

The Memoirs of

Bernard Elden Knapp

Driver Training Ideas

&

How to B.H.W.

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These journals were each found as stand-alone journals. To decrease the amount of PDF files, I determined they should be combined together.

THE TITLES AND ORGANIZATION OF THESE FILES ARE PRESERVED IN THE
ORDER THEY WERE FOUND

book How to

① Dr Ed teachers BHW -

② Parents, friends assist beginning drivers

Over years of experience BHW the author merely wishes to pass along some of the valuable lessons he has learned in the form of tips in the hope that instructors beginning in the profession may more readily familiarize themselves with some of the working procedures that have been proven successful in years of BHW instruction.

1st assessment of students assigned to the car -

One may or may not have ~~had~~ previously met or observed the students -

tips from classroom instructor -

record card with physical fitness data check it over - sample of card with glasses required section shown. example: student that lost her glasses - tailgating & had pick up truck -

later comment from back seat about new homes along the highway -

choosing the 1st driver from the group -

Ask questions -

sometimes ask for volunteer -

be prepared for an alternative - stay on the parking lot - a short ^{driving} turn - change drivers

move onto parking lot. have each student drive thru a short series of maneuvers - stopping - starting - backing - U turn - Doesn't embarrass anyone -

If teaching simulation the advantage of having observed students previously helps -

with simulation - move among the students, be familiar with what they are doing - ~~but~~ make sure they know you are there - not just a participant.

Be attentive to their questions - ask classroom instructor for opinions or assessment of students prior to going ~~BDW~~ - Also range performance should be valuable.

Pre driving - checking the car out - under the hood - inside - seat belts no books etc in shelf behind rear seat, etc. books purses out of front seat - off floor - no obstructions to fall beneath brake pedal mirrors - seat adj. seat cushions - etc -

Begin the drive -
route

correlation to simulation

1st drive - primarily to observe student and assess future driving needs -

2nd allow student to become accustomed to car in the most relaxed atmosphere possible -

adjust to steering - speed control and turning - car positioning - on road & in turns - they have a certain area or one of several areas easily accessible to the school.

Some challenges - much of the time these may not even be mentioned. Just simply in a subtle way the student drives into them not realizing what to expect.

there needs to be an atmosphere for

relaxing. Not too much talk. No laughing or criticizing by back seat students that would embarrass the driver.

In many cases, a student driver may show a sense of humor and an attitude of joking about their own inadequacies in such a way as to open up the way for some friendly laughing and chatter that breaks the ice without causing embarrassment or criticism.

Other students obviously may be very quiet or even stoic almost. In such cases silence may be golden.

When there is an obviously experienced driver they often may drive first in order to expedite moving away from the school to an adjacent zone where the driver who has never before driven may begin their 1st experience.

The subtle challenges - to the student

Keep the car in the lane or even on the road -

a narrow road often forces students to learn quickly to keep the car in a small space -

one time ^{early on} after starting students on wide broad streets in semi-residential - country roads - by contrast I started a group on a narrow, very narrow road winding - curvy & hilly - each of the three took a driving turn in this location -

On the next driving session these two groups were compared in residential and business district - single and multi-lane driving. The results were astonishing. It led me to further similar 1st driving sessions - with the same

satisfactory results. It has continued to work over the years.

Roads change - cities change - new roads - expansion. Some areas once on the edge or outskirts of town are now inundated as it were with subdivisions - industrial parks. freeways access roads etc. Usually this means going further from the school to gain the same experience -

Learning to learn fast. While in the army during basic training we were told by the 1st sergeant to learn to sleep fast. because the night was ^{short} ~~young~~ - morning came early at 4:30 - 5:00 am. often times.

When the total BHW experience is only 3 hrs the learning must of necessity be fast. There have instead of the experience of driving on a narrow road lecturing for perhaps 4-5 miles it may be today that a short span of such road may still exist some place near the school allowing the student a 5-7 minute experience on the narrow winding road.

Knowing where these small areas are provides access often within a few minutes after leaving the school.

Another valuable 1st experience should include plenty of turning. An area of great advantage has been ^{several} ~~an~~ affluent subdivisions each gaining out of the feet hills to the east edge of our city over the years. Provides little thru traffic, allowing student to again concentrate on mechanics of driving. Up & down hill forces the student to adjust to braking and control the force of gravity - judging speed and sharpness of steering.

An important aspect coming out of the simulator onto the road - where no range is used.

Other small segments of road may be used as a measuring device or tool - Allows comparison of progress for a particular student - as well as one to another -

Students are not given competitive rolls not pitted against each other - Not to say it could not be beneficial in some cases,

2 boys - 1 girl -

2 girls - 1 boy -

controlling atmosphere -

mixing groups on subsequent days

scheduling to avoid discipline problems -

If Examples -

One time situation 11

Aetna filming Possibly animated

Aids to BHW driving - to be used in conjunction with or separate from DOT

overhead shots - need clarity for slow learners and foreign students -

comparative - correct method shown following showing of common beginning student errors -

1. proper position moving into a left turn storage lane,
2. proper lane position while checking blind corner and continuing straight ahead thru intersection on a 2 lane road, (scanning vs staring)
3. turning right - Keeping proper position to curb & turning path while checking blind corner to the left
4. left turns - checking blind corner to right
5. maintaining position and space between following traffic in multi-lane lane change
6. (Watch) intersectional turn - veering right vs straight ahead, proper position to curbs and signaling.
7. parallel parking braking in position B+C constantly
8. in new cars with smart seat consoles - locking before leaving car on street side
9. continued intermittent glances and avoiding staring at bicyclist, parked cars - curbs - & passing vehicles in order to maintain lane position - Also narrow road -

clids in the car -

~~tests~~ units on the floor for steadiness test -

magic states - super impose intersection
on corner -

check sheets to be carried in the car -
handy note book etc - don't write while students
are driving.

sheet for observation -

a sixth sense -

handouts -

intersection check sheets -

u turn & parallel parking -

use of small car with steering capability

How to for Dr. Tr. instructors

section on car outside - properly marked
mirrors etc. through prof. organization need to be insured
against possible suits for incompetence etc.

teaching stick shift

teaching maneuvers

teaching backing

teaching to pass a test

to pass or to fail

dealing with other instructors

" " parents

laws & police

where & when to take over

what to know about students - vision - defects - age -

equipment - in car

preparedness

where to drive know (learn & know) driving areas

avoid areas of conflict -

where to drive - what is to be accomplished?

match areas to needs of driver

story of man-buy-donkey - can't please everyone -

consider needs of student - situation for driving
after bearing your tutelage

language barricades -

watching left, right stop + go

know the Smith system + how to use it, (implement)

drills for students

parking lot steering - braking - backing Turning

confidence building -

respect students needs

respect students real (actual) ability

testing

may be dependant upon attitude + personality

expect performance

control students observing

How to far parents teaching the dr. Tr. student,

Know the Smith System -

learn to watch for clues
to set on approach

handle emergencies
from self -

steer with one hand

reach gears -

reach of interior

invest in dual brake

Keep calm

Don't shout! But do speak
plainly & be heard

clues

insurance - check with your agent

look for the bargains non-smoker - dr. training - ^{Good student} discount

Have ^{resp} a session with students on actual costs -
emphasize - even through your agent the expense involved
with traffic citations - quote some figures for
accident & tickets for juvenile (J. Cam) Put some
burden of resp on driver.

Know limits of parent legal responsibility - let student
know your sign- for a license may be rescinded upon
notice to the licensing authority by you.

drills to build self-confidence -
drills to improve skills
build on fundamentals,
practice, practice, practice

How to B.H.W.

One time a poster turned in on an assignment by a high school student candidly stated - Learn from the mistakes of others - you don't have time to make them all yourself.

Foreward:

To persons who have chosen professionally to assist in the training of others to operate a motor vehicle this treatise is intended to accomplish its ~~intended~~ purpose by means of suggestions, examples, and experiences from a period of over 23 years in the field of Behind-the-wheel training by the author.

It is not intended to cover every situation that might occur. It is not intended to be so bold as to ^{be} considered the last or final word on the subject or situations discussed. Learning is an ongoing process and constant change and adaptation are always in motion.

One ^{who is} teaching learns to take from experience and other learning sources those things that he can best adapt to his own ^{use} manipulation for the best end results.

~~Adaptations will vary, many variables will~~

~~obviously~~ Variables could be innumerable.

~~Variables~~ Personality traits of the instructor as well as students to mention one. Student's background's ethnic, environmental, psychomotor skill levels to mention just a few will all come into play.

With this in mind, suggesthove in the following pages should be read and reread - not as a step by step process manual but rather to become familiar with suggesthove which can ~~become~~ be recalled upon need as need arises in the every day functions of in the car instruction and dictates.

~~Background of~~

Background,

After driving for many years the author was working with part graduate courses at the BYU. He was also completing a work for a secondary certificate for the State of Utah when he determined to obtain cert. for Dr Training in the state of Idaho. At that time 4 semester hours were need to cert. for Dr Ed. in Idaho. It was an incentive to extra time - after school & Sat. to supplement his teaching salaries.

Utah at that time had just began raised their req. for Dr Training to a full 18 hr minor in Dr Ed & Sat.

After being interviewed for a full time pos. in Dr. Train and etc in Provo the author decided to spend an additional summer school and complete those requirements.

In July 1962 he was hired with a provisional cert. until a few remaining ^{that} courses were required were completed.

He has since ^(Oct 1st 62) ~~since~~ been on contract full time at the college. Over those years he has worked in many areas of dr. train, Classroom teaching for high school students, traffic school for juvenile court referrals for

remedial training and group therapy sessions for 1st time traffic offenders under 18 yrs of age.

Three high schools in the city sent their students to UTC/Provo for training. Eventually two of those schools closed down. The third school began teaching the classroom phase and contracted with UTC/Provo for simulation training only. (years dates)

In (year) a new high school was opened and the local Provo City school dist placed a 9 place DOT in each school. This included the involvement of High School Dr Ed with UTC/Provo.

About that time an adult DV Ed course was popular and well supported. In (year) the state legislature changed the old law 15 1/2 yrs of age with Dr Ed and 16 yrs without Dr Ed to qualify for a license to the new requirement of proof of having previously been licensed or taking a certified DV Ed course (regardless of age)

This naturally increased the amount of students - ^{perhaps = disproportionate number of} ~~many~~ foreign students come to Provo because of the BYU world-wide connection with its church & missionary system. Drop-outs from high schools in the area no longer eligible to take regular high school dr tr. courses were routed to the college course. The state

under direction of the state office of Education set up req. for the course. It required 18 hrs. of classroom and compared to the 30 hrs ~~of~~ req. for H. R. D. Tr. classwork.

The standard of U.S. simulation training to substitute for 1 hr on-the-road training made it possible to ^{substitute} ~~take~~ 12 hrs. simulation training for 3 hrs. BHW thus requiring 3 hrs BHW, with 6 hrs observation in the car.

The range use of ~~set~~ multi-car driving range was never seriously considered with the wide variety of students making up the classes, particularly with the language barriers that often existed,

numbers of foreign committed -
 " " " students w/
 variety - best people - house wives & ^{graduate} students -

In Utah - cert. were award the state for excellence in Dr Tr in ^{with} schools - over 88% of students needed,

~~In so~~
~~Among top~~

Recognition

Good staff people to intern with:

Lynn, Bert, Keith, Clarence, Leonard,
~~the late Leonard~~, Carl (the master teacher of us all)

Many helps were given me by these progressive teachers - a limited number of graduate students worked in the program with each contributing to the experience and helping to expand those broad experiences of experiences & circumstances from which one draws like a well of knowledge for information when it is needed.

Coming to the UTP in 1962 placed me in a situation with what then was the only program using simulation in the UTP. A small 6 or 9 place unit was installed in a small community in Montrose. Probably Denver had one unit.

So my experience has fortunately been with the 3 phase program throughout my teaching career.

Classes mixed with BAW & simulation

While I ^{was} first becoming used to the system - my mentor, Lynn ~~Long~~ and fellow teacher gave me the following advice which I took and found to be very helpful - First at this point I should point out that we organized classes in the

following manner - classes met either on a 3 day a week ^{or 2 days a week} ~~schedule as a 2 days a week~~ M W F or Tu Thm. Classes were before school and after school. The number ^{of classes} ~~was~~ varied dependent upon the number of applications. Daily 4-5 sections were held and occasionally more particularly during summer months when regular school was not in session. Four or sometimes 5 additional instructors were needed in the case with the BHW instruction, this made it necessary for the classroom teacher to assign students out to these part time driving instructors. The majority of the classroom instruction was handled by the two full time instructors at the college.

The part time instructors were involved in local high schools during regular day programs at the University (BYU) and

I was advised then as I placed students from my class to the various instructors to select some of the top students in ~~the~~ ^{my} class and some of those that did poorest in ~~the~~ ^{class} my BHW groups. ^{to go into my own} ^{evaluate} This gave me a better chance to ~~judge~~ ^{evaluate} the results of my own classroom effectiveness in the actual driving situation. It ~~was~~ ^{was} turned out to be ^{very} ~~an~~ ^{most} valuable tool ~~in~~ ⁱⁿ evaluating the simulation instruction. I would certainly recommend it to anyone teaching jointly BHW

more than one phase where other instructors are involved in the BHW.

Also it would seem that BHW instructors should at least have enough familiarization with the simulation films and simulator phase to easily relate to student experiences in the simulator and the films being used.

I shall attempt to show or illustrate those experiential techniques and ideas that have proved valuable or successful for me over the years.

Each teacher is going to likely find areas of greater interest to themselves which they will tend to emphasize.

For example, one teacher may prefer to spend time with each group of students going over a pre-drive check of the car. It might include checking the lights - tires - and under the hood - oil, power steering fluid etc. Some may prefer to go over such checks as part of the classroom function in connection with a chapter on car care or maintenance. In my own teaching situation I feel there is precious little time and I stand against spending any time during the 3 clock hours of BHW instruction doing anything other than driving on the road experience -

I probably often neglect having students go through a thorough in car check such as

windshield wipers, washers etc.

I usually expect students observing to pay attention to such items and do not make a point of having each student go through all of these controls in the car.

A worthwhile class room assignment is to have each student bring to class an ~~old~~ assignment where they sketch out and label all the dash board controls. They can get this from their family car or a friend or neighbors car in most cases. Then they can quickly familiarize themselves with the ~~dr.~~ training car.

I would expect every student to check seat-seat belts - ~~minimize~~ before attempting to drive ~~however~~.

I ideally, I would have a vehicle ^{such as} ~~like~~ a stripped down car to use in teaching students to check fan belts radiator oil and engine & auto transmission fluid levels. If room exists to exhibit such a vehicle in a house in an area out of the weather and not accessible to students when not being used it is an ideal teaching aid. At one time as a result of a railroad ~~detachment~~ ^{new} in which several cars ~~were~~ ~~damaged~~ ~~being~~ ~~stripped~~ to a local dealer sustained considerable body damage - the local dealership stripped the body and donated the ~~chassis~~ chassis and with engine and power train intact. ~~Our~~ ~~old~~ ~~the~~ Our ~~old~~ school welding shop made up ~~these~~ four stands which we used to set the unit upon in a corner of

a shop. It was very effective and also ~~drawn~~ ^{sparked} a lot of interest among students that normally may not have been motivated ~~with~~ ^{concerning} mechanical things. But it was subject to some misuse if students were allowed to ~~to~~ ^{mill} around it when not supervised.

I've always felt that a stripped down vehicle such as a dune buggy would be a valuable asset to a BMW program. It could have the big advantage for the beginning driver being able to see all 4 wheels. This would be valuable in learning depth and distant judgement. Especially in seeing the tire tracking in and out of parking stalls. Probably it would ~~be~~ accelerate the learning enough to compensate time wise for the bother it would take to use on the parking lot.

Seat belts, a roll bar and a governor or simple blockage of the accelerator linkage ~~was~~ should render it safe for use in performing close quarter maneuvers —

Out to the road

Occasionally I now take a student onto the road parking lot prior to going onto the road. It is the exception rather than the rule, however.

up to this point I've eluded to days in the past when driving with high school age students.

I discovered along with my colleagues many years ago - that you could usually tell the difference once out in the car between the 18 year old student and the 16 year old. It was obvious. The 18 yr old is more apprehensive, cautious has less self-assurance and requires a bit more encouragement and more instruction as you go along particularly in the first 2 or 3 sessions in the car and often throughout the entire 5 or 6 lessons.

As we schedule driving at separate times from class or simulator lab we do so on a 2 hour basis. It works out in round numbers to obtain the 3 hours minimum BHW and 6 hr observing in the car to schedule 5, 2 hr driving sessions. This of course adds up to 10 hours rather than 9 but delays are not uncommon and occasional stopes of one sort or another take place. As for me myself - I've never really been so much of a clock watcher as to let it bother me to count BHW time down to seconds or exact minutes and on the other hand I can feel ~~the~~

reasonably sure that I will not be coming up short on the 3 hours of actual driving time. It also allows a little leeway for the students that perhaps need a brief bit more time. Perhaps an extra 1/2 hour or two on an additional parallel parking turn.

Then of course there are those times when students fail to come to the BTW session and you lose a little time waiting for them. ~~I usually spend that time~~ That is one time when I might spend some time on the parking lot. Having the ~~the~~ other students ^{or} as one of the other students drive through some angle parking or backing or making three point turns and 1/2 turns as we delay departure from the campus awaiting the tardy student.

We usually have announced to our students if they should happen to come a few minutes late for their driving appointment and the driver training car is not at the usual place at the school to wait where they are visible from the parking lot such as inside the glass door ways at the building entrance and wait for the car to arrive with the big yellow sign on the top.

Often an instructor may leave the parking lot and drive onto the street for 10-15-20 minutes and then come back to the lot to check on the arrival of a tardy student.

This part proven to be a valuable practice over the years.

You really want it to see other students who arrive on time to be on the road word driving. And to sit and wait for a single student especially more than a few minutes is ~~extremely~~ ^{an} time wasted in the extreme sense if you consider the time of value other students to be of value.

Whether you spend that time practicing angle parking in the school parking lot depends on several things. If there are enough parking spaces to make it feasible to use that particular lot at that time may be the determining factor. The ~~stage~~ driving stage of the student driving. Perhaps they've spent the necessary time angle parking on a previous drive. Maybe if it is their 1st or 2nd time in the car you would prefer it ~~not~~ ^{not} come at this sequence.

Perhaps a student in the car need 15 minutes or an allotted time or just certain maneuvers to ~~complete~~ ^{round out} a phase of their driving experience. And to do this it may require leaving the campus to drive elsewhere. Hill parking for example may need to be covered. Maybe multi-loop circuits could be another or any number of things. Often one can leave the campus and accomplish some of these kinds of things and be back in 15-20 minutes. Change drivers in the parking lot as you pick up the study student and then be on your way again -

Students should be made aware that

leniency is an imposition not only to the instructor but to the other students as well.

So anyway - the lee way provided by the 2-5 hour sessions is generally ~~used up~~ ^{absorbed} in the whole process and even allows time for the necessary critique that come at the final completion of the driving course, ~~when available students should be~~.

~~Students~~ It

A valuable practice in this regard, of (having time at the beginning of a scheduled drive) is to instruct all the students in the class room - to call in, where a phone is available, ^{and} leave a message with a secretary or someone that can leave a note ^{or} relay the message to the driving instructor if a delay of arrival becomes apparent ahead of time - or if an absence is eminent. ~~Also~~ Such information is greatly appreciated and conserves on valuable time for everyone.

I've many times gone to the phone and called the home of a student to check and see if they have left for their driving appointment. If I discover they are on their way - I may then determine to spend time in the parking lot and await their arrival.

I've probably not probably to over the years been too liberal with leniency. It may not be 100% justified but I find tend to be more liberal working with older students in an adult driver training program than the younger students and high school students.

As I've found few adults come late with a 32 oz soft drink cup in their possession. While teenagers especially in recent years including warm weather have a tendency to stop along the way at many of the fast food places and grab a soft drink after delaying their arrival.

~~I want to ^{explain} ~~more~~ ~~to~~ ~~and~~ ~~also~~~~

I want to paint a picture for you now of the driving scene in the area in which I've taught over these many years.

Provo, Utah is a very unique city as it relates to driver training. As many cities have grown in size over a period of 20-25 years - Provo has also. Being situated at the base of the Wasatch Mts to the east - the city adjoins the US National Forest where it rises abruptly to lofty peaks. The urban sprawl has spread houses over the foot hills and lower land between what was once the heart of the city and the main street running north & south (University Ave). jointly US highway 89 connecting Provo to points south in the county and north ~~to~~ Salt Lake and further east thru Provo Canyon ~~to linking to linking it to east~~ to linking it to Wyo & further north eastern Utah.

Today it is still strategically situated as a hub to these points as well as many smaller communities in the county where it is the county seat. The advent of the full way ~~to~~ has

wanted much of the commercial and thru traffic pass the city cutting down on traffic congestion in the inner city arteries highways and streets.

Other cities & towns in the county ~~also~~ ^{also} have experienced the usual urban sprawl with the general rule being to move east ^{ward} and north ~~ward~~ ^{ward} upward by building on the higher bench land ~~adjoining~~ ^{adjacent to} the mts.

This puts the new homes, ^{including the majority of} the larger homes generally speaking at the higher elevations along with the newest streets and the widest streets.

This provided an excellent area for 1st and early driving experiences for the beginning student, as streets are new - ^{wider and traffic} congestion is minimal ^{wider}.

The Utah Technical College is located in the north end of Provo on Un. Ave. From 1

~~The ideal and unique situation for driving train~~
Ideally and uniquely situated

The U.T.C. campus on north Un. Ave. in Provo ~~is~~ offers easy access to a large variety of driving situations, within 5 to 7 minutes of the fall way ^{and} three different ~~thru~~ routes - 10 to 15 minutes by two other routes. Provo Canyon is accessible by merely turning right from the school parking lot on the a 4 lane divided highway where it merges to a two lane with numerous painted left turn and turn out lanes over a four mile stretch where a new interchange with an over pass bridge traffic from North Orem onto the main Un. Ave. with merging lanes both north & south bound with out a stop or yield sign all this in

the past year in an ever expanding road system helping at the same in an effort to try to keep pace with the expanded increase of traffic.

Within $\frac{1}{2}$ dozen blocks one can never find quiet streets in residential neighborhoods where both ideal hill parking situations exist. Rather than vertical about curbs the more rounded curbs in many of these subdivisions, provide for practical hill parking where the beginning driver does no damage to tires or alignment of wheels if they misjudge the distance of speed when coming to the curb in parking attempts.

Many varieties of parking exist - from the painted stalls within ^{6'} red curbs & no parking strips ^{alternately} painted between ^{every 2'} painted adjacent stalls. This is ideal parking for beginners with the extra length of space provided for ^{access} ~~off~~ (entering & leaving)

Many parking lots are provided with 90° as well as the angle parking stalls. One way and two way parking ~~lot~~ lots exist in the city. Many church parking lots sit virtually empty throughout the week days.

One of the ^{largest} parking lots for the 68,000 seat BYU football stadium is one block ~~east~~ north of our campus. This has been made accessible to us for use in our driving program ~~for~~ and allows a lot of opportunities. We were able to use it to perform skills tests in recent years in connection with an ongoing state school bus driver certification course ^(3 day workshop) in which ~~in which~~ $\$3-4$ buses were used over a period of $\frac{1}{2}$ dozen years initially every school bus driver in the state of Utah attended and certified. Recently the UIC professional driving course performs skills tests there as in

which starts drive and back service thru apartments and other set up as skills type maneuvers -

The variety of intersections - traffic controlled lights and channelized intersecting streets on and off the BYU Campus provides students with a great variety of driving. Double left turn lanes, traffic actuated signals, and one way parking lots at the adjacent BYU campus all compound the available maze of streets and intersections making providing a variety of differing experiences within minutes of the dual-edged car parking compound.

Narrow ^{pared} country roads exist north and south and all are available within 5 to 10 minutes from the Campus. One of my favorite such roads was

inundated several years ago and has still is after several ~~years~~ successive years of record snowfalls and more than normal precipitation smells the Utah lake and it rose permanently covering thousands of acres of riparian ~~from~~ ^{low} grazing land and some farm land. These roads exist from a time when service as we know from now were not traveling on roads & highways. They are therefore very narrow and winding with many hairpin turns and 90 degree turns. And not busy busy on an average day providing again just another dimension to the student drivers experience.

The original simulator unit (Rockwell 16 p kce) was placed in a vacated shop with a screen on one wall, projector & recorder, instructor's module & printer at the opposite end. The cars were placed with wires running thru — — — channeled about the floor. It was a makeshift arrangement in the only available space at the time.

Several sources were used to make simulation possible. The — — — district juvenile court thru judge Manuel Pysman. His support of the program committed numbers of juvenile traffic offenders into a monthly course with student numbers varying from — — — to — — —. Fines for traffic offenders were dropped thru hearings with the judge in ~~two hours~~ lieu of tuition paid for the course directly to the college upon registration. Students were placed on roster and the school reported back to the court monthly on students that completed the 12 hr course. This may have been a pilot summer to the N/S C DBC that appeared in the 60's in 70's and is still popular today in connection with the State of Utah Dept of Safety drivers point system.

Today with a different judge the course is taught without use of simulators as a one time only (3-3 1/2 hr) course on a designated night each month. Juvenile offenders attend on an option where they pay the fine or pay tuition and do not attend or opt to pay a \$15 fee for tuition and the fine or a large portion of the fine is waived for classroom attendance by the court.

The B.U.U. Safety Education Department has always had professors in their pay programme over the years who have been really supportive of the

UTC dining program. It was through Jill Trujillo to this campus as a member of Dr. Ronald Shaw, that I was introduced to the simulation instructor.

Workshops were set up by the Byu in subsequent years where ~~the~~^{the} was taught. Teachers coming back to summer school after took the course for credit towards secondary teaching qualification requirements or as a course to provide credit towards a required minor or cert. from various states. Not just with

the commitment of the Provo School District and 2 other high schools in Provo. The Catholic St Francis and the LDS (Mormon) BY High School sent their students to UTC for the before & after school DUTY courses.

The job Corps wanted out a program to train the young men in their program initially thru the encouragement of the late Don Mahson, Vice Pres at UTC at that time. It ~~proved~~ proved so successful that today the job Corps has its own simulation system in connection with the hill field training center.

The commitments of all of these combined to make it possible in 1968 to place the unit on campus. The State Dept of Education under (Dr. Schow) - made a loan to the school to purchase the simulator unit under a pay back arrange ment where the original costs were paid back from savings in training costs coming in from fees paid by students in workshops and the purchase of simulators in ~~the~~ the 3 phase of the 3 phase high school program was

reimbursed to the school district based on a cost per pupil basis from the board of education upon submission of notes of students, complete the program. In a few years ^{from some} ~~for~~ the original cost was paid off and the POT units belonged to UTE.

In 1971 it became apparent that these original units which were actually very sturdy, built became obsolete. Electronic parts - certain types of wafers & switches were no longer stocked in electronic parts houses. Other necessary components wore out and after several years of searching letters to electronic warehouses etc in a futile attempt to find serviceable parts the Pres. of UTE Wilbur W. Larson determined a new replacement should be installed.

Actra Inc. of Hartford, Conn continued at this point to produce training films. Each year 3-4 films were produced - updates of older films were included until a new series utilizing the anamorphic lens with wide screen was produced in color.

Again a commitment of use by BYU for training of prospective teachers in workshops and a limited number of student teachers were even brought in under Dr. Frank & Cheryl James & Dr. Thygerson. Harold & Donna Dora Wilby pioneered this student training program in the simulation, the classroom and the parking lot.

By then an adult dr. ed program ~~was~~ ⁱⁿ course was set up and functioning quite well on a monthly basis, the traffic court program and some workshops for industrial discipline groups such as Prans, Orma city employees - each School District sent vehicle lines and the

state Fish & Game Dept personnel arranged for workshops given over a period of some spanning several years. This dept used the UTC facilities (classroom & lab) to conduct other department business with their personnel in a state wide get together of their people for in which a three day workshop gave defensive driving testimony. Respected driving in the simulator by Lynn J Day instructor & Earl Cottam in trouble shooting an engine in the field for division vehicles as well as disabled vehicles which some officials often came upon in the field. It proved to be worthwhile & popular among the men.

Two Rocky Mt Helicopters out of Reno held periodic driver improvement seminars under the direction of Lynn Day. Earle the copper giant Kennard sent # men to workshops. The costs saved by insurance savings well estimated to have saved rather than cost the company for the investment of time and money to send their heavy duty truck operators thru the course.

Our own Prof. Driving course began humbly as the pioneer of our faculty in this area Day started it with ^{an} surplus (12 seats bus) and use of simulators. Eventually it evolved into a full fledged truck driving course utilizing some of the minds and skills of an excellent vocational teacher in Ray DeSpain & Earl Cottam in the development of a simulator for teaching shifting. This bit of ingenuity

connected an older Ken unit with
 a chassis no longer road worthy along with several
 old electric AC welders hooked into series and
 connected them ~~to~~ with ton 1/2 into a sort of
 dynamometer which with the capacity of
 changing load - increasing or decreasing and
 forcing the driver to up shift or down shift to
 compensate for the load and learn the shifting
 techniques to handle the 10 speed. It was safe
 as the unit was immobile having the drive shaft
 connected to . It is still in
 operation and being utilized by Prof. Phil Kessel
 who came on board in (Gen) and has
 this in place from the original pass gas engine
 pump wagon and small line (affectionately it
 was known as the "Pumpkin" to make small
 diesel powered (Ken, Mack & buses)

~~Some~~ Some in

I bring this above information in here
 to imply illustrate that such equipment
 can sometimes be secured and the costs
 spread out and justified by the inclusion
 of various programs in the use or
 utilization of such equipment.
~~some insurance can~~

Some local insurance agencies supported the
 Dr. his programs by purchasing ²⁶⁵ films and presenting
 them to the college.

One of the highlights of the DOT program is
 this college came as a result of our school
 being one of a very few west of the Mississippi
 with a 16 speed unit using the Detroit program.

Aetna ^{produced} ~~produced~~ the 1st series of films after a visit here by Dean Cook, the producer of Aetna films, and ^{etc} president Wils Samson was appointed to the advisory board for the production of one series of films. While in this capacity, as an instructor was given the opportunity to preview movie scripts and designate and suggest changes in the script. After carefully studying these we were certainly pleased when the new series came out and we saw the inclusion of some of our input.

In one case the choice of dialogue to conform almost verbatim with what we had suggested. In another an additional segment was added to a film on Driving Emergencies to include another type of emergency that a driver might experience while driving out on a 2 lane rural highway. So we felt a part of the system from that experience.

I'm sure you'll gather from the material that we were pioneers in simulation here in this state and all who benefited by committed to the use of simulation and their benefits.

Both of our simulator installations utilized the 3 speed column shift Standard Transmission feature. This became an option with a floor shift in some later models.

Today as looking back we can feel it was the right thing to do at some and true compact & sub compact cars came onto the road with 4 & 5 speed transmissions.

it would be a disservice to our students were instruction in the stick shift not included.

Let me go ~~back~~^{back} to a time when the high school students were coming into our program. About the sixth lesson period a rather lengthy pre-test was given in the classroom. Students were asked to leave the room 2 at a time & on a row by row basis and make their way to a designated parking lot adjoining the wing of the building we were using.

There they would stand and observe while one student driver drove on their first drive - in a standard 3 speed 57 Ford 4 door sedan around 2 lamp posts in a figure eight then stopped and back around the figure eight. Before backing they would drive one time the length of the parking lot (course) and back in a straight line. Then drive around the perimeter of the lot shifting from 1st into second gear.

This was their first experience in a car in the school with an instructor. Then the two students at the curbside would get into the back seat. The driver of the car would rotate back to the class room and the rear seat passenger would move to the front for their driving experience.

This proved to be very valuable. Of course they had been introduced to the use of standard transmission in the simulator prior to this drive. Having driven to a basic shifting film and a timing film where they drove in light traffic - stopping starting, down shifting and timing.

The legal process for driving in Utah requires required at least 2 weeks from the time of registration into the class until the instructional permits were mailed out to the school thru the state office - Driver License Division.

It was valuable to give students this pre-trial experience prior to going onto the road. Many schools today are using driving ranges on high school campuses which of course eliminates ~~the~~ the need for the above program of course.

But where a range is not incorporated it can be a valuable asset.

Ideally in my opinion if class numbers warranted it, a great deal of the ^{BHW} driving would be done sometime between the 1st & 1/3 to the end of the simulation phase. This probably enhance the learning and transferring of manipulative skills related to learned techniques in simulators to incorporation in actual driving patterns in the cars - which should if properly taught and done develop sound good driving habits with beginning students. Unfortunately circumstances beyond our control often dictate teaching in situations less than ideal and often all that is our job to do the best with what we have and improve outcomes and how ever we can.

I intend now to leave this area which I have used to set a background hopefully that you have a sort of picture from which to now draw upon and refer to to clarify for your understanding some of (hopefully most) of the things I'll be discussing in the ~~future~~ later portions of this book.

Imagine now that you are the sole instructor of a class. You've registered the class and met them several times. Let's say three. You choose a permanent roll listing 16 names. Every simulation unit is occupied. You have a mixture of students, made up of both sexes - predominately female however.

You find students from many foreign countries. You try to learn and pronounce some strange names. You try to associate names to faces. You find yourself subconsciously perhaps trying to get insights to personalities' attitudes. By carefully observing these students in the simulation you begin to pick up actions - some of which stir off attitudes or at least suggest attitudes. This is going to be very important. You know one day you'll be seated next to each of these individuals in a car where it will be imperative that you communicate with them. The more clearly and effectively the safer the outcome and the more productive.

Now this is one big advantage afforded by simulation that a 2 phase program would lack. These working units, longed units of course have an opportunity to observe skills only previous to seating - there's value next to the student for that first drive - But you would not be at a

close range to observe facial expression ask questions or discuss with them face to face as they perform functional skills as you might in the simulator.

~~There are~~

~~Now lets now~~

will
for
later

Now lets take 3 students from the class and set up an appointment to go driving on the following afternoon prior to class.

We learn some have more definitely more problems with spoken English than others.

Some are assertive while others are withdrawn and silent. Some after having been given the same instructions subsequently 3-4 5-6 times obviously have missed the point.

You move among the simulators and you give them individualized help as needed.

You learn all you can about each student and observe their actions, move about and help them.

At times you may have to hold the hands of a young Vietnamese student and take her through hand over hand steering - placing her hands, crossing her arms while turning the steering wheel. Or you may have to walk up and direct them personally to turn their head and observe over the proper shoulder in the mirror attached to the seat of the simulator so that they actually do it. Turn their heads in the direction they

should look when backing. It's important.

If you want until near the end of the course to see that they physically follow these instructions even though they may seem small trivial and insignificant letters on - remember - they will be magnified as errors once this person is in the real car. And then you have only 3 total hours to get all this simulator training to get into a driving pattern that would at least enable the driver to drive well enough to drive in a car with a friend or relative with no dual brake - at least to the ~~other~~ degree of competence that they could move the car on a parking lot - on unroaded streets in a safe manner.

If you don't achieve that degree of competence at least - how can you justify sending them onto the state lic department to obtain a permit to drive on the road. You have some moral responsibility if you are to be a professional in the safety education field to the public at large.

Therefore these early on contacts need to be made - awareness for the timid or withdrawn student - Boldness perhaps in dealing with a young impetuous youth who would speed if the simulator would go ~~any~~ faster. Experience compensates in many ways. Often slight almost unobservable actions will reveal upon closer examination a confused student struggling with a machine that has neither feel or motion. Watch carefully for clues for your help & reinforcement. Ask questions -
 - reinforcement (sp/ln)

Let me take you through this point.

The class is ^{made up of} at least one half are foreign students. It is predominately female. We'll say 2 to one. Among the students we find Orientals from Korea, Japan, Melasia, China, and Taiwan (Eas China mainland).

A girl from Spain, a boy from West Germany, a boy from Italy, a girl from Denmark and a girl from Helsinki Finland.
A few students near 16 years of age.

class format

Adult D or Ed class.

requirements
in state of Utah.

High School
3 phase

30 hrs classroom instruction
6 hrs BHW - obser 6-12 (?)

3 phase

30 class

work

or simulator

BHW

obser

4 phase -

Adult

class 18

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an program Adult.

3 phase

15 2 hours class sessions (30 clock hours)
approximately divided as we use the
simulator lab for class instruction,
and simulation can have a clip board
for use as class work and writing such
as note taking and ~~the~~ writing tests are used.

Again ideally as the instructor observes
and assesses the student he will get a
feel for each student's needs - weaknesses &
strong points as it pertains to understanding -
motor skills - communicating -

Without causing embarrassment he will find
out which students have never driven or driven
very little, these students could be excused
for a brief period - especially during a class discussion
or some simulator films to go with an available
book up instructor (when this is one available) and
spend 2-5 minutes in the parking lot starting -
stopping - backing - a few left & right turns.

This quickly brings out the necessity for hands on
driving - deficiencies are quickly observed and
brought to the student attention - that correction will
naturally be addressed to in the DOT upon return to
their use.

It develops self confidence whereby the efficiency
nervous, apprehensive and sensitive individual may
sit through the entire 15 class periods nervously

awaiting fearfully that first exposure in the car. What a relief for them after 3-4 sessions in DOT to realize after a brief 5 minute period they can do it. They did it. See what a difference this can make.

Among this group you may have a student with a genuine ~~phobia~~ phobia - maybe the result of an accident. Perhaps 20 years ago her husband or father fell at her wheel driving. Maybe she hit a garage door - a tree or a parked car. Maybe she took over the neighbor's chain link fence. You need to know these things. You don't have to display that knowledge to the entire class.

You don't need to pressure students for it. And you may find yourself down playing it for the occasional youth that wants to display such infirmities in an attempt to gain recognition. Often as time wears on these kinds are usually blown out of shape and unable to appear much more dramatic than actual.

Oh! There are some real great and deserved phobias.

One time I sat next to a rather obese ^{some what} elderly lady late 50's. She was so frightened when the car moved you could see the whites of her eyes even from across the car. (maybe both eyes) How about that. You know what she did. She just stomped the accelerator on a new V8 Pontiac all the way to the floor close to it in the parking lot, administering on one side.

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and a 20' pipe retaining wall on the other.
She froze. We was in reverse at the time.
She grabbed the shift lever about the
same time as she froze on the accelerator
and yanked it down into Low gear. The
tires squeaked as we started back
and squeaked again as we lurched forward
and it stalled the engine.

I later found out this lady once got into
an older model car with her husband
while they were yet young and she froze
on the ~~acceler~~ accelerator and drove
forward and knocked out the back of
their garage. The fear stemming from
that long ago experience never left her.

It turned out that after 2 attempts (that is
taking the class over a second time) and
changing BAW instructors to avoid the possibility
of any personality conflicts, she still was
unable to calm down enough to drive. Any slight
situation would cause her to become tense. Her
knuckles would turn white as she clutched
the steering wheel. Any words the instructor
would say she didn't even hear once this
came on her.

We finally concluded she should placed
with toward getting a license. And we knew
how she needed one. Her aging husband
had a big emphysema, she was facing the
situation where he soon would be unable
to drive and she'd be left without means
of transportation. It was sad but she was
one that didn't make it. She didn't pass

She came, and you know she should have been able to do it. Really she should have. She operated an electric sewing machine. She could make fancy stitching and y'all fear robbed her of being able to drive.

Fortunately that kind are few & far between. In the class discussion she excelled in taking part, understood traffic laws and did well above average on tests on traffic laws.

Another lady came into my class one time. Her husband and several other family members including a member of the college administration all approached me concerning this lady prior to her attendance in my class. I was told that she had had started 2 or 3 other driver training classes in other schools and had dropped out each time. She had claustrophobia.

This was my 1st experience with such a person.

The first day she attended she walked directly to me, explained she had had to leave (drop out) of classes previously attended and ask me to grant her several favors.

One she be allowed to sit in the chair or simulator when driving next to the door. The door was in the corner of the rear of the room. She asked very specifically that I never close the door while she was in the room - Occasionally we closed it to keep out noise from the hallway as

people passed by. I also carefully carried out her wishes. She needed careful reassurance during the course and near the end of the course if someone inadvertently partially closed the door - she would calmly get up and open it full and retake her seat in the corner simulator.

The confidence carried over into the BAW phase. Her husband, who just had purchased a new luxury car was a bit apprehensive about her driving - but soon she was relaxed in the car. She was more nervous when someone else was in the back seat as she drove.

She would have preferred driving without and back seat passengers watching - that is not always feasible however. But she began progressing rapidly after 2 or 3 sessions in the car and I never heard that she had any difficulty once she completed the course and drove the family car with a learner's permit.

Several years later I learned she was driving regularly and apparently had no further problems.

If the BAW instruction could be dispersed or intermingled with the DOT driving it would be ideal as mentioned previously. Ordinarily I would try to avoid structures competing the BAW ahead of the DOT especially more than one or 2 days. Again it should always schedule out that way.

One reason is it takes away from the DOT experience and although the more advanced

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DOT films are held until the last to be ~~shown~~ ~~shown~~ shown. The a good deal of the anticipation that needs to be used to make simulation work and to be effective is lost once the student has reached that sort of pinnacle - I'm done - I've finished all my BHW.

~~films~~

Some advanced films cover items not related to BHW as far as practice & instruction is concerned - that is true, we don't intend to practice driving emergencies, it's nice to be prepared for them. That is one of the great benefits of simulation,
 advantages

But generally, simulated instructions pass from simple to more advanced and skill transfers are made by practicing on the road the things covered in two DOT cars.

The one exception I often make is to keep students with language barriers out of the car except for an introductory type experience until they have seen all the films.

Knowing that they do learn more from seeing and hearing films than lectures or any other method - I feel they need all they can get before going on the road. I'm sure sometimes some of these students feel I'm prejudiced against them as other students - and around the

26A

The simulation starts by Bynum Deckled

results -

test on the road

u by the department

conclusion

cars and been through talking of driving and are aware of them being scheduled to drive.

But it still is a fact they need as much exposure as possible to traffic before they go on the road. And there is not usually a lag of over one week or 10 days between their completion in the car and the ones that go out first from the class to drive.

Sometimes a student will get into the car and it becomes so apparent that they have not been paying attention to the simulator films and cannot progress thru the basic maneuvers time etc at a normal rate. By sending them back into the simulators with another class to observe they ~~sometimes~~ quite often improve their ~~mind~~ mental attitude toward the simulators and apply themselves and take an active roll in using the simulators.

High school students gain most from simulation when they are tested regularly and ~~test~~ critically. But they need as much feedback as the system is capable of producing also. This is where a reader and printer is most valuable and essential for doing the maximum good as far as I'm concerned.

Putting students back into the simulators is not popular with the students. They no doubt feel it is ~~failure~~ ~~and~~ punishment for them and denotes failure. However, if they can be brought to understand the underlying purposes then they should become serious in its use and make the desired progress.

Simulation does require that the student put forth some effort - especially mental effort. It is easy for some students - it ~~seems~~ seems more common with ~~mid eastern~~ students from mid eastern countries and around the mediterranean area to ~~approach~~ approach simulation as a worthless experience simply because the unit obviously doesn't have wheels and ~~handles~~ it doesn't move. They seem to take it that you can't expect to learn to drive unless you have wheels.

Therefore they may tend to go thru the motion of sitting in the simulator but not ~~and~~ ~~are~~ mentally becoming involved with the action or thought ~~process~~ processes involved with decision making -

Obviously they come out of the simulator not having attained anything that they can transfer over to action in an actual driving situation. This will show up usually quite obvious the first or second drive in the car. Sometimes ~~on~~ during the first drive until an initial nervousness stage is overcome the entire poor driving demonstrated may be related to lack of skill but as the time spent @ the wheel increase obvious kinds of mistakes will uncover the basic facts - if lack of performance is due to lack of practice and gaining control in the DOT case. In driver education ~~perhaps~~ perhaps more than most subjects the instructor has the advantage of incentives on his side.

The student either wants or needs their

license to the extent that will even work if
necessary to get it. This ^{fact means} ~~can be~~ ^{trustfully}
and skillfully guided ~~the student can be~~
toward trying to complete and achieve.

For some rather inexplicable reason
some students (even youthful boys) have
no desire to get a license. Parental,
teacher or even peer pressure doesn't seem
to affect this relatively few who seem to
reach a stage where they stop attending for
no apparent reason and can hardly
be persuaded to finish up the BAW when
perhaps all other requirements have been met.

will select students to dine based upon their schedules and make appointments.

Previously usually after administering the ps. psychophysical tests, visual acuity in a near - color ~~test~~ vision, reaction distance and optional distance judgment and glare & night vision tests we are ready to have the student indicate at least a tentative schedule when they would be available to dine.

We keep this information on a permanent record card which will remain indefinitely and permanently in the school file.

After the students have gone thru and entered the pertinent information such as whether they wear glasses or contacts or not, the VA scores and any other information applicable to that student's physical fitness the cards can be arranged.

They may be arranged ~~by~~ categorically by available time. Those free from 1:00-3:00pm - 3:00-5:00pm - Before 1:00, before 11:00am 10-2:00 etc.

Special times might be designated such as ~~any~~ one day each week they may have off from their job. Or Sat. mornings free.

Perhaps a university student would have a ~~not~~ broken schedule. If a 7am and 11-12 a different available 2 hour block of time is open for B & W.

Syndicates can be grouped from these categories. Also some students will be available virtually anytime if they just have a days notice in advance.

If everything else is equal I sometimes tell a class the ones ask to go driving first maybe those whose attendance records are good and have the best test scores. I don't think this is an unfair practice. But often availability when a instructor has time and a car is available will be the real determining factor and yet it is definitely unfair I feel to put the students that are doing poorly on worse attendance records may be such that their completion of the course will be delayed for weeks to be put ahead in driving and perhaps complete the BAW when a deserving student may not have even been yet placed into the car.

Well there are not major issues and can be worked around as time goes along.

It is ~~often~~ easier to keep continuity in the BAW instruction to keep a group of 3 together on each session. That way you can contain areas each session. You can remember what each group has covered more easily and that is helpful.

I would usually ask the class sometime during the course which students intend to drive a standard car with a clutch. And I usually ask them to remind their BAW instructor sometime when they come to drive that they will be driving the stick shift car at home.

Then I always make an effort to schedule them into the stick shift at least one session.

now lets say I pick out three persons to drive on Thursday at 3:30.

I may be able to select from that time category from six cards. I would look for a suitable group. It may certainly be ~~a~~ a wise move to select one that I could expect to drive reasonably well, then that student could get the car out of the parking lot onto the street and to an area more suitable for the person or persons that have never before been better.

I may select a group of three that have ~~some~~ what I have determined to be similar. ~~then~~ maybe all appear to be youthful drivers who have had previous experience driving with parents, siblings, or friends. We shall then drive to an area which I would feel gives me a chance to take them thru certain kinds of maneuvers such as a three point turn and a U turn perhaps on a ^{narrow} dead end street. This way I can quickly assess their ~~skill~~ ability with that of other students that I normally drive with in similar circumstances and often it may be at a favorite location a street frequented by myself. My being in a familiar location is an advantage to me also.

When you drive with students you soon learn to watch much further ahead of you than when you are driving yourself.

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Decision making has to take place far enough in advance as an instructor that you can communicate with the student driver and occasionally extra time & distance as needed for questions and answers to also be exchanged.

Suppose I get into the car and the student that gets behind the wheel is one in which my assessment is doubtful. At this point I may not have observed anything I would consider ^{to} justify toward handling the car in traffic. I may simply drive around the school parking lot. Have them make a few preliminary maneuvers for my evaluation.

I may decide to go ~~off~~ with them and exit the lot and will be on our way. On the other hand I may see something in that brief time that would cause me to want to change drivers.

In that case to avoid any embarrassment to the student I may have them complete a few more single maneuvers and have driver. The next driver I would have go thru the same kind of things and depending on the driver's ability decide to go with him and exit. I am in a location that I would feel more suitable for the first driver's skill level and the type of driving that would most benefit that person and challenge their ~~skill~~ ability in a positive way (that is they would improve and see progress in their driving). At that point they would take their second turn driving and I'd give them as much time as I felt they should have for their first progress.

I sometimes would change the order of turns

so that I'd also have a competent driver to come back to the school. This would necessitate some driving in traffic. The amount of traffic dependant upon the time of day -

There are times when you can take a driver quite inexperienced down from the business district and in into heavy traffic.

Sometimes you have little other choice.

It requires you increase your involvement. But most of all it puts the driver under more pressure. Try to avoid -

Suppose I tell a student for example on their first time out. Today we're going to go out on the freeway -
What will happen?

First they likely the inexperienced driver will begin to worry about it. So why bring this on. This is my personal approach.

I realize that for some to perhaps meet with the driver at the beginning of the drive and discuss ahead of time what you'll be doing and where you'll be going for that day's drive may be the best method. I think it depends a lot on the students and especially the instructor preference on doing things.

I suppose after so many years I've sort of fallen into the habit of just driving off and playing it by ear.

I usually do not discuss ahead of time with students what will be

doing now where will be going. In fact, of the times when students ask where are we going - I'll probably say something like will go up in the east part of town where there is not much traffic today. Or I may say will go down town (residential area next to business district and postal town.

I'm not saying that's necessarily good and again it may not be the method you'd want to use. For me it works and with my temperament and personality it has ~~evolved~~ evolved into my most routine pattern. It does leave me quite free to play it up or down. For me this is good. I'm comfortable with it. It allows me a lot of freedom. I feel I need that.

I'll have students driving perhaps for the 1st time, or the last or final time - (5 or usually) or on any where in between.

Ideally it would work well to have 3 people assigned to drive on a 2 hour block of time and they would stay together for the 5 sessions and all finish together. That way one could cover certain areas each session and when you finished the group - all would essentially have been with you through all of the practice and review sessions. By rotating which students started each time by the final time all would have driven at least once from the school to some other

area. all would have driven back to the school at least once from some other location also. And in between coming and going all would have rotated thru maneuvers. Observing others doing the same things as well as taking a turn thru school.

Let's take a typical drive.

We get into the car parked along side the building (or it could be in a garage.) We back out and leave the school compound. There is a stop sign at the exit where there is a 7 foot wide block wall with an open chain link gate. Just beyond the gate a sidewalk. Hence the stop sign. Drive 50 feet and another ^{wide} sidewalk and ^{parking} lots on right and left. Crossing that cut another sidewalk, a stop sign and a 4 ~~way~~ lane divided high way (a cement island with a chain link fence to prevent students from jay walking in the middle of the block.

We can turn right or left into parking lot. We can turn left go 120' and turn left again into another heavy cone angle parking lot. At the end of this lot a U turn or 3 pt turn is necessary as it is a dead ended lot, but with a turn around area designated.

Turn right and go 200 feet and turn right into another heavy cone angle parking lot. At the end of this lot (and a one-way lot) an exit is provided into a major parking lot with 15 dozen aisle going through to a final collector aisle that

leads to an exit with stop sign going onto major 4 lane divided highway -

This exit has a rather deep dip at the gutter (curb). Provides an excellent example as to why you should exit or cross a dip at an angle.

The area just described gives me a chance to observe the 1st moments of the driver behind the wheel. Not having said anything to the student on this first drive about what we are going to do or be doing or going. I've left everything open ended. I've not committed to anything on any particular student at this point.

Suppose now that I see the student really struggling with steering. I perhaps can see they are very unsure of themselves. Putting them into traffic even for 5 minutes to get to a section of the city with wide streets and little traffic might turn out to be hectic. ~~Even~~ There are a lot of things to consider.

The time of day, the traffic flow at the moment. The amount of traffic on this street varies greatly with the time of day, the day of the week - Fridays being the busiest by perhaps $\frac{1}{4}$ to $\frac{1}{2}$ more traffic.

Seasonal variances occur - university activities, foot ball games and other events bring on the crowds. So there are many variables.

Now let's suppose I feel this isn't the student I want to start off with today

onto the road.

I'll probably drive back thru the parking lot rather than onto the street. I may even drive thru the same route again - in and out of the compound. I perhaps another 3rd or 4th time and around and thru the parking lots again.

I quite often do this as a matter of routine if one student is not here when it is time to drive and while we're waiting for them to come - we'll pass the time driving on the campus. Perhaps we'll do some backing in the compound. I usually do very little parking the 1st session. But subsequently as we are waiting for a late arrival - I might check the student chart thru one or more of the lots and practice angle parking.

I prefer parking between cars rather than on an empty lot. This way we may spend 5-10-15 minutes on angle ~~park~~ parking while waiting for a late arrival. So the time can be well spent and the late arriving student will be able to see the marker ~~at~~ driver training car in ~~the~~ one of the campus lots so they spot us and know we haven't left them behind.

I usually try to remember and ~~the~~ structure of the chart a few minutes before or after the time just watch for the car to appear in the parking lot.

Should this situation occur on a third or fourth session and say the student or 2 students present have gone thru the angle

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parking and do not really need to spend additional time on that maneuver - we may just leave the lot go onto the street and make a few short 4-5 minute forays onto the road. We may go north several blocks and practice multi-lane Uturns from left turn lanes in the islands -

We may go around several blocks off campus and business district - pick up some lane changes - heavier traffic driving or other unusual intersections - double left turn lanes - left turn and right turn arrows, etc. and return each time. Occasionally I'll leave a message with a secretary/receptionist when available or leave a note that scotch taped to the door or entrance informing the student that we'll swing back into the parking lot in 10-15 minutes and go to another nearby area to practice hill parking or some other type of driving - maybe find a parallel parking area -

Now by going around the lot a few times then stopping and changing drivers I may find the next driver is one that appears to be better prepared to take us onto the street and to another area. In this way - I've given the 1st student a brief introduction to the car. He'll be that much better prepared the next time I put him behind the wheel and I haven't humiliated him by starting out with - We'll drive ~~up~~ up to the north east part of town and do some hill driving only to have to suffer thru getting him thru traffic for

which he's not prepared - and I'm
 suffering too - & I - having to say
 something like - well - I guess we
 will go there right now. Let's change
 drivers.

He probably doesn't know and the others
 don't doubt won't suggest either that I
 maybe had it planned that way all along
 and the first driver doesn't feel put down.

Another option I have. If I do go
 onto the road with the student that
 is really having problems, is to turn right
 and blend into traffic - keep in the right
 lane - go straight - cross one intersection
 within a traffic semaphore and go 1500 feet
 and turn right again into a large football
 stadium parking lot.

I have even driven to this location myself
 on some occasions where I then started each
 of the ~~the~~ three students on the lot
 with simple left & right turn & some backing.
 After all three drove on the lot I maybe
 would have the 3rd one drive out onto the
 street or change to the 1st one in rotation
 and let them drive onto the street.

Sometimes after they have all driven I
 may change the order of their driving turns
 to select the one I'd feel would enable us
 to get back to the campus in the best way.

This may depend on the time arrive there
 or the route or both - Or I may select
 one of the others and simply state we'd
 change drivers here again and name so & so.

How to BHW 41

to take me back.

I haven't had anyone get upset with me for doing this. Occasionally I wish I've done this I've sensed the student was relieved knowing that they wouldn't be confronted with the heavy traffic encountered getting back to the school.

I quite often drop students off near their home apartment, school or work place of work if they live near within 3-4 miles. For some students it is a real hardship to get a ride - particularly to and from the driving class. So I often help out by dropping them off when they live near.

If they happen to live some distance like 10-15 miles to the adjoining small towns - I dislike doing this more often than maybe once. I have done where they've had a real problem with transportation but it robs you of a lot of time that could be used to better advantage in other ways.

You spend several trips going and coming from one location and you repeat driving over the same area - usually secondary high ways or even major ones. Not only ~~is~~ ^{is} that student restricted to the same driving route but the ^{other} student or students also get into the same driving situation and a lot of valuable time is spent over probably relatively easy driving and time that could be spent more profitably for the student in parallel parking or maybe down town in traffic or doing other maneuvers to better round out their driving experience -

Many students come into the course that have driven a considerable amount. Some are actually experienced drivers. Coming out of my simulator class into the car I'm not usually fooled in my guess as to their relative driving ability. There are particularly among teenage boys some that will immediately begin making comments once they are in the car such as, this ~~is~~ ^{sure} doesn't feel like our car or my car, etc. It's surprising how often those that have the most to say about their driving turn out to be poor or obviously inexperienced and apparently say this as a facade to cover up their inadequacies.

I usually try to ignore them and not bring any special attention to their driving one way or the other. It's a temptation occasionally not to say something to really put them down.

Example - Recently a young man was in the car. I said - we want you to use your right foot on the brake - not your left foot.

He came right back with - "Well I'm so used to driving a stick!" It would have been easy to have said something to him a bit raw at that point. But I held my tongue. Later I got my ~~poke~~ kicks out of it telling it to my own teen age sons.

They too wondered how and if he crossed his left for brake and clutch.

But you want to learn from these things. Pick up on them fast. Now if that some young man comes to a traffic light and it's about to change - I shouldn't

be too surprised at his indecision as to what to do if the light changes suddenly. He'll likely do just the opposite of what you'd expect the average student to do. And if you don't anticipate his unpredictableness and it gets you into a tight situation - think back - brother - you were warned -

And, you'll pick up lots of little clues and signs along the way. That's life you're off as of things to come.

Parallel Parking

Parallel Parking in my opinion is the easiest type of parking to instruct. Before you think I'm out of my tree - it has the most specific and definite check points to use in following a strict procedure. Hence the above statement.

The illustration simply numbered 1, 2, 3 shows the ~~distinct~~ definite and definite positions critical to parking.

Preliminaries to parking are emphasized in simulators when used by simply avoiding left foot braking in the automobile trans. con and riding the brake rather than touching the accelerator once the car is moving back in position 2 + 3.

The hand over hand steering techniques should have been thoroughly covered and mastered before this backing exercise begins.

For many students this may be actually the first time they have come to the point of controlling the cars speed with the brake. So it will be a new experience and they need to be prepared for it. This I usually do in the classroom with the chalk board or magnetic board and emphasize the point that many times gravity increases the speed at the time when they need maximum time to check their check points - turn the wheel the maximum amount and speed here is very

critical.

Usually if a space turns out to be a little too short to be ideal and if the angle to the curb is more than needed and a tire touches the curb or I can know they are on a collision course with rear tire and curb - I may simply have ~~the~~ student stop. Pull out of the space and locate another one - preferably a little longer.

I see no point in confusing the 3 basic check points with consecutive measures on these first few sequences. I have from time to time after stopping at the curb when speed was really the only error that took us all the way to the curb before the student reacted to the final full left turn. Then I will simply ~~not~~ reach over and shift to drive. Have the student pull forward to that position (initial position for check point ②), then return the gear to reverse and have the student take it over again at that point and talk them thru it at slower speed.

Set up cones for such parking tests initially
(get measurement)

How to BAW

(skipped from 43)
45

Angle parking

Emphasize hand over - hand steering
in the simulator -

don't allow students to be lazy in
straightening the wheel -

Park between cars

not on empty lots -

only occasionally as changing drivers -

(ideal)

best routine - herring bone - right side -
then left side then 90°

mention optical illusion - short car
suggest -

use small steering vehicle

dune buggy type vehicle could be effective

illustrations - photos - slides - 8x10's

overhead shots taken in snow -

show tracking of rear wheels

Parallel parking

Use ABC's technique

explain why -

easiest to teach - most definite checkpoints

in simulators emphasize use of brake -

cover brake — ^{instructor had better} cover his brake

discuss gutter, gravity, effect on parking

eg in hand over hand steering cannot overemphasize
select ~~that~~ long spaces. (look)

ideal need no parking buffer zones

several subsequent times -

review - once or twice

car designs make it more difficult than in the 60's

Hill parking

demonstrate better than verbal discussion

have students get out and look at wheels, tires -
notice other vehicles - when properly parked -
along curbs -

Use rounded curbs where possible

usually several up - and down
and ideally review later -

roll to curbs in neutral up and down -
again right foot braking

48

lane changes.

multi lanes

Hawto BHW 49

W Jumps

use diagram

multi line

wide street

three point

drive way

back in (bootleg)

Intersectional

50

Freeway

on & off

variations

long roads
(also with
(lighted) in fact
resistance to I

How to BAW

51

High way

multi-lane

2 lane

Country

canyon

winding curves etc

10/12
A
E

52

Semaphore lights

right turns on red

4 way

3 way stops

Stick Shift

Simulation

cover what -

emphasize what

in car floor shift

clutch

start-stop -

practice exercises

down shifts

start on up grade without
rolling back

use of clutch in parking maneuvers

watch for bad habits riding clutch -

down shifting - not bring clutch back up

over use of clutch

rolling to stops with clutch down too soon

too much down shifting -

shifting during turns - poor hand position

the ideal

start on hill - push start

parking - up & down - select proper gears

turns

Right

Position

Position on road

speed

wide & narrow streets

multi lanes

left

turning position

at semaphore lights

maturation Hunt 13HW 55

Some are not ready at 16 -

Can tell difference in ages 18

Some older students have great ability to concentrate -
do outstandingly and uncommonly well -

Some excel

number of students in car

laws

ethics -

special situations

use extra good judgement
when drive etc

translators

one on one

extra driving time

wear them as soon as possible

may be prey to some commercial instructors if
rumors be true -

Some need to be weaned away -

others need special help

encourage alternative sources

be definite - no nonsense - serious and seriously pursue finishing
change instructors - soon

personality clashes