

71-18,161

BARNETT, Isaac, 1924-

THE DEVELOPMENT AND USE OF A VIDEO TAPE AS
A TRAINING PROCEDURE FOR MICHIGAN'S DRIVER
LICENSING PERSONNEL.

Michigan State University, Ed.D., 1970
Education, curriculum development

University Microfilms, A XEROX Company , Ann Arbor, Michigan

THE DEVELOPMENT AND USE OF A VIDEO TAPE AS
A TRAINING PROCEDURE FOR MICHIGAN'S
DRIVER LICENSING PERSONNEL

By

Isaac Barnett

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

College of Education

1970

ABSTRACT

THE DEVELOPMENT AND USE OF A VIDEO TAPE AS A TRAINING PROCEDURE FOR MICHIGAN'S DRIVER LICENSING PERSONNEL

By

Isaac Barnett

Statement of the Problem

The purpose of this study was to develop a video tape training program that will assist the Michigan Secretary of State in achieving a higher degree of uniformity in training driver licensing personnel. The video tape training program can be utilized for both pre-service and in-service driver licensing personnel. This training program demonstrates the licensing procedures included in the Michigan driver license examination.

Methodology

Thirty driver licensing bureaus in the State of Michigan were selected and visited for the purpose of (1) observing operational procedures used by bureau personnel and (2) seeking information on the degree of uniformity followed in administering driver license examinations. Special attention in the observation was given to

the complete procedure followed by an applicant in securing a driver license and to the interpersonal relationships between examiners and applicants. The informal interview was used as a method of gathering information concerning the personnel's feeling about performance and training.

A script which included the correct and incorrect procedures used in administering the various licensing tests and procedures was prepared, reviewed by an advisory panel, and modified to reflect the panel's recommendations. Permission was granted by the Secretary of State's office and the local driver license bureau to video tape the program and to use the license bureau and road test route.

Pilot video tape sessions were conducted and modifications for the program resulted from these sessions. The final version of the video tape program was made using student volunteers as the cast. Video sequences were edited and arranged to design; audio was dubbed on the tape. The script is included in the text of the study and the video tape program accompanied the study.

Conclusions

1. Video tape is a device which can be used successfully to assist in training pre-service driver licensing personnel in the performance of their task.

2. Video tape can be used successfully to provide refresher training for in-service driver licensing personnel as well as introducing departmental changes in policies and procedures.

3. Video tape as a self-analysis tool, could be an effective aid in assisting driver licensing personnel in self improvement.

4. Video tape can assist the examiner in developing an awareness of the applicant's needs and problems.

5. Video tape can be used by those in driver licensing administration to objectively evaluate licensing personnel performance, and also the bureau's format of procedure.

Recommendations

1. New driver licensing examining personnel should be given at least five (5) working days of uniform pre-service training for their respective assignments. This training should include the utilization of video tape Models and observation sessions with selected competent veteran licensing personnel.

2. The present Driver License Examiners' Workshops should be continued as refresher training for in-service personnel, utilizing video tape Models and other audio-visual forms as a means of conveying technical and interpersonal aspects in administering driver licensing procedures.

3. Specific tasks such as licensing procedures, administering and scoring the skill test, administering and scoring the road test, administering and scoring the sign test, etc. should be video taped for training programs.

4. Video tape should be utilized to alert driver licensing field management personnel at the district and bureau levels of program or policy changes which directly affect field operations. The system would then inform as well as teach.

5. Training programs including traffic situations that are difficult for the persons attending the Traffic Safety Schools to understand should be video tape recorded and integrated into their training package. This system permits the presentation of local traffic situations to which those in training could relate more readily.

6. An instrument to be used in the evaluation of the personnel that have an exposed to video tape training programs should be developed. This data would permit the administrator to refine, modify, and affectively employ the facilities.

7. At least one Driver License Bureau in the high population districts should be set up as a training center to orient new driver licensing personnel in licensing procedures before they are assigned to their respective stations.

8. Studies should be initiated to establish standards in order that the training officer will have a guide to assist in determining the competencies of new personnel before they are assigned to work with the public.

9. Video tape recordings should be made of driver license personnel encounters with the public on an

"experimental" basis for later evaluation by the personnel and their supervisors.

10. Video tape training programs which include inside sequences, the use of a studio, and a paid cast rather than volunteers should be explored in the planning of future video tape training programs.

ACKNOWLEDGEMENTS

The writer wishes to thank Dr. Robert O. Nolan who as his Major Professor and Guidance Committee Chairman, provided counsel and encouragement in all phases of the study. He also wishes to express his appreciation to other members of his committee--Dr. Robert E. Gustafson, Dr. Walter F. Johnson and Dr. William A. Mann--for giving their time, criticisms and suggestions.

Grateful acknowledgement is due to Mr. Charles O. Durocher, Director, Planning and Analysis, Michigan Department of State; Mr. Tom Reel, Planning and Analysis, Michigan Department of State; and Professor Leslie R. Silvernale, Director, Special Projects, Eastern Michigan University; for making available facilities and materials.

Special thanks are extended to the cast who gave unselfishly of their time and talents to the production. The cast members were: Barbara A. Banks, Charles R. Basler, Gary J. Bloomfield, Linda R. DeWitt, Charles O. Durocher, Charlene A. Dykman, Michele A. Hartmus, Myrna M. Kephart, Jerry G. Kimbrough, Ronald E. Mauter, Patsy J. Mellott, Regina S. O'Reilly, Karen Rozier, Leslie R. Silvernale, Reland Silvernale, and Jane M. Szczenowski.

Sincere appreciation is also extended to the writer's brother, William, for being a source of encouragement and inspiration.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

The reduction of traffic fatalities and property losses is one of the nation's leading domestic problems. The United States Department of Transportation and the Federal Highway Safety Bureau are attempting to reduce these losses through several methods, with one of these methods being the improvement of driver licensing procedures for the motoring public.

Michigan has a unique problem in driver licensing; there are three separate agencies issuing these licenses--Michigan Secretary of State, Sheriff's Department, and local police departments. Consequently, there is limited uniformity in the issuance of driver licenses by three agencies and there is limited central control in the standards for issuing driver licenses. The Highway Safety Act of 1966, however, recommends that there should be uniformity in issuing driver licenses and that one agency should have the responsibility for control of the state driver license program. In alignment with recommendations by the Federal government and the American Association of Motor Vehicle Administrators, the State of Michigan is

reorganizing its driver licensing program. The responsibility for the issuance of driver licenses is being phased from the sheriff and police departments to the Secretary of State's office.

During this transitional period, the most challenging problems confronting the Michigan Secretary of State's office are those of recruiting personnel, training personnel, and developing uniformity in administering the various tests an applicant takes in acquiring a driver license. "The work of the driver examiner is exacting. It requires extensive knowledge, because the public rightfully expects the examiner to be able to answer questions regarding motor vehicle administration, safe driving practices and state motor vehicle laws."¹

To expedite and assure a high level of competence among Driver License Bureau personnel in the State of Michigan, it is imperative that all personnel receive training commensurate with the requirements of the task.

The Problem

Statement of the Problem

The purpose of this study is to develop a video tape training program that will assist the Michigan Secretary

¹Testing Drivers--A Manual for Driver License Administrators and Examiners, American Association of Motor Vehicle Administrators, Washington, D.C., 1967.

of State in achieving a higher degree of uniformity in training driver licensing personnel. The video tape training program can be utilized for both pre-service and in-service driver licensing personnel. This training program will demonstrate the licensing procedures included in the Michigan driver license examination.

Importance of the Study

The American Association of Motor Vehicle Administrators points out that:

The testing of drivers, both those who are being licensed for the first time and those whose licenses are being renewed or reinstated, today requires a high quality of excellence and a degree of uniformity which will give some assurance that persons who hold licenses to drive a motor vehicle are in fact qualified to cope with the complex driving task.²

Therefore, it is imperative that driver license bureaus be assured that personnel will be competent to meet the demands posed by such a critical task as examining applicants for driver licenses. Presently, the training programs for personnel are inadequate. Many examiners have attended only one workshop without benefit of follow-up or additional refresher courses in preparing for a career as a driver license examiner. Many new personnel frequently work as long as six months to one year without any formal training for the position.

²American Association of Motor Vehicle Administrators, Testing Drivers: A Manual for Driver License Examiners and Administrators, Washington, D.C., 1967.

According to the Director of Planning and Analysis for the Michigan Secretary of State, not only is there a lack of uniformity in issuing driver licenses but, because of the various agencies presently issuing driver licenses, there are examiners in some bureaus who administer tests differently.

A video tape training program will aid immeasurably in achieving that desirable goal of uniformity in preparing driver license personnel. The video tape training program would also be economically feasible. Further, it could provide training for newly employed personnel who normally begin work with the public without benefit of formal job training. In addition, it could assist in providing refresher training for in-service personnel.

A specific video tape training program has the following advantages for the training of licensing personnel: (1) it can be shown repeatedly; (2) it is adaptable to individualized and group use; (3) it can trigger discussions; and (4) it can stimulate viewers to evaluate their performance.

Since other states will, in all probability, be inclined to implement new federal recommendations with regard to driver licensing, the proposed training program could serve as a model for the revision of driver licensing training programs found in other states.

Upgrading the performance of driver license examiners would make substantial contributions to driver education. Successful performance during the driver license test is a criterion used by some to assess the effectiveness of driver education programs. Naturally, if a considerable number of students who "successfully" complete the high school driver education course fail their driver license examination, the quality of the driver education program will be in question.

Although raising the standards for issuing a driver license would probably create more problems for pupils enrolled in high schools with limited driver education programs it is strongly believed that such pressure is necessary to encourage some schools to upgrade the driver education offering.

Uniformity and high standards in driver licensing procedures may result in raising the standards of some weak driver education programs in the state. Hence, uniformity in issuing driver licenses in Michigan and other states will hopefully contribute in a significant way to reduction of traffic fatalities and property losses by assuring satisfactory minimum driving performance.

Organization of the Remaining Chapters

Chapter II contains the review of the literature. Presented in Chapter III are the specific details followed in developing the video tape training program. Chapter IV

includes the script and the procedures for administering the various tests included in the Michigan's driver license examination, and Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

An examination of the literature revealed no previous research that dealt exclusively with the utilization of video tape or television in the training of driver licensing personnel. This was further corroborated by Dr. Erling S. Jorgensen, Associate Director, Instructional Media Center, Closed Circuit Television, Michigan State University. In a recent conference Dr. Jorgensen stated, "There has been no research in this area, however, there are many accounts of success stories in the trade magazines."

The video tape recorder is among the latest technological devices to capture the interest of teacher educators. When one considers the great array of audio, video, electronic, and photographic devices, that are presently available, the video taper has unique appeal for now it puts in the hands of the professional educator a device by which he can record audio-video images. These in turn can be "packaged" in a variety of forms for use in both pre-service and in-service teacher education.

The literature related to the use of video tape in teacher education is sparse, but reports of practice are becoming relatively common.¹

Reports from industry, business, medicine, and education indicate that television and video taping teach and improve performance. A brief summary of the literature showing previous success with video taping and the theoretical basis for the problem and purposes of this study will be presented in this chapter.

Young,² in a review of the literature concerned with the modification of teacher behavior, points out that the concept of modeling (a video taped teaching episode emphasizing a specific teaching behavior) although developed and researched, has not been incorporated into many programs. Research on imitation learning (modeling) should be given serious consideration for its adaptation as a procedure to modify teaching behavior. Young further states that three major theories of imitation/observation learning have emerged; these are:

Miller and Dollard present the instrumental conditioning viewpoint. One learns a specific behavior

¹F. R. Cyphert and L. O. Andrews, "Using the Video taper in Teacher Education," Audiovisual Instruction, December, 1967, pp. 1067.

²David B. Young, "Modification of Teacher Behavior Using Audio Video taped Models in a Micro-Teaching Sequence," Educational Leadership, XXVI (January, 1969), pp. 394-5.

by observing a model's responses to stimuli either because the model is reinforced, which vicariously reinforces the learner, or the learner is directly reinforced as he matches the model's responses.

The sensory feedback theory (Mowrer) states that the learner assigns a positive value to a model's behavior as a result of the rewards administered to the model. The learner can then have the positive experience by reproducing the model's behavior.

More recently, Bandura has developed the stimulus continuity and mediational theory. As the learner views a model, the sensory images he forms become structured and his perception responses strengthened through continuity.

The problem and purposes of this study support both the instrumental conditioning viewpoint and the sensory feedback theory.

A review of the literature relating to complex social behavior reveals that Bandura and Walters believe that such behavior can be acquired almost entirely through imitation. They suggest that face-to-face models serve to accelerate the learning process, and where trial and error learning is costly or even dangerous, imitation learning becomes the essential means for translating behavior patterns.³

According to articles reported in trade journals, video taping is effective in training personnel. Koehn reports that time and money were saved by using video tape to teach trainees the basic paying and receiving functions of a bank teller at the American Security and Trust Company

³A. Bandura and R. H. Walters, Social Learning and Personality Development (New York: Holt, Rinehart, and Winston, 1963), pp. 47-49.

in Washington, D.C. Initial results showed that the trainees learned in two and a half days with video tape that which had formerly taken five to six days with a 600 page programmed instruction manual. The demonstration tape ran for seven minutes in contrast to the 40 minute reading time with 25 trainees. In a pilot class of six trainees who learned to count money by viewing video tape and who were tested, only two mistakes were made in counting. It was concluded that the company was able to reduce the time spent in an orientation period before the trainee was sent to a branch for on-the-job training.⁴

More and more banks in the nation have turned to video taping as a means of performing a multitude of jobs. A forerunner in this movement was the First National Bank of Fort Collins, Colorado with its Ampex recording system. New bank services are introduced to all bank employees via video taped programs. New employees are introduced to each of the bank's 11 departments by viewing a series of tapes each running from 12 to 15 minutes. They can be played and replayed without loss of quality. The bank also has a subsidiary that sells computer software, and included in the price of the program systems is complete

⁴C. Campbell Hoehn, Jr., "Training Tellers with Video tape," Banking, LXI (October, 1968), pp. 97-9.

documentation, training of the buyer's staff, and on-site help in the implementation of the system.⁵

At Brooke General Hospital, Fort Sam Houston, Texas, a solution to the therapy training program was found through video tape. The hospital found video tape valuable for the following: (1) it provides patients with injuries appropriate for illustration of course material at the desired points in the schedule, (2) instructors can demonstrate not only one, but several similar patients with significant variations of muscle functions, (3) the limited number of instructors are exposed to more trainees, (4) every trainee has a front row seat, and (5) the trainees may observe the presentation as often as necessary.⁶

In education, the effectiveness of video taping and television has been demonstrated. Gross points out the value of video taping for performance classes. Video taping is widely used in speech classes and music departments to evaluate and to present good models of performance. A dance teacher video taped students in portions of the spring dance concert, and then replayed the tape during the fall so that beginning students could gain a concept of what would be required of them by spring concert time.

⁵"Video Tape Opens New Vistas," Banking, LXI (January, 1969), p. 55.

⁶S. D. Lopez and S. P. Dittmann, "Televised Physical Therapy Instruction," Education Television, I (November, 1968), pp. 30-4.

The taping of performance groups has proven to be educationally sound.⁷

In preparing art teachers, Michael concluded that so much of teaching depends upon the personality of a teacher, a difficult area at best. When students observe their work with a class; mannerisms, voice, personal appearance, openness, acceptance, patience, and the like, they become concerned. Generally nothing needs to be said by the supervisor; the student-teacher verbalizes his own shortcomings.⁸

Branson and Nearing sought to answer these questions: How can the instruction of experienced teachers be improved? How can the excellence of master teachers be shared with colleagues? During the summer of 1967 at an institute held by the University of California at Davis, instructional television was used to explore its capacity for increasing professional competence and sharing the expertise of experienced teachers. Thirty-nine teachers participated and each made a 15 minute television presentation to their colleagues. Nine video tapes were kept as models and these showed some particularly fine teachers at work. According to the

⁷Lynne S. Gross, "Utilizing ITV for Performance Classes," Audiovisual Instruction, XIV (November, 1969), pp. 54-59.

⁸J. A. Michael, "Use of Video taping in the Preparation of Art Teachers," School Arts, LXIX (February, 1970), pp. 36-8.

authors and thirty-nine teachers who participated, the use of instructional television was a powerful teaching tool. It provided a climate wherein experienced teachers could gain from exposure to their colleagues. In addition, the television experience facilitated valuable individual critique sessions.⁹

Specifically, within the area of counseling, video tape has been found to be effective in training counselors. Eisenberg and Delaney completed a three part study which purported to (1) develop a program that would consist of an integrated series of video tapes, each designed to train counselors in the use of well-defined counseling response leads, (2) compare the effectiveness of modeling procedures in the acquisition versus operant conditioning procedures in the acquisition of the target response, and (3) determine whether any demonstrated learning effects would transfer to a situation involving an actual climate. A video tape was developed and presented to subjects who included 40 high school age clients and 43 male and female students enrolled in two sections of a graduate course in counseling. Eisenberg and Delaney concluded that the video simulation procedure which involved the systematic presentation of a model, significantly influenced the trainee's

⁹Margaret Branson and C. L. Nearing, "Teachers Learn from Instructional TV," Audiovisual Instruction, XIV (April, 1969), pp. 76-81.

behavior in video taped clients. Further, the results of the study offered conclusive support that one way by which trainees learn to behave as counselors, is by emulating their mentors.¹⁰

Ivey and others studied the effects of microcounseling training procedures upon three groups of beginning counselors. "Microcounseling" is a video method of training counselors in basic skills of counseling within a short period of time. Three different skills--"attending behavior, reflection of feeling, and summarization of feeling"--were the focus of research. The subjects comprised 38 dormitory counselors, randomly divided into experimental and control groups. Video tape models of the behaviors were used. The results and conclusions showed that the microcounseling paradigm is a workable framework for teaching basic skills of counseling. The training paradigm appears to be economical of staff time and to involve the beginning counselor fully in his own training. The training process was designed to model the behavior and then reinforce the behavior once it occurred.¹¹

¹⁰Sheldon Eisenberg and Daniel Delaney, "Using Video Simulation of Counseling for Training Counselors," Journal of Counseling Psychology, XVII (January, 1970), pp. 15-19.

¹¹Allen E. Ivey et al., "Microcounseling and Attending Behavior: An Approach to Prepracticum Counselor Training," Journal of Counseling Psychology, Monograph Supplement XV (September, 1968), pp. 1-12.

According to the Annual Report of the Michigan Department of State for the fiscal year 1967-68, forty-eight state-operated license bureaus handled 140,104 original applications, 152,206 road tests were given, and 38,821 re-examinations were held.¹² The Planning and Analysis Division for the Secretary of State in its preliminary report indicated that for fiscal years 1969-70 the Driver License Bureaus processed more than 250,000 original applications alone. For the year 1968-69, more than 90,000 driver education students were issued original licenses. The Secretary of State has announced that starting in June, 1970, examiners will take on a new responsibility, that of testing motorcycle drivers for their special license. In September, 1970, all persons seeking a renewal of their license will be required to take the written test, in addition to the present requirement calling for an eye test.

The increased volume and complexity of the duties of driver licensing personnel points up the need for a Video Tape Training Program for such personnel. Every member of the driver licensing staff employed by the State of Michigan can observe a model examiner performing his task. The Video Tape Training Program will realistically simulate

¹²Annual Report of the Michigan Department of State for the Fiscal Year 1967-68, James M. Hare, Secretary of State.

all personnel functions relating to the issuance of a driver license to an applicant.

As demonstrated in other fields, a video tape program with models, can be an effective means of training new personnel, increasing the competency of experienced personnel, and effecting a savings in time and money.

CHAPTER III

METHODOLOGY

This chapter describes the procedure that was used to develop the video tape training program for driver licensing personnel. The program was designed to meet training needs as indicated by experienced Michigan driver licensing personnel, state and local administrators, authorities in the areas of driver licensing and highway safety, and also empirical observation.

The procedure was as follows:

1. Literature related to driver licensing including publications of the American Association of Motor Vehicle Administrators and the U.S. Department of Transportation; the Spindle-Top Study; and driver licensing training manuals from a selected sample of states with outstanding histories in the driver licensing field were reviewed. The criteria for selection of outstanding state licensing programs included:
 - a. Administrative personnel with academic background and professional preparation for their jobs.

- b. Personnel whose full-time duties and responsibilities include only administering the driver license program.
- c. An established training program for all driver license examiners.
- d. An established in-service training program for driver licensing personnel.

Selected driver licensing training programs that were reviewed and used in the study were those of California, North Carolina, Ontario, Pennsylvania, and Washington.

2. Thirty driver licensing bureaus in the State of Michigan were selected and visited for the purpose of observing operational procedures used by the personnel in the various bureaus. Specifically, the task of the writer was to familiarize himself with procedures used by driver licensing personnel in selected bureaus, and information was sought on the following:

- a. The degree of uniformity followed in administering driver license examinations.
- b. The training needs of personnel as perceived by bureau managers.
- c. Recommendations by bureau managers as to measures and remedies needed to overcome training deficiencies of personnel.

- d. Training needs of beginning examiners and clerks as perceived by examiners and clerks with experience.
- e. Recommendations and suggestions by examiners and clerks for remedying existing gaps in training procedures.

In addition, the complete procedure followed by an applicant in securing a Michigan driver license was observed. This included the filing of an application for a license through completion of the road test. Further, during road tests, dialogue occurring between license examiners and driver applicants was noted by an observer who positioned himself in the rear seat of the test vehicle. Special attention was given to interpersonal relationships that occurred between the applicant and the license bureau personnel (whether or not the examiner's attitude and overt behavior created anxiety and adversely influenced the applicant's performance).

Finally, the degree to which examiners closely followed recommended standards for administering driver licensing tests as prescribed by the professional literature in the field of driver licensing was determined. Attempts were made to ascertain by observation and interview why many examiners were not following recommendations prescribed by their professional manuals.

During the interviews, information was sought on the following: (a) the length of time that driver license examiners had been with the departments; (b) the length and extent of the examiners' training periods; (c) the sources of the examiners' training; (d) the examiners' feelings about their proficiency in administering the various tests to applicants; and (e) the areas in which examiners felt that they needed in-service training in order to become better examiners and the reasons why they felt this need.

The informal interview was selected as a method of gathering information concerning the personnel's feelings about performance and training because:

- a. The feeling prevails that friendly discussion should follow the observation periods rather than a formal or written evaluation; thus perhaps revealing in a more accurate manner the true feelings of the driver license examiners.
- b. Examiners would have fewer reservations concerning their adverse reaction on the part of their superiors when their responses were oral rather than written.
- c. The establishment of rapport through informal oral conversation would produce a peer relationship in which examiners would be less hesitant to express their feelings.

3. An advisory group was composed of:

- 2 driver licensing experts
- 2 driver education specialists
- 2 law enforcement officials
- 1 driver license bureau manager
- 1 driver license analyst
- 1 driver license specialist (University level)
- 1 media specialist
- 1 optometrist
- 1 legal expert (driver licensing)

Advisory group members are identified in Appendix.

Each of the above experts was selected because of his particular expertise as related to the training program.

4. Literature related to video tape instruction and utilization was reviewed. Instruction, utilization, methods and techniques of program production of video tape were discussed with Dr. Erling Jorgenson, Associate Director of Closed Circuit Television, Michigan State University; Mr. J. Robert Shinn, Communication Specialist, Highway Traffic Safety Center, Michigan State University; and Mr. Fred Henderson, Chief Engineer, Closed Circuit Television, Michigan State University.
5. Visitations were made to observe the license bureau's office layout and the road test route to establish a setting for the script.
6. A script, which included the correct and incorrect procedures used in administering the various driver licensing tests and procedures was prepared.

7. The script was reviewed by the Advisory group who made suggestions and recommendations for revision. (The script is presented in Chapter IV.)
8. Permission to video tape the program and to use the driver license bureau and the test route was received from the Michigan Department of State and the manager of the Lansing Driver License Bureau.
9. Pilot video tape sessions were conducted at the driver license bureau during the regular work day and in some instances, afternoon taping sessions were held at the suggestion of the bureau manager. These pilot sessions were held in order to determine the following: (a) whether recordings could be made during the regular work day without interrupting routine business; (b) whether driver licensing personnel should be involved in filming the correct sequences of the program; (c) the camera positions and shots for the various sequences; (d) the type of lighting necessary for video recording; and (e) the choreography and pacing for the script.

It was found that video tape recording during the work day interfered with the bureau's normal routine with the public. The number of licensing personnel required and their heavy

workloads would have caused unacceptable delays to the public. Even the cables and wiring necessary for the operation of the video tape equipment presented hazards for the public, particularly for the aged. The cables and wires had to be laid on the floor. Office sequences that were shot on the bureau's west side produced poor video quality because of uncontrollable sunlight through large glass windows. Choreography was affected by the volume of client traffic in the bureau.

Most of these problems related to recording, it was decided, could be eliminated by video recording the program in the bureau at night. However, the Skill and Road Tests screenes were taken during daylight.

Pilot sessions were held at night to determine the auxiliary lighting necessary for good video quality. Additional portable lights were necessary.

Two cameras had to be employed for many of the sequences which required the acquisition of a switcher or camera selector to permit the recording of two subjects carrying on face to face dialogue.

10. Eastern Michigan University and the Michigan Department of State purchased video tape equipment for this project. The equipment included:
(a) Sony Video recorder CV-2200, (b) Sony Portable Video recorder Kit DVK-2400, (c) Sony TV Monitor CVM-1807, (d) Sony Video Camera Kit VCK-2400, (e) Sony Camera Adaptor CMA-1, and (f) Video Camera Selector VCS-31.
11. Pilot runs were made with three different models of automobiles: a sedan, a station wagon, and a convertible. Since poor video quality was experienced with the sedan and the station wagon, the convertible was selected. Also, the sedan was unacceptable because the examiner and applicant could not be included in the video frame simultaneously.
12. A special mounting bracket for the car was designed. The special bracket permitted the camera to be mounted on the truck deck of the convertible so that the applicant, the examiner, the street markings and signs could be recorded in the same video frame. The mounting bracket is shown in Figure 1.
13. The pilot Skill Test was recorded at the Michigan Department of State Finance Office parking lot.



Figure 1.

This site was selected because of ample space, curbing and a source of electrical power to operate the video tape recorder utilizing the switcher and two cameras. The lane dimension was 9 x 75 feet; the parking bay, an offset from the lane, 7 x 20 feet. The parking bay and both ends of the lane were marked off with plastic stanchions and fluorescent red flags five feet high. (The script, in Chapter IV, describes the procedure for the Skill Test.)

14. The pilot Road Test made use of the official road test route. However, one modification requiring a right lane change for the examinee, was approved for the Lansing Driver License Bureau. The procedures and instructions for the Road Tests are included in the script, Chapter IV.
15. Following modifications which resulted from the pilot runs, the final version of the video tape program was made.

The cast included student volunteers from the Graduate Residence Center of Michigan State University and two older persons from the community. Since work routines of driver licensing personnel would have been interrupted during their regular work day and since any other time demands on these personnel would have created

administrative problems of overtime pay, leaves, etc., graduate students and two other members role-played the sequences in the production.

In three sequences, it was necessary to use more than one person in a single role because of conflicts in volunteers' schedules. Some sequences required parental roles, and in these instances, older persons were used.

A copy of the script was given to each member of the cast to memorize. During rehearsals, each cast member assumed his role and walked through his positions.

Emphasis was placed on persons who were to administer the various tests. Persons who administered the eye and sign tests and operated photo equipment were given special instructions during several rehearsal sessions to familiarize them with the proper operation of the equipment.

For the bureau sequences, portable indoor flood lights with 150 watt lamps and wooden cross-bar stands were used to augment the bureau lighting. These lights were focused on the subjects by a lighting assistant.

Cameramen were orally instructed for appropriate camera shots. In the office and skill

test sequences, both cameras used zoom lenses. For the Road Test, a wide angle lens was used.

The director operated the camera switcher and selected the video frames to be recorded. This pattern was followed for each sequence.

16. The video sequences were edited and arranged according to the design correct, incorrect, and correct. This became the master tape.
17. For audio recording, the cast was recalled, the master tape was played, and while the cast viewed the video portion on the monitor, their voices were recorded. A Wollensak tape recorder was used for this purpose.

This method of audio production was used because electronic communication was not available or practicable on location. Basically, multi-camera systems are designed for studio use.

The audio portion was taken from the tape recorder and dubbed into the master tape by the Sony Video recorder CV-2200.

18. An appropriate number of copies were made for distribution to the Doctoral Thesis Committee, the Michigan State University Library and the Michigan Department of State (where additional copies may be made as needed).

CHAPTER IV

SCRIPT

This chapter includes the script of the driver licensing training video tape program. The production portrays: (1) desirable interpersonal relations between driver licensing personnel and applicants in administering the driver licensing procedures, and (2) undesirable interpersonal relations between driver licensing personnel and applicants in administering the driver licensing procedures.

During the driver licensing procedures included in this training program, some of the driver licensing personnel displayed behavior and employed procedures that tended to calm the applicant's test anxieties, which also added validity to the test evaluation. Other driver licensing personnel displayed behavior and employed procedures that tended to confuse and create test anxiety within the applicant. This latter group's behavior could cause difficulty in objectively evaluating the applicant's performance.

Throughout the production emphasis was focused on the contrast in the behavior and procedures between desirable and undesirable performance of the licensing personnel.

The desirable personnel performance is labeled correct in the script, while the undesirable performance is labeled incorrect.

INTRODUCTION

No.

Pause

He did not say he was against law and order.

Pause

In fact he said: "I'm not a law and order man." He said, "I'm a law and orderly change man."

Pause

Fine. I'll look forward to seeing you then.

Hang up phone

I am Charles Durocher. I'm in charge of Planning and Analysis Operations of the Michigan Secretary of State's Office of Driver and Vehicle Administration.

I was just telling my friend of an article I had read that put into words some ideas which if you stop to think about it could well be applied in driver examining.

We hear a lot of talk these days about law and order. But somewhere along the line one sometimes gets the feeling that law and order is an incomplete way of putting it. That the idea might be better expressed as law and orderly change.

In any case, let's think about it. The reason we're here is because the law prescribes a system for licensing drivers; or, if we want to get more precise--a system for licensing motor vehicle operators.

Oversimply stated, the basic purpose of the system is to provide proper safeguards against licensing potentially dangerous drivers on the one hand, and needlessly removing the opportunity of the citizen to drive on the other.

It goes without saying that screening, testing, examining or whatever you choose to call it, is fundamental to the system. This is quite clear in the law.

The job at hand then, isn't to change or add to the law, but to direct our energies to bringing about ORDERLY CHANGE FOR THE BETTER within the existing framework of the law. To repeat: ORDERLY CHANGE FOR THE BETTER.

Our hope for results in this area is to recognize and re-emphasize that the applicant for a driver's license is ENTITLED to the assurance that the examiner is a QUALIFIED PROFESSIONAL. One of the hallmarks of the professional examiner being that he, or she, constantly works at knowing more about driving, traffic laws, mechanics of the vehicle, and similar areas than the applicant.

Also that the professional will seek to control by attitudes as well as rules, keeping in mind that during the course of face-to-face operations with the driving

public he, the examiner is a key factor in bettering relations with the motorist and his government.

In a few minutes you will see driver license examiners administering licensing tests in a State Field Office. You will notice that when proper procedures are followed, the examiner will conduct himself in such a manner that will create positive, yet comfortable relationships with the applicant. Creating such relationships with the applicant is essential because the examiner does not want to add to or create anxiety which will adversely affect the applicant's performance. In other words, the manner is professional.

There is always the chance that if the motoring public has a healthy attitude toward our job, they will in turn tend to develop a healthy attitude toward driving safety.

You will soon be seeing driver license examiners performing their tasks in a manner that will foster the kinds of driving behaviors that will be conducive to making our streets and highways safer for all of its users.

You will also see examiners exhibiting behaviors that are confusing and misleading to the license applicants. These undesirable behaviors make it very difficult, if not possible, to assess the applicant's-driving knowledge and skills.

We hope that this presentation will help all examiners and related positions do a better job, and help them to realize that if they're not part of the solution then they're part of the problem!

INTERRUPT FOR PHONE CALL

What's that you say? Instead of law and order, how do I like the idea of law, orderly change and results?

Not too bad, not bad at all.

APPLYING FOR A DRIVER LICENSE

CORRECT:

APPLICANT. [Enters license bureau and walks to desk]
 CLERK. [Pleasantly] Good morning, may I help you?
 APPLICANT. Yes, I would like to get a driver's license.
 CLERK. Is it an original or a renewal?
 APPLICANT. An original.
 CLERK. [Gives APPLICANT declaration form] Please go to the table and fill out the declaration form and take it [pointing] to the lady at the desk marked written test.
 APPLICANT. Thank you. [Goes to the desk, fills out form and carries it to the written test CLERK]

INCORRECT:

[The APPLICANT enters the Driver License Bureau and walks to the CLERK'S desk. The CLERK continues to write without looking at the APPLICANT]

CLERK. May I help you?
 APPLICANT. Yes, I'd like to get a driver's license.
 CLERK. Is this an original or renewal?
 APPLICANT. An original.
 CLERK. [Continuing to write] Fill out one of the application forms on the [pointing] table and give it to the lady at the desk [pointing] marked written test.

APPLICANT. [Goes to the desk, looks at several packs of application forms, finally selects one, and fills it out, and then takes it to the written test room]

CORRECT:

APPLICANT. [Enters license bureau and walks to desk]

CLERK. [Presently] Good morning, may I help you?

APPLICANT. Yes, I would like to get a driver's license.

CLERK. Is it an original or a renewal?

APPLICANT. An original.

CLERK. [Gives APPLICANT declaration form] Please go to the table against the wall and fill out the declaration form and take it [pointing] to the lady at the desk marked written test.

APPLICANT. Thank you. [Goes to the desk, fills out form and carries it to the written test CLERK]

CORRECT:

CLERK. Good morning. [Checks declaration form] Do you have a birth certificate.

APPLICANT. Yes. [Gives birth certificate to the CLERK]

CLERK. [Checks birth certificate against declaration form for spelling of name, age, etc. Returns birth certificate to the APPLICANT] As you probably know, an eye test is required for all applicants of a driver's license; I will give you the eye tests.

VISUAL ACUITY TESTS

CLERK. Are you wearing contact lenses?

APPLICANT. No.

CLERK. Turn your head to the side, please.

APPLICANT. [Turns his head to the side]

CLERK. [Looks at APPLICANT'S eye for edge of lens
Thank you. Have a seat.

APPLICANT. Thank you.

CLERK. [Pointing] Place your forehead on the
headrest, please.

APPLICANT. [Places his forehead against headrest;
machine is adjusted too high]

CLERK. The machine is a little too high for you,
let me adjust it to a more comfortable
position.

APPLICANT. [Removes head from telebinocular]

CLERK. [Adjusts telebinocular to the comfort of the
APPLICANT] Now place your forehead on the
headrest, please.

APPLICANT. [Again APPLICANT places his head against the
headrest]

CLERK. Please read aloud the letters on the top line
across.

APPLICANT. O, P, D, L, F . . . P, L. D. O, F . . . L,
P, O, F, D.

CLERK. Okay. [Records vision and looks at APPLICANT]
That was your visual acuity test. Good visual
acuity is vital in safe driving. It is said
that about 95 per cent of the driving
decisions we make are based on what we see.
Therefore, it is essential for the eyes to
give us accurate information on which to
base our decisions.

CLERK. The next test is the field of vision test.

FIELD OF VISION

CLERK. [Position to observe both eyes of the
APPLICANT] Place your forehead against this
knob and look straight at the "white dot"
[pointing to dot]. Look neither to the
right nor to the left, keep your eyes on
the "white dot."

APPLICANT. [Places forehead against knob]

CLERK. [Hand position should not suggest which side is to be checked; swings target around front, shows APPLICANT what to look for and returns target to the back of APPLICANT'S head] I will move the target on the right and left side; let me know as soon as you see it by tapping the desk with your right hand if it is on the right, or with the left hand if it is on the left.

APPLICANT. Okay.

CLERK. [Swings target at a medium rate, simultaneously reminding APPLICANT to tap as soon as he sees the target] Keep your eyes on the white dot and tap the desk as soon as you see the target.

APPLICANT. [Taps the desk with his right hand]

CLERK. [Stops target] That was just a trial to see if you understood the instructions. The next ones are recorded as your scores.

APPLICANT. Okay.

Note: [Any time APPLICANT'S eyes shift to side, CLERK stops and starts test again]

CLERK. [Swings target to the back of the APPLICANT'S head and moves target continuously to the left] Keep looking at the "dot" and tap the desk as soon as you see the target. (sic) keep your eyes on the white dot.

APPLICANT. [Taps the desk with his left hand]

CLERK. [Stops target and records score; moves target to the back of the APPLICANT'S head]

CLERK. [Swings target continuously to the right] Look at the "dot" and tap the desk as soon as you see the target.

APPLICANT. [Taps the desk with his right hand]

CLERK. [Stops the target; records the score]

APPLICANT. It is a regulatory sign and it carries messages as "speed limits, no parking or parking for certain amounts of time, and all traffic must turn to the right," etc

CLERK. Points to a circular shaped sign Fine what is the meaning of this sign?

APPLICANT. It indicates a railroad crossing ahead.

CLERK. [Points to a triangle shaped sign] All right. This is the final sign, what does it mean and what should you do when you approach it?

APPLICANT. It is a "yield" sign and I should yield traffic when approaching an intersection

CLERK. Fine, those were very good answers; you know your signs very well.

APPLICANT. Thank you.

KNOWLEDGE TEST

CLERK. [Handing the APPLICANT the test] Our 1a test is a written test on driving laws and procedures. There are four possible answers to each item on the test; place an "X" in the two (2) boxes that best answer each question. Do you understand the instructions.?

APPLICANT. Yes, I do.

CLERK. All right. Now, [pointing] please take your test in there and bring it back to me after you have finished.

APPLICANT. Thank you. [Takes a seat in the design room and answers the questions]

CLERK. [Clears desk to serve other applicants and looks through glass windows in the test room occasionally to check APPLICANT]

APPLICANT. [Completes test and returns to the desk, gives the test to the CLERK, and waits for her to score the test]

CLERK. [Looking at the APPLICANT] That was your field of vision test. Side vision is very important when changing lanes, approaching intersections or at any time when something may enter your path from the sides. It's a safe practice to develop a habit of looking to the left and the right when approaching intersections and also to take a quick glance at the "blind spot" when changing lanes. Doctors tell us that a deficiency in one's peripheral vision may be a clue to a serious medical problem and it should be called to the attention of your doctor.

APPLICANT. Thank you for those tips.

SIGN TEST

CLERK. Now I am going to give you the sign test-- [pointing to an eight sided sign on a chart]. What is the meaning of this sign and what should you do when you approach it?

APPLICANT. It is a stop sign and I should stop and wait until it is clear before I proceed to drive.

CLERK. All right, fine. [Pointing to a diamond shaped sign] Now, what is the meaning of this sign and what should you do when approaching it?

APPLICANT. It is a "caution" sign and I should reduce my speed and be alerted for hazards or unusual situations which may be ahead.

CLERK. All right. [Points to a caution sign with a cross-bar] What is the meaning of this sign and what should you do when approaching it?

APPLICANT. It means that two roads cross and I should reduce my speed and check for traffic in both directions as I approach the intersection.

CLERK. Fine. Now, [points to rectangular shaped sign] what does this sign mean and what are some of the messages that may appear on it?

CLERK. [Scores the test and records the score] You missed two, Miss; the best answer for following another car on wet or slick pavement at 20 mph is at least four car lengths, and also, to make a left turn from a two-way, four-lane street . . . the best choice is to turn from the lane nearest the center, instead of from the right lane . . . [pause] Do you have any questions about the test?

APPLICANT. Thank you, I'm fine.

CLERK. [Pointing] Now if you'll take this application to the typist's desk over there, please.

INCORRECT:

CLERK. [Takes application form] Let me see your birth certificate.

APPLICANT. [Takes birth certificate from his pocket and gives it to the CLERK]

CLERK. [Checks birth certificate against declaration application for spelling of name, age, etc. Returns birth certificate to APPLICANT]
I am going to test your eyes.

VISUAL ACUITY TEST

Note: [In the following visual acuity test the APPLICANT experiences difficulty in reading the letters, so he moves his forehead about two inches from the headrest which enables him to read the letters. The CLERK fails to recognize that the APPLICANT has moved his head from the headrest]

CLERK. Are you wearing contact lenses?

APPLICANT. No, I'm not.

CLERK. [Pointing] Place your forehead against the headrest and read the top line. [CLERK looks down at the declaration form]

APPLICANT. [Places forehead against headrest and studies the chart without saying anything]

CLERK. [Begins to write without looking up] Read the top line.

APPLICANT. [Moves forehead about 2 inches from the headrest] O, P, D, L, F . . . P, L, D, O, F, . . . L, P, O, F, D.

CLERK. Okay. Records scores

FIELD OF VISION

CLERK. [Pointing] Place your forehead against this knob.

APPLICANT. [Places his forehead against the knob]

CLERK. Watch this "white dot" [touching with finger] and tell me when you can see the target.

APPLICANT. Okay.

CLERK. [The CLERK grasps the wand in the middle with her right hand and quickly swings the target to the left of the APPLICANT'S head and stops it in the area that she thinks the APPLICANT should see it] Do you see it?

APPLICANT. Yes.

CLERK. [Checks perimeter scale, records the score and returns the target to the back of APPLICANT'S head. With left hand the CLERK grasps the wand in the middle and quickly swings the target to the right side of the APPLICANT'S head and stops it in the area that she thinks the APPLICANT should see it] Do you see it?

APPLICANT. Yes.

CLERK. Okay. [Records score] Now I'm going to give you the sign test.

SIGN TEST

CLERK. [Pointing to a triangle shaped sign] What is the meaning of this sign?

APPLICANT. It's a yield sign.

CLERK. What is the meaning of this sign?

APPLICANT. It's a railroad crossing sign.

CLERK. Okay. [Records score]

WRITTEN TEST

CLERK. This is [giving APPLICANT test form] the written test; go [pointing] in that room and place an "X" by each of the two correct answers for each question. When you have finished bring the test back to me.

APPLICANT. Okay. [Goes into designated room and completes the written test; brings completed test back to CLERK]

CLERK. [Takes completed test and scores it] Tear up test Take this declaration application back to the [pointing] TYPIST'S desk.

CORRECT:

CLERK. Good morning. [checks declaration form] Do you have a birth certificate?

APPLICANT. Yes. [Gives birth certificate to the CLERK]

CLERK. [Checks birth certificate against declaration form for spelling of name, age, etc. Returns birth certificate to the APPLICANT] As you probably know, an eye test is required for all applicants of driver's license; I will now give you the eye tests.

VISUAL ACUITY TESTS

CLERK. Are you wearing contact lenses?

APPLICANT. No.

CLERK. Turn your head to the side, please.

APPLICANT. [Turns his head to the side]

CLERK. [Looks at APPLICANT'S eye for edge of lense] Thank you. Have a seat.

APPLICANT. Thank you.

CLERK. [Pointing] Place your forehead on the headrest, please.

APPLICANT. [Places his forehead against headrest; machine is adjusted too high]

CLERK. The machine is a little too high for you, let me adjust it to a more comfortable position.

APPLICANT. [Removes head from telebinocular]

CLERK. [Adjusts telebinocular to the comfort of the APPLICANT] Now place your forehead on the headrest, please.

APPLICANT. [Again APPLICANT places his head against the headrest]

CLERK. Please read aloud the letters on the top line across.

APPLICANT. O, P, D, L, F . . . P, L, D, O, F . . .
L, P, O, F, D.

CLERK. Okay. [Records vision and looks at APPLICANT] That was your visual acuity test. Good visual acuity is vital in safe driving. It is said that about 95 per cent of the driving decisions we make are based on what we see. Therefore, it is essential for the eyes to give us accurate information on which to base our decisions.

CLERK. The next test is the field of vision test.

FIELD OF VISION

CLERK. [Position to observe both eyes of the APPLICANT] Place your forehead against this knob and look straight at the "white dot" [pointing to dot]. Look neither to the right nor to the left, keep your eyes on the "white dot."

APPLICANT. [Places forehead against knob]

CLERK. [Points to white dot] Look straight at the dot, but do not look to either side.

CLERK. [Hand position should not suggest which side is to be checked; swings target around front, shows APPLICANT what to look for and returns target to the back of APPLICANT'S head] I will move the target on the right and left side; let me know as soon as you see it by tapping the desk with your right hand if it is on the right, or with the left hand if it is on the left.

APPLICANT. Okay.

CLERK. [Swings target at a medium rate, simultaneously reminding APPLICANT to tap as soon as he sees the target] Keep your eyes on the white dot and tap the desk as soon as you see the target.

APPLICANT. [Taps the desk with his right hand]

CLERK. [Stops target] That was just a trial to (sic) see if you understood the instructions. The next ones (sic) are recorded as your scores.

APPLICANT. Okay.

Note: [Any time APPLICANT'S eyes shift to side, CLERK stops and starts test again]

CLERK. [Swings target to the back of the APPLICANT'S head and moves target continuously to the left] Keep looking at the "dot" and tap the desk as soon as you see the target.

APPLICANT. [Taps the desk with his left hand]

CLERK. [Stops target and records score; moves target to the back of the APPLICANT'S head]

CLERK. [Swings target continuously to the right] Look at the "dot" and tap the desk as soon as you see the target.

APPLICANT. [Taps the desk with his right hand]

CLERK. [Stops the target; records the score]

CLERK. [Looking at the APPLICANT] That was your field of vision test. Side vision is very important when changing lanes, approaching

intersections or at any time when something may enter your path from the sides. It's a safe practice to develop a habit of looking to the left and the right when approaching intersections and also to take a quick glance at the "blind spot" when changing lanes. Doctors tell us that a deficiency in one's peripheral vision may be a clue to a serious medical problem and it should be called to the attention of your doctor.

APPLICANT. Thank you for those tips.

SIGN TEST

CLERK. Now I am going to give you the sign test-- [pointing to an eight sided sign on a chart]. What is the meaning of this sign and what should you do when you approach it?

APPLICANT. It is a stop sign and I should stop and wait until it is clear before I proceed to drive.

CLERK. All right, fine. [Pointing to a diamond shaped sign] Now, what is the meaning of this sign and what should you do when approaching it?

APPLICANT. It is a "caution" sign and I should reduce my speed and be alerted for hazards or unusual situations which may be ahead.

CLERK. All right. [Points to a caution sign with a cross-bar] What is the meaning of this sign and what should you do when approaching it?

APPLICANT. It means that two roads cross and I should reduce my speed and check for traffic in both directions as I approach the intersection.

CLERK. Fine. Now, [points to rectangular shaped sign] what does this sign mean and what are some of the messages that may appear on it?

APPLICANT. It is a regulatory sign and it carries such messages as "speed limits, no parking or

parking for certain amounts of time, and all traffic must turn to the right," etc.

CLERK. [Points to a circular shaped sign] Fine, what is the meaning of this sign?

APPLICANT. It indicates a railroad crossing ahead.

CLERK. [Points to a triangle shaped sign] All right. This is the final sign, what does it mean and what should you do when you approach it?

APPLICANT. It is a "yield" sign and I should yield to traffic when approaching an intersection.

CLERK. Fine, those were very good answers; you know your signs very well.

APPLICANT. Thank you.

KNOWLEDGE TEST

CLERK. [Handing the APPLICANT the test] Our last test is a written test on driving laws and procedures. There are four possible answers to each item on the test; place an "X" in the two (2) boxes that best answer each question. Do you understand the instructions.

APPLICANT. Yes, I do.

CLERK. All right. Now, [pointing] please take your test in there and bring it back to me after you have finished.

APPLICANT. Thank you. [Takes a seat in the designated room and answers the questions]

CLERK. [Clears desk to serve other applicants and looks through glass windows in the test room occasionally to check APPLICANT]

APPLICANT. [Completes test and returns to the desk and gives the test to the CLERK, and waits for her to score the test]

CLERK. [Scores the test and records the score] You missed two, Miss; the best answer for following another car on wet or slick pavement at

20 mph is at least four car lengths, and also, to make a left turn from a two-way, four-lane street . . . the best choice is to turn from the lane nearest the center, instead of from the right lane . . . [pause] Do you have any questions about the test?

APPLICANT. No, I do not.

CLERK. [Pointing] Now if you'll take this application to the TYPIST'S desk over there, please.

CORRECT:

APPLICANT. [Takes declaration form to TYPIST'S desk]

TYPIST. Good morning, may I help you?

APPLICANT. Yes. [Gives TYPIST the declaration form]

TYPIST. [Types the temporary instruction permit application] A beautiful name . . . Is the information on this application correct? . . . Please take this application to the EXAMINER [pointing] and she will complete it for you.

APPLICANT. [Takes application to the EXAMINER]

EXAMINER. Good morning. [Checks the temporary instruction permit] Do you have a parent or guardian with you?

APPLICANT. [Turns, calls] Mom.

PARENT. [Walks to counter]

EXAMINER. [Says to parent and pointing] Would you sign here please?

PARENT. [Signs application]

EXAMINER. [Speaking to APPLICANT] Would you raise your right hand, please?

APPLICANT. [Raises right hand]

EXAMINER. Do you swear or affirm that you are Regina Sue O'Reilly and that the statements and answers as contained are true and that you

have no other valid driver license from this or any other state?

APPLICANT.

I do.

EXAMINER.

That will be \$6.00, please.

PARENT.

[Pays fee]

EXAMINER.

Thank you. [Handing APPLICANT permit] This is a temporary instruction permit, which is valid for 150 days. However, you must practice for at least 30 days before you can take your road test. When you are practicing driving you must be accompanied by a licensed driver over 21 years old. I would suggest that you drive in all sections of the city and do some highway driving during your practice sessions.

[APPLICANT leaves Bureau]

INCORRECT:

APPLICANT.

[Takes declaration application to TYPIST desk]

TYPIST.

[Types Temporary Instruction Permit application] Take this application to the pointing EXAMINER.

EXAMINER.

[Checks Temporary Instruction Permit application] Do you have a parent or guardian with you?

APPLICANT.

Yes [calls] Dad. [Dad joins son]

EXAMINER.

Would you sign here please? [Parent signs application] Would you raise your right hand please?

APPLICANT.

[Raises right hand]

EXAMINER.

Do you swear or affirm that you are Ron Mauter and that the statements and answers as contained are true and that you have no other valid driver license from this or any other state?

APPLICANT.

I do.

EXAMINER. That will be six dollars please. [Collects fee] This is a temporary instruction permit, when you are practice driving you must be accompanied by a licensed driver over 21 years old.

[APPLICANT leaves office]

CORRECT:

APPLICANT. [Takes declaration form to typist desk]

TYPIST. Good morning, may I help you?

APPLICANT. Yes. [Gives TYPIST the declaration form]

TYPIST. [Types the temporary instruction permit] application A beautiful name Is the information on this application correct? . . . Please take this application to the EXAMINER [pointing] and she will complete it for you.

APPLICANT. [Takes application to the EXAMINER]

EXAMINER. Good morning. [Checks the temporary instruction permit] Do you have a parent or guardian with you?

APPLICANT. [Turns, calls] Mom.

PARENT. [Walks to counter]

EXAMINER. [Says to parent and pointing] Would you sign here please?

PARENT. [Signs application]

EXAMINER. [Speaking to APPLICANT] Would you raise your right hand, please?

APPLICANT. [Raises right hand]

EXAMINER. Do you swear or affirm that you are Regina Sue O'Reilly and that the statements and answers as contained are true and that you have no other valid driver license from this or any other state?

APPLICANT. I do.

EXAMINER. That will be \$6.00, please.

PARENT. [Pays fee]

EXAMINER. Thank you. [Handing APPLICANT permit] This is a temporary instruction permit, which is valid for 150 days. However, you must practice for at least 30 days before you can take your road test. When you are practicing driving you must be accompanied by a licensed driver over 21 years old. I would suggest that you drive in all sections of the city and do some highway driving during your practice sessions.

[APPLICANT leaves Bureau]

Returns for Road Test

CORRECT:

APPLICANT. [Enters license bureau and walks to desk]

CLERK. [Pleasantly] May I help you?

APPLICANT. Yes, I would like to take my road test.

CLERK. Do you have a temporary instruction permit?

APPLICANT. Yes.

CLERK. May I see it?

APPLICANT. Yes, you may.

CLERK. [Pointing] Then go to the road test counter and the lady there will help you.

APPLICANT. Thank you. [Takes his temporary instruction permit to the road test counter]

CLERK. [Pleasantly] May I help you?

APPLICANT. Yes. [Gives the temporary instruction permit to the CLERK]

CLERK. [Examines temporary instruction permit] Have a seat in the waiting area and you will be called in a few minutes.

EXAMINER. [Picks up the declaration form from the basket on the CLERK'S desk and looks it over then calls] Miss Regina O'Reily?

APPLICANT. [Comes forward and meets the EXAMINER] I am Miss O'Reily.

EXAMINER. I am Jerry Kimbrough, your EXAMINER for the road test. Miss O'Reily, are you ready for your driving test?

APPLICANT. Yes, I am.

EXAMINER. Did a licensed driver come with you to the Bureau?

APPLICANT. Yes.

EXAMINER. May I see your proof of insurance and registration certificate?

APPLICANT. Yes, you may. [Presents his insurance card and registration certificate]

EXAMINER. Thank you. Have you had practice driving with the car you have with you today?

APPLICANT. Yes, I have.

EXAMINER. Is the car in good mechanical condition?

APPLICANT. Yes, it is.

EXAMINER. What year and make of car are you driving?

APPLICANT. 1970 Olds.

EXAMINER. Automatic or standard shift?

APPLICANT. Automatic shift.

EXAMINER. Let's go to your car.

APPLICANT. Okay.

[EXAMINER and APPLICANT leave office]

INCORRECT:

Returns for Road Test

APPLICANT. [Enters license bureau and walks to desk]

CLERK. [Filling out forms on the desk without looking up at the APPLICANT] May I help you?

APPLICANT. Yes, I would like to take my road test.

CLERK. Do you have an appointment?

APPLICANT. Yes.

CLERK. [Pointing] Go to the road test desk.

APPLICANT. [Goes to the road test desk and gives CLERK temporary instruction permit]

CLERK. Have a seat in the waiting area and you will be called in a few minutes.

EXAMINER. [Picks up declaration form from counter and calls] Ron Mauter?

APPLICANT. [Comes forward and gives EXAMINER the registration certificate of insurance]

EXAMINER. You Ron Mauter?

APPLICANT. Yes.

EXAMINER. This your proof of insurance?

APPLICANT. Yes, it is.

EXAMINER. Lead the way to your car. [EXAMINER and APPLICANT leave the bureau for the parking lot]

CORRECT:

Returns for Road Test

APPLICANT. [Enters license bureau and walks to desk]

CLERK. [Pleasantly] May I help you?

APPLICANT. Yes, I would like to take my road test.

CLERK. Do you have a temporary instruction permit?

APPLICANT. Yes.

CLERK. May I see it?

APPLICANT. Yes, you may.

CLERK. [Pointing] Then go to the road test counter and the lady there will help you.

APPLICANT. Thank you. [Takes his temporary instruction permit to the road test counter]

CLERK. [Pleasantly] May I help you?

APPLICANT. Yes. [Gives the temporary instruction permit to the CLERK]

CLERK. [Examines temporary instruction permit] Have a seat in the waiting area and you will be called in a few minutes.

EXAMINER. [Picks up the declaration form from the basket on the CLERK'S desk and looks it over then calls] Miss Regina O'Reily?

APPLICANT. [Comes forward and meets the EXAMINER] I am Miss O'Reily.

EXAMINER. I am Jerry Kimbrough, your EXAMINER for the road test. Miss O'Reily, are you ready for your driving test?

APPLICANT. Yes, I am.

EXAMINER. Did a licensed driver come with you to the Bureau?

APPLICANT. Yes.

EXAMINER. May I see your proof of insurance and registration certificate?

APPLICANT. Yes, you may. [Presents her insurance card and registration certificate]

EXAMINER. Thank you. Have you had practice driving with the car you have with you today?

APPLICANT. Yes, I have.

EXAMINER. Is the car in good mechanical condition?
APPLICANT. Yes, it is.
EXAMINER. What year and make of car are you driving?
APPLICANT. 1970 Olds.
EXAMINER. Automatic or standard shift?
APPLICANT. Automatic shift.
EXAMINER. Let's go to your car.
APPLICANT. Okay.
[EXAMINER and APPLICANT leave office]

CORRECT:

SKILL TEST

EXAMINER. [EXAMINER and APPLICANT standing by car]
Ron have you had much practice driving this car?
APPLICANT. Yes, I have.
EXAMINER. Ron, what we need to do is to check the equipment on your car and for me to check your brake lights and turn signals. So when you enter the car if you will turn on the ignition switch, turn the left signal, then right turn signal and depress the foot brake pedal. So if you will enter your car at this time.
APPLICANT. Okay. [Enters car]
EXAMINER. [Standing behind car] Brake lights, left turn signal, right turn signal.
EXAMINER. [Checks tires. Walks to driver's side of the car] Ron, what I would like for you to do now is to go through your pre-ignition procedures as you have studied them in "What Every Driver Must Know." Then I would like you to back out of the angle parking space. Head down the land [pointing] toward those

two stanchions, stop within approximately two feet away, back in a straight line [pointing] to these two stanchions and stop two feet away. Is that clear?

APPLICANT. [Pointing] You want me to stop with my front bumper within two feet of the stanchions, then you want me to back up and stop with the rear bumper within two feet of the stanchions.

EXAMINER. That is correct; you may begin.

APPLICANT. [Fastens seat belt, locks doors, adjusts mirrors and backs from angle parking position. Drives into lane, heads toward stanchions at the end of the lane, and stops within two feet of them. Places right arm across back of front seat, left hand at top of steering wheel, while looking over right shoulder backs slowly down the lane, stops within two feet of rear stanchions, shifts to park position and waits for EXAMINER]

EXAMINER. Fine Ron, I would like you to parallel park [pointing] in the parking bay on the right of the lane there and when you have completed parking stop and wait for me. Would you repeat that please?

APPLICANT. [Pointing] You want me to parallel park on the right.

EXAMINER. That's correct.

APPLICANT. [Proceeds to parallel park in the designated area]

EXAMINER. [Observes and records performance and enters car] When you are ready you may leave the parallel parking space.

APPLICANT. [Proceeds to leave parking space]

INCORRECT:SKILL TEST

[EXAMINER and APPLICANT standing by the car]

EXAMINER. [In a harsh voice] This is a skill test, and I'm going to be checking your brake lights, left turn signal, right turn signal and I want you to depress the brake pedal when I tell you. Turn on the left turn signal and the right turn signal when I tell you. Okay, get in the car.

APPLICANT. All right. [Enters car with perturbed look on her face]

EXAMINER. [Standing at the center rear of car] left turn signal, right turn signal, and brake pedal.

EXAMINER. [Standing by left side of car] Okay, you ready to start now? [Pointing] I want you to back out that way. Then drive down to those two stanchions and stop your front bumper within two feet of them, back up to the rear ones and stop rear bumper within two feet of them. Then parallel park in the "parking bay" there.

APPLICANT. What did you say?

EXAMINER. [Pointing] I want you to drive down to those first two stanchions and stop your front bumper within two feet of them, then back up to the back ones and stop with the rear bumper within two feet of them. And then parallel park in the "parking bay."

APPLICANT. Okay, all right.

EXAMINER. Do you understand?

APPLICANT. Uh huh.

EXAMINER. You are not going to have any problems if you do what I told you to do.

APPLICANT. [Backs from angle parking position, drives into lane, heads toward stanchions at the

end of the lane, and stops within two feet of them. Places right arm on back right seat, left hand at the top of the steering wheel, looks over right shoulder backs down lane to parking bay, and begins to park.]

EXAMINER. [Yells] Hold it. [Walks to the car] You're not doing what I told you to do. I want you pointing to back up to those back stanchions first.

APPLICANT. Oh! I forgot. [Straightens wheel, continues to back to within two feet of stanchions, then moves forward and parallel parks, then waits for the EXAMINER]

EXAMINER. [Enters car] Okay [pointing] pull out of the lot and leave by the rear of the building.

CORRECT:

SKILL TEST

EXAMINER. [EXAMINER and APPLICANT standing by car] Ron have you had much practice driving this car?

APPLICANT. Yes, I have.

EXAMINER. Ron, what we need to do is to check the equipment on your car and for me to check your brake lights and turn signals. So when you enter the car if you will turn on the ignition switch, turn the left signal, then right turn signal and depress the foot brake pedal. So if you will enter your car at this time.

APPLICANT. Okay. [Enters car]

EXAMINER. [Standing behind car] Brake lights, left turn signal, right turn signal.

EXAMINER. [Checks tires. Walks to driver's side of the car] Ron, what I would like for you to do now is to go through your pre-ignition procedures as you have studied them in "What Every Driver Must Know." Then I would like

you to back out of the angle parking space. Head down the lane pointing toward those two stanchions, stop roughly about two feet away, back in a straight line [pointing] to these two stanchions and stop two feet away. Is that clear?

APPLICANT. [Pointing] You want me to stop with my front bumper within two feet of the stanchions, then you want me to back up and stop with the rear bumper within two feet of the stanchions.

EXAMINER. That is correct; you may begin.

APPLICANT. [Fastens seat belt, locks doors, adjusts mirrors and backs from angle parking position. Drives into lane, heads toward stanchions at the end of the lane, and stops within two feet of them. Places right arm across back of front seat, left hand at top of steering wheel, while looking over right shoulder backs slowly down the lane, stops within two feet of rear stanchions, shifts to park position and waits for EXAMINER]

EXAMINER. Fine Ron, I would like you to parallel park [pointing] in the parking bay on the right of the lane there and when you have completed parking stop and wait for me. Would you repeat that please?

APPLICANT. [Pointing] You want me to parallel park on the right.

EXAMINER. That's correct.

APPLICANT. [Proceeds to parallel park in the designated area]

EXAMINER. [Observes and records performance; enters car] When you are ready you may leave the parallel parking space.

APPLICANT. [Proceeds to leave parking space]

CORRECT:ROAD TEST

EXAMINER. I am going to tell you where to go and when to turn. I am not going to tell you anything unlawful or try to trick you. Please observe all traffic laws and all traffic signs and signals. [pauses . . .] Do you have any questions?

APPLICANT. No, I don't.

EXAMINER. I'm not fastening my seat belt because it may be necessary for me to move around. You may start now; leave the parking lot by following [pointing] the driveway in the back of the building, turn left at the end of the building and follow the driveway to the street. When you reach the street, turn right and I will tell you what to do as we proceed.

APPLICANT. [Starts engine, proceeds to the street according to directions, stops before crossing the sidewalk, checks for pedestrians, stops before entering the street, checks for traffic and then turns right]

EXAMINER. [Observes all of APPLICANT'S maneuvers and records her performances]

APPLICANT. [Proceeds for 2 blocks, slowing down at each intersection glancing left, right, left even though she has the green light]

EXAMINER. [Observes the speed of the car, the lane position, following distance, the driver's attention to surrounding traffic conditions] Turn right at the next street.

APPLICANT. [Glances into rear view mirror and stops for "red" traffic light. When traffic signal changes to green, APPLICANT glances left, right, left and proceeds through intersection. After clearing intersection, APPLICANT checks rear view mirror, signals for right lane change, checks blind spot to the right, steers car into right lane, slows down and turns corner]

EXAMINER. [Records the APPLICANT'S performance] At the next street, turn to the right.

APPLICANT. [Checks rear view mirror, slows down for railroad crossing and signals for a right turn. On approaching the street, she checks mirror again and turns the corner]

INCORRECT:

[EXAMINER and APPLICANT seated in the car]

EXAMINER. [In a harsh voice] Ron, what I would like you to do is back out of this pointing parking lot and head over toward this direction. You may start.

APPLICANT. [Looks at EXAMINER] Your seat belt isn't fastened.

EXAMINER. [Harshly] I do not fasten the seat belt when I'm testing drivers. Now you may start.

APPLICANT. Okay. [Starts engine, backs out of parking position and proceeds to the street according to directions]

EXAMINER. [Observes APPLICANT'S maneuvers and records his performance] Proceed straight ahead and at the third traffic light we'll make a right turn.

APPLICANT. [Proceeds, driving in the extreme right lane of a four lane one-way street. In the second block vehicles are parked in the lane in which he is driving]

EXAMINER. [Observes traffic scene] Now, at the traffic light up ahead we are going to be making a right turn, so you got to get over, get over in the right lane.

APPLICANT. [Steers car into the right lane]

EXAMINER. [Observes maneuver and records performance; car is almost to the next street] Turn right at this street.

APPLICANT. [Signals for right turn, slows the car slightly and proceeds to make the turn a

little too fast and wide with left front wheel crossing the center lane]

EXAMINER. [In a harsh voice] Pull over to the curb.

APPLICANT. [Nervously pulls over to the curb and stops the car without signaling nor shifting to park after stopping]

CORRECT:

ROAD TEST

EXAMINER. I am going to tell you where to go and when to turn. I am not going to tell you anything unlawful or try to trick you. Please observe all traffic laws and all traffic signs and signals. [pauses . . .] Do you have any questions?

APPLICANT. No, I don't.

EXAMINER. I'm not fastening my seat belt because it may be necessary for me to move around. You may start now; leave the parking lot by following [pointing] the driveway in the back of the building, turn left at the end of the building and follow the driveway to the street. When you reach the street, turn right and I will tell you what to do as we proceed.

APPLICANT. [Starts engine, proceeds to the street according to directions, stops before crossing the sidewalk, checks for pedestrians, stops before entering the street, checks for traffic and then turns right]

EXAMINER. [Observes all of APPLICANT'S maneuvers and records her performances]

APPLICANT. [Proceeds for 2 blocks, slowing down at each intersection glancing left, right, left even though she has the green light]

EXAMINER. [Observes the speed of the car, the lane position, following distance, the driver's attention to surrounding traffic conditions] Turn right at the next street.

APPLICANT. [Glances into rear view mirror and stops for "red" traffic light. When traffic signal changes to green, APPLICANT glances left, right, left and proceeds through intersection. After clearing intersection, APPLICANT glances left, right, left and proceeds through intersection. After clearing intersection, APPLICANT checks rear view mirror, signals for right lane change, checks blind spot to the right, steers car into right lane, slows down and turns corner]

EXAMINER. [Records the APPLICANT'S performance] At the next street, turn to the right.

APPLICANT. [Checks rear view mirror, slows down for railroad crossing and signals for a right turn. On approaching the street, she checks mirror again and turns the corner]

EXAMINER. [Records the APPLICANT'S performance] At the next street, turn left.

APPLICANT. [Checks both mirrors, gives left turn signal, slows down, glances left, right, left and then turns the corner]

EXAMINER. [Records the APPLICANT'S performance] At the second street, turn right.

APPLICANT. [Upon approaching next street, checks mirror, slows down, glances left, right, left and when assured no traffic is approaching blind intersection, proceeds cautiously. Upon approaching the second street, checks rear mirror and stops, signals for right turn, checks traffic to the left and turns right after the traffic clears]

EXAMINER. [Observes the APPLICANT and records her performance] Turn right at the second street.

APPLICANT. [Checks mirror, gives right turn signal, checks blind spot, lane changes to the right, and then stops for red traffic signal. When signal changes to green, APPLICANT glances to the left and proceeds in making right turn]

INCORRECT:

EXAMINER. [In a harsh voice] Don't you know how to make turns? You crossed into the other lane when you turned that corner back there. By the way, what position should the gear selector be in when you are parked?

APPLICANT. [Shifts gear selector from "drive" to "park" position]

EXAMINER. I want you to start from here and show me some good driving for a change. We'll pull away from here and head straight ahead.

APPLICANT. Okay. [Moves from parked position without signaling]

EXAMINER. [In a harsh voice] What about signaling when leaving a parked position? Turn left at the next street.

APPLICANT. [Signals for a left turn and stops for the open intersection even with no traffic approaching]

EXAMINER. [In disgusting tone] Now why did you stop here? There is no traffic coming in either direction.

APPLICANT. [Quietly] I, I thought I had to stop.

EXAMINER. Do you see a red stop sign or red light?

APPLICANT. [Turns and looks back for stop sign] No.

EXAMINER. Okay, let's go. Turn right at the stop sign.

[The intersection before the stop sign is a blind intersection controlled by a yield sign and the APPLICANT does not slow down or look left, right and left as he proceeds through the intersection]

EXAMINER. What are you supposed to do when you approach a blind intersection? You should slow down and be prepared to stop if necessary. The intersection is also controlled by a yield sign.

APPLICANT. I did not see a stop sign or red light; I thought I had the right-of-way.

EXAMINER. Uh! Turn right at this stop sign.

APPLICANT. [Stops, waits for traffic to clear and proceeds to turn right]

EXAMINER. [Observes]

APPLICANT. [Proceeds to traffic signal showing signs of anxiety. Turns right swinging wide]

EXAMINER. Too wide a turn. [Records APPLICANT'S performance] Continue on this street until I tell you to turn.

APPLICANT. [Drives in right lane of a four-lane street]

CORRECT:

EXAMINER. [Records the APPLICANT'S performance] At the next street, turn left.

APPLICATION. [Checks both mirrors, gives left turn signal, slows down, glances left, right, left and then turns corner]

EXAMINER. [Records the APPLICANT'S performance] At the second street, turn right.

APPLICANT. [On approaching next street, checks mirror, slows down, glances left, right, left and when assured no traffic is approaching blind intersection, proceeds cautiously. On approaching the second street, checks rear mirror and stops, signals for right turn, checks traffic to the left and turns right after the traffic clears]

EXAMINER. [Observes the APPLICANT and records her performance] Turn right at the second street.

APPLICANT. [Stops, waits for red light to change to green and proceeds to turning]

EXAMINER. [Observes APPLICANT and records his performance] At the second street, turn left.

APPLICANT. [Checks mirrors, signals for a lane change to the left, checks blind spot, and steers car into middle lane. Proceeds about 200

feet, checks mirrors, signals for a left lane change, checks blind spot, steers into extreme left lane, checks mirror, stops for red traffic signal. Signal changes to green, APPLICANT glances left, right, left and proceeds through intersection. About 200 feet from next intersection, APPLICANT checks mirror, signals for a left turn, slows down, and turns left]

EXAMINER. [Observes APPLICANT and records his performance] At the second street, turn left.

APPLICANT. [Proceeds through next intersection observing traffic signal and about midway of the block, checks mirrors, signals for a left lane change, checks blind spot, steers into left turning lane and then stops for red traffic signal. Signal changes to green, APPLICANT glances left, right, left, and proceeds to turn left, steers into lane, just right of center street marking]

EXAMINER. [Observes APPLICANT and records her performance] At the next street, turn left.

APPLICANT. [Checks rear view mirror, signals for left turn, and yields to oncoming traffic before turning]

EXAMINER. After crossing the next street, turn right into the parking lot of the driver license bureau.

APPLICANT. [Checks mirrors, signals for right lane change, checks blind spot and steers into proper lane for right turn, and waits for traffic light to change from red to green, checks traffic left, right, left and proceeds to parking lot]

EXAMINER. [After entering the parking lot, EXAMINER reminds APPLICANT to park in any open parking space] Park in any open parking space you see.

APPLICANT. [Parks the car in an angle parking space, shifts to park position, sets parking brake and cuts off engine]

EXAMINER. Your overall driving performance was sound enough to satisfy the requirements for passing the road test. Let's go inside and discuss the test results with your parent.

APPLICANT. Okay, sir.

INCORRECT:

[After APPLICANT has proceeded to within 300 feet of the intersection still driving in the right lane, he is told to turn left at the next street. In trying to change three lanes during a short distance he almost causes an accident, therefore, he is told to go to the next left turn street and make the left turn]

EXAMINER. Go straight ahead here for a couple of blocks.

APPLICANT. [Proceeds as instructed]

EXAMINER. At the next street I want you to turn left.

APPLICANT. [Proceeds forward signaling, glances in the side mirror and in the blind spot to the right, but did not turn]

EXAMINER. [In exasperating tone] You were to turn there.

APPLICANT. Oh. [Proceeds straight]

EXAMINER. [Glances over his left shoulder] You go straight ahead until I tell you to turn.

APPLICANT. Okay.

EXAMINER. [After passing through next intersection] Turn left at the traffic light.

APPLICANT. [Signals and turns left]

EXAMINER. [Angrily] What kind of a turn was that? You're on the wrong side of the road. Get over on your side.

APPLICANT. [Steers to right lane]

EXAMINER. Now, stay in this lane because we're going to be making a left turn at the traffic light.

APPLICANT. [Remains in the lane and turns left at the traffic light]

EXAMINER. [Records performance] Okay, when you get a chance move into the lane nearest the right curb lane. We're going to be making a right turn at the second traffic light.

APPLICANT. [Checks mirrors, signals, and steers into the right lane]

EXAMINER. Now, stay in this lane because you are going to be turning right at the next light.

APPLICANT. Okay. [Signals and turns right]

EXAMINER. Now, stay in this lane until I tell you to turn.

APPLICANT. [Proceeds as instructed]

EXAMINER. [Harshly] All right move into the far left lane.

APPLICANT. Sure. [Signals, checks blind spot and steers into the left lane]

EXAMINER. Turn left at this street.

APPLICANT. [Turns left]

EXAMINER. Now stay in this lane because we're going to be making a left turn at the stop sign.

APPLICANT. [Proceeds to stop sign, waits for traffic to clear, and turns left]

EXAMINER. [Harshly] Okay, move into the far right lane.

APPLICANT. Okay. [Steers into the right lane]

EXAMINER. I want you to turn right into the parking lot and park in the first open space you see.

APPLICANT. Sure. [Proceeds to parking lot and parks]

EXAMINER. [Looks at test sheet then at APPLICANT]
I'm sorry you've got to come back and try it again; you failed the road test. There were just too many dangerous errors in your driving. Remember the two wide right turns, and not being able to make the left turn back there, and almost causing an accident? You need at least 30 more days of practice before trying the road test again.

APPLICANT. [Looks dejected] Gee! My parents are going on a trip next week and I want to help with the driving.

EXAMINER. Too bad about that, you are just not ready. If you like we may make another appointment while you are at the bureau, but you need at least thirty more days; let's go into the bureau at this time.

CORRECT:

EXAMINER. [Records the APPLICANT'S performance] At the next street, turn left.

APPLICANT. [Checks both mirrors, gives left turn signal, slows down, glances left, right, left and then turns the corner]

EXAMINER. [Records the APPLICANT'S performance] At the second street, turn right.

APPLICANT. [On approaching next street, checks mirror, slows down, glances left, right, left and when assured no traffic is approaching blind intersection, proceeds cautiously. On approaching the second street, checks rear mirror and stops, signals for right turn, checks traffic to the left and turns right after the traffic clears]

EXAMINER. [Observes the APPLICANT and records his performance] Turn right at the second street.

APPLICANT. [Checks mirror, gives right turn signal, checks blind spot, lane changes to the right, and then stops for red traffic signal. When signal changes to green, APPLICANT

glances to the left and proceeds in making right turn]

EXAMINER. [Observes APPLICANT and records his performance] At the second street, turn left.

APPLICANT. [Checks mirrors, signals for a lane change to the left, checks blind spot, and steers car into middle lane. Proceeds about 200 feet, checks mirrors, signals for a left lane change, checks blind spot, steers into extreme left lane, checks mirror, stops for red traffic signal. Signal changes to green, APPLICANT glances left, right, left and proceeds through intersection. About 200 feet from next intersection, APPLICANT checks mirror, signals for a left turn, slows down, and turns left]

EXAMINER. [Observes APPLICANT and records his performance] At the second street, turn left.

APPLICANT. [Proceeds through next intersection observing traffic signal and about midway of the block, checks mirrors, signals for a left turn, and turns left]

EXAMINER. [Observes APPLICANT and records his performance] At the next street turn left.

APPLICANT. [Checks rear view mirror, signals for left turn, and yields to oncoming traffic before turning]

EXAMINER. After crossing the next street, turn right into the parking lot of the driver license bureau.

APPLICANT. [Checks mirrors, signals for right lane change, checks blind spot and steers into proper lane for right turn, and waits for traffic light to change from red to green, checks traffic left, right, left and proceeds to parking lot]

EXAMINER. [After entering the parking lot, EXAMINER reminds APPLICANT to park in any open parking space] Park in any open parking space.

APPLICANT. [Parks the car in an angle parking space, shifts to park position, sets parking brake and cuts off engine]

EXAMINER. Your overall driving performance was sound enough to satisfy the requirements for passing the road test. Let's go inside and discuss the test results with your parent.

APPLICANT. Okay, sir.

[APPLICANT and EXAMINER walk into the office]

EXAMINER. [Pleasantly] Good morning Mrs. O'Reily. Your daughter's driving was basically safe and sound; however, like most beginners she needs to improve on some of the basic maneuvers such as getting into the "turning lane" well in advance of the intersection where she plans to turn and glancing into the mirrors frequently. He looks at the mother You and I know many sideswipe mishaps occur when a driver waits too long to change into the turning lane. Also, it is very important for a driver to know what is happening behind as well as in the front; the only way to do this is by glancing into the mirrors occasionally.

Many students after finishing driver education, have not had sufficient time or the variety in their driving experiences to safely meet all of the challenges of driving in our complex motorized society of today. Therefore I am sure that you could be very helpful to your daughter by riding with her as much as possible for the next few months so that you can help her to relate her driver education theoretical knowledge to the actual ever changing driving conditions. It is also important that you assist her in becoming acquainted with "night driving," as you know that night driving presents problems that are unknown in daytime driving.

As we know, it takes several years to become a competent driver.

MOTHER. Thanks for your interest in my daughter's driving and I will do my best in following your helpful suggestions by riding with

her as much as possible until she gets some more driving experience under her belt. I am sure my daughter will continue to work at improving her driving attitude, knowledge and skill.

APPLICANT. Yes, I will Mom, and I'll try very hard to be a responsible driver.

EXAMINER. [Pointing] The lady at the desk will process your license application.

CLERK. [Pleasantly] Is your name spelled correctly?

APPLICANT. Yes. [Gives form to CLERK]

CLERK. Do you still live at this same address?

APPLICANT. [nods]

CLERK. [Checks declaration and types application for the driver license] Give this application to the photographer there to your left.

PHOTOGRAPHER. [Checks application and places it in photo machine] Stand with your feet on the red line, look at the photo on the machine, and smile please.

APPLICANT. [Stands with toes on red line, looks at photo on machine and smiles]

PHOTOGRAPHER. [Snaps picture, removes application from machine] Sign your name in this box and be sure to keep your signature within the box.

APPLICANT. [Signs application]

PHOTOGRAPHER. [Gives APPLICANT a copy of the license application] This is a temporary license and you should receive your permanent license from Lansing in about 4 or 5 weeks.

APPLICANT. [Leaves Bureau]

END

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this video tape training production was to assist the Michigan Department of State in upgrading its driver licensing program by: (1) making available to the pre-service personnel a good audio-visual Model that will assist them in performing the duties and responsibilities required in their job assignments, (2) making available to the in-service personnel an on-the-job refresher training audio-visual Model, and (3) assisting instructors of Driver License Examiners in developing a capability to use audio-visual models for demonstrating certain tests included in the driver license examination, particularly those tests that are difficult to adequately describe verbally without a replica.

The most challenging problems confronting Michigan's driver license bureaus are those of recruiting personnel, training personnel, and acquiring uniformity in the administration of the various tests required of an applicant who wishes to secure a drivers license. To assure a high level of competence and a reasonable degree of uniformity in personnel performance at driver license

bureaus in the State of Michigan, it is desirable that all driver license personnel be subjected to similar high standards in their training program. By implementing the proposed video tape training program, the training officer would have the capability to provide a quality program and the assurance of maintaining high standards in the training program throughout the State. Video tape is the tool needed, particularly in selected areas where competent personnel are not available to train driver licensing personnel in the proper use of the testing devices.

Conclusions

The following conclusions are based on training needs indicated by the Michigan driver licensing personnel, state and local administrators, authorities in the area of driver licensing and highway safety, and also empirical observation. These factors should have implications for the future development of training programs involving Michigan's driver licensing personnel.

1. From a review of the literature, observations made during pilot sessions and during the production of the video tape training film itself, it would seem that the use of video tape may be feasible as a way of supplementing certain phases of the training program given to driver licensing personnel in Michigan.

2. According to the professional literature, discussions with personnel having administrative responsibilities in the Driver License Division, specialists in the area of driver licensing, and informal observations; it is concluded that perhaps the most effective way to improve the performance of Michigan's driver licensing personnel is through the utilization of a uniform training program for both pre-service and in-service personnel.

Recommendations

1. An experimental procedure that gives at least five (5) working days of uniform pre-service training to new driver licensing examining personnel should be tried. This would assist in determining an adequate training period for licensing personnel. The training should include the utilization of video tape models and observation sessions under the guidance of veteran licensing personnel who have been selected for their training competence.
2. The present Driver License Examiners' Workshops should be continued as refresher training for in-service personnel, utilizing video tape Models and other audio-visual forms as a means of

conveying technical and interpersonal aspects in administering driver licensing procedures.

3. Specific licensing procedures such as administering and scoring the skill test, administering and scoring the road test, administering and scoring the sign test, etc. should be video taped for training programs.
4. Video tape should be utilized to alert driver licensing field management personnel at the district and bureau levels of program or policy changes which directly affect field operations. The system would then inform as well as teach.
5. An instrument should be developed for use in evaluating driver licensing personnel who have been exposed to video tape training programs. This data would permit the administrator to refine, modify, and more effectively employ the video tape training program.
6. At least one Driver License Bureau in the high population districts should be established as a training center to assist in the orientation of licensing personnel in licensing procedures. This should be accomplished before personnel are assigned to their respective stations.
7. Studies should be initiated to establish standards to assist training officers in determining what

competencies new personnel should have before they are assigned to work with the public.

8. Video tape recordings should be made of driver license personnel encounters with the public on an "experimental" basis for later evaluation by the personnel and they supervisors.
9. The use of a studio and a paid cast rather than volunteers should be explored in planning for future video tape training programs.

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