6. That the living creature is primarily a goal seeking organism, his behavior determined by his purposes, by his attempts to satisfy his needs... ends and means are continuous, unified. (the concept of purpose)
7. That by the process of interaction between the individual and his environment the self is formed, egocentric and defensive, the product of learning... (the concept of self personality)

8. That the individual learns to adjust to his world by patterns of behavior which have been selected and stereotyped for him by the culture. (the concept of the stereotype)

9. That indispensable technical competence is behavior (intellectual, social, manual, and other physical skills) is furthered by recurrence of learning situations in which settings are varied and marked by positive intentions to learn. (the concept of habit)

10. That integrity of expression requires originality of imagined conceptions, "clarity of perception" (grasp of significant relationships) technically competent objectifying of imagined conceptions—(the concept of the creative art)34

After studying the various authorities, it is suggested that the secondary school program of traffic safety and driver training should have the following criteria for psychological soundness:

1. Materials studied should be presented as a whole because learning proceeds first through perceiving a whole.

2. Maturation of the pupil should be considered in setting up the curriculum for if the inner maturation has not gone far enough to enable the pupil to master the situation, or below the maturation level in which the pupil has attained, learning, fails to take place.

3. Insight must be gained in order that attitudes and meanings may be achieved. Insight enables the learner to recognize the applicability of older learning to new fields of learning.

4. The program should establish goals, for there is no learning without the will to learn. A goal is indispensable in developing the will.

5. There must be some form of motivation for strong motivation is necessary for efficient learning.

6. Care must be taken that proper attitudes are developed in order to achieve first-rate accomplishment. Interest is an attitude characteristic of accomplishment.

7. The program should provide for the physical and mental activity for learning proceeds more rapidly and tends to be more permanent when it involves activity.

8. The program should be so constructed that it makes learning a real situation—a real experience. The probability that what is learned will be recalled later for use when need increases in proportion as the learning situation resembles that in which the learning is used or applied.

9. The program should be based on present conditions. Learning proceeds more rapidly and tends to be more permanent; in proportion to the amount of learning and in proportion to the immediacy of the satisfaction.

10. The program should broaden the experiences of the pupil and lead them into new avenues of interests and satisfaction. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner. The greater the degree of intellectual maturity attained by the learner the more experience there is to build upon.
11. The content should be drawn from or related to the student's experience. Only thus can it be meaningful to him and best incite the degree of interest and attention essential to effective learning.

12. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare and the welfare of others for whom he is concerned. Only that portion of experience recognized by the student as having a bearing on his welfare and satisfaction or that of others for whom he is concerned has maximum value in promoting learning.

13. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success. Learning is effectively carried on only when the learner becomes active. The variety is required because identical activity cannot grow out of the past experience of all learners and because, on account of individual differences, all cannot engage in one activity with a degree of success requisite to effective learning.

14. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.
15. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the students experience. Ideally the process of democratic living would itself result in each person's becoming appropriately educated. Under these conditions and activities of living would be the content of the curriculum, and life itself the school.

16. The learning process proceeds best when the learner has knowledge of his status and progress. The satisfaction accruing from success, from challenge to overcome difficulties, and to rectify failure definitely aids learning.

This analysis of the laws of learning from the different psychologist in the field of education was presented to formulate the criteria used for this study. The study has measured the soundness in terms of psychological concepts. Thus application of these concepts to a program to be instituted into the secondary school has claim for validity through the most powerful and most generally recognized forces in the American educational fields.
CHAPTER III

PROPOSED PROGRAM OF TRAFFIC SAFETY AND DRIVER TRAINING
IN THE SECONDARY SCHOOL

The purpose of this chapter is to develop from the sound criteria established in Chapter II a course of study in traffic safety and driver training in the secondary school at Hobbs, New Mexico.

In the more than thirty million young people enrolled in the schools of the nation lies our greatest hope for a solution of the mounting traffic problem. Their minds are receptive to new ideas. They are at an age when habits and skills can be established successfully. Attitudes developed during these early years will influence their behavior throughout life. As educators, it is our job to assist in equipping them fully. For upon their ability to shoulder their responsibilities involving traffic will depend the success or failure of traffic-accident prevention in the years to come.

The protection of the health of children while in school has long been a concern of educators. For more than half a century educators have included discussions of safety in schoolhouse construction, heating, lighting and equipment. With the industrialization of the United States, the development of machinery for the farm and the home, and the increase in automobiles, safety became a factor in many aspects of life.
Industry was among the first to realize that safety required systematic attention. First through campaigns and later through organized instructional procedure, industrial management sought to eliminate accidents. Through the efforts of management many industrial plants were able to cut their accidents from eighty to ninety per cent. When industry was forced to make a demonstration, it became apparent that mechanization was capable of making industry safer rather than more dangerous.

A truly national approach to the accident problem is an imperative necessity. Such an approach calls for an effective coordination, in each area, of all interested agencies, public and private, including all the educational resources of the country. In getting this program into effect, we shall certainly face serious complications because of its scope. The schools reach, under controlled conditions, the largest number of persons in the school-age group. They can do more to reduce the tragic number of deaths and injuries than any other agency. The problem of reaching everyone is still more complicated because there is no centralized executive control as there is in industry or as there is in the case of the railroad.

When the school, in order to meet the emergencies of a practical situation, enters into a new field it should satisfy itself not only that there is a practical need which
can be met successfully, but that the educational processes and disciplines which are to be developed will make a significant contribution to the primary objectives. The study of safety must be examined, therefore, from exactly what point of view: What has it to contribute to the development of the child as an individual and as a member of society?¹

According to the Journal of Educational Sociology, safety education is, in reality, in direct competition with many other curriculum subjects, which, from a student point of view (superficial as it may be), are far more interesting than studying home accident prevention, fire safety, the traffic hazards.² This of course, is a serious handicap to a subject that is relatively new in the curriculum and is still struggling in many places for its rightful recognition. If safety education is to compete successfully, it must be constantly vitalized with realistic activities and living experiences meaningful to young people.

As in other subject areas, accident prevention should be progressive learning. It is a reasonable assumption that, after six or eight years of safety education in the lower grades, students know the significance of traffic

¹American Association of School Administrators, Safety Education, p. 17.

signals and the customary safe pedestrian procedures. Secondary school pupils feel quite strangely about their near adulthood, and the old approaches to safe walking are considered "pantywaist."

Secondary school safety education must be made vital and realistic, preferably through activities, in order to compete with those curriculum subjects that are inherently more interesting to students. The area of safety education that is obviously and inherently most interesting to high school pupils is driver education and training. Practically every senior high school student is eager to drive an automobile, if he is not already doing so, and such courses meet an immediate and much desired need in his or her daily living experiences.

The high school students are in our hands today and this is our last chance to bring to them the important skills and attitudes they will need so badly in the years to come to safeguard them against accidents in a world of ever-increasing complexity. 3

If safety education in the secondary schools is to compete successfully, it must be constantly vitalized with realistic activities and living experiences meaningful to young people.

3Ibid.
From Safety Education the following statistics are obtained:

The loss of life and economic waste arising from accidents alone--some 25,000 drivers involved in accidents every day--are more than cause for alarm. It is estimated that about 1,000,000 persons of high school age take up driving each year. Statistics show that these young drivers, 16 to 20 years old, are responsible for five times as many accidents as drivers 45 to 50 years of age.4

This is to substantiate further the statement in the preceding paragraphs that the place for such a program is in the secondary school and that the school is the organization that can rightfully initiate such a program for correction.

Traffic safety provides a particularly good example of the effectiveness of a realistic approach in the matter of civic relationships. Most citizens have very little to do with keeping in contact with their local governments. The motorists or pedestrians, on the other hand are constantly in contact with traffic police and traffic signals. Even children in the elementary schools of today are learning that the policeman is his friend and not the "cop" as has been the attitude developed through lack of enlightenment in the schools previously.

The striking fact that a person's best record as a driver is made after many years of experience offers a real challenge to those in charge of secondary education. A

thorough driver-education and training program for beginning drivers would give them the opportunity to acquire in a short time the proper attitudes, habits and skills which otherwise would be gained only after long years of trial and error.

The problem of adding a course of study to an already overcrowded curriculum is very evident when thinking in terms of an intensive course in safety education. The programs as have been applied in some of the public schools in recent years have covered only the responsibility for safety education and were jointly shared by all instructors, with subject matter distributed appropriately among all departments. Since this would encourage the tendency for a teacher in a particular department not to be responsible, this method is questioned by the writer.

It would seem preferable, therefore, to inaugurate a program that would arrange for a combined plan, including (1) an intensive course under the most capable instructor available, and (2) supplementary instruction by other teachers. Since this program is primarily concerned with traffic safety, there would be a great need for including general safety along the lines of shop, homemaking, fire safety and other phases not covered in the particular course under study.

In an intensive type of class instruction program in safety education, the teaching should be done by the instructor
best qualified by experience, training and personality to present it. Physical education teachers are frequently selected for this responsibility because they are in close touch with the entire student body. It is true that many physical education teachers have a reign of influence upon pupils because of their affiliation with athletic sports and physical activities. A given physical education teacher may not, however, be well fitted by personality or training for this work.

Since the modern philosophy of education is that the learning process centers around purposeful activity on the part of the pupil, this program will be readily adaptable. This is not a subject centered program, but is child centered. Safety situations develop continuously and the pupil is constantly confronted with the problem of making decisions and facing the consequences of such decisions. Under teacher guidance these activity-learning situations create excellent opportunities for developing proper attitudes and habits.

Recitation of lessons based upon statistics dealing with the number of accidents is not sufficient. The old type of study where fact was added to fact will not bring about results today. Relating the facts to everyday living, with illustrations taken from the life of the community itself, will make the material much more realistic.
Consider for example, how well safety education fits into any well-conceived activity program. Here are models to be planned and made, excursions to be conducted, interviews to be held with parents and neighbors, with traffic officers and fire chiefs; here are lessons in the handling of tools, in reporting accidents, in helping to make the home safer, in reading safety signals and warnings, in developing good conduct in school busses and corridors.

In any type of instruction it is necessary that there be an understanding of the goals to be attained. A goal is indispensable in developing a will to learn and there has to be a will to learn before learning can take place. The goal must be defined well enough at the outset to be challenging, but not so definite as to seem trivial to the pupil. The goal should later prove worth the effort which was made to achieve it or otherwise the goal set for the child is worthless.

With the thought in mind of establishing worthwhile goals for the pupil in this study, the following goals were established by the American Association of School Administrators:

1. To develop an understanding and appreciation of and respect for the basic principles, laws of nature, and custom involved in movement of traffic.
2. To inspire the pupil with a desire for active participation and the encouragement of others in the field of traffic safety education.
3. To develop a curiosity in the pupil as to his habits and ways and means of correcting those habits that are unfavorable to safety.

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5 American Association of School Administrators, op. cit., pp. 45-46.
4. To educate the pupil in special phases of driver education and training by actual practice.
5. To equip the pupil with understandings necessary to evaluate sound principles and practices essential to traffic efficiency and safety.
6. To guide the pupil in understandings necessary for interpretation and evaluation of local traffic conditions hazards, and existing traffic codes and contributing to the improvement of safety conditions.
7. To create a realization of the physical, mental and emotional characteristics upon driver and pedestrian behavior in traffic situations.
8. To enable students to recognize the importance and necessity for education in solving the problems of automobile traffic.
9. To develop a sense of personal responsibility in the pupil for saving life and property.  

A teacher must have some definite idea of the course of events which are likely to occur when he steps before a class to participate in and to guide learning activities. This is true whether the teacher plans in advance or plans cooperatively with the learning group.

The two general organizations for teaching are the traditional and the modern. The traditional is the assign-study-recite-test formula and the modern is the functional unit. The subject-matter unit is a general organization standing between these two types. The traditional methods still dominate the field even though there is now voluminous evidence that overwhelmingly favors the new methods.

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6Ibid, p. 135.
7Burton, op. cit., p. 218.
Wrightstone's summary of the principles underlying the new practices are as follows:

1. The classroom is a form of democratic social life and the children reconstruct their experience therein.
2. These experiences grow from the children's social activities, and various parts of the newer type of curriculum are integrated around a central problem suggested by the children's social activities.
3. The organization of the curriculum for integration of pupil personality is paramount to traditional and formal organization of subject matter.
4. A dynamic organismal-environmental concept of learning is preferable to a mechanistic stimulus-response concept.
5. A pupil's interests are viewed as signs and symptoms of growing powers and abilities.
6. Interests and powers are developed by activities and not alone by passive assimilation of knowledge.
7. A mastery of principles and practices of intelligent living is more important than memory of specific facts.
8. Each pupil personality is inherently social in origin and character.
9. The true unit of educative experience is a realistic study of a problem and a cooperative creative solution.
10. Education is the foundation upon which social progress and refinement are based, and consequently education must concern itself with vital problems in the world of both child and adult.8

Functional learning translated into practice means that the child pursues worth-while purposes and becomes an active, responsible participant in his own education. It means also that while the general possibilities of a given learning situation can be outlined in advance, the details must be planned as the experience develops. The procedure is dynamic and

flexible. Selecting and defining purpose, selecting and devising means and materials, seeing relationships, projecting consequences, devising activities. It is only thus that practice may be had in the abilities necessary in real life. Reading, memorizing, listening are supplemented by a very large number of far more important learning activities.  

The modern school with its emphasis on the acquisition of personal-social-moral traits and integration subordinates the subject matter to the functional learning experiences. The numerous and varied learning experiences are for the sake of acquiring controls of conduct. The whole experience is centered in and concerned with integration of personality. Subject matter is a means, not an end, as in the subject-matter unit. A learning situation dominated by purposeful learning experiences is referred to as an experience unit.  

If the criteria established in Chapter II and if Wrightstone's recommended practices are to be considered as sound practices, the following conclusions regarding the nature of the program are inescapable:  

1. Unity must be provided in organizing teaching-learning situations.  

2. The content should be drawn from or related to the student's experience.  

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9 Burton, op. cit., p. 225.  
10 Ibid., pp. 246-47.
3. The content must involve what he recognizes or can be brought to recognize as of interest to him.

4. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

5. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality.

6. There must be some form of motivation for strong motivation is necessary for efficient learning.

7. The program should provide for physical and mental activity.

8. Materials studied should be presented as a whole.

9. Maturation should be considered in setting up the curriculum.

10. Insight must be gained in order that attitudes and meanings may be achieved.

11. The program should establish goals, for there is no learning without the will to learn.

12. The program should be so constructed that it makes learning a real situation—a real experience.

13. The program should be based on present conditions.

14. Care must be taken that proper attitudes are developed in order to achieve first-rate accomplishment.
15. The program should broaden the experiences of the pupil and lead them into new avenues of interest and satisfaction.

16. The classroom is a form of democratic social life and the children reconstruct their experience therein.

17. These experiences grow from the children's social activities, and various parts of the newer type of curriculum are integrated around a central problem suggested by the children's social activities.

18. A dynamic organismal-environmental concept of learning is preferable to a mechanistic stimulus-response concept.

19. A mastery of principles and practices of intelligent living is more important than memory of specific facts.

20. Interests and powers are developed by activities and not alone by passive assimilation of knowledge.

21. The true unit of educative experience is a realistic study of a problem and a cooperative creative solution.

22. Education is the foundation upon which social progress and refinement are based, and consequently education must concern itself with vital problems in the world of both child and adult.

If the student is necessary as purpose, then we must ask—what are students purposes and needs?
1. Pupils need to gain insight into the fields of study which he undertakes in order that attitudes and meaning may be achieved.

2. Pupils need to be motivated because strong motivation is necessary for efficient learning.

3. Pupils need to see the goals for which they are working in order that a will might be developed.

4. Pupils experiences need to be broadened and be led into new avenues of interests and satisfaction.

5. Activities should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

6. Pupils need a curriculum which recognizes that living, learning and growing are inherently and intrinsically interrelated and an attempt to isolate one from the other tends to stop all three.

7. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.

8. Youth need to be trained in those jobs which they will hold that require the knowledge and skill of driving.
   a. chauffeurs
   b. taxi drivers
   c. truck driving
   d. bus driving
   e. driving in numerous occupations where it is essential to drive a company car.
f. salesmanship work.
g. driving the family or personal car in business.
h. driving for vacation trips and leisure time.

9. All youth need to develop respect for other persons.
10. All youth need to be able to use their leisure time well and to balance it wisely.
11. All youth need to develop and maintain good health and physical fitness.
12. All youth need to understand the rights and duties of the citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
13. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
14. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

In order to have an effective program of instruction in the secondary school such a program will have to meet the needs established in this study. Furthermore, the nature of the program will have to coincide with the conclusions of leading psychologists in the field of education.

In order to meet these requirements it is felt that experience units of instruction incorporating the conclusions listed would be most successful.
Donald C. Doane made a survey of 2,069 high school youths to determine their needs and problems. The area of greatest concern to the total group is clearly that of vocational choice and placement. Interest in this area increases, as might be expected, with increase in age, particularly toward the final year of high school. At the age of eighteen, eighty-four per cent of the girls and ninety-three per cent of the boys indicated that they wanted to know how to find a job, and seventy-two per cent of the girls and seventy-five per cent of the boys indicated a desire for help in deciding what kind of work they wanted to do. Help in the development of social abilities—making friends, popularity, manners and etiquette, etc. was indicated as desired by one-half to three-fourths of the girls and from one-fourth to one-half of the boys.¹¹

In line with this survey, the National Association of Secondary Principals set up six areas for curriculum development. Of the six listed, two were not pertinent to this study. The four remaining were: Vocational Training, Leisure Time, Family Life and Civic Competence.¹² These are considered the best bases for the development of units of instruction for the proposed program of traffic safety and driver training for the secondary school at Hobbs, New Mexico.

Vocational training was considered first because of its overwhelming importance to youth in planning for life. There are many units that could be built in the vocational field, but the decision to organize a unit on "Driving as a Career," because of its great interest to most boys and many girls during their last year in high school. They realize a need for some direction in a vocational field.

The exact form of a unit planned in advance cannot be foretold because the learners should have a great deal to say about the contents in order for them to get the experience in planning, having a feeling of contributing and putting the work on their level of approach. Therefore, in the preliminary plan, only what is needed should be included.

Proposed Course of Study

Unit One

I. Unit Title - Driving as a Career

II. Objectives of the Unit.

1. Development of proper attitudes toward driving a car.
2. Establishment of goals such as receiving a drivers license.
3. Construction of program so as to make learning a real situation.
4. A mastery of principles and practices of intelligent living.
5. Development of strong motivation so interests will be created in necessity of education in solving the problems of automobile traffic.
III. Proposed Procedures.

1. Organization of activities into situations which are as like ideal democratic life as possible.
2. Relate content to students experiences.
3. Base program on present conditions.
4. Build program around children's social activities.

IV. Proposed Materials.

1. Taking part in community activities.
2. Participating in field trips
4. Organizing planning committees
5. Participating in group planning and group decisions
6. Taking part in open forums.
7. Collecting materials from books and other sources pertinent to the study.

Unit Two

I. Use of Car in Enjoying Parks and Playgrounds.

II. Objectives of the Unit.

1. The use of leisure time well and balance it wisely.
2. Maintenance of good health and physical fitness.
3. Development of proper attitude in the use of the car as a means of travel.
4. Proper appreciation of law enforcement in preservation of life and property.
5. The development of procedures, habits and skills connected with the efficient operation of the car.
6. Responsibilities of drivers to society.

III. Proposed Procedures.
1. Excursions to parks.
2. Reading about the experiences in books and reporting to class the results.
3. Build program around children's social activities.
4. Organization of activities into situations which are as like ideal democratic life as possible.

IV. Proposed Materials.
1. Taking part in community activities.
2. Participating in field trips.
3. Use of visual aids.
4. Collecting materials pertinent to the subject and reporting to the class on the findings.
5. Inviting the authorities in the fields related to the subject to make talks before the class.
6. Participating in group planning and group decisions.

Unit Three

I. Unit Title - Using the Car in Family Life.
1. To develop an understanding and appreciation of and respect for the basic principles, laws of nature, and customs involved in movement of traffic.
2. To inspire the pupil with a desire for active participation and the encouragement of others in the field of traffic safety.

3. To create a realization of the physical, mental and emotional characteristics upon driver and pedestrian behavior in traffic situations.

4. To develop the manipulative skills consistent with safe driving habits.

5. To develop understandings of the rights and duties of the democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

III. Proposed Procedure.

1. Participation in community affairs.

2. Planning a wide variety of social activities.

3. Organizing activities into situations which are as similar to ideal democratic life as possible.

4. Participation in actual driving of the automobile.

IV. Proposed Materials.

1. Use of automobile in behind the wheel training.

2. Use of visual aids

3. Excursions to city halls and police stations.

4. Participating in community affairs.

5. Gaining information through the experiences of others through talks and conferences.

6. Listening to radio programs.
Unit Four

I. Unit Title - Developing Civic Competence.

II. Objectives of the Unit.
   1. Developing respect for other persons.
   2. Developing a feeling of belongingness in the group.
   3. Mastery of the principles and practices of intelligent living.
   4. Developing pupils work around his social activities.

III. Proposed Procedures
   1. Organization of activities into situations which are as like ideal democratic life as possible.
   2. Relate content to student's experiences.
   3. Build program around student's social activities.
   4. Taking part in community activities.
   5. Visiting and talking with persons in charge of community activities.

IV. Proposed Materials.
   1. Talks from public officials with opportunity for panel discussions afterwards.
   2. Classroom participation in student government, mock trials, organization and running city offices for a day.
   3. Community get togethers where the pupils do most of the planning and arrangements.
   4. Discussing with police and finding out about some of the necessities in the laws enforced as concerns traffic.
5. Have planning committees assign pupils talks and reports to present to class with their findings. From these outlines of the units given it is believed that an effective course of study can be worked out to fit the needs of the pupils about to graduate and go out into the world to face their obligations in their respective communities as citizens. For a more detailed plan and one that it is felt will be very effective in reaching the pupils, getting their interests, and one which enables the pupils to do a great deal of planning their course of study, the experience unit is described more in detail on the following pages.

An experience unit begins with the felt need of an individual or a group of individuals. The viewpoint in the experience unit is that of a group of individuals facing a situation, rather than looking back upon a situation which has already been lived. A program of this type will meet the needs of each new group because it is built on need.

In an experience unit the source of experience is selected and organized in the process of living. Even though the teacher does not know the direction or scope, the general characteristics, the needs of pupils of certain age groups, the preparations give general source material with whom to help pupils satisfy their needs.

An experience unit is characterized by a great variety of activities on the part of learners. These activities are purposing, planning, organizing, building, experimenting,
interviewing, reading, dramatizing, expressing in various media, and evaluating. Furthermore, the learners make use of a great variety of experiences. These may be divided into two main groups: First hand experiences which mean actual contact with materials, processes, individuals and physical environment. Visits to museums, excursions to parks, trips to fire-houses, police stations, city halls are all first-hand contacts with original source. Second-hand experiences mean studying the situation through the experiences of others such as (1) discussing with individuals who have experienced similar problems; (2) handling materials which are a part of the first-hand experience of others; (3) examining materials which were a part of a first-hand experience in the past; (4) seeing motion pictures, lantern slides, or other visual material; (5) listening to radio programs; (6) reading books, magazines, and newspapers.

Characteristics of Experience Unit

1. An experience unit is centered in the present, since it always begins with a present need of individuals.

2. In an experience unit there are no fixed learnings which are required of everyone.

3. The experience unit reveals new needs to be met and new interests to be explored.

4. The experience unit is organized around the developing purposes of pupils.\(^\text{13}\)

\(^{13}\) Hopkins, \textit{op. cit.}, pp. 261-69.
Illustrative Unit of Organization

For this study, the author has chosen the unit type of organization which is along modern lines and seems to be a better method of securing the desired goals that are sought in a democratic system of education. It is proposed that the functional type of unit be followed inasmuch as it seems to fit in with the developmental needs and desires of the boys and girls. It is flexible enough to meet the changes necessary as conditions warrant.

In their study, Matthews and Brenholtz present a complete plan for writing into the curriculum functional activities and interests which will bring about a democracy of creative change.\textsuperscript{14}

The following is an outline of the above study. It is felt that by following this outline, a very effective way of presenting a course of study of safety education in the school or community could be attained.

\textbf{Exploring and Planning Purpose Units}

\textbf{I. Write an attractive title.} Use student purpose and indicate action in the title. Example: Planning Better Homes in our Community.

\textbf{II. INTEREST STORY.} Organize source material for this purpose problem.

1. Thrilling human interest stories to increase interest.
2. Challenging questions, to stir up interest.
3. The content itself. Organize facts, charts, jokes, pictures and history of the unit into interesting form.

III. SOCIAL OBJECTIVES: List here a number of important social understandings, using a complete sentence.

IV. INITIATING EVENTS: List here several events, which, if they occurred at the right time, could be used as a reason for using this purpose unit. These are usually called possible approaches.

V. OBJECTIVES: List psychological objectives which may be strengthened or achieved by this unit. These will usually be the following:

1. An interest in ----
2. A skill in ----
3. A habit of ---- (probably an increased skill in)
4. An appreciation of ---- (a liking for and tendency to choose)
5. An attitude toward, as a friendly attitude toward ----
6. An understanding that ---- (generalizations, concepts, principles)
7. A knowledge of ---- (a by-product of the other objectives)

VI. ACTIVITIES: List many suggested activities, and have them vary in type from the concrete to the extremely abstract, from whittling to essays. List several references for each activity with the activity in some cases. Several examples follow:

1. Suggest things you need to do in this unit.
2. Organize a housing survey of this community.
3. Elect a chairman of this group.
4. Plan an assembly program of housing problems.

VII. REFERENCES. Make two alphabetical lists of reference materials, including books, magazines, films or other sources:

1. Students numbered and alphabetical list.
2. Teacher's list. Professional books, or books too adult for students.

VIII. EVALUATION. Check lists, tests, anecdotal record blanks, etc.

1. For the teacher: Blanks on which to evaluate your success.
2. For the student: Make many types of test, check sheet and self-evaluating devices for the student.

IX. LEADS OUT: List other unit titles which might be expected to follow from this unit.

X. CHANGES: Include a blank form for recording suggested changes, improvements, activities, etc.
CHAPTER IV

APPLICATION OF CRITERIA TO THE PROPOSED PROGRAM OF
TRAFFIC SAFETY AND DRIVER TRAINING

The purpose of this chapter is to apply the criteria of psychological soundness to the proposed program of traffic safety and driver training as set up in Chapter III.

In Chapter II, the criteria of psychological soundness were set up as follows:

Psychological Criteria

1. Materials studied should be presented as a whole.
2. Maturation of the pupil should be considered in setting up the curriculum.
3. Insight must be gained in order that attitudes and meanings may be achieved.
4. The program should establish goals, for there is no learning without a will to learn.
5. There must be some form of motivation for strong motivation is necessary for efficient learning.
6. Care must be taken that proper attitudes are developed in order to achieve first-rate accomplishment.
7. The program should provide for the physical and mental activity for learning proceeds more rapidly and tends to be more permanent when it involves activity.
8. The program should be so constructed that it makes learning a real situation—a real experience.

9. The program should be based on present conditions.

10. The program should broaden the experiences of the pupil and lead them into new avenues of interests and satisfaction.

11. The content should be drawn from or related to the student's experience.

12. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare and the welfare of others for whom he is concerned.

13. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

14. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.

15. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

16. The learning process proceeds best when the learner has knowledge of his status and progress. The satisfaction
accruing from success, from challenge to overcome difficulties, and to rectify failure definitely aids learning.

Unit one of the proposed program in Chapter III has the following strong characteristics of soundness based on criteria established in Chapter II:

1. Materials studied should be presented as a whole.
2. Maturation of the pupil should be considered in setting up the curriculum.
3. Insight must be gained in order that attitudes and meanings may be achieved.
4. The program should establish goals, for there is no learning without a will to learn.
5. There must be some form of motivation for strong motivation is necessary for efficient learning.
6. Care must be taken that proper attitudes are developed in order to achieve first-rate accomplishment.
7. The program should provide for the physical and mental activity for learning proceeds more rapidly and tends to be more permanent when it involves activity.
8. The program should be so constructed that it makes learning a real situation—a real experience.
9. The content should be drawn from or related to the student's experiences.
10. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare and the welfare of others for whom he is concerned.
11. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.

12. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

Although the four criteria not used in unit one were not brought out here, there was some indication of their presence in the unit. It is felt that they were not as strongly presented and therefore not listed. There was no indication of conflict between the program and any of the criteria set up.

Unit two of the proposed program in Chapter III has the following strong characteristics of soundness based on the criteria established in Chapter II:

1. Materials studied should be presented as a whole.
2. The program should establish goals, for there is no learning without a will to learn.
3. There must be some form of motivation for strong motivation is necessary for efficient learning.
4. Care must be taken that proper attitudes are developed in order to achieve first-rate accomplishment.
5. The program should provide for the physical and mental activity for learning proceeds more rapidly and tends to be more permanent when it involves activity.

6. The program should be so constructed that it makes learning a real situation—a real experience.

7. The program should broaden the experiences of the pupil and lead them into new avenues of interest and satisfaction.

8. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare and the welfare of others for whom he is concerned.

9. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

10. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.

11. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

12. The learning process proceeds best when the learner has knowledge of his status and progress. The satisfaction
accruing from success, from challenge to overcome difficulties, and to rectify failure definitely aids learning.

Three of the criteria not directly applied in the first unit were used in this unit to establish soundness. As was the case in the first unit, practically all the criteria established in this study are used.

Unit three of the proposed program has the following strong characteristics of soundness based on the criteria:

1. Materials studied should be presented as a whole.
2. Insight must be gained in order that attitudes and meanings may be achieved.
3. The program should establish goals, for there is no learning without the will to learn.
4. There must be some form of motivation for strong motivation is necessary for efficient learning.
5. The program should provide for the physical and mental activity for learning proceeds more rapidly and tends to be more permanent when it involves activity.
6. The program should be so constructed that it makes learning a real situation—a real experience.
7. The content should be drawn from or related to the student's experience.
8. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare and the welfare of others for whom he is concerned.
9. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

10. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student’s experience.

Unit four of the proposed program has the following strong characteristics of soundness based on the criteria:

1. Materials studied should be presented as a whole.
2. Maturation of the pupil should be considered in setting up the curriculum.
3. The program should establish goals, for there is no learning without a will to learn.
4. There must be some form of motivation for strong motivation is necessary for efficient learning.
5. The program should be so constructed that it makes learning a real situation—a real experience.
6. The program should be based on present conditions.
7. The program should broaden the experiences of the pupil and lead them into new avenues of interest and satisfaction.
8. The content should be drawn from or related to the student’s experience.
9. The content must involve what he recognizes or can be brought to recognize as of interest to him because it
involves his welfare and the welfare of others for whom he is concerned.

10. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

11. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.

12. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

13. The learning process proceeds best when the learner has knowledge of his status and progress. The satisfaction accruing from success, from challenge to overcome difficulties, and to rectify failure definitely aids learning.

Practically all the criteria were used in each of the four units planned. All the criteria were used in one unit or the other. As stated before, none of the criteria were in conflict with the proposed program. It is felt that, had the units been developed more in detail, there would have been an opportunity to use each criteria in each of the units. The units presented were only a basis for starting the course
in a functional situation. The pupils will derive much more benefit from making out the unit and planning the activities concerned. They will also plan the program on their needs and on their maturation level.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study was presented for the purpose of determining the soundness of a course of traffic safety and driver training in the secondary school by the application of psychological criteria.

As a result of the data included, the following conclusions have been reached:

1. There should be some consideration of psychological measurement before a program is put into the public school.

2. The criteria established herein are a sound basis for measuring a course of study.

3. This proposed program is sound because it meets the criteria established.

4. To be most effective, the program should be based on functional units.

5. Units should be based on areas of need or purpose.

6. The areas of need that seem to be of greatest concern to the pupils are:
   a. Vocational training
   b. Leisure time
   c. Family life
   d. Civic competence
Recommendations

After a review of the above conclusions and the study presented, the following recommendations are made:

1. That any course of study in traffic safety be based on the criteria established in this study.

2. It is recommended that an attempt to develop the proper attitudes, habits, insight and motivation before actual teaching of traffic safety begins.

3. The program should be based on functional type units.

4. The units should be based on areas of need or purpose.

5. The areas of need that should be included in a course of study are:
   a. Vocational training.
   b. Leisure time
   c. Family life
   d. Civic competence

6. That this study be one of the bases for instituting a course of traffic safety and driver training in the Hobbs, New Mexico secondary schools.

7. That the program be based on the illustrative unit presented in this study.
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