ACCIDENT AND VIOLATION RECORDS OF SUMMER-SCHOOL AND REGULAR-SCHOOL-YEAR DRIVER EDUCATION STUDENTS

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ACCIDENT AND VIOLATION RECORDS OF SUMMER-SCHOOL AND REGULAR-SCHOOL-YEAR DRIVER EDUCATION STUDENTS

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CHAPTER I

INTRODUCTION

The automobile has become a very important part of our society. Every day an unending variety of motor vehicles move over our highways. All goods and services that spell our unique and high living standards are linked in some manner with this movement. A 1965 survey by the Automobile Manufacturers Association indicated that 11,750,000 householders in the United States were multi-car owners. This represented 20.6 per cent of the total United States householders.¹ Many of the multi-car families have a young and inexperienced driver who either owns one of the cars or else has free use of a family car. Our society is a nation in motion.

The automobile has made our lives much easier, but at the same time, it has become a serious problem in our everyday life. Traffic accidents kill more than fifty thousand and injure more than four million people annually, with society's payment mounting into the millions of dollars, to say nothing of the pain, sorrow, and anguish. "It is estimated that one death takes place every fourteen minutes.

as a result of a motor vehicle mishap."\(^1\) In the year 1966 there were 52,500 motor vehicle accident deaths and 4,400,000 injuries in the United States.\(^2\)

Many public, private and parochial high schools have provided driver education courses for their students with the hope of reducing accidents and financial loss. In these courses, the beginning driver is presented the knowledge, skill, techniques of driving, and the proper attitudes necessary to becoming an efficient driver. These driver education courses have been offered in the high school curriculums as either summer-school courses only, regular-school-year courses only, or have been offered by some schools in both summer-school and during the regular-school-year sessions.

Concerned people working in the field of driver education have raised the following question about the merits of the summer-school and the regular-school-year programs: Is the retention of the driving knowledge, skills, techniques of driving, and proper attitudes of those students who participated in a summer-school program less, as much as, or more than those students who participated in a regular-school-year driver education program? This question might suggest


\(^2\)Travelers Insurance Companies, Was It Sudden? (Book of Street and Highway Accident Data; Hartford: Travelers Insurance Companies, 1967), p. 27.
that some driver education instructors, state safety education advisors, interested organizations, and other interested people in the area of driver education are challenging the effectiveness of a summer-school program in comparison with a regular-school-year program.

The Des Moines Independent School District has offered driver education at Roosevelt High School, and other district high schools, since 1947. Both regular-school-year and summer-school programs were offered at Roosevelt High School during the period of this study. Since code 321.177, which requires an individual to complete successfully a driver education program in order to obtain an operator's license before the age of eighteen, was passed in 1965, a new interest in driver education by students, educators, and the general public has been indicated. The writer of this study, who was a driver education instructor at Roosevelt High School from January of 1961 through June of 1966, felt that a detailed study of the effectiveness of the two programs was needed.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine whether or not the students who had participated in a regular-school-year driver education course were more accident and/or violation free than those students who had participated in a summer-school driver education course.
Importance of the study. The 61st General Assembly of Iowa passed a law in the session of 1965 which stated:

effective August 1, 1967, the department shall not issue a license to any person, as an operator who is under the age of eighteen years, without his first having successfully completed an approved driver education course.¹

To supplement this, the legislature also passed a law which states:

Every public school district in Iowa shall offer or make available to all students residing in the school district an approved course in driver education...An approved driver education course as programmed by the department of public instruction shall consist of at least thirty clock hours of classroom instruction, and six or more clock hours of laboratory instruction of which at least three clock hours shall consist of street or highway driving.²

Since it is mandatory to offer driver education in the school curriculum, programs should be developed that would give students the best opportunities to learn to drive in the proper manner. The offering of driver education instruction has placed an additional financial burden upon the various school districts of Iowa and it is incumbent upon driver education instructors, administrators, and boards of education to utilize the tax appropriations in the most economical and effective way.


²Ibid., p. 170.
Three hundred and fifty-two Iowa school districts offered driver education during a summer-session in 1967. According to one driver-education consultant, the reason for this was that the summer-school program is less expensive than the regular-school-year program. An example of this would be the writer's 1967 yearly salary of $7200 for ninety-six students, which amounted to a per-pupil cost of $75. This compared with $1590 for the handling of forty-eight students in a summer session at $5 per hour, the amount paid per hour for the summer sessions of 1967 and 1968. This amounted to a per-pupil cost of $33.96, a difference of $41.04 per-pupil-cost savings for the summer-school session.

Other school districts have offered driver education in a summer-session because they felt that the regular-school-year curriculum was already overcrowded, or because they received an overflow of students from the regular-school-year program.

For whatever reason that driver education was being offered in a summer-school-session, it was handled over a

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1A summary of Iowa Department of Public Instruction, Driver Education Application For Approval Of Program Records, (January 13, 1968).

2Statement by Donald E. Koroch, Driver Education Consultant, Department of Public Instruction, Des Moines, Iowa, (January 11, 1968).

3Ibid.
shorter period of time, usually six or eight weeks, as compared with the eighteen-week regular-school-year program, and under a different learning atmosphere. It appeared to the writer that the classroom atmosphere in the summer sessions under study were not quite as conducive to sustained academic effort as in the regular-school-year sessions. Summer-school students either gave up or altered vacation plans to enroll in driver education and perhaps were not in a frame of mind to work as hard as they might have during a regular-school-year session. In many cases, driver education was the only course in which a student was enrolled during that particular summer session.

Because the summer-sessions were only six weeks in duration, as compared to eighteen weeks in a regular-school-year session, the students in summer-session did not have as much time to study and learn the classroom materials as those students in the regular-school-year program. In addition, the summer-school students did not have the time at home to practice the behind-the-wheel skills and techniques that were demonstrated and practiced in the school car as did the students in a regular-school-year program. This time differential also made it difficult to help establish and/or fortify proper driving attitudes in a student during the summer-session.

1Ibid.
During the school year of 1966-1967, 102 Iowa School districts offered a summer-school driver education program only. This was made possible by the Amendment, Senate File 106, to Chapter 321.117 of the School Laws of Iowa which states:

An approved course offered during the summer months, on Saturdays, after regular school hours during the regular term or partly in one term or summer vacation period and partly in the succeeding term or summer vacation period, as the case may be, shall satisfy the requirements of this section to the same extent as an approved course offered during the regular school hours of the school term.\(^2\)

With this new addition to the driver education law, which permitted a greater flexibility in the offering of driver education in the school, came a definite need to study the effectiveness and organization of the summer-school and regular-school-year programs.

The two basic programs that are being compared in this study are the summer-school and regular-school-year programs. In both programs, the student received six hours of behind-the-wheel instruction and thirty hours of classroom instruction. The course content of the two programs was organized around the following areas: (1) obtaining knowledge, skills and techniques of driving in the behind-

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\(^1\) A summary of Iowa Department of Public Instruction, Driver Education Application for Approval of Program Records, (January 13, 1968).

the-wheel phase of the course; (2) an understanding of the physical laws of nature, traffic laws, traffic situations encountered in driving, maneuvers, seeing habits, the need for courtesy when driving, and other information in the classroom phase of the program. The only important difference in the course content between the summer-school and regular-school-year driver education programs was the lack of opportunity to offer the summer-school students winter driving experience.

Another important difference was organizational in nature and centered around class size. The summer-school program, at times, had seventy-two students per class. Most of the time, the summer-school classes were divided into groups of thirty-six students, as compared with a class size of twenty-four students for the classroom phase of the course in the regular-school-year program. The smaller classes allowed for more individual student participation than did the larger classes.

Another important consideration of this study was the human and economic costs to society. Studies have shown that for every dollar spent for driver education, three dollars have been saved in accident prevention.¹ From the year 1936 to the year 1960, it was estimated that $1,404,810,000

in economic loss was prevented, as the result of the national driver education program.\(^1\) The same source also estimated that 9,640 lives were saved and 337,390 injuries were prevented over the same period.\(^2\) This gives one some indication of the value of driver education, but it does not suggest that there is no room for improvement and that the money being spent on driver education programs is being utilized to its greatest potential. The possible benefits of driver education to the taxpayer and society in general could be measured by studying very thoroughly all types of driver education programs. It was the hope of the writer that this study might shed some light on the effectiveness of the summer-school and regular-school-year programs.

II. PROCEDURE

In planning this study, the writer reviewed literature related to the problem to determine what previous investigations, if any, had been conducted and what conclusions had been reached. In addition, an investigation was made of selected student files of Des Moines (Iowa) Roosevelt High School.

Permission to carry out this study was granted by the

\(^1\)American Automobile Association, Teaching Driver and Traffic Safety Education (Washington: 1965), P. 283.

\(^2\)Ibid.
administration heads of the Des Moines Independent School District and the Iowa State Department of Public Safety.

The subjects for this study from the regular-school-year program were selected at random by compiling a list of boys and a list of girls from the driver education class lists of the fall of 1961, spring of 1962, fall of 1962 and spring of 1963 sessions who were in the Roosevelt High School graduating class of 1964 and who had taken the course under the instruction of the writer, and then picking every other subject until twenty-five with a driver's license were selected from each list. The number of subjects selected from the list for each semester were as follows: Fall of 1961, three boys and four girls; Spring of 1962, eleven boys and six girls; Fall of 1962, eight boys and eleven girls; Spring of 1963, three boys and four girls.

The subjects used in this study for the summer-school group were selected from the 1962 and 1964 summer-school sessions driver education class lists. Forty-two of the 1962 summer-school driver education students who had obtained motor vehicle operators' licenses were used in this study. The remaining eight subjects used for this study were selected from the 1964 summer-school driver education class list in the same procedure as for the regular-school-year students. The number of subjects selected from the list for each summer-school session were as follows: Summer of 1962, twenty-one
boys and twenty-one girls; Summer of 1964, four boys and four girls. Because the composition of the summer-school driver education classes included students from various schools in the city, all the summer-school subjects were not members of the 1964 Roosevelt High School graduating class.

The traffic accident and violation records of each subject were obtained from the driver license files at the Iowa State Department of Public Safety. The individual records of all students used in this study were compiled with the individual records of the other students in either the summer-school or regular-school-year group, depending upon which program they had participated in, and sex group.

The results of the traffic accident and violation records of the regular-school-year and the summer-school students will be presented and tabulated in Chapter III. A comparative analysis will be made, conclusions drawn, and a summary and recommendations will be based upon the data obtained from the study.

**Limitation of study.** This study was limited to a random sampling of twenty-five boys and twenty-five girls selected from those students who participated in a one semester regular-school-year driver education course conducted by the writer, at Roosevelt High School, Des Moines, Iowa, during one semester from the fall semester of 1961 through the spring semester of 1962, and who subsequently
were licensed to drive a motor vehicle. The study was also limited to a random sampling of twenty-five boys and twenty-five girls who participated in a six-week summer-school driver education course conducted by the writer, at Roosevelt High School, Des Moines, Iowa, during either the 1962 or 1964 summer sessions and who also subsequently received their license to drive a motor vehicle.

The writer recognized that a study comparing the driving records of one hundred students might not produce as much information as a study of a larger group of students, but it was felt that the information acquired from this study might give useful evidence of the characteristics and nature of summer-school and regular-school-year driver education programs.

Other possible limiting factors might be the absence of evidence to determine: (1) the number of miles driven; (2) the types of driving experiences each student had; and (3) the driving conditions at the time of an accident or violation.

III. DEFINITIONS

The following are important terms in this report and are used with meaning given here.

Clear record. Clear record refers to an accident-and-violation-free driving record for an individual subject.
**Moving violation.** A moving violation refers to a violation of an Iowa traffic law while the motor vehicle is in motion.

**Non-moving violation.** A non-moving violation refers to a violation of an Iowa traffic law while the motor vehicle is not in motion.

**Summer-school program.** Summer-school program refers to a driver education course offered in a summer-school session.

**Summer-school student.** Summer-school student refers to a student who participated in a summer-school program.

**Regular-school-year program.** Regular-school-year program refers to a driver education course offered in a semester during the regular-school-year and during the regular school day.

**Regular-school-year student.** Regular-school-year student refers to a student who participated in a regular-school-year program.
CHAPTER II

REVIEW OF THE LITERATURE

Most of the literature available on the study of driver education is concerned mainly with the comparison of driver-education and non-driver-education students' accident and violation records. In this chapter, a review will be made of related studies, and, in addition, accident and violation records of high school students, and other-aged drivers in the nation as a whole and in the state of Iowa.

I. RELATED STUDIES

Although the analysis of such resources as Silvey's Master's Thesis In Education;¹ the pamphlets Accident Research for Better Safety;² Driver Education Reduces Accidents and Violations;³ and publications of The Iowa State Department of Public Instruction, National Safety Council, Research

¹T.A. Lanke and Herbert M. Silvey, Master's Thesis In Education (Cedar Falls, Iowa: Bureau of Research, University of Northern Iowa, 1961-1967).


for Safety Education (Center for Safety Education, New York University), and Iowa Department of Public Safety proved to be interesting and beneficial, they did not reveal studies comparing driving records of students who had completed a summer-school driver education course with those of students who had completed a regular-school-year course. However, studies have been made comparing the driving records of students or individuals who had successfully completed a driver education course with those students who had not completed the same.

Although there have been some studies which indicated differently, most studies indicate that drivers who have participated in and successfully completed a high school driver education course had substantially better driving records than drivers who had not participated in such a program.

Barlow, in his study which compared the driving records of fifty Des Moines boys and fifty Des Moines girls who had successfully completed driver education with those of fifty Des Moines boys and fifty Des Moines girls who were non-driver education students, found that the non-driver education students had twice as many accidents and moving violations per driver as the driver education student.¹

All of the students used in Barlow's study were on the same grade level and had eight months to one year of driving experience.

Another study of the driving records of former Des Moines high school students was made by Rhum and Woodcock, professors at Iowa State Teachers College during the time they were making their study. Their study was designed to show the effectiveness of the driver education courses in the Des Moines high schools. ¹

Collection of data for the Rhum and Woodcock study started in 1957 and was obtained from four Des Moines high schools—East, Lincoln, North, and Roosevelt—and the Iowa State Department of Public Safety. This involved 3,278 students.

The average number of violations was .659 per untrained driver and .312 per trained driver, with the average for all licensed drivers being .524. The study also indicated that the untrained driver averaged .595 accidents per person, whereas the trained driver averaged .361 accidents per person. The average for all licensed drivers was .504. ²

A report from the Connecticut State Department of Motor Vehicles indicated that Connecticut trained new drivers

¹Gordon V. Rhum and Bert E. Woodcock, "The Automobile Driving Records of Former Des Moines High School Students, Some of Whom Completed a Driver Education Course" (Cedar Falls, Iowa: Sponsored by the Des Moines Association of Insurance Agents and Others, 1959), pp. 1-30. (Micrographed)
²Ibid.
by the following three methods: (1) high school courses; 
(2) commercial driving-school courses; and (3) by parents if 
they have been approved as qualified to instruct driving by 
the State Department of Motor Vehicle.¹ This report provided 
an analysis of 48,628 provisional license holders. The data 
from this report indicated that the high-school-trained dri-
vers, both male and female, had fewer violations per 100 
drivers than did drivers of either of the other two groups. 
The high-school-trained male driver had 2.9 fewer 
violations than the commercial school male trainees and 1.5 
fewer violations than the parent-trained male drivers. The 
parent-trained male drivers had 1.4 fewer violations per 100 
drivers than the commercial-school-trained male drivers. 
The report indicated that the female drivers in both commer-
cial and parent-trained groups had 1.9 violations per 100 
drivers, whereas the high-school-trained female drivers had 
1.5 violations per 100 drivers.

II. ACCIDENT RECORD OF THE TWENTY-FIVE-AND-UNDER 
AGE GROUP IN THE UNITED STATES FOR 1966

With the age of the driver in this study being under 
twenty-five, an indication of the annual traffic accident and 
violation records of this age bracket was needed.

¹American Automobile Association, Driver Education 
Reduces Accidents and Violations (A summary of 30 studies 
in 19 states. Washington D.C.: American Automobile Asso-
In 1966 there were 52,500 deaths and 4,400,000 injuries in the United States caused by motor vehicle accidents. Of these totals, 13,100 persons were killed and 1,350,800 persons injured who were twenty years old or younger. In the same year 20,700 drivers under age twenty-five constituted approximately 19 per cent of all licensed drivers and accounted for 31.9 per cent of all fatal accidents. This indicated that young drivers were involved in almost 70 per cent more accidents than their number warranted. Also, there were 1,477,600 drivers twenty-five years old or younger involved in non-fatal accidents, accounting for 29.5 per cent of all non-fatal accidents. 1

The National Safety Council's 1966 traffic accident facts indicated that the age groups under twenty-five, who accounted for 20.6 per cent of all licensed drivers, were involved in 33.4 per cent of all accidents and 33.1 per cent of all fatal accidents. The twenty-and-under age group accounted for 10.1 per cent of all licensed drivers and was involved in 16.9 per cent of all accidents and 15.7 per cent of all fatal accidents. The twenty to twenty-four age group, who accounted for 10.5 per cent of all licensed drivers, was involved in 16.5 per cent of all accidents and 17.4 per cent of all fatal accidents.

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III. ACCIDENT RECORD FOR THE STATE OF IOWA 1967

Does the state of Iowa have the same basic traffic accident problems with the younger drivers that the nation has as a whole? To give some indication of the annual traffic accident problems in Iowa, and more particularly with the twenty-five-year-old and younger driver, a short summary of the 1966 traffic deaths and injuries will be discussed.

A report published by the Iowa State Department of Public Safety indicated that 816 persons were killed and 32,089 persons were injured in motor vehicle accidents on Iowa highways in 1967. This report indicated that a total of 71,613 accidents occurred in 1967. Of these, 676 resulted in fatalities, and 21,083 involved injuries which were not fatal. The number of accidents involving property damage amounted to 50,854.¹

The report indicated that those drivers nineteen-years-of-age and under were involved in 24,765 accidents. One hundred and fifty-eight of these were fatal accidents and 7,829 resulted in injury accidents. It also indicated that the twenty to twenty-four year age bracket drivers were involved in 70,491 accidents. Of these, 182 were fatal accidents and 6,347 resulted in injury accidents.²

²Ibid.
A total of 334 persons under the age of twenty-five were killed in motor vehicle accidents in Iowa in 1967. One hundred and thirty-eight of these were in the fifteen to nineteen year old age bracket, with 105 of these being male drivers. The twenty to twenty-four year old age bracket had 133 fatalities, with 103 of these being male. These two age brackets accounted for thirty-three per cent of the total number of motor vehicle fatalities in 1967.1

IV. SUMMARY

The investigation of various sources indicated that individuals who had successfully completed a driver education course had substantially better driving records than those individuals who had not successfully completed a driver education course. Also, when investigating the accident rate for the state of Iowa and the nation as a whole, it was quite apparent that the age group in question in this study had far more accidents than their number warranted.

No studies could be located that had made a comparison of driving records between regular-school-year and summer-school students. Therefore, this clarified the importance and need for a study of this type.

1Ibid.
CHAPTER III

PRESENTATION OF DATA

This chapter will present the official records of the accidents and violations of twenty-five male drivers and twenty-five female drivers who had successfully completed a regular-school-year driver education course and the records of twenty-five male drivers and twenty-five female drivers who had successfully completed a summer-school driver education course. Comparisons will be made of accidents, moving violations and non-moving violations based on data acquired from the study. A comparative summary of the data will then be made.

I. NUMBER AND TYPE OF TRAFFIC ACCIDENTS

The accident classification of "chargeable", "questionable", and "non-chargeable" accidents were recorded on the various students' files. A "chargeable" accident is one in which the driver in question was convicted of a violation and, therefore, charged with causing the accident. The "non-chargeable" accident is one in which the driver in question was hit by another driver or was involved in some type of circumstances where no charges were filed. A "questionable" accident is one in which the driver in question was not
convicted of any violation, but a question as to the possibility of some negligence or fault was raised.

The regular-school-year group had thirteen chargeable accidents, compared to seven for the summer-school group. Questionable accidents for the regular-school-year group amounted to two, compared to three for the summer-school group. Also the regular-school-year group had eleven non-chargeable accidents, whereas the summer-school group had twelve.

There were twenty-one accidents recorded on the files of the regular-school-year boys and five on the regular-school-year girls. This compared to seventeen for the summer-school boys and five for the summer-school girls.

The regular-school-year group had fifteen boys and four girls involved in the twenty-six accidents which were recorded on their files, whereas the summer-school group had fourteen boys and five girls involved in the twenty-two accidents that were recorded on their files.

There were twelve regular-school-year students and seventeen summer-school students having only one accident. Also, seven regular-school-year students and one summer-school student were involved in two accidents. In addition, there was one summer-school student and no regular-school-year student involved in three accidents.

II. NUMBER AND TYPES OF MOVING VIOLATIONS

The data from the study indicated that the regular-
school-year group had a total of twenty-six drivers who were convicted of forty-nine moving violations. The male group had eighteen drivers convicted of thirty-eight moving violations, whereas the female group had eight drivers convicted of eleven moving violations.

A complete list of the number and types of moving violation convictions is presented in Appendix A, page 37 in the Appendix.¹

The study also indicated that the summer-school groups had twenty-six drivers convicted of fifty-five moving violations. The male group had nineteen drivers convicted of forty-five moving violations, whereas the female group had seven drivers convicted of eleven moving violations.

The data from the study indicated that speeding, stop sign violations, and failure to yield the right of way were the most frequent violations by the students used in this study. The regular-school-year group had violations as follows: twenty-five speeding, six stop sign, and four failure to yield the right of way, whereas the summer-school group had the following violations: thirty-three speeding, eleven stop sign, and one failure to yield the right of way on their records.

Data from Appendix A, page 37 in the Appendix indicates that only one student, a regular-school-year male, was

¹Appendix A.
convicted of reckless driving. Also, only one student, a summer-school male, was convicted of drag racing. In addition, one summer-school male was convicted of failure to obey an officer.

III. NUMBER AND TYPES OF NON-MOVING VIOLATIONS

Very few convictions of non-moving violations were recorded on the files of the students used in this study. There was a total of three for the regular-school-year group and two for the summer-school group. All of the convictions for the regular-school-year group were from the male section, whereas two convictions - one male and one female - were evident in the summer-school group.

One regular-school-year boy, one summer-school boy, and one summer-school girl were convicted of defective equipment. Also, one regular-school-year boy was convicted of altering his license and another regular-school-year boy was convicted of having beer in his car.

IV. OTHER ENTRIES ON STUDENT'S RECORDS

Other information which was recorded on the individual files of the students used in this study indicated that both the regular-school-year and summer-school groups had twenty drivers with clear records. The regular-school-year boys and

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1Ibid.
girls had four and sixteen respectively, whereas the summer-school boys and girls had five and fifteen respectively.

The summer-school boys had four drivers who were placed on probation, whereas the regular-school-year boys had only one. Neither the summer-school nor the regular-school-year girls had a driver placed on probation. Also, four summer-school boys were called in for interviews, whereas only one regular-school-year boy was called in. Again, neither summer-school nor the regular-school-year girls had a driver called in for an interview.

Other recorded data included an advisory letter being sent out to seven regular-school-year boys, six summer-school boys, and two summer-school girls. One regular-school-year and two summer-school boys received two advisory letters.

"Habitual violator" was recorded on the files of one regular-school-year boy and one summer-school boy. The same summer-school boy also had his license "lifted" for a three-year period.

One summer-school boy had his license suspended three times and another summer-school boy had his license suspended four times.

A complete list of data, other than accidents, moving violations, and non-moving violations, is presented in Appendix B, page 38 in the Appendix.1

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1 Appendix B.
V. COMPARATIVE SUMMARY OF DATA

Clear records. Both the regular-school-year and summer-school groups had twenty clear records. The summer-school group had one more male with a clear record, the regular-school-year group one more female.

Accidents. The regular-school-year group was involved in four more accidents than the summer-school group. The regular-school-year males had four more accidents. The two female groups had the same number of accidents.

Moving violations. The summer-school group had six more moving violations than did the regular-school-year group. However, the summer-school males had seven more moving violations, the summer-school females one fewer moving violation than did the corresponding regular-school-year group.

Percentage of accident involvement per group. With nineteen regular-school-year and nineteen summer-school students having accidents, the percentage of accident involvement for both groups was .30, with fifteen of twenty-five regular-school-year males and fourteen of twenty-five summer-school males having accidents, the percentages of involvement were .60 and .56 respectively. With four regular-school-year and five summer-school females having accidents, the involvement percentages were .16 and .20 respectively.

Percentage of moving violation convictions per group.
With twenty-six regular-school-year and twenty-six summer-school students having been convicted of moving violations, the percentage of moving violation convictions for both groups was .52. With eighteen of twenty-five regular-school-year males and nineteen of twenty-five summer-school males having been convicted of moving violations, the percentages of involvement were .72 and .76 respectively. With eight of twenty-five regular-school-year and seven of twenty-five summer-school females having been convicted of moving violations, the involvement percentages were .32 and .28 respectively.

Average number of accidents per driver. With the regular-school-year group having twenty-six accidents, and the summer-school group having twenty-two accidents, the average number of accidents per driver was .52 and .44 respectively. With the regular-school-year males having twenty-one accidents, and the summer-school males having seventeen accidents, the average number of accidents per male driver was .84 and .68 respectively. With the regular-school-year females having five accidents and the summer-school females having five accidents, the average number of accidents per female driver was .20 for both groups.

Average number of moving violations per driver. With the regular-school-year group having forty-nine and the summer-school group having fifty-five convictions of moving
violations, the average numbers of moving violations per
driver were .98 and 1.1 respectively. With the regular-
school-year males having thirty-eight and the summer-school
males having forty-five convictions of moving violations,
the average numbers of moving violations per male driver
were 1.5 and 1.6 respectively. With the regular-school-year
females having eleven and the summer-school females having
ten convictions of moving violations, the average numbers of
moving violations per female driver were .44 and .40 respec-
tively.

VI. SUMMARY STATEMENT

The driving performance of the regular-school-year
and summer-school groups, as presented above, gives an indi-
cation of very similar student driving abilities. This does
not support the belief that students learn more and conse-
quently are better drivers if they take the course in a
regular-school-year program rather than a summer-school pro-
gram.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Driver education has been offered in the Des Moines Independent School District and at Roosevelt High School since 1947. The writer of this report was an instructor at Roosevelt from January of 1961 through June of 1966, which encompasses the period of this study. While an instructor at Roosevelt, the writer was involved in both regular-school-year and summer-school programs. Questions have been raised, regarding the relative effectiveness of the summer-school and regular-school-year programs.

The purpose of this study was to determine whether or not the students who had successfully completed a regular-school-year driver education course were more accident and/or violation free than those students who had successfully completed a summer-school driver education course.

Students who had successfully completed a summer-school or regular-school-year driver education course at Roosevelt High School, Des Moines (Iowa), were used for this study. These students were not required by the Des Moines School System to take a driver education course, but like many other members of the Roosevelt student body, they did so because of insurance purposes or because of the desire to learn to drive.
For this study, 100 students were selected at random from the Roosevelt High School driver education class lists. Fifty of these students were selected from summer-school class lists, with twenty-five being girls and twenty-five being boys. The remaining fifty were selected from the regular-school-year class lists, with twenty-five being girls and twenty-five being boys.

The writer recognized that a study comparing the driving records of one hundred students might not produce as much information as a study of a larger group of students, but it was felt that the information acquired from this study might give useful evidence of the characteristics and nature of summer-school and regular-school-year programs.

After locating and recording the driving records of each of the 100 individuals, it was determined that the driving experience, in terms of years driven, was from three to five years.

The writer reviewed related literature to determine what previous investigations had been conducted relative to this study. No studies or reports could be located. Also, investigations were made of the student files of Des Moines (Iowa) Roosevelt High School and the drivers' license files of the Iowa State Department of Public Safety.

I. FINDINGS

The following were some of the factors indicated from the data of the study:
1. Those students trained in the regular-school-year programs and the students trained in the summer-school programs had relatively the same driving records.

2. The male drivers of the regular-school-year group had more accidents, but the male drivers of the summer-school group had more moving violations.

3. The female drivers of both groups had essentially the same driving records. Also, their over-all driving records were considerably better than the male drivers.

4. On the basis of driving records, female driver education students appeared to be better and more competent drivers than the male driver education students.

II. CONCLUSION

The purpose of this study was to determine if there were any differences in the driving records between the summer-school and regular-school-year students. In terms of the evidence from the findings of this study, the writer concludes that there is no support for the belief that summer-school driver education courses are less effective than regular-school-year driver education courses, because of no appreciable difference in the driving records.
III. RECOMMENDATIONS

The following recommendations are being suggested after considering the findings and conclusions for this study.

1. When considering the findings of this study, it would appear that serious consideration should be made of the possibility of more emphasis on summer-school driver education programs. This recommendation is based upon the apparent considerable savings to the taxpayers, for the operation of a summer-school program. However, the writer realizes that these findings might not hold true in other schools' programs.

2. The writer also recommends that further studies, in the Des Moines School System or any other school system with similar conditions, be conducted before a final decision on change is determined. These studies should be more selective in terms of years of driving experience after completing the driver education course and perhaps, should consist of larger study groups.
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APPENDICES
APPENDIX A

NUMBER AND TYPES OF MOVING VIOLATIONS BY REGULAR-SCHOOL-
YEAR AND SUMMER-SCHOOL DRIVER EDUCATION STUDENTS,
DES MOINES (IOWA) ROOSEVELT HIGH SCHOOL FALL
OF 1961 THROUGH THE SUMMER OF 1964

<table>
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<tr>
<th>Driver Involvement Item</th>
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<th>Summer-school</th>
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<td>Girls</td>
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<td>Three speeding violations</td>
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<td>Four speeding violations</td>
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<tr>
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<td>1</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Failed to obey officer</td>
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<td>Reckless driving</td>
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<tr>
<td>Total number of moving violations</td>
<td>38</td>
<td>11</td>
<td>49</td>
<td>45</td>
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Total number of students having
APPENDIX B

ADDITIONAL DATA FROM THE RECORDS OF REGULAR-SCHOOL-YEAR
AND SUMMER-SCHOOL DRIVER EDUCATION STUDENTS,
DES MOINES, (IOWA) ROOSEVELT HIGH SCHOOL,
FALL OF 1961 THROUGH THE SUMMER OF 1964

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<th>Driver Involvement Item</th>
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<th>Summer-school</th>
<th></th>
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<td>4</td>
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