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# RoadWise

Australia's First Road Safety Journal  
5th year of publication



## ROADWISE

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## CONTENTS

- 2 Editorial
- 3 Bicycle Safety Education (Discussion Paper)
- 5 ACRS Discussion Papers; International Drivers' Behaviour Research Association
- 6 Probus Club Concerned About Road Safety
- 7 A Day to Remember; National Road Safety Resource Centre; Roadside Memorials
- 8 Bicycle Law Enforcement
- 9 Letters to the Editor
- 10 News from Members; New Members; Membership Promotion
- 11 Publications

## EDITORIAL

After horse drawn transport, early versions of the bicycle played a role in human mobility. In 1760 a four wheeled "travelling chaise without horses" relied on footpower for propulsion. This machine had a sewing-machine type treadle, rod and cranked axle. In 1816, a Frenchman named Niepce made a two wheeled machine called a celeripede, which was paddled by the feet striking the ground in turn. An improved model called the "Draisienne" was used in England in 1818 and became known as the hobby-horse.

In 1839, a Scotsman named Kirkpatrick Macmillan put a drive to the rear wheel of the hobby-horse and constructed the first real bicycle. In 1861, Michaux fixed cranks directly to the front wheel hub to produce a version known as the velocipede. The Paris representative of the Coventry Sewing Machine Company brought one of these velocipedes to England and persuaded his company to go into production. Thus the bicycle industry was founded in Coventry. Because this machine had heavy wooden wheels it became known as the bone-shaker. Its disadvantage was that it travelled only one wheel's circumference with each complete turn of the pedals. To gear it up, the front wheel was made larger. Hence there was the period between 1873 and 1890 of the high bicycle or the "Penny Farthing".

At the end of the century, cyclists were riding bicycles with pneumatic tyres and a chain drive from the pedals to the rear wheel. The free wheel, improved brakes, lighting, stronger frames, saddle design and gear change devices have helped develop the bicycle of today. Unfortunately, in the modern society, the bicycle has been treated as a toy. However, care has always been required in riding a bicycle. Macmillan knocked down a child with his machine in 1842 and there were many falls over the handlebars of Penny Farthings.

This issue contains a discussion paper on "Bicycle Safety Education", an article on "Bicycle Law Enforcement", some information from Barry Collis on page 10, and the front page photograph featuring bicycle education at Tea Tree Gully Road Safety Centre in South Australia. This information highlights the need to treat the bicycle more seriously as a means of recreation and transport and the need to recognise bicycle safety.

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## BICYCLE SAFETY EDUCATION

Bicycling is increasingly becoming an important feature of the Australian lifestyle as people strive for mobility in a safe and healthy environment.

The aims of bicycle education initiatives should encompass the health and environmental benefits of bicycling to the individual and the community as well as primarily improving the safety of bicyclists as unprotected road users.

Bicyclists are unprotected and particularly vulnerable road users and, like pedestrians and motorcyclists, are subject to significant physical risks on the roads. Therefore, education of bicyclists and about bicycling is essential for road users to learn to share the road system safely and efficiently.

The following aspects of the bicycle safety issue are well accepted and need to be taken into account in the development of appropriate educational programmes:

\* Analysis of bicycle accident statistics indicates a higher injury rate per kilometre of travel for those aged under 20 and over 60 years.

\* Skills and appropriate behaviour and attitude development are fundamental to safe road use by bicyclists.

\* Teenagers (particularly males) represent a problem because of their high injury rate; lower helmet wearing rates compared with the community average (particularly females) and lower compliance with road laws, the latter being a significant factor contributing to crashes.

\* Children under the age of 12 are seriously disadvantaged in the traffic environment by

their physical, perceptual and cognitive limitations.

\* Bicyclists, in common with other unprotected road users, present a much less visible presence on the road and therefore are likely to be overlooked by motorists.

In addition to safety considerations, the following issues should be incorporated in educational initiatives:

\* Bicycles are an energy efficient form of transport powered by human energy rather than by fossil fuels. They have the potential of contributing to a saving of our rapidly depleting energy reserves. Some analysis indicates that the energy consumed by a car occupied by the driver only is 30 to 50 times greater than that used when travelling by bicycle.

\* In addition, bicycling is a form of exercise which contributes to the health of the individual rider by improving the function of the cardiovascular system.

\* Increasingly important are the benefits of the bicycle to the whole community. Producing minimal pollutants in their production and use, bicycles contribute to the reduction in atmospheric and soil pollution. Air pollution is implicated in the recent dramatic world wide rise in the number of asthma and bronchitis sufferers as well as the suffering from other respiratory diseases.

\* Bicycling, as a form of transport, has significant implications for regional and global environments. The use of the bicycle for commuter travel would contribute to a reduction in acid rain, photochemical smog, high ozone depletion and the greenhouse effect.

## CURRENT BICYCLE EDUCATION PRACTICE

Bicycle education strategies aimed at improving bicycle safety have traditionally concentrated on:

\* Encouraging parent involvement in supervision and the teaching process, and in ensuring that young children are discouraged from using bicycles in or near traffic.

\* Encouraging schools to provide bicycle safety education - as part of general road safety education (RSE) which is integrated into a variety of curriculum areas.

\* Campaigns and promotions aimed at raising the awareness of safe practices eg., helmet wearing, conspicuity, driver awareness of riders.

Delivery of current bicycle education is undertaken by schools and the general community. It should be noted that no "common agenda" exists, that jurisdictions adopt different approaches to bicycle education and that community groups and schools often work in isolation from each other in delivering similar programmes.

## School Involvement in Bicycle Education

\* High quality curriculum material in bicycle education has been available to schools in a few jurisdictions since the early 1980's, with original material being updated to reflect school needs and changes in education philosophy.

\* In some jurisdictions, the curriculum material has been supported by education consultants whose role has been to train teachers/parents in the use of curriculum materials and

(continued page 4)

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to work with teachers/schools in (i) the development of policies/programmes and (ii) the practical aspects of implementing a programme.

\* The level of support and background of support staff varies. Several jurisdictions employ practising teachers while others use non-teacher members of the Public Service, Police Officers or rely on service organisations for support.

\* In some instances bicycle resource trailers have been provided to assist schools and community groups in the running of bicycle education programmes.

\* Although education authorities generally recommend that traffic safety education (including bicycle education) be included in curriculum, schools are autonomous in deciding whether or not such programmes are conducted.

\* Many factors impact on the establishment of programmes and on the quality of a programme delivery. Some factors which could be noted are:-

- the problem seen by schools in integrating bicycle education into the curriculum.
- the ad hoc approach to bicycle education adopted by many schools.
- problems associated with legal liability for schools and community groups conducting cycling programmes on road.
- difficulties associated with lack of sufficient adult assistance to adequately cover suggested staff/student ratios for on road activities.
- varying standards/quality of programme delivery.
- problems with funding and resource levels.
- current government policy on bicycle education.

#### Community Involvement in Bicycle Education

\* Local municipalities may include education in strategic bicycle planning. Some municipalities appoint bicycle co-ordinators. Recreation officers may also be involved in bicycle education.

\* Courses in adult cycling (and associated issues such as maintenance, defensive riding, night riding) aimed at adults returning to cycling after some time or novice riders may be conducted by groups such as Council for Adult Education.

\* State Bicycle Committees, bicycle user groups and bicycle organisations may have limited involvement in promoting and delivering bicycle education programmes.

#### FUTURE DIRECTIONS IN CYCLING EDUCATION

Currently, a nationally agreed goal for schooling is "to provide for the physical development and personal health and fitness of students, and for the creative use of leisure time".

Cycling is obviously endemic to this goal. The teaching of safe cycling should, in part, provide for programmes which focus on knowledge, attitudes and skills development that will aim to achieve it.

However, as the environmental ramifications of our motorised society become more understood, this focus should go beyond the personal benefit to the individual or group and should be broadened to include the future of humankind and the world environment. This may best be done by providing programmes that enable students and adults to investigate the link between the environment and transport, especially regarding alternative means of transport such as cycling.

Irrespective of the specific focus, cycling education should remain as an essential element within school curricula and must be consistent with the developing National Core Curriculum and National Attainment Levels. It should also be consistent with the proposed National Road Safety and National Bicycle Strategies.

In schools, an effective and efficient approach to safety teaching is advantageous to all safety issues including road safety, as attitudes and skills will compliment and reinforce each other. Bicycle education is one aspect of road safety education and should be planned accordingly. The curriculum should be organised as a helix with each content area being revisited every two years. This would allow for road safety knowledge to be built up sequentially and to be presented at relevant age levels. It should also enable positive road safety attitudes to be reaffirmed and skills to be practised and reinforced over the compulsory years of schooling.

Any such programme of cycling education should be developed within the school and be integrated within individual school curricula. Outside providers of human and material resource support, such as the traffic authorities, police, health authorities or the community should be encouraged to make those resources supportive of and consistent with the aims, rationale, teaching methodology and practical nature of that curricula in schools. This can only be achieved through consultation and/or mutual intersectoral co-operation between the provider and the school. They should be discouraged from providing resources independently as that

(continued page 5)

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may well lead to confusing, inconsistent or counter-productive information transfer.

Cycling education should also not be isolated from other road safety education, nor from safety teaching. Further, the development of cycling educational guidelines and programmes should be built upon identified strengths and standards in Australian cycling educational programmes and must extend beyond school programmes. The community should be encouraged to recognise and to support the need to develop and practise cycling education. In turn, community based education programmes, particularly for adult cyclists, could be developed at the local level.

To progress, it is now important that all levels of government and relevant authorities and community groups make a practical commitment to the provision and resourcing of road safety education including both school and community based cycling education.

This should include a commitment:

- to make cycling education a community issue and focus.
- to encourage cycling as an environmentally sustainable and healthy alternative means of transport and recreation.
- to promote safe cycling through education, programme development and support and by any other relevant means available.
- to cater for the education of other road users, particularly motorists, about cyclists, to encourage equitable sharing of transport systems.

#### ACRS DISCUSSION PAPERS

As outlined in Vol 5 No 1, we are progressively publishing a series of Discussion Papers. In that edition Discussion Paper No 1, entitled "Road Safety - An Interdisciplinary Problem", was provided.

Discussion Paper No 2 on "Bicycle Safety Education", appears on pages 3 - 5 of this edition.

Suggestions from members on how to improve the papers are encouraged.

It is again emphasised that the papers are not necessarily the policy of the College. It is anticipated, however, that the ongoing process in developing the papers may lead to the adoption of them as position statements.

#### INTERNATIONAL DRIVERS' BEHAVIOUR RESEARCH ASSOCIATION

This organisation was founded in 1970 by Public Affairs executives of international automobile and petroleum companies.

Over time, original members have been replaced by government, ministries or specialised research institutions.

The organisation has goals which include acting as a catalyst and coordinator of cross-national studies on the role of human factors in normal driving, in traffic conflicts and in accidents. It also aims to

assist common efforts to overcome overt and covert obstacles and inertia; promote science-based policies and propagate 'best practices'.

In 1986, a need to improve information flow was identified by British and Australian constituents. The need related especially to early warning of research initiatives, counter measure innovations and legislation passed or proposed. IDBRA, in response, has established INFONET.

The Association is supported by FORS, ARRB, RTA(NSW) & vic roads



This is No 12 in a series of interesting safety signs. It is erected on a mid-north coast section of the Pacific Highway in New South Wales.

Authors of Discussion Paper No 2, Bicycle Safety Education, are Felicia Birman (RACV), Linda Ivett (vic roads), and John Walker (Office of Road Safety, SA Dept. of Road Transport). Thanks to Ken Close (Dept. of School Education, Newcastle) for the original concept.



## PROBUS CLUB CONCERNED ABOUT ROAD SAFETY

Recent action by the Probus Club of Milton-Ulladulla exemplifies the community development approach to road safety.

At one of their meetings, attended by seventy one members, they discussed the topic - In what ways can we reduce the road toll?

The most clear and positive deficiency identified was the need to develop better educational programmes leading to the issuing of licences and to somehow change community attitudes so that people would display intense respect for the high powered vehicles they drive, the rules for driving, the limitations of the road they are using, the precious lives of their passengers, themselves and other road users.

With a letter to the editor, a spokesman for the club, Mr Ray Croot, enclosed a summary of the discussions.

"The use of simulators in training appeared to be one area neglected by authorities charged with the responsibility of administering traffic safety", commented Mr Croot. On behalf of the club, he has written to the Australian Road Research Board requesting advice, including information on simulators and their use in driver training. He was directed by ARRB to the NSW Road Safety Bureau and the Federal Office of Road Safety and a similar letter was sent to each. (The three organisations are members of the Australian College of Road Safety).

Mr Ray Croot has since had correspondence with Dr Chris Horneman (Education Unit of the

Road Safety Bureau, located in Armidale). He is now in possession of a summary of a report on simulators and a copy of the proposed curriculum for novice drivers being developed by the Road Safety Bureau. Mr Croot has forwarded comments on the latter to Dr Chris Horneman.

Mr Croot spent thirty seven years as a school teacher, during the last eleven of which he was a high school principal. "I have seen how eager young people are to get their licences and yet the attention paid to developing in them the right attitudes to driving has been minimal", said Mr Croot. He considers skills training, attitude development, licensing requirements and enforcement all as part of a necessary package.

The following suggestions were made by the special meeting of the Milton - Ulladulla Probus Club:-

Education

- \* Education in schools (after school hours) by highly trained professional instructors as part of the licensing procedure.
- \* Use of simulators as an integral part of that training and testing procedure.
- \* Compulsory re-education of offending drivers in safe driving techniques.
- \* Awarding grades of achievement when licensing.
- \* Attitude training and development i.e., responsibility to self and others.

Licences

- \* Strict and thorough testing.

- \* Provisional licences for eighteen months and graded licences.

- \* More frequent testing, particularly for transport drivers and heavy vehicle drivers (including buses).
- \* Age restrictions (maximum /minimum) for heavy vehicle drivers.
- \* Increase penalties for offences.
- \* Mental/psychological checks as a factor in licence issuing.
- \* Physical checks on aged drivers.
- \* Incentives for good driving record eg., cheaper licence.
- \* Power limitations for drivers under 25, or those convicted of speeding offences (identify with "P" plate).

Vehicle Registration/Safety

- \* Less power in vehicles.
- \* More speed control - governors on cars and trucks.
- \* More safety features in vehicles; more robust construction.
- \* Speed limits.
- \* Speed zoning.
- \* Air bags compulsory.
- \* Emergency braking in all vehicles.
- \* Seat belts in coaches; coach cabin design improvement.
- \* More stringent vehicle inspections eg., headlight testing to avoid blinding the oncoming driver.
- \* Minimum distances between vehicles emphasised.
- \* Spot checks on vehicle safety.
- \* Improve truck design to eliminate flying stones and water spray.
- \* Limit times when trucks can be on the road.

Roads

- \* Extend the levy 3x3 system to continue upgrading roads.

(continued page 7)

(continued from page 6)

Ensure that all funds raised are used for the purpose intended.

- \* Widen existing roads as a first priority.
- \* Provide more passing lanes.
- \* Move as quickly as possible to establish a safer road system.
- \* Provide road signs appropriate to road conditions.

Rail/Heavy Transport

- \* Extend rail use for efficient transport outlets.
- \* Heavy transport vehicles only on special roads.
- \* Exclude the transport of dangerous goods by road.
- \* Address the problem of road transport vehicle schedules putting pressure on the driver and the vehicle to maintain the schedule.

NATIONAL ROAD SAFETY  
RESOURCE CENTRE

The National Road Safety Resource Centre, which was established cooperatively by the Australian College of Road Safety and the University of New England, has been operating for two years.

The University Librarian, Mr Karl Schmude, has reported on the progress of the Centre's operation. "The requests for information have grown in number as well as variety", Mr Schmude said.

The requests have involved subjects such as driver training, sleep apnea, skid pans, traffic calming, safety striping on rear bumper bars, etc.

The Centre has also been responsible for compiling a National Register of ACRS members.

## A DAY TO REMEMBER

In *RoadWise* Vol 2 No 3, there was a report on the inaugural "Day to Remember".

This was held on December 3, 1988. The date was chosen to remind people, prior to Christmas holidays, of the need for care as they travel.

This event has been continued as an annual activity, in remembrance of victims of road trauma.

April 15, 1992 was the day to remember for the fifth year. This year, the date preceded Easter, which is usually a time when people attempt to travel long distances within four days, on congested roads.

Queensland Transport Minister Mr David Hamill, during an address, said that "Easter was statistically the most dangerous time to be on the road compared with any other period".

This awareness campaign is organised by DRUG ARM in association with PADD (People Against Drunk Drivers).

From 11am, a vigil was kept in King George Square, in the heart of Brisbane, where a memorial cross was erected to honour the thousands of men, women and children who have died needlessly on Australian roads. At 12 noon, a piper's lament was followed by the placing of floral tributes on the cross by prominent community leaders.



## ROADSIDE MEMORIALS

The conventional churchyards, crypts, public places for interment and crematories are being supplemented. There are now symbols of remembrance for victims of road trauma.

Memorials for victims can be found in locations of occurrence of bus crashes and other road mishaps. Hopefully, these memorials will also be reminders for all to drive carefully.



## BICYCLE LAW ENFORCEMENT

## INTRODUCTION

Cyclists are over represented in road trauma. They have a much higher hospitalisation rate than other road users and there is concern that educational programmes and legislative measures are not adequately enforced.

Bicycle law enforcement is not a high priority activity for police. There are a number of reasons for this, including the fact that the true extent of bicycle trauma is not clearly defined in road casualty information. Cycling fatalities are not great in number and bicycle crashes are grossly under reported, at a conservative figure of 1 in 30.

## ENFORCEMENT IS TO ROAD SAFETY AS CEMENT IS TO CONCRETE

Whilst it may be important to spend large amounts of money on road engineering and community education, these measures alone cannot guarantee reductions in road trauma. Appropriate enforcement and the threat or risk of being caught are major factors contributing to the success of campaigns - one good example is the anti drink driving programme. In a number of ways enforcement is the binding element.

## BICYCLE LAW ENFORCEMENT

Police generally regard the enforcement of traffic laws on most road users as relatively important, but bicycle laws receive low priority. Therefore, in the context of bicycle safety programmes, the term enforcement needs some discussion. A simple comparison of data from Victoria Police Annual Reports shows that the average annual rate of reported traffic offences per 1,000 population between 1985 and 1990, was 117 for motor vehicles and 1.5 for bicycles. Whilst it is acknowledged that bicycle trips total 5% of all trips, it is also noted that general law compliance by cyclists is quite low.

A NSW study on cyclist behaviour and helmet wearing (Walker, 1990) indicates that amongst cyclists only 8% give hand signals, 28% use lights at night and 56% obey traffic signals. An earlier study in Newcastle by the Newcastle Cycleways Movement (NCM) supports this information and observes that motorists' law compliance rates are above 99.5%. These facts indicate that cyclists do not attract an equitable level of enforcement.

The concerns regarding cyclists' failure to comply with road laws are primarily related to trauma. "The great majority of serious non fatal bicycle injuries involve cyclist error-" and "Lack of law compliance by cyclists is the dominant factor in bicycle/motor vehicle collisions" (Mathieson, 1991). Other concerns include the development of poor attitudes to road use and the breeding of a general disregard for laws and authority.

## WHY DO ERRANT CYCLISTS FAIL TO ATTRACT POLICE ATTENTION?

The indication, gleaned from enforcement data, of police disinterest in cycling offences is supported by a recent

survey in Victoria on "Police Attitudes to Traffic Law Enforcement" (Gunn, McLean, 1990). The study reveals that the low priority is influenced by a perceived lack of community support and problems of enforcing penalties on children. These are just two of a number of reasons given by police for their lack of interest in this issue. However, these may be convenient arguments based on messroom folklore. The real reason may be that police are not fully informed on the extent and cost of cyclist trauma.

Experience in Victoria and NSW has shown that most police attending in-service training on bicycle safety issues are not aware that cyclists are over represented in road trauma and that bicycle casualties are grossly unreported. Faced with these facts, police apathy is most often replaced by concern in the short term. However, returning to regular duties after these training sessions, police succumb to pressures of other commitments and to the traditional pressure from less informed peers.

If improvements are to be gained in the standard of bicycle law enforcement, police need to be exposed to bicycle safety issues and be informed on the problems. A commitment is required from senior management to ensure that directions are given at the supervisory level. The commitment needs to be Department wide and should be included in operational objectives. These "requirements, needs and shoulds" can be achieved through appropriate education of senior personnel. New South Wales Traffic Authority led the way with the "Bicycle Users and Police Seminar" at Penrith in November, 1990. Victoria followed with a similar seminar at Geelong in April, 1991. Subsequent action by police participants attending these seminars has justified this approach in gaining Departmental commitment.

## WHOSE RESPONSIBILITY?

Bicycle law enforcement is the responsibility of all police patrolling the road system. It is not a specialist task and it is not just about issuing "tickets" and making "bookings". Not every road user is booked when spoken to by police and not every offence is threatening to life and limb. An effective approach to enforcing laws on cyclists includes a strong emphasis on education and reinforcement rather than on punishment alone.

It is not suggested that police should drop everything else to concentrate on bicycle laws. A small improvement from a large number of police has the potential to improve cycling behaviours and reduce trauma.

If cyclists believe that they do not have to comply with road laws, the police will be contributing to bicycle crashes by neglect.

## CONCLUSIONS

Studies show that when compared with motorists, cyclists' law compliance is low, particularly so for basic laws such (continued page 9)

## LETTERS TO THE EDITOR

BICYCLE LAW ENFORCEMENT  
(continued from page 8)

Dear Editor,

I note in RoadWise Autumn 1992 a lot on traffic education. There is a great need for the education of professionals in the field on the applied science of safety that is so well developed in occupational safety. When it gets to community safety and training to change behaviours and skills there is little evidence that this alone is as yet effective.

I do not know of evidence that confirms that traffic safety education alone has ever produced significant outcomes in substantial reductions in traffic deaths and injuries. There is plenty of evidence that it does not.

Those supporting the anxiety-provoking shock tactics used in Victoria have provided no direct evidence that they are actually reducing traffic accident deaths

or injuries. These reductions accord well with Partyka's Model.

All educational programmes, especially traffic safety education programmes, need very careful evaluation. They need to be justified. They are very expensive and can be misleading or even counter-productive.

It is time for an urgent review of these educational programmes which are often run by politicians and others with vested interests. They tend to build empires. Those who produce them need to justify their existence.

Creating and maintaining a safer traffic environment could well be a better way to achieve results in injury reductions. After all, this is the preferred approach in occupational safety where there is a greater emphasis on the applied science of safety.

(Dr) Ric Bouvier

Dear Mr Grigg

Please find attached copies of recently published general reports entitled "Traffic Safety Education in Victoria - 1990" vols. 1,2,3.

The reports describe the results of self-administered questionnaires received from 92 Early Childhood Centres, 156 Primary Schools and 97 Secondary Schools. The respondent from each school or centre was asked to document the method of teaching and usage rates for all pupils in 1990, for various components of the education material published by vicroads.

The level of awareness of the vic roads Consultancy Service and

the level of penetration of Traffic Safety Education Consultants into the schools and early childhood centres in Victoria is also estimated.

Previous surveys have been conducted in 1986 and 1988, but whereas the 1990 survey is similar to the earlier valuations, information was requested in a slightly different manner in 1990 to try and identify the strengths and weaknesses of various programmes and elicit suggestions for future improvement.

Yours sincerely,  
Mrs Pat Rogerson (Research & Investigations); Ms Linda Ivett (Education Programmes), vic roads.

as use of lights at night, hand signals and those laws which regulate traffic movements at intersections.

Enforcement data indicates that the level of bicycle law enforcement is out of balance with the enforcement applied to motorists. Low levels of bicycle law enforcement are attributed to the listing of priorities by police.

There is a connection between poor cyclist behaviour and trauma. This link implies that effective bicycle law enforcement has the potential to reduce the incidence and costs of bicycle related casualties.

More realistic levels of bicycle law enforcement can be achieved by providing police with appropriate information on the real extent, causes and costs of trauma; firstly, to senior police to gain Departmental commitment and direction; secondly, to the "troops" whose task it is to provide the reinforcement.

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*This article was contributed by Sgt. Ted Wilson, Victoria Police, to stimulate discussion on bicycle safety*



## NEWS FROM MEMBERS

Mr Barry Collis, Co-ordinator of Road Safety Education, Queensland Department of Education, has forwarded copies of the monthly publication "Road Safety Education News". This newsletter contains many case studies and reports from schools scattered across the state. There is a heavy emphasis in the articles on safety for bicyclists, bicyclist education and safety helmet wearing.

From January 1992, it is mandatory to wear bicycle safety helmets in all Australian states and territories. The burden of the messages in these publications is to convince children that it is important to obey this law.

The helmets wearing rate has reportedly increased from 16% in 1990 to 52% in 1991 (81.5% primary school children; 32.8% secondary school students). While this shows that, subsequent to the introduction of the legislation in Queensland in July 1991, there has been a substantial increase in helmet wearing, it still represents a picture of high risk for young people.

One interesting programme described in the April 1992 issue of "Road Safety Education News" is the introduction of a "Bicycle Licence" (copy above). This was introduced in the Lockyer Valley Youth Club and details are available from Constable Chris Nelson of Gatton Police.

The Australian College of Road Safety Inc. is the only organisation which has been set up specifically to link, on a personal and professional level, road safety workers and community organisations across the nation.



Corporate and personal membership of the Australian College of Road Safety Inc. is invited. Membership includes receipt of the quarterly journal *RoadWise*; other circulars; participation in conferences, forums and lectures; and links with other professionals.

## Annual subscription:

Corporate	\$40
Personal	\$20

## Bicycle Licence

The bearer of this licence is an approved Safety Cyclist for the state of Queensland.

NAME: .....

ADDRESS: .....

..... PHONE: .....

1. Don't ride on the footpath
  2. Always keep your cycle road worthy
  3. Obey all traffic regulations
  4. Wear a helmet
  5. Always use reflectors
- Authorised by  
L.V.Y.C.  
Constable C. Nelson  
Manager

Dr Amarjit Singh, Director of the Centre for Alcohol and Road Safety Education at the University of Reading, England, forwarded a copy of the Newsletter published at his centre.

The newsletter provides current news, report titles, information on resources, videos and software and dates for courses and events.

Although there has been a reduction of 56% in the number of children killed in road accidents in the last 20 years, in the U.K., there were 417 killed and 8,900 seriously injured in 1990.

Details are provided of the "Traffic Education in the National Curriculum". In each of seven sections, one for each school year (junior), there are objectives, resources, suggested activities and linkage with attainment targets of English, Mathematics, Science, Technology, History and Geography.

## New Members

## Corporate

Road Safety Bureau, RTA NSW, (Mr P Croft)  
Du Pont (Aust) Ltd, (Mr Leo Murphy)  
Bob Jane Driveskill International, (Mrs Jennie Hill)  
Jamieson Foley & Associates, (Mr John Jamieson)

## Personal

Mr Rajah Kannah (Transportation Planner,  
City of Melbourne)  
Mrs Fae Robinson (Transport Department, Tasmania)  
Mr Robert Hodges (Pacific Waste Management, Qld)  
Mr Keith Rigby (RTA, Blacktown, NSW)

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