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OFFERED IN THE PUBLIC SCHOOLS OF THE STATE OF  
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A SURVEY OF OPINIONS OF SECONDARY SCHOOL  
PRINCIPALS TOWARD THE DRIVER EDUCATION  
PROGRAMS OFFERED IN THE PUBLIC SCHOOLS  
OF THE STATE OF MICHIGAN

By

Robert Clayton Mills

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## ABSTRACT

### A SURVEY OF OPINIONS OF SECONDARY SCHOOL PRINCIPALS TOWARD THE DRIVER EDUCATION PROGRAMS OFFERED IN THE PUBLIC SCHOOLS OF THE STATE OF MICHIGAN

By

Robert Clayton Mills

#### Statement of the Problem

It was the purpose of this survey (1) to determine the opinions of secondary school principals in the state of Michigan toward driver education, and (2) to determine what secondary school principals felt was needed to resolve the problems of the driver education program as outlined by the State Department of Education in Michigan.

The completion of the two general statements required the answering of the following specific questions regarding the opinions of secondary school principals toward: (1) members of the driver education staff (2) community acceptance of the driver education program (3) the effectiveness of driver education in promoting citizenship among students (4) the status of guidelines and information available in driver education (5) the administration of the driver education program (6) the acceptance of the present driver

education program (7) raising the driver licensing age to seventeen (8) removing required driver education programs from the public schools (9) reimbursement rates for students completing driver education (10) the restructuring of the driver education requirements (11) a uniform mandatory statewide driver education program, and (12) the employment of regional coordinators to direct the driver education program in the public schools.

Description of the Methods,  
Technique, and Data Used

The research survey was limited to a random stratified sample of 293 secondary school principals in the public high schools of the state of Michigan.

Each public high school was ordered by Michigan Education Association geographical region and by Michigan Athletic Enrollment Classification. A random stratified sample consisting of fifty per cent (50%) of the public high schools in each strata was then drawn.

Prior to mailing the developed questionnaire, a letter explaining the survey was drafted and letters of endorsement were obtained from Dr. Robert O. Nolan, Assistant Director of the Highway Traffic Safety Center at Michigan State University and Mr. Ben Leyrer, President of the Michigan Association of Secondary School Principals.



Two weeks after the initial mailing, a follow-up letter and second questionnaire was sent to those principals that had failed to respond.

As a result of the initial mailing and the follow-up procedures a ninety-six per cent (96%) return of completed questionnaires was obtained.

Responses to the questionnaires were coded for computer use. The tabulated findings were then listed in tables according to the content areas of interest, and selected categories that included: (1) size of the school, (2) metro and non-metro county schools, (3) total responses, (4) schools offering credit for driver education, (5) schools offering no credit for driver education, (6) secondary administrative experience of the principal, (7) method by which the principal learned to drive, and (8) method by which the school offered the behind-the-wheel phase of driver education.

### The Major Findings

The survey indicated that the principals endorsed the driver education program in the state of Michigan, but held varied opinions concerning the reimbursement rate, driver education teachers, academic status of driver education, and improvements needed in this subject.

Data revealed that principals endorsed the adoption of a statewide examination for driver education, but were

non-committal concerning mandatory course requirements for this subject.

Evident by the number of responses was the interest and concern shared by the principals for the driver education program in the state of Michigan.

## DEDICATION

This dissertation is dedicated to the memory of Mr. Harry G. Mills, who passed away in September of 1967.

Grandfather Mills instilled in those that loved him the attributes of honesty, hard work, and ambition and by his example made life beautiful and meaningful to all who surrounded him.

## ACKNOWLEDGMENTS

The preparation of this dissertation was made possible by the sincere help, guidance, and suggestions offered by many individuals. To list each individually would be impossible, however, special recognition must be extended the following:

Dr. Robert O. Nolan, Professor at the Highway Traffic Safety Center, and academic advisor, to whom the author shall ever be grateful for his continued encouragement, direction and support through all phases of his graduate program.

To the other members of his doctoral committee: Dr. Robert E. Gustafson of the Highway Traffic Safety Center, Dr. William Mann and Dr. Louis Romano of the College of Education for their sincere suggestions, encouragement, and constructive criticisms.

A special kind of acknowledgment must be extended to his wife, Marjorie and sons Michael, David, Jeffery, and Patrick for their understanding and cooperation during the many months of work involved in this dissertation. Their continued encouragement and sacrifice made possible the completion of this undertaking.

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## CHAPTER I

### • THE PROBLEM

In 1969, the National Safety Council reported a total of 56,400 deaths, 2,000,000 personal injuries and an estimated cost of \$11,800,000,000.00 dollars as a result of motor vehicle accidents.<sup>1</sup>

In the state of Michigan during 1969, the Department of State Police reported a total of 2,487 individuals lost their lives, 175,400 persons were injured and an estimated cost of \$500,000,000.00 dollars, as a result of motor vehicle accidents.<sup>2</sup>

During the fiscal year ending June 30, 1969, a total of 158,010 students<sup>3</sup> completed an approved driver education program in the public schools of Michigan and were eligible, if 16 years of age, to apply for a driver's license to operate a motor vehicle. With this number of young people being offered driver education in the public schools, the

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<sup>1</sup>National Safety Council, "The 1969 Traffic Story," Traffic Safety, National Safety Council, (March, 1970), p. 30.

<sup>2</sup>Department of State Police, Michigan Traffic Accident Digest, Michigan State Police, (1969), p. 8.

<sup>3</sup>State Department of Education, Summary of Annual Reimbursement Reports, State Department of Education, Fiscal Year Report, (July 1, 1968 through June 30, 1969), p. 1.

type of curriculum in driver education and the opinion of the secondary school principal in the school in which the program is being offered, becomes increasingly important.

Through the years that driver education has been included in the public school curriculum in Michigan (since 1956 by state law<sup>4</sup>), many significant events have taken place. The reimbursement rate for students completing an approved driver education program has increased from \$25.00 dollars<sup>5</sup> to the present reimbursement rate of up to \$30.00 dollars<sup>6</sup> per student completing the driver education program. A multiple car off-street driving range<sup>7</sup> was constructed at Michigan State University in 1956, and a manual for driver education programming<sup>8</sup> was issued by the Michigan Department of Education. This manual includes the driver

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<sup>4</sup>State Department of Education, Driver Education, Section 811 of Act No. 300 of the Public Acts of 1949, as Amended being Section 257.811 of the Compiled Laws of 1948 (State Department of Education), p. 1.

<sup>5</sup>State of Michigan 68th Legislature Extra Session of 1955, Enrolled House Bill No. 1 (State Department of Education), p. 2.

<sup>6</sup>State Board of Education, Section 811 of Act no. 300 of the Public Acts of 1949, as Amended, being Section 257.811 of the Compiled Laws of 1948 (State Department of Education, December 5, 1969), p. 6.

<sup>7</sup>Robert E. Brazell, "A Follow-Up Study of Public School Driver Trainees, Relating Driving Performance Records to Selected Academic and Training Factors." (Unpublished Dissertation, University of Michigan, 1962), p. 38.

<sup>8</sup>Michigan Department of Education, Driver Education Programming, January 1970 (Michigan Department of Education), pp. 1-148.

education law, rules of operation for driver education programs, and various curricular specifications and suggestions. The National Highway Safety Act of 1966 provided for a driver education standard, 4.4.4, which specifies the requirements for compliance, and provided for a penalty clause which could result in loss of Federal Highway Revenue Funds.<sup>9</sup>

Supporters of the driver education program,<sup>10, 11, 12</sup> point to the decrease in traffic violations among teenagers completing an accredited driver education course, while critics of driver education,<sup>13</sup> using other data, claim that driver education is not adequately preparing students to safely operate a motor vehicle.

Many suggestions, proposals, and alternatives have been offered by educators to improve the present driver

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<sup>9</sup>Public Law 89-564, National Highway Safety Act of 1966 (Insurance Institute for Highway Safety), p. 9.

<sup>10</sup>American Automobile Association, Driver Education Services of the AAA (American Automobile Assn.), March, 1969, p. 1.

<sup>11</sup>Traffic Safety Association of Detroit, Traffic Safety Association Bulletin (Traffic Safety Association of Detroit), February, 1962, p. 1.

<sup>12</sup>Thomas R. Reid, Let's Meet the Traffic Safety Challenge (Auto Manufacturer's Association to American Driver and Traffic Safety Education Association), August 21, 1969, p. 3.

<sup>13</sup>"What the 'Moynihan Report' Really Said About Driver Education, Traffic Safety (June, 1968), pp. 24-25, 36-38.



education programs.<sup>14</sup> More time behind-the-wheel, full semester driver education courses, simulators, multiple car off-street driving ranges, and more effective teacher preparation have been offered as suggestions to improve driver education.

With the expenditure, by the state of Michigan, of \$4,738,079.31 dollars<sup>15</sup> during the fiscal year 1969, the problem of effective driver education administration in the public schools assumes tremendous importance.

In retrospect, Michigan's traffic accident record has not been encouraging, but will the future offer additional encouragement? One possible answer to this question depends upon two basic factors: first, the quality of the driver education curriculum being offered in the state of Michigan; and secondly, the availability of an accredited driver education program for the young people near licensing age. The first factor has been partially resolved by the adoption of guidelines for minimum standards applicable to schools offering a driver education program in Michigan.<sup>16</sup> A solution to the second factor depends upon the

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<sup>14</sup> Highway Traffic Safety Center, How to Improve Driver Education in Michigan (Highway Traffic Safety Center, Continuing Education Service, Michigan State University, December, 1966), pp. ii-XV.

<sup>15</sup> State Department of Education, op. cit., p. 2.

<sup>16</sup> Michigan Department of Education, Driver Education Programming, January 1970 (Michigan Department of Education), p. 6.

participation in, and the frequency with which driver education is offered to youth of licensing age. In 1956, state law<sup>17</sup> required that driver education be made available to all youth of licensing age by the public schools of Michigan.

To date, no one has attempted to determine by a representative sample, the opinions of secondary school principals regarding driver education programs in the state of Michigan. Feedback regarding their opinions of the administration of driver education, therefore, has never been systematically obtained. A survey, conducted by the Highway Traffic Safety Center at Michigan State University, in 1966, attempted to determine what was needed to improve driver education in Michigan.<sup>18</sup> This study included interviews with secondary school principals, but did not attempt to scientifically sample, secondary school principals employed in the public schools of Michigan.

It is assumed therefore, that meaningful data will be obtained from an opinion survey designed to include a scientific sample of secondary school principals and that this survey will benefit driver educators by: (1) developing a better understanding among secondary school principals

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<sup>17</sup>State of Michigan 68th Legislature, Extra Session of 1955, Enrolled House Bill No. 1, op. cit., p. 1.

<sup>18</sup>Highway Traffic Safety Center, loc. cit.

and driver educators, by asking principals to identify the problems with which they are confronted in administering the driver education program, (2) providing first-hand knowledge and impact of driver education in public school systems as defined by the opinions of secondary school principals, (3) identifying the status of administrative directives, guidelines, and information relative to driver education, and (4) classifying the positive and negative opinions of secondary school principals regarding driver education in Michigan, and their respective school systems.

To develop a more effective driver education program in Michigan the opinions of secondary school principals need to be obtained, in order to provide for new programs, proposals, and guidelines. This research survey of opinions of secondary school principals in Michigan, attempts to obtain and define this information.

#### Statement of the Problem

It was the purpose of this survey (1) to determine the opinions of secondary school principals in the state of Michigan regarding the driver education program, and (2) to determine what secondary school principals felt was needed to resolve the problems of the driver education program as outlined by the Department of Education in the state of Michigan.

Data relative to these statements required that the opinions of secondary school principals to questions concerning the following specific areas be answered: (1) driver education staff, (2) community acceptance of the driver education program being offered in the public schools, (3) the effectiveness of driver education in developing citizenship among those students enrolled in the driver education program, (4) the status of guidelines and information available in driver education, (5) the administration of the driver education program, (6) the acceptance of the present driver education program by the principals, (7) raising the driver licensing age to seventeen, (8) removing required driver education programs from the public schools, (9) reimbursement rates for students completing driver education, (10) the restructuring of driver education requirements, (11) a mandatory and uniform driver education program in all public schools, and (12) the employment of regional coordinators to direct the driver education program in the public schools.

This research survey will provide an accurate tabulation and evaluation of the needs of driver education in the state of Michigan as outlined by the opinions of secondary school principals. This tabulated data will serve as a guide to educators, both in higher education and in the State Department of Education, responsible for innovations,

administration, and changes in the driver education curriculum in the public schools of the state of Michigan. It is to this objective that the research survey is being conducted.

#### Importance of the Survey

Heretofore, the State Department of Education has not exposed secondary school principals to guidelines for administering a driver education program, yet because of their role, principals have been assigned the responsibility of structuring, developing, scheduling, and implementing a driver education program in their school system.

It is also theorized that the limited facts available concerning the opinions of the secondary school principals toward driver education programs, handicapped driver educators and officials in accurately assessing the needs confronting the secondary school principals.

#### Scope of the Survey

This research survey was limited to a random stratified sample of 293 secondary school principals in the public schools of Michigan. During the 1968-1969 school year, 94 per cent of all students enrolled in driver education in Michigan were in the public school program.<sup>19</sup>

The individuals sampled in this research survey represent 293 public secondary school principals in various

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<sup>19</sup>State Department of Education, op. cit., p. 1.

Michigan public high schools classified by size for athletic purposes<sup>20</sup> and Michigan Education Association geographical regions.

#### Definition of Terms Used

Administration as used in this research survey refers to the individual or group of individuals responsible for the management and supervision of a segment or segments of the driver education program in a public high school. The term may also apply to the various tasks, duties, and responsibilities delegated to an individual administrator.

Curriculum in Driver Education applies to the tasks, activities, assignments, and materials used or provided the individual enrolled in the driver education program.

Driver Education refers to those areas of traffic safety education formally taught in the regularly scheduled driver education curriculum. It consists of two parts: classroom instruction and practice driving. All traffic safety materials, information, and data supplied to the student in the scheduled driver education course were included in the term, driver education.

Driving simulator is an electro-mechanical device which enables students in simulated cars to react to driving situations, projected on a motion picture screen.

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<sup>20</sup>Michigan High School Athletic Association Bulletin, Directory Issue 1969-1970 School Year, Volume XLVI, November, 1969, Number 4-S (Michigan High School Athletic Association), p. 229.

While the students react, automatic progress checks, programmed into the films, are recorded.

Metro and Non-Metro Counties in the state of Michigan are defined as, "that county which contains one city of 50,000 inhabitants or more", or "twin cities with a combined population of at least 50,000". In addition to the county, or counties containing such described cities, contiguous counties are termed metro counties if, according to certain data, they are essentially metropolitan in character and are socially and economically integrated with the central city.

A non-metro county in the state is defined as, "that county which lacks at least one city of 50,000 population" or "twin cities with a combined population of at least 50,000 inhabitants."

Michigan Athletic Enrollment Classification. All public high schools in the state of Michigan are classified according to the number of students enrolled in the public school grades 9 - 12. The Michigan Athletic Enrollment Classification hereafter will be referred to as school classification, athletic classification, or school size. A breakdown of these classification categories is listed in Table 1.

Multiple Car Off-Street Driving Range is an area specially designed and constructed for the purpose of teaching a portion of the behind-the-wheel phase of driver education. This area is designed to simulate actual on-the-street driving experiences including standard signs, signals, and markings.

TABLE 1.--Michigan Athletic Enrollment Classification.

Class	Number of Students
Class A	1200 or more students
Class B	550 to 1199 students
Class C	300 to 549 students
Class D	Less than 300 students

On-The-Street Instruction refers to that portion of the practice driving phase of the course during which students had an opportunity to drive dual controlled cars on the public streets and highways under the direction and supervision of driver education instructors.

Opinion Questionnaire was a document containing a series of statements which required an opinion response from the secondary school principal. For the purposes of this research survey, the term opinion questionnaire was used interchangeably with the term diagnostic instrument.

School Year referred to in this research survey is that period of time between June 30 of one year and July 1 of the succeeding year. The term school year is commonly referred to as the fiscal school year or fiscal year.

Secondary School Principal was the administrator directly responsible for the management and supervision of the secondary school program involving grades 7-12, 8-12, 9-12, or 10-12. This individual usually was the first line administrator of the driver education program in a school system.



### Organization of the Remaining Chapters

In Chapter II pertinent literature is reviewed. Presented in Chapter III are the following: (1) methods of procedure, (2) selection procedures for obtaining the secondary school principals in this survey, (3) detailed descriptions of the sampling techniques used, (4) a detailed outline of the sampling distribution by area in the state of Michigan, and (5) sampling procedures and project design. Chapter IV contains an analysis of the data and findings, while Chapter V presents the summary, conclusions, recommendations, and discussion of the research survey.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

It was evident at the beginning of this investigation that few research studies had been conducted that involved the opinions of secondary school principals toward driver education programs. A search of the Thesis Library at Michigan State University, the State Department of Education Library, and the University of Michigan Microfilms disclosed no research studies in driver education that focused directly on the secondary school principal.

However, it must be noted that vast amounts of literature varying in quality existed in the individual areas of: driver education, the secondary school principalship, and the questionnaire approach in descriptive-survey studies.

A thorough review of the literature pertinent to this survey has been conducted and is presented in the following sections: (1) related driver education studies that involved the secondary school principal, (2) the National Highway Safety Standard on Driver Education, (3) the

Michigan Driver Education Law, and (4) the Michigan Department of Education Programming Guide for Driver Education.

The following quotation by Aaron and Strasser<sup>1</sup> endorsed the inherent importance of proper administration of the driver education program.

Success of the driver and traffic safety education program is in large measure dependent on proper administration. The school administrator must assume full responsibility for the proper organization and administration of this program along with his other major administrative tasks. Moreover, the administrator is responsible for the evaluation and success of the program content and instruction on a continuous basis.<sup>2</sup>

Related Driver Education Studies that Involved  
the Secondary School Principal

In 1958, Norman Key,<sup>3</sup> in a study conducted at the American University, Washington, D. C., titled "The Status of Driver Education in the United States" sampled the 48 State Departments of Education and 585 high schools by questionnaire.

The purpose of Key's study was to identify the standards and practices, both administrative and

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<sup>1</sup>James E. Aaron and Marland K. Strasser, Driver & Traffic Safety Education--Content, Methods, and Organization (The Macmillan Company, 1966), p. 101.

<sup>2</sup>Ibid.

<sup>3</sup>Norman Key, Status of Driver Education in the United States (Washington, D. C., National Commission on Safety Education, National Education Association, 1960).

instructional, then being employed in driver education programs throughout the United States.

On the basis of the returned questionnaires from the high schools sampled, Key concluded: (1) the principal, assistant principal, or dean was responsible for the driver and/or safety education program in 7 per cent of the high schools that responded, (2) that approximately 66 per cent of the high schools offered credit toward graduation for driver education, and (3) that 47 per cent of the public high schools that responded offered both a classroom and behind-the-wheel driver education program.<sup>4</sup>

Key reported the limitations of the study were the inherent difficulty in accurate communication between the investigator and the audience, and the lack of on-location observation of conditions and practices. He concluded that the limitations were controlled by the use of sampling techniques and the general familiarity of the investigator with driver education programs offered in the school systems across the country.

Implications from Key's study that are relevant to the survey of opinions of secondary school principals in the state of Michigan included: the type of driver education program offered in the public high schools, the administrative aspects of driver education as determined

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<sup>4</sup>Key, op. cit., pp. 2, 5, 12, 55.

by the principal, and the status and acceptance of driver education as viewed by the secondary school principal.

A study<sup>5</sup> in 1965 conducted by the Oakland (Michigan) County Traffic Safety Committee involved the volunteer efforts of 202 citizens and officials who were concerned about the County's spiraling traffic toll. The volunteers were divided into seven groups, one of which was titled Driver and Traffic Safety Education. Each group concentrated on a separate aspect of traffic accident prevention and submitted a report to the total committee at the completion of the study.

The findings of the Driver and Traffic Safety Education group included 14 recommendations, four of which were given top priority. These four recommendations included: (1) the employment of a county coordinator for driver and safety education, (2) the improvement of teacher qualification and competencies in driver education, (3) increasing the number of classroom hours in driver education from 30 to at least 40 hours, and (4) the teaching of driver education as a full semester course. Also included were recommendations for: (1) increasing the use of simulators and multiple car off-street driving ranges for the behind-the-wheel phase of driver education, (2) increasing the driver licensing age to

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<sup>5</sup>Oakland County Traffic Safety Committee, Summary Report of Recommendations All Study Groups (Oakland County Traffic Safety Commission, 1965), pp. 62-79.

17, and (3) offering credit toward graduation for students completing the driver education program.

Each of these recommendations by the Driver and Traffic Safety Education group directly encompassed the administration of driver education. Inferred by these recommendations was the need to accurately identify the opinions of secondary school principals toward the driver education program.

Of special note was the statement:

The driver and traffic safety education program in Oakland County can be no better than that which the people want . . . and that which the people want depends upon the inspirational leadership provided by the administration of the program.<sup>6</sup>

At the request of the Governor a 1966 study<sup>7</sup> was conducted by the Highway Traffic Safety Center at Michigan State University that involved 57 school districts in the state of Michigan. The study was designed to identify, "What was Needed to Improve Driver Education in Michigan." Numerous individuals were questioned via personal interview techniques and questionnaire. Included in the study were driver education teachers, school principals, counselors, students, parents, and police and court officials.

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<sup>6</sup>Ibid., p. 63.

<sup>7</sup>Michigan State University, "How to Improve Driver Education in Michigan" (Highway Traffic Safety Center, Michigan State University, 1966), pp. 139.

The recommendations reported by the Highway Traffic Safety Center closely paralleled the findings of the Oakland County Traffic Safety Committee. These recommendations included: (1) the improvement of the supervision and assistance offered high schools in the area of driver education by increasing the personnel assigned to the Driver Education Division of the State Department of Education, (2) increasing the minimum driver licensing age to 17, (3) offering driver education to youth under age 18 only in schools granting a high school diploma, (4) awarding of credit towards graduation for students completing the driver education program, (5) increasing the number of hours for classroom instruction to a minimum of 45 hours, (6) the involvement of driver education teachers in more professionally oriented driver education and traffic safety activities, and (7) increasing the reimbursement rate for students completing an approved driver education course.

Each area specified in the Highway Traffic Safety Center Study as needing improvement affected the principals role in the administration of driver education. Implied, by these recommendations, was the importance of research to identify the opinions of secondary school principals toward the driver education program.

Moore<sup>8</sup> in a 1969 study that included a random sample of 120 public and non-public schools in the state of Michigan obtained data from secondary school principals and other school personnel via personal interview techniques and a questionnaire.

Moore found that: (1) 55 per cent of the principals interviewed were responsible for supervising the driver education program, (2) 38 per cent of the principals had taken a driver education course, (3) principals in class A and B schools were more often involved in policy decisions concerning the driver education program than were principals from smaller high schools, and (4) high school principals in public schools participated to a greater degree in policy making and supervision of driver education than did principals in non-public schools.

Of significance to the survey of opinions of secondary school principals were the findings by Moore that involved administrative policy making and supervision of driver education. It was concluded that the opinions of principals in the public school toward driver education directly affected their administrative decisions. This conclusion further endorsed the need

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<sup>8</sup> Nevil Leslie Moore, "A Study to Determine the Responsibilities, Training, and Time Involvement of Traffic Safety Education Workers in Selected Michigan Schools" (unpublished Dissertation, Michigan State University, 1969), pp. 46-51.



for research to identify what secondary school principals think about the driver education program presently outlined by the State Department of Education.

School administrators were surveyed by the National Safety Council at the American Association of School Administrators Convention held in February, 1970, at Atlantic City, New Jersey.<sup>9</sup> Involved in the survey were 449 individuals of whom 9 per cent were school principals.

The survey questionnaire used contained four major sections that included: (1) preliminary information about the respondent, (2) the attitude of the respondent toward driver education, (3) the attitude of the respondent toward the future of driver education, and (4) the selection, in a rank order, of governmental problems that included: inflation, traffic accidents, environmental pollution, and the generation gap.

Findings indicated that 91 per cent of the respondents endorsed high school driver education programs. Fifty-six per cent of the respondents indicated that driver education should be financed from state or federal funds, and 72 per cent of the respondents reported that a probationary driver's license should be issued the young driver.

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<sup>9</sup>Kenneth F. Licht, "What School Administrators Think about Driver Education," Traffic Safety (National Safety Council, May, 1970), pp. 24-26, 39-40.

Because of the brevity of the National Safety Council's survey and the limited number of principals that responded to the questionnaire representative data was not obtained.<sup>10</sup> Further endorsement, therefore, has been given for a comprehensive survey of the opinions of secondary school principals toward driver education.

A visit was made to the Driver Education Division of the State Department of Education in search of information relative to the opinions of secondary school principals toward driver education in the state of Michigan. Mr. Malcom Whale, Director of the Driver Education Division related that no driver education research studies had been conducted that involved the secondary school principal. Cited, however, by Mr. Whale was an Ad Hoc Driver Education Policy Study Committee Report<sup>11</sup> that included one secondary school principal. This study, conducted in 1964 at the request of the State Superintendent of Public Instruction attempted to assess the driver education program offered in Michigan schools.

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<sup>10</sup> Ibid., p. 40.

<sup>11</sup> Superintendent of Public Instruction, "The Report of the Ad Hoc Driver Education Policy Study Committee" (Michigan Department of Education, September, 1964).

Reported in this study was the following statement:

The major factor behind the obstacles to progress and the failure to improve standards which have occurred is the attitude of many school administrators toward the (driver education) program. Behind the attitude is the dual pressure upon school administrators from swelling school enrollments and inadequate school budget, plus pressure to emphasize college entrance requirements, and to view the accident problem as something apart from education.<sup>12</sup>

Mr. Whale stated that, "principals presently were only involved on an incidental basis and their contributions to the driver education program in the state of Michigan have been sadly overlooked." He further endorsed the need to survey the opinions of secondary school principals toward the driver education program by concluding that "research data from secondary school principals would be invaluable in formulating and implementing comprehensive driver education programs in the public schools of this state."

#### National Highway Safety Standard 4.4.4

With the passage of the National Highway Safety Act of 1966, a driver education standard 4.4.4 was forthcoming.<sup>13</sup> This standard directly affected the administration of high school driver education by specifying

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<sup>12</sup>Ibid., p. 9.

<sup>13</sup>Insurance Institute of Highway Safety, National Highway Safety Standards (Washington: Insurance Institute for Highway Safety, 1968), pp. 9-11.

that the Secretary of the Department of Transportation would not approve any state highway program which did not provide for comprehensive driver education programs that included:

The initiation of a state program for driver education in school systems or for a significant expansion and improvement of such a program already in existence, to be administered by appropriate school officials under the supervision of the governor. . . ."14

In addition to the guidelines specified by the National Highway Safety Act of 1966, a program manual, Volume 4, dealing with driver education was issued by the Department of Transportation.<sup>15</sup> This manual specifies the requirements for the states to follow in the development and regulation of their driver education programs.

Areas outlined in the manual important to the administration of driver education programs included: (1) the course requirements for both the behind-the-wheel and classroom phase of driver education, (2) the minimum time duration in which the driver education course may be scheduled, (3) the procedures for making the driver education course available to students approaching licensing

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<sup>14</sup> Ibid., p. 9.

<sup>15</sup> National Highway Safety Bureau, Highway Safety Program Manual, Volume 4, Driver Education (United States Department of Transportation, Federal Highway Administration, Washington, D. C., January, 1969).

age, and (4) the qualifications of instructors teaching in the driver education programs.

The regulations listed in the manual have direct implications for the administration of driver education because the principals in making decisions and recommendations must consider the provisions outlined in the driver education manual. Apparent, therefore, was the extreme need for research to identify the opinions of secondary school principals toward the provisions delineated by the federal standard on driver education.

#### State of Michigan Driver Education Law

Regulations and requirements for driver education programs conducted in the secondary schools of the state of Michigan have been defined by the Michigan Driver Education Law which was enacted by the 68th Legislature in an extra session in 1955.<sup>16</sup>

The provisions of the driver education law, including recent amendments, that were of concern to this research survey involved: (1) the reimbursement rate provided by the state of Michigan for each student completing an approved driver education program, (2) the certification requirements for teachers involved in the driver education program, and (3) the minimum time

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<sup>16</sup>State of Michigan 68th Legislature Extra Session of 1955, op. cit., p. 1.

allotment for the classroom and behind-the-wheel phase of driver education.

Each of these provisions directly affected the administration of driver education in the public high school. The opinion of secondary school principals toward the provisions in the Michigan Driver Education Law are of extreme importance because decisions regarding driver education are contingent upon the feelings of the administrators directing the program. It is therefore concluded that research was needed to determine the opinions of secondary school principals toward the driver education program presently outlined by the State Department of Education.

Michigan Department of Education Driver  
Education Programming Guide

A driver education programming guide<sup>17</sup> issued by the Michigan Department of Education took effect July 1, 1970 and includes provisions for the administration of driver education.

Of interest to this investigation were the provisions that involved: (1) the minimum length of the driver education program, (2) the behind-the-wheel experience provided the student enrolled in the driver

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<sup>17</sup>Michigan Department of Education, "Driver Education Programming" (Michigan Department of Education, January, 1970), pp. 4-10.

education program, (3) the certification requirements for driver education instructors, and (4) the records and reports required for the driver education programs. The principals when making decisions and recommendations in driver education, must refer to and abide by the regulations specified by the Michigan Department of Education. Therefore it was extremely important to the driver education program in Michigan that the opinions of the principals regarding driver education were identified.

#### Summary

A review of the literature presented in this chapter included: (1) related driver education studies that involved the secondary school principal, (2) the National Highway Safety Standard on Driver Education, (3) the Michigan Driver Education Law, and (4) the Michigan Department of Education Programming Guide for Driver Education.

It was found that few studies involved the secondary school principal and driver education. A thorough review of the literature disclosed no research that focused directly on the opinions of secondary school principals toward driver education programs.

A review of applicable sections of the National Highway Safety Standard on Driver Education and the

Michigan Driver Education Law that apply to this research survey were presented with specific content areas outlined. Also presented were pertinent sections of the Michigan Department of Education Programming Guide for Driver Education.

In Chapter III the research design used in the survey of secondary school principals will be discussed.



## CHAPTER III

### METHODS OF PROCEDURE

In this chapter a detailed presentation of the research design is found, including: (1) selection of the sample of public high schools in the state of Michigan, (2) description of the sampling techniques used, (3) outline of the sampling distribution by area in the state of Michigan, (4) the questionnaire approach, (5) development of the secondary school principals opinion questionnaire, (6) methods for analysis of the data collected, and (7) summary.

#### Selection of the Sample

The group of individuals involved in this research survey comprised a random stratified sample of secondary school principals in the public high schools of the state of Michigan. The basic sampling unit was the public high school, not the school district.

Involved in this research survey was the drawing of a random stratified sample of 293 public high schools from the 583 public high schools listed in the 1969-1970

"Michigan Education Directory and Buyers Guide."<sup>1</sup> The rationale for the random stratified sample of public high schools was derived from Sampling Opinions<sup>2</sup> by E. J. Stephan and P. J. McCarthy and Sample-Size Determination<sup>3</sup> by Arthur E. Mace.

Each public high school in Michigan, is classified by the Michigan High School Athletic Association as either A, B, C, or D according to the number of pupils enrolled.<sup>4</sup> Also identified in this listing were the Michigan Education Association geographical regions, Appendix A, and the type of counties, metro or non-metro, where each public high school in the state was located.<sup>5</sup> A list of the metro county schools is found on Table 2 and the non-metro county schools, on Table 3. Appendix B

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<sup>1</sup>Michigan Education Directory and Buyers Guide (Michigan Education Directory, 701 Davenport Building, Lansing, Michigan, 1969-1970).

<sup>2</sup>E. J. Stephan and P. J. McCarthy, Sampling Opinions (John Wiley, New York, 1958), pp. 103-118.

<sup>3</sup>Arthur E. Mace, Sample-Size Determination (Reinhold Publishing Co., New York, 1964), pp. 2-3.

<sup>4</sup>Michigan High School Athletic Association Bulletin, Directory Issue 1969-1970 School Year, Volume XLVI, November 1969, Number 4-s (Michigan High School Athletic Association), p. 229.

<sup>5</sup>Michigan Statistical Abstracts (Michigan State University, Graduate School Business Administration, 1968), pp. 535-536.

TABLE 2.--Metro Counties in the state of Michigan.

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Clinton	Jackson	Macomb	Ottawa
Eaton	Kalamazoo	Monroe	Saginaw
Genesee	Kent	Muskegon	Washtenaw
Ingham	Lapeer	Oakland	Wayne

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TABLE 3.--Non-Metro Counties in the state of Michigan.

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Alcona	Clare	Keweenaw	Oceana
Alger	Crawford	Lake	Ogemaw
Allegan	Delta	Leelenau	Ontonagon
Alpena	Dickinson	Lenawee	Osceola
Antrim	Emmet	Livingston	Oscoda
Arenac	Gladwin	Luce	Otsego
Baraga	Gogebic	Mackinac	Presque Isle
Barry	Grand Traverse	Manistee	Roscommon
Bay	Gratiot	Marquette	Sanilac
Benzie	Hillsdale	Mason	Schoolcraft
Berrien	Houghton	Mecosta	Shiawassee
Branch	Huron	Menominee	St. Clair
Calhoun	Ionia	Midland	St. Joseph
Cass	Iosco	Missaukee	Tuscola
Charlevoix	Iron	Montcalm	Van Buren
Cheboygan	Isabella	Montmorency	Wexford
Chippewa	Kalkaska	Newago	

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contains a map of the metro and non-metro counties in Michigan.

The public high schools were then grouped into strata's according to the Michigan Education Association geographical regions and further grouped into the four athletic enrollment classifications A, B, C, and D within each stratum respectively.

The population percentage for each Michigan Education Association geographical region was then computed. Listed in Table 3 are the population and sample percentages by size, according to the Michigan Education Association geographical regions. Each figure represents the percentage of public high schools in the state for each Michigan Education Association geographical region as listed in the "Michigan Education Directory and Buyers Guide."<sup>6</sup>

A random stratified sample representing 50 per cent of the public high schools in each athletic enrollment classification and in each Michigan Education Association geographical region was then drawn. The per cent of sample size to population size in each respective Michigan Education Association geographical region is included in Table 4.

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<sup>6</sup>"Michigan Education Directory and Buyers Guide," op. cit.

TABLE 4.--Michigan Education Association geographical regions listing population and sample percentages.

MEA Geographical Regions	Population	Sample
Region 1	4.28%	4.43%
Region 2	7.03%	7.16%
Region 3	7.54%	7.50%
Region 4	4.45%	4.43%
Region 5	7.89%	7.84%
Region 6	5.31%	5.46%
Region 7	6.51%	6.48%
Region 8	6.34%	6.48%
Region 9	8.74%	8.87%
Region 10	5.14%	4.77%
Region 11	7.54%	7.16%
Region 12	4.80%	4.77%
Region 13	6.34%	6.48%
Region 14	4.45%	4.43%
Region 15	3.77%	3.75%
Region 16	2.05%	2.38%
Region 17 and 18	7.71%	7.50%
Totals - 18 Regions	99.89%*	99.89%*

\*Due to rounding

The sample drawn was then sub-divided into categories based on the Michigan Education Association geographical regions with data identifying the athletic classification of each school selected and the metro or non-metro county in which the school selected was located. A random stratified sample of 293 public high schools was drawn. This design enabled reliable descriptive statistical comparisons to be made for each of the Michigan Education Association geographical regions outlined, and for the different classifications of public high schools as determined by the athletic conference enrollment classification.

#### Description of the Sampling Technique Used

The statistical method used in this research survey to draw the sample of 293 public high schools in the state of Michigan was the technique of random stratified sampling. Each public high school in the state of Michigan was ordered by Michigan Education Association geographical region and Michigan High School Athletic Association. Each public high school in a given region and athletic classification category had equal probability of being selected. This technique was derived from the

texts, Statistics<sup>7</sup> by Hays, and Statistical Analysis and Inference<sup>8</sup> by Armore.

By employing random stratified sampling techniques inferences were made about the total population of public high schools in the state of Michigan on a probability basis using descriptive statistical procedures.

#### Sampling Distribution by Area in the State

A sample of 293 public high schools in Michigan was drawn, using the techniques as outlined above. A sampling distribution map of public high schools selected was then constructed and shows the distribution of schools selected. This sampling distribution map is found in Appendix C. It should be noted that the concentration of schools in the southeast portion of the state, as illustrated on the sampling distribution map, directly reflects the large population of public high schools located in this geographic area.

#### The Questionnaire Approach

The questionnaire is a major instrument for data-gathering in descriptive-survey studies and is used to secure information from varied and widely scattered sources. The questionnaire is particularly

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<sup>7</sup>William L. Hays, Statistics (Holt, Rinehart and Winston, 1963), pp. 64, 215.

<sup>8</sup>Sidney J. Armore, Introduction to Statistical Analysis and Inference (John Wiley and Sons, Inc., 1967), pp. 236-237, 309.

useful when one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally. This technique may be used to gather data from any range of territory, sometimes international or national.<sup>9</sup>

For the reasons stated above it was decided to use the questionnaire approach in gathering data from the 293 secondary school principals selected in the random stratified sample of public high schools in the state of Michigan.

The validity of the questionnaire in a descriptive-survey was pointed out by Spahr and Swenson,<sup>10</sup> Remmers<sup>11</sup> also indicated that the questionnaire approach was a useful method for the collection of data. The use of the questionnaire approach in research studies has been endorsed by Parten,<sup>12</sup> Cronback,<sup>13</sup> and Yeomans<sup>14</sup> as an effective method for the collection of information.

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<sup>9</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 606-607.

<sup>10</sup>Walter E. Spahr and Rinehart J. Swenson, Methods and Status of Scientific Research (New York: Harper and Brothers, 1930), pp. 232-233.

<sup>11</sup>H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 52.

<sup>12</sup>Mildred Parten, Surveys, Polls, and Samples--Practical Procedures (New York: Harper and Brothers, 1950), p. 57.

<sup>13</sup>Lee J. Cronback, Essentials of Psychological Testing (New York: Harper and Brothers, 1960), p. 405.

<sup>14</sup>Douglas E. Scates and Alice V. Yeomans, The Effect of Questionnaire Form on Course Requests of Employed Adults (Washington: American Council on Education, 1960), p. 2-4.



### Development of the Opinion Questionnaire

In order to formulate the statements to be contained in the proposed secondary school principals opinion questionnaire, it was necessary to determine the most appropriate factors to be considered. Based on the specific questions outlined in Chapter I, 12 content areas of interest were developed for the opinion questionnaire. The following list contains the content areas of interest in this survey.

#### Content Areas of Interest

1. Driver education staff members;
2. Community acceptance of the driver education program;
3. Citizenship development among students enrolled in driver education;
4. Availability of guidelines and information for the secondary school principal in driver education;
5. Administration of the driver education program;
6. Secondary school principals acceptance of the driver education program;
7. Removal of required driver education from the public school;
8. Raising the driver licensing age to 17;
9. Reimbursement rates for students completing driver education;

10. Restructuring the driver education requirements;
11. Adoption of a statewide driver education program that is both uniform and mandatory; and
12. Employment of regional coordinators to direct the driver education program in the public schools of Michigan.

Specific objectives were then written regarding each content area identified, and content areas were then grouped according to the general statement they best exemplified, as listed in Chapter I.

Sixty-three complete statements were initially written for the 12 content areas. Each content area specified, contained a minimum of two statements and a maximum of eight statements.

The 63 completed statements were then submitted to a panel of experts for an analysis of wording, content, and specificity of purpose and intent. This panel of experts consisted of: (1) Mr. J. Robert Shinn of the Highway Traffic Safety Center at Michigan State University, (2) Dr. Robert O. Nolan and Dr. Robert E. Gustafson, Highway Traffic Safety Center staff members at Michigan State University, (3) Dr. Louis Romano and Dr. William Mann, staff members of the College of Education at Michigan State University, (4) Mr. Ben Leyrer, President of the Michigan Association of Secondary School Principals, and (5) Mr. Phillip O'Leary, staff member of the State Department of Education, Driver Education Division.

As a result of analysis and editing, 13 statements were deleted.

The statements agreed upon by the panel of experts for inclusion in the questionnaire are listed in Appendix D.

The statements in the questionnaire were arranged in the Siebrecht<sup>15</sup> format using the following five category response system: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree. The "strongly agree" category denotes the most favorable response to the statements and the "strongly disagree" category represents the most unfavorable response to the statements.

In addition to the 50 statements on the opinion questionnaire, a series of preliminary information statements were included at the beginning of the questionnaire. These items included: (1) the years of experience as a secondary school principal, (2) the driving experience of the secondary school principal in years, (3) the method by which the secondary principal learned to drive, (4) the type of driver education program offered in his school system, (5) the type of behind-the-wheel curriculum offered in his school system, and (6) a statement regarding the awarding of credit in

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<sup>15</sup>Elmer B. Siebrecht, The Siebrecht Attitude Scale (New York: Center for Safety Education, New York University, 1941).

driver education toward graduation. The purpose for including these items was to obtain data from the secondary school principal regarding his background as a driver and the type of driver education program offered in his school system.

Also included on page 4 of the questionnaire were four "open-ended" statements that the secondary school principal might respond to if he so desired. Appendix E includes these four "open-ended" statements.

Also provided on the last page of the opinion questionnaire was a space for additional comments or remarks.

#### Pilot Study

Prior to mailing the opinion questionnaire to those principals selected for the sample, a pilot study involving secondary school principals in Ingham County was conducted to accomplish the following objectives: (1) determine if secondary school principals, on a limited basis, understood the terminology and intent of each statement presented in the questionnaire, (2) determine the clarity of wording in the questionnaire, and (3) obtain suggestions, deletions, or additions needed in the questionnaire.

The pilot study involved a secondary school principal in each of the four athletic enrollment classifications, namely class A, B, C, and D size schools. In

conducting the pilot study the questionnaire was presented personally to each public high school principal selected. This selection process involved a random sampling of secondary school principals in Ingham County not previously selected in the original sample of 293 secondary school principals.

As a result of suggestions made by those principals involved in the pilot study, some minor changes were made in the 50 statements contained in the questionnaire. Appendix F contains a copy of the completed questionnaire.

#### Mailout Procedures

Prior to mailing the completed opinion questionnaire to the 293 secondary school principals selected, the following steps were employed: (1) typing of the principal's name, address, and salutation on each letter of explanation and letter of endorsement supplied by Dr. Robert O. Nolan, Assistant Director of the Highway Traffic Safety Center at Michigan State University, (2) preparation of the return envelope, (3) the printing of a statement of endorsement of the survey by Mr. Ben Leyrer, President of the Michigan Association of Secondary School Principals, and (4) addressing the envelope to be mailed out containing the opinion questionnaire, endorsements, return envelope, and letter of explanation. Contained in Appendix G are copies of the letters of endorsement and letter of explanation.

### Follow-Up Procedure

Each opinion questionnaire mailed to a secondary school principal was coded to identify the following: (1) name of public high school, (2) classification by size of the high school, and (3) metro or non-metro county in which the school was located.

As the completed questionnaires were returned, a master list of those public high schools in the sample was checked to identify the principal who had responded. Appendix H contains the master list of public high schools sampled in the state of Michigan.

After a period of some 2 weeks a second questionnaire was sent to those principals who had failed to respond to the initial mailing. Daily records were accurately maintained for the principals who responded to the follow-up procedures.

The original mailing and subsequent follow-up provided a 96 per cent return of completed questionnaires from those principals selected. Appendix I contains a graph that shows the frequency of return of the opinion questionnaire. Appendix J contains the follow-up letter.

### Methods for Analysis of the Data

The findings presented in Chapter IV of this investigation involved the use of descriptive statistical techniques that indicated the percentage of responses

from the principals to various statements contained in each content area of interest.

The main categories in which data was compared, included: (1) class A, B, C, and D schools, (2) non-metro county schools versus metro county schools, (3) schools with multiple car off-street driving ranges or simulators versus schools with on-the-street driver education programs, (4) schools with summer, after school, or Saturday driver education programs versus schools with driver education offered during the regular school day, (5) schools offering credit for driver education versus schools offering no-credit in driver education, (6) schools with principals who had learned to drive via driver education versus schools in which the principal had learned to drive via methods other than driver education, (7) schools with principals who had five years or less secondary administrative experience versus schools with principals who had six or more years secondary administrative experience, and (8) total responses by the secondary school principals to the statements on the questionnaire.

### Summary

Presented in this chapter were the methods of procedure for (1) selection of the sample of public high schools in the state of Michigan, (2) description of the sampling techniques involved in the research survey, (3)

outline of the sampling distribution by area in the state of Michigan, (4) the questionnaire approach, (5) development of the secondary school principals opinion questionnaire, and (6) methods for analysis of the data.

Presented in Chapter IV are the findings of this research survey.



## CHAPTER IV

### ANALYSIS OF THE DATA

In the preceding chapter the methods of procedure for this research survey were presented. Contained in Chapter IV is an analysis of the data and the findings. This chapter is divided into thirteen sections, one for each of the twelve content areas of interest chosen for study, and a section that involved the principals' responses to the "open-ended" statements. Table 5 includes the statements related to each of the twelve content areas of interest.

The findings, presented in the thirteen sections, involve the principals' opinions toward: (1) driver education staff members, (2) community acceptance of driver education, (3) citizenship development among students enrolled in driver education, (4) availability of guidelines and information for driver education, (5) administration of driver education, (6) acceptance of driver education, (7) removal of required driver education, (8) raising the driver licensing age to seventeen, (9) reimbursement rates for driver education, (10) restructuring the driver education requirements, (11) adoption of a uniform statewide driver education program, (12) employment of regional coordinators to direct the driver education program, and (13) the "open ended" statements contained in the questionnaire.

TABLE 5.--Statements Grouped by Content Area of Interest.

Content Area of Interest	Statements
1. Driver Education Staff Members	1, 13, 32, 40, 45, 48
2. Community Acceptance of Driver Education	14, 49
3. Citizenship Development among Students enrolled in Driver Education	2, 3
4. Availability of Guidelines and Information for Driver Education	4, 24, 33, 41
5. Administration of Driver Education	5, 15, 25, 34
6. Principals Acceptance of Driver Education	6, 8, 16, 22, 23, 27, 35, 36
7. Removal of Required Driver Education	18, 26, 28, 37, 43, 46
8. Raising the Driver Licensing Age to Seventeen	7, 17
9. Reimbursement Rates for Driver Education	9, 19, 29, 38, 44, 47
10. Restructuring the Driver Education Requirements	10, 20, 30, 39, 50
11. Adoption of Uniform Statewide Driver Education	11, 21, 31
12. Employment of Regional Coordinators to Direct Driver Education	12, 42

Each of the first twelve sections is composed of three tables. Data for the first table in each section is concerned with the principals' response to questions that pertain to the specific content area of interest and is divided into categories that report the principals responses according to: (1) classification of the school, (2) metro county schools, (3) non-metro county schools, and (4) total responses. Data on the second table is concerned with responses by the principals in selected categories that include: (1) principals from schools offering credit for driver education, (2) principals from schools offering no credit for driver education, (3) principals who had five years or less secondary administrative experience, (4) principals who had six or more years secondary administrative experience, (5) principals who had learned to drive via driver education, and (6) principals who had learned to drive via other methods other than driver education. Table 3 reports the responses of principals from: (1) schools offering driver education during the regular school day, (2) schools offering driver education only during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel phase of driver education on-the-street.

The Opinions of Secondary School Principals  
Toward Driver Education Staff Members

Attention in this section focuses upon data regarding members of the driver education staff.

Table 6 shows the per cent of responses by principals to questions pertaining to driver education staff members. Further revealed are the responses grouped according to: (1) school size, (2) metro and non-metro counties, and (3) total responses.

Data in Table 6 indicates that:

1. Eighty-one per cent of all principals reported that driver education teachers were enthusiastic about the opportunity to help in the development on young persons.

Eighty-four per cent of the principals from non-metro county schools reported that driver education teachers were enthusiastic about helping young people. Similarly, 78.3 per cent of the principals from metro county schools shared this opinion.

2. Sixty per cent of all principals responding indicated that driver education teachers plan their program to assure the maximum improvement of attitudes among students enrolled in the program.

Not all principals agreed that driver education teachers present programs that improve attitudes as indicated by the 19.7 per cent and 17.1 per cent responses of class C and D school principals.

TABLE 6.--Responses of Principals, Expressed in Percentages\*, Relative to Driver Education Staff Members as Classified by Total, School Size, and Type of County.

Question		School Classification						Non-Metro
		Total	A	B	C	D	Metro	
		%	%	%	%	%	%	%
1. Driver education teachers are enthusiastic about their opportunity to help in the development of young persons.	SA/A	81.5	80.4	87.9	77.8	78.9	78.3	84.2
	U	11.4	13.1	6.8	15.9	10.5	13.7	9.6
	D/SD	5.5	5.3	5.4	4.8	7.0	7.3	4.1
13. Driver education teachers plan their program to assure maximum improvement of attitudes of young persons, both as a driver and as a member of the community.	SA/A	60.1	56.5	62.2	61.9	59.7	56.5	63.0
	U	23.2	26.3	24.3	19.0	22.8	25.8	21.2
	D/SD	15.5	14.5	12.2	19.1	17.1	16.1	15.1
32. Driver education teachers are better trained to do their job than most members of the high school staff.	SA/A	26.2	27.7	36.1	17.5	22.8	29.0	23.3
	U	21.0	17.1	16.2	22.2	31.6	18.5	23.3
	D/SD	52.1	55.2	47.3	58.7	45.6	51.6	52.1
40. Driver education teachers lack educational skills needed to effectively teach boys and girls enrolled in the driver education program.	SA/A	6.3	2.6	6.8	9.5	7.1	4.8	7.5
	U	14.0	17.1	2.7	23.8	14.0	12.9	15.1
	D/SD	78.6	80.3	87.8	66.6	77.2	80.7	76.7

45. Teachers should be required by the State to have at least an approved minor in driver education before being certified to teach this subject.	SA/A	48.7	60.5	39.2	44.4	50.8	54.1	34.5
	U	20.3	15.8	20.3	22.2	24.6	18.5	21.9
	D/SD	31.0	23.7	40.6	33.3	24.6	27.4	33.6
48. The six semester hours required for certification of driver education teachers is sufficient for quality instruction.	SA/A	37.2	32.8	44.6	30.2	40.4	37.9	36.3
	U	27.3	21.1	32.4	34.9	21.1	23.4	30.8
	D/SD	34.3	46.1	21.7	35.0	35.1	37.9	31.6

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

3. Twenty-six per cent of all principals agreed that driver education teachers were better prepared than were the teachers of other subjects in the high school. In contrast, 52.1 per cent of all principals indicated that driver education teachers were not better prepared in their subject area than were teachers in other subject areas.

4. Eighty-seven per cent of the principals in class B schools did not agree that driver education teachers lacked necessary educational skills to effectively teach boys and girls. This position was supported by 80.3 per cent of the principals from class A schools and 77.2 per cent of the principals from class D schools.

Seventy-eight per cent of all principals reported that driver education teachers had the educational skills needed to effectively teach boys and girls enrolled in the driver education program.

Table 6 shows further that metro county school principals more often endorsed the educational skills of driver education teachers than did non-metro county school principals.

5. In response to the question concerning the requirement of driver education teachers to have at least an approved minor in driver education for certification, 60.5 per cent of the principals from class A schools indicated support while only 39.2 per cent of the principals from class B schools agreed with this position. Principals from class D

schools were most often non-committal concerning the requirement calling for a minor in driver education for certification of teachers.

Fifty-four per cent of the principals from metro county schools reported that driver education teachers should be required to have an approved minor for certification while only 34.5 per cent of the non-metro county school principals endorsed this requirement.

It should be noted that the majority of all principals responding, endorsed the requirement calling for a minor in driver education for the certification of teachers.

6. Forty-six per cent of the principals from class A schools did not agree that six semester hours of driver education courses for certification, were sufficient for quality instruction. Thirty-five per cent of the principals from class C and D schools agreed. Twenty-one per cent of the principals from class B schools concurred with this opinion.

Table 7 presents responses by principals according to the following selected categories: (1) schools offering credit for students completing the driver education program, (2) schools offering no credit for driver education, (3) principals who had 5 years or less secondary administrative experience, (4) principals who had six or more years secondary administrative experience, (5) principals who learned to drive via driver education, and (6) principals who learned to drive via methods other than driver education.



TABLE 7.--Responses of Principals, Expressed in Percentages\*, Relative to Driver Education Staff Members as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
1. Driver education teachers are enthusiastic about their opportunity to help in the development of young persons.	SA/A U D/SD	84.5 11.3 2.1	80.8 12.2 7.0	76.8 15.2 6.5	86.5 7.5 4.5	78.7 12.1 9.1	81.9 11.3 5.0
13. Driver education teachers plan their program to assure maximum improvement of attitudes of young persons, both as a driver and as a member of the community.	SA/A U D/SD	71.2 15.5 13.4	52.1 28.7 17.4	55.1 24.5 18.1	65.4 21.1 12.8	60.6 18.2 21.2	60.1 23.9 14.7
32. Driver education teachers are better trained to do their job than most members of the high school staff.	SA/A U D/SD	26.8 17.5 54.7	28.7 23.5 46.9	26.4 21.7 51.5	26.4 20.3 52.6	30.3 24.2 42.4	25.6 20.6 53.4
40. Driver education teachers lack educational skills needed to effectively teach boys and girls enrolled in the driver education program.	SA/A U D/SD	7.2 17.5 74.3	4.3 9.6 84.4	7.3 18.8 72.5	5.3 9.0 85.0	3.0 18.2 78.8	6.7 13.4 78.6

45. Teachers should be required by the State to have at least an approved minor in driver education before being certified to teach this subject.	SA/A	53.6	33.9	48.6	48.9	48.5	48.8
	U	18.6	25.2	23.2	17.3	18.2	20.6
	D/SD	27.8	40.8	28.2	33.8	33.4	30.7
48. The six semester hours required for certification of driver education teachers is sufficient for quality instruction.	SA/A	36.2	40.0	35.5	39.1	36.4	37.4
	U	27.8	26.1	28.3	26.3	24.2	27.7
	D/SD	35.1	32.2	34.8	33.9	39.4	33.6

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

Table 7 shows that:

1. Eighty-four per cent of the principals from schools offering credit for the successful completion of driver education reported that driver education teachers were enthusiastic about helping young persons. This position was endorsed by 80.8 per cent of the principals from schools offering no credit for driver education.

Principals with more than 6 years secondary administrative experience were generally more favorable in their opinion concerning the enthusiasm of driver education teachers than were principals with less experience.

Eighty-one per cent of the principals who had learned to drive via methods other than driver education indicated that driver education teachers help in the development of young persons, and 78.7 per cent of the principals who had learned to drive via driver education agreed.

2. Of those schools offering credit for the successful completion of driver education, 71.2 per cent of the principals supported the driver education teacher's ability to improve the attitudes of young persons. Fifty-two per cent of those principals in schools offering no credit concurred with this position.

Principals with 6 or more years of secondary administrative experience were more inclined to support the driver education teacher's ability to improve attitudes among students, than were principals with less experience.

Data indicates that 54.7 per cent of the principals from schools offering credit to those students successfully completing driver education, did not agree that driver education teachers were better prepared to teach their subject than were teachers responsible for other subject areas.

Table 7 further reveals that 46.4 per cent of the principals having 5 years or less secondary administrative experience believed that driver education teachers were better prepared to teach their subject than were most teachers of other subjects. This position was supported by an equal number of principals having additional years administrative experience.

Principals who had learned to drive via driver education more often reported that driver education teachers were better prepared in their subject area than did principals who had learned to drive via other methods.

4. Eighty-five per cent of the principals with 6 or more years secondary administrative experience did not agree that driver education teachers lacked educational skills needed to teach boys and girls. Similarly, 72.5 per cent of the principals who had less secondary administrative experience shared this opinion.

5. Fifty-four per cent of the principals from schools offering credit to those students successfully completing the program reported that driver education teachers should be required to have a minor to be certified in this subject.

Sharing this opinion were 33.9 per cent of the principals from schools offering no credit for driver education.

The majority of principals in all categories presented in Table 7 indicated that driver education teachers should have an approved minor for certification.

6. Principals from schools offering credit for driver education did not agree with their colleagues from schools offering no credit, that the completion of six semester hours of college driver education courses was sufficient for quality instruction.

Table 8 indicates the percentage of responses from principals in the following categories: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel phase of driver education solely on-the-street.

Data from Table 8 reveals that:

1. Eighty-four per cent of the principals from schools offering driver education during the regular school day reported that driver education teachers were enthusiastic about helping young persons. This position was assumed by 80.4 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school.

TABLE 8.--Responses of Principals, Expressed in Percentages\*, Relative to Driver Education Staff Members as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular	Summer	Range	BTW	On-
		School Day	Sat. and/or	and/or	the-Street	
		%	%	%	%	%
1. Driver education teachers are enthusiastic about their opportunity to help in the development of young persons.	SA/A	84.7	80.7	80.4	81.9	
	U	8.5	12.3	9.8	11.8	
	D/SD	5.1	5.7	7.8	5.0	
13. Driver education teachers plan their program to assure maximum improvement of attitudes of young persons, both as a driver and as a member of the community.	SA/A	64.4	59.0	62.7	59.5	
	U	27.1	22.2	29.4	21.8	
	D/SD	6.8	17.9	5.9	17.7	
32. Driver education teachers are better trained to do their job than most members of the high school staff.	SA/A	20.4	27.8	31.4	25.0	
	U	23.7	20.3	17.6	21.8	
	D/SD	54.3	51.4	49.1	52.7	

40. Driver education teachers lack educational skills needed to effectively teach boys and girls enrolled in the driver education program.	SA/A	0	8.0	5.9	6.4
	U	13.6	14.2	17.6	13.2
	D/SD	86.4	76.4	74.5	79.6
45. Teachers should be required by the State to have at least an approved minor in driver education before being certified to teach this subject.	SA/A	52.6	47.7	54.9	49.3
	U	25.4	18.9	27.5	18.6
	D/SD	22.0	33.5	17.2	34.1
48. The six semester hours required for certification of driver education teachers is sufficient for quality instruction.	SA/A	28.8	39.7	33.3	38.2
	U	32.2	25.9	27.5	27.3
	D/SD	37.3	33.5	39.2	33.1

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

2. Of the principals from schools offering driver education during the regular school day, 64.4 per cent supported the driver education teachers ability to improve attitudes of young persons. Fifty-nine per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school shared this opinion.

In schools with a multiple car off-street driving range and/or driving simulator, principals more often upheld the driver education teacher's ability to improve student attitudes than did principals from schools offering behind-the-wheel instruction on-the-street.

3. Principals from schools having a multiple car off-street driving range and/or driving simulator agreed more frequently than did principals in other categories, that driver education teachers were better prepared than were teachers of other high school subjects.

4. No principal from a school offering driver education during the regular school day reported that driver education teachers lacked educational skills needed to effectively teach boys and girls. In comparison, 8.0 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school indicated that driver education teachers lacked skills necessary to teach boys and girls

5. Seventeen per cent of the principals from schools having a multiple car off-street driving range and/or driving



simulator reported that driver education teachers should not be required to have an approved minor in driver education for certification. This position was shared by 34.1 per cent of the principals from schools offering the behind-the-wheel phase of driver education on-the-street.

Fifty-two per cent of the principals from schools offering driver education during the regular school day supported the requirement of a minor in driver education for certification. Forty-eight per cent of the principals in schools offering driver education during the summer, Saturday, and/or after school concurred.

6. Twenty-nine per cent of the principals from schools offering driver education during the regular school day agreed that six semester hours of driver education courses was sufficient for quality instruction, while 39.7 per cent of the principals from schools offering driver education in the summer, Saturday, and/or after school supported this requirement.

The Opinions of Secondary School Principals  
Toward Community Acceptance of Driver  
Education

This section contains findings which indicate the responses of principals to questions concerning community acceptance of driver education.

Presented in Table 9 are the percentage of responses from principals grouped according to: (1) school size,

TABLE 9.--Responses of Principals, Expressed in Percentages\*, Relative to the Community Acceptance of Driver Education as Classified by Total, School Size, and Type of County.

Question		Total %	School Classification				Metro %	Non- Metro %
			A %	B %	C %	D %		
14. Parents in this community receive adequate information about driver education.	SA/A	49.5	53.9	50.0	46.1	45.6	48.4	50.0
	U	20.3	19.7	24.3	15.9	21.1	21.8	19.2
	D/SD	29.5	25.0	24.3	38.1	33.4	28.2	30.8
49. This community has a negative reaction toward driver education.	SA/A	1.5	1.3	0	3.2	1.8	.8	2.1
	U	7.4	5.3	4.1	9.5	12.3	4.8	9.6
	D/SD	91.2	93.4	96.0	87.3	86.0	94.3	88.4

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

(2) metro and non-metro county schools, and (3) total responses.

Data shown in Table 9 indicates:

1. Fifty per cent of all principals reported that parents in the community received adequate information about the driver education program.

Fifty-three per cent of the principals from class A schools agreed with this position, while 38.1 per cent of the principals from class C schools did not agree.

2. Ninety-one per cent of all principals reported that the community has a positive attitude toward driver education. This position was refuted by only 1.5 per cent of all principals responding.

Principals from class B schools more frequently reported that the community had a positive reaction toward driver education than did principals from schools of other classifications.

Ninety-four per cent of the metro county school principals and 88.4 per cent of the non-metro county principals concluded that the community supported driver education.

Table 10 presents a percentage comparison of responses from principals in the following categories: (1) secondary administrative experience of the principal, (2) method by which he learned to drive, and (3) whether credit was offered for completion of driver education.

TABLE 10.--Responses of Principals, Expressed in Percentages\*, Relative to the Community Acceptance of Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
14. Parents in this community receive adequate information about driver education.	SA/A	46.4	53.0	44.9	54.1	27.3	52.5
	U	20.6	18.3	22.5	18.0	24.2	19.7
	D/SD	32.0	27.8	31.1	27.8	48.5	26.9
49. This community has a negative reaction toward driver education.	SA/A	1.0	2.6	0	3.0	0	1.7
	U	7.2	4.3	10.9	3.8	18.2	5.9
	D/SD	91.7	93.1	89.1	93.3	81.8	92.5

\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

Table 10 reveals:

1. Fifty-three per cent of the principals from schools offering no credit for driver education reported that parents received adequate information about the driver education program. Forty-six per cent of the principals from schools offering credit for driver education agreed.

Table 10 further shows that as his secondary administrative experience increased, the principal more frequently indicated that parents received adequate information about driver education.

Fifty-two per cent of the principals who had learned to drive via methods other than driver education indicated that parents had received adequate information about driver education. Twenty-seven per cent of the principals who had learned to drive via driver education shared this opinion.

2. Ninety-one per cent of the principals from schools offering credit for driver education disclosed that the community supported driver education, while 93.1 per cent of the principals from schools offering no credit for this subject were of the same opinion.

Table 11 indicates the percentage of responses of principals from the following categories: (1) when driver education is offered in the school, and (2) the method of teaching the behind-the-wheel phase of driver education.

Data in Table 11 indicates that:

1. Fifty-four per cent of the principals from schools with a multiple car off-street driving range and/or driving

TABLE 11.--Responses of Principals, Expressed in Percentages\*, Relative to the Community Acceptance of Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question			Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
14. Parents in this community receive adequate information about driver education.	SA/A		44.1	51.0	54.9	48.2
	U		27.1	18.4	25.5	19.1
	D/SD		27.1	30.2	19.6	31.8
49. This community has a negative reaction toward driver education.	SA/A		0	1.9	2.0	1.4
	U		3.4	8.5	3.9	8.9
	D/SD		96.6	89.7	94.2	90.0

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

simulator reported that parents in the community receive adequate information about driver education. This position was not supported, however, by 31.8 per cent of the principals from schools offering behind-the-wheel instruction solely on-the-street.

2. Ninety-seven per cent of the principals from schools offering driver education during the regular school day indicated that the community had a positive attitude toward driver education, while 89.7 per cent of the principals in schools offering driver education during the summer, Saturday, and/or after school concurred.

Principals from schools having a multiple car off-street driving range and/or driving simulator more frequently reported that the community supported driver education than did principals from schools offering behind-the-wheel instruction entirely on-the-street.

#### The Opinions of Secondary School Principals Toward Citizenship Development Among Students

This section includes the responses of principals to questions concerning citizenship development among students enrolled in driver education.

In Table 12 are found the percentages of responses by principals in the following categories: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

TABLE 12.--Responses of principals, Expressed in Percentages\*, Relative to Citizenship Development Among Students Enrolled in Driver Education as Classified by Total, School Size, and Type of County.

Question		Total %	School Classification				Metro %	Non- Metro %
			A %	B %	C %	D %		
2. Driver education can provide the opportunity to make real changes possible in the responsibility to be assumed by teenagers.	SA/A	88.9	82.9	91.9	90.5	91.2	87.9	89.7
	U	7.7	11.8	5.4	7.9	5.3	8.9	6.8
	D/SD	1.8	2.6	1.4	0	3.5	1.6	2.1
3. Driver education can provide youth with proper attitudes for effective citizenship.	SA/A	86.7	86.8	90.6	84.1	86.0	90.4	84.2
	U	8.8	6.6	6.8	14.3	7.0	5.6	11.0
	D/SD	3.3	3.9	1.4	1.6	7.0	2.4	4.1

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree



Data in Table 12 shows that:

1. Eighty-nine per cent of all principals indicated that driver education could provide the opportunity to develop responsibility among teenagers. More than 82 per cent of the principals from schools in all classifications agreed with this opinion.

2. Data indicated that 86.7 per cent of the principals reported that driver education could provide youth with proper attitudes for effective citizenship.

It should be noted that only slight variation existed between the responses of metro and non-metro county principals concerning the ability of driver education to provide attitude development among students enrolled in the program.

Contained in Table 13 are the percentages of responses of principals grouped in categories that include: (1) secondary administrative experience of the principal (2) method by which the principal learned to drive, and (3) whether credit was offered for driver education.

Data in Table 13 reveals that:

1. Ninety-one per cent of the principals who had 6 or more years secondary administrative experience reported that driver education could provide the opportunity for the development of responsibility among teenagers, and 86.2 per cent of the principals with less experience, agreed.

Table 13 further revealed that little variation existed in the responses from principals in schools offering credit

TABLE 13.--Responses of Principals, Expressed in Percentages\*, Relative to Citizenship Development Among Students Enrolled in Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %	
2. Driver education can provide the opportunity to make real changes possible in the responsibility to be assumed by teenagers.	SA/A	88.6	86.1	86.2	91.7	87.9	89.1	
	U	10.3	8.7	10.1	5.3	12.1	7.1	
	D/SD	1.0	2.6	1.4	2.2	0	2.1	
3. Driver education can provide youth with proper attitudes for effective citizenship.	SA/A	87.6	84.3	84.7	88.7	87.9	86.5	
	U	11.3	8.7	10.1	7.5	9.1	8.8	
	D/SD	1.0	5.2	3.6	3.0	3.0	3.4	

\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

for driver education as compared to principals from schools offering no credit regarding the development of responsibility among students enrolled in the program.

2. Principals from schools offering no credit for driver education reported more often that driver education could not provide youth with proper attitudes for effective citizenship than did principals from schools offering credit.

The findings contained in Table 14 depict the percentage of responses of principals included in the following categories: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel phase on-the-street.

Data from Table 14 reveals that:

1. Only a slight variation was apparent among principals in schools offering driver education during the regular school day program and principals from schools offering driver education during the summer, Saturday, and/or after school when they were asked if driver education provides for the development of responsibility among students enrolled in the program.

2. Ninety per cent of the principals from schools offering driver education during the regular school day endorsed the ability of driver education to provide youth

TABLE 14.--Responses of Principals, Expressed in Percentages\*, Relative to Citizenship Development Among Students Enrolled in Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
2. Driver education can provide the opportunity to make real changes possible in the responsibility to be assumed by teenagers.	SA/A	88.1	89.2	86.3	89.6
	U	10.2	7.1	9.8	7.3
	D/SD	0	2.3	0	2.3
3. Driver education can provide youth with proper attitudes for effective citizenship.	SA/A	89.8	85.8	88.2	86.4
	U	8.5	9.0	7.8	9.1
	D/SD	0	4.2	2.0	3.6

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

with proper attitudes for effective citizenship. Eighty-five per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school also agreed that driver education provides youth with proper attitudes for effective citizenship.

The Opinions of Secondary School Principals  
Toward the Availability of Guidelines and  
Information for Driver Education

This section contained the opinions of principals towards the availability of guidelines and information for driver education.

In Table 15, are the percentage of responses from principals in categories that include: (1) classification of school, (2) metro and non-metro county schools, and (3) total responses.

The data in Table 15 shows that:

1. Fifty-seven per cent of the principals in class B schools reported that legislative changes in driver education were well publicized for administrators. Forty-two per cent of all principals responding, supported this position.

However, it should be noted that 29.5 per cent of the principals responding indicated that legislative changes in driver education were not well publicized for administrators.

2. Fifty-six per cent of all principals reported that the State Department of Education had provided sufficient

TABLE 15.--Responses of Principals, Expressed in Percentages\*, Relative to the Availability of Guidelines and Information for Driver Education as Classified by Total, School Size, and Type of County.

Question			School Classification					Metro %	Non-Metro %
			Total %	A %	B %	C %	D %		
4. Legislative changes in driver education are well publicized for administrators.	SA/A	42.8	39.5	56.8	33.4	38.6	43.5	41.8	
	U	26.2	27.6	16.2	34.9	28.1	25.0	27.4	
	D/SD	29.5	32.9	23.0	31.7	31.6	29.8	29.5	
24. The State Department of Education has provided sufficient direction for the driver education program.	SA/A	56.4	59.2	55.4	54.0	56.1	57.2	55.5	
	U	28.0	27.6	25.7	28.6	31.6	28.2	28.1	
	D/SD	14.7	13.2	17.6	17.5	10.5	13.7	15.7	
33. Guidelines from the State Department of Education have been provided that answer questions relative to design, implementation, and development of driver education.	SA/A	53.5	55.2	55.4	54.0	47.4	55.6	51.4	
	U	28.8	26.3	21.6	34.9	35.1	25.0	32.2	
	D/SD	15.9	17.1	20.3	11.1	14.1	17.7	14.4	
41. A prescribed Statewide curriculum is needed for driver education.	SA/A	39.9	43.5	40.5	35.0	40.4	42.7	37.7	
	U	28.4	22.4	18.9	44.4	31.6	25.8	30.8	
	D/SD	31.3	34.2	39.2	20.6	28.1	30.7	31.5	

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

direction for the driver education program. Of importance, however, is the fact that 28.0 per cent of the principals responding were undecided when confronted with this question.

The majority of principals in all school classifications, indicated that sufficient direction had been provided driver education by the State Department of Education.

3. Fifty-four per cent of all principals reported that adequate guidelines for driver education had been provided by the State Department of Education. However, 20.3 per cent of the principals from class B schools did not support this position.

4. Principals were not in general agreement concerning the need for a statewide curriculum in driver education. Thirty-nine per cent of all principals indicated a need for a statewide driver education curriculum while 31.3 per cent of the principals opposed such a requirement.

Data indicated that 43.5 per cent of the principals from class A schools and 40.5 per cent of the principals from class B schools endorsed a statewide curriculum for driver education. Principals from class C and D schools were equally divided on the question concerning the adoption of a statewide curriculum for driver education.

Table 15 further revealed that metro county principals more frequently supported a statewide driver education curriculum than did non-metro county school principals.

Data reported in Table 16 includes the percentage of responses by principals in the following categories: (1) secondary administrative experience of the principals, (2) method by which the principal learned to drive, and (3) whether credit was given for driver education.

Data in Table 16 indicates that:

1. Forty-five per cent of the principals with 6 or more years secondary administrative experience reported that legislative changes were well publicized for administrators. Twenty-three per cent of all principals for each category presented in Table 16 were non-committed when asked the question concerning the publication of legislative changes for administrators.

2. In response to the question concerning the provision of sufficient direction for the driver education program from the State Department of Education, 62.4 per cent of the principals with 6 or more years of secondary administrative experience and 50.7 per cent of the principals with less secondary administrative experience agreed.

Data indicated that 33.3 per cent of the principals who had learned to drive via driver education reported that the State Department of Education had provided sufficient direction for the program. A like position was taken by 59.6 per cent of the principals who had learned to drive via other methods.

3. Fifty-three per cent of the principals from schools offering credit for driver education and schools offering



TABLE 16.--Responses of Principals, Expressed in Percentages\*, Relative to the Availability of Guidelines and Information for Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
4. Legislative changes in driver education are well publicized for administrators.	SA/A	40.2	40.0	40.8	45.1	39.4	43.3
	U	25.8	26.9	23.9	28.6	24.2	26.5
	D/SD	31.9	32.2	34.1	24.8	36.4	28.6
24. The State Department of Education has provided sufficient direction for the driver education program.	SA/A	55.7	50.4	50.7	62.4	33.3	59.6
	U	31.0	30.4	31.2	24.8	48.5	25.2
	D/SD	13.4	17.4	17.4	12.1	18.2	14.3
33. Guidelines from the State Department of Education have been provided that answer questions relative to design, implementation, and development of driver education.	SA/A	53.6	53.0	48.5	58.7	48.5	54.2
	U	26.8	29.6	29.7	27.8	33.3	28.2
	D/SD	17.5	15.6	18.8	12.8	18.2	15.6
41. A prescribed Statewide curriculum is needed for driver education.	SA/A	43.3	34.8	44.2	35.4	27.2	41.6
	U	22.7	32.2	24.6	32.3	51.5	25.2
	D/SD	34.0	32.2	30.5	32.4	21.2	32.8

\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

no credit reported that the State Department of Education had provided sufficient guidelines for driver education.

Principals who had 6 or more years secondary administrative experience indicated more often that the State Department of Education had provided sufficient driver education guidelines than did principals with less experience.

Twenty-six per cent of the principals in each category presented in Table 16 were undecided when asked if the State Department of Education had made driver education guidelines available.

4. Information gleaned from Table 16 indicates that 43.3 per cent of the principals from schools offering credit for driver education reported that a prescribed statewide driver education curriculum was needed. Thirty-four per cent of the principals from schools offering no credit for driver education, agreed.

Principals with 5 years or less secondary administrative experience supported the need for a statewide driver education curriculum more often than did principals with additional administrative experience.

Forty-one per cent of the principals who learned to drive via methods other than driver education endorsed a statewide curriculum for driver education, while only 27.2 per cent of the principals who had learned to drive via driver education agreed.

Presented in Table 17 are the percentages of responses by principals toward questions concerning the availability of

TABLE 17.--Responses of Principals, Expressed in Percentages\*, Relative to the Availability of Guidelines and Information for Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
4. Legislative changes in driver education are well publicized for administrators.	SA/A	42.4	43.0	41.2	43.1
	U	23.7	26.9	31.4	25.0
	D/SD	33.9	28.3	27.5	30.0
24. The State Department of Education has provided sufficient direction for the driver education program.	SA/A	50.9	58.0	58.8	55.9
	U	39.0	25.0	31.4	27.3
	D/SD	10.2	16.1	9.8	15.9
33. Guidelines from the State Department of Education have been provided that answer questions relative to design, implementation, and development of driver education.	SA/A	50.9	54.2	51.0	54.1
	U	30.5	28.3	35.3	27.3
	D/SD	16.9	15.6	11.8	16.8
41. A prescribed Statewide curriculum is needed for driver education.	SA/A	37.3	40.6	45.1	38.7
	U	30.5	27.8	29.4	28.2
	D/SD	32.2	31.1	25.5	32.8

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

guidelines and information for driver education. Selected categories include: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering behind-the-wheel instruction entirely on-the-street.

Data in Table 17 reveals that:

1. The majority of principals in each category reported that legislative changes in driver education were well publicized for administrators.

It should be noted that more than 23 per cent of the principals responding did not support the position that legislative changes were well publicized for administrators.

2. Fifty-nine per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator reported that the State Department of Education had provided sufficient direction for the driver education program. This opinion was shared by 55.9 per cent of the principals from schools offering the behind-the-wheel phase of driver education solely on-the-street.

Thirty-nine per cent of the principals from schools offering driver education during the regular school day were non-committal when asked if the direction given the driver education program by the State Department of Education was adequate.

3. Fifty-four per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school reported that adequate guidelines from the State Department of Education were provided for driver education. Fifty per cent of the principals from schools offering driver education during the regular school day agreed.

Sixteen per cent of the principals from schools offering the behind-the-wheel phase of driver education solely on-the-street reported that the State Department of Education did not provide sufficient guidelines for driver education while 11.8 per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator agreed.

Table 17 further revealed that more than 27 per cent of the principals in each category were undecided concerning the provision of driver education guidelines provided by the State Department of Education.

4. Principals from schools having a multiple car off-street driving range and/or driving simulator indicated by a 45.1 per cent response that a statewide curriculum in driver education should be adopted, while 38.7 per cent of the principals from schools offering the behind-the-wheel instruction exclusively on-the-street, concurred.

Twenty-seven per cent of the principals were non-committal when asked the question regarding a statewide curriculum for driver education.

The Opinions of Secondary School Principals  
Toward the Administration of  
Driver Education

This section contains findings regarding the opinions of secondary school principals to questions concerning the administration of driver education.

Presented in Table 18 is the percentage of responses from principals according to selected categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

Data in Table 18 indicates that:

1. Seventy-two per cent of all principals agreed that the written reports in driver education were not excessive.

Seventy-four per cent of the non-metro county principals disclosed that there were not excessive written reports in driver education. Similarly, 70.2 per cent of the metro county principals agreed.

2. Principals in each category presented in Table 18 reported that the secretarial time spent on driver education was not excessive.

Principals from class B and D schools in a 70.3 per cent and 71.9 per cent response, indicated that the secretarial time spent on driver education was not excessive. More than 60 per cent of the principals in class A and C schools, agreed.

TABLE 18.--Responses of Principals, Expressed in Percentages\*, Relative to the Administration of Driver Education as Classified by Total, School Size, and Type of County.

Question		Total %	School Classification				Metro %	Non- Metro %
			A %	B %	C %	D %		
5. The time I spend on paper work for driver education is excessive.	SA/A	12.5	10.5	14.9	15.9	8.8	12.1	13.0
	U	12.5	10.5	12.2	14.3	14.0	14.5	11.0
	D/SD	72.4	75.0	69.0	69.8	75.4	70.2	74.0
15. Too much secretarial time is spent on driver education matters.	SA/A	14.0	21.1	10.8	14.3	7.0	17.7	10.6
	U	16.6	10.5	17.6	20.6	19.3	16.1	17.1
	D/SD	68.2	68.4	70.3	63.5	71.9	65.3	71.2
25. I need additional time to properly administer the driver education program.	SA/A	26.2	36.8	31.1	19.1	14.1	33.0	20.5
	U	16.6	13.2	16.2	25.4	10.5	16.9	15.8
	D/SD	55.4	48.7	50.0	55.3	72.1	49.1	61.0
34. Scheduling the driver education program is difficult and time consuming.	SA/A	36.6	40.8	39.2	30.2	33.3	40.3	32.9
	U	9.6	10.5	2.7	15.9	10.5	5.6	13.0
	D/SD	52.4	47.3	58.2	50.8	54.4	53.2	52.0

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

Non-metro county principals endorsed the above position more frequently than did metro county principals.

3. Data gleaned from Table 18 indicates that more than 55 per cent of all principals reported that they did not need additional time to administer the driver education program.

It was revealed that as school size increased the need for additional time to administer the driver education program also increased.

The findings disclosed that 26.2 per cent of all principals indicated a need for additional time to administer the driver education program.

Sixty-one per cent of the non-metro county school principals reported that additional time was not necessary to administer the driver education program, while 49.1 per cent of the metro county principals shared this opinion.

4. Fifty-two per cent of all principals revealed that scheduling the driver education program was neither difficult nor time consuming. Both metro and non-metro county principals supported this position by a 53.2 per cent and 52.0 per cent response respectively.

Fifty-eight per cent of the class B school principals and 54.4 per cent of the class D school principals indicated that scheduling driver education was neither difficult nor time consuming, while 50.8 per cent of the class C school principals and 47.3 per cent of the class A school principals were of the same opinion.



However, it should be noted that 36.6 per cent of all principals reported that scheduling driver education was difficult and time consuming.

Table 19 shows the percentages of responses from principals grouped according to: (1) years secondary administrative experience, (2) method by which the principal learned to drive, and (3) whether credit was offered for driver education.

Data shown in Table 19 indicates:

1. Seventy-three per cent of the principals who had learned to drive via methods other than driver education reported that the time spent on the written reports in driver education was not excessive, while 63.6 per cent of the principals who had learned to drive via driver education agreed.

2. Seventy-one per cent of the principals who had 6 or more years secondary administrative experience reported that secretarial time spent on driver education matters was not excessive as compared to 65.9 per cent of the principals who had less experience and responded to the same question.

3. Fifty-three per cent of the principals from schools offering credit for driver education indicated that additional time was not needed to administer the driver education program. In agreement, were 58.3 per cent of the principals from schools offering no credit for driver education.

TABLE 19.--Responses of Principals, Expressed in Percentages\*, Relative to the Administration of Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
5. The time I spend on paper work for driver education is excessive.	SA/A	9.3	14.7	13.0	12.0	18.2	11.8
	U	14.4	9.6	15.9	9.0	15.2	12.2
	D/SD	74.2	72.2	69.6	75.2	63.6	73.5
15. Too much secretarial time is spent on driver education matters.	SA/A	14.4	14.8	13.8	14.3	18.2	13.5
	U	14.4	16.5	19.6	13.5	18.2	16.4
	D/SD	70.1	67.0	65.9	70.7	63.6	69.9
25. I need additional time to properly administer the driver education program.	SA/A	24.8	25.2	25.3	27.1	33.3	25.2
	U	21.6	14.8	21.7	11.3	18.2	16.4
	D/SD	52.6	58.3	51.4	59.4	48.5	56.3
34. Scheduling the driver education program is difficult and time consuming.	SA/A	35.0	38.2	33.3	39.9	27.3	37.8
	U	13.4	8.7	11.6	7.5	15.2	8.8
	D/SD	48.4	53.0	51.1	52.6	57.6	51.6

\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

Principals with 6 or more years secondary administrative experience reported more frequently that no additional time was needed to administer the driver education program than did principals with less administrative experience.

Principals who had learned to drive via driver education indicated more often a need for additional time for the administration of driver education than did principals who had learned to drive via other methods.

4. The majority of principals in each category presented in Table 20 reported that scheduling of driver education was neither difficult nor time consuming.

Fifty-eight per cent of the principals who had learned to drive via driver education indicated that the scheduling of this course was neither difficult nor time consuming. This opinion was shared by 51.6 per cent of the principals who had learned to drive via methods other than driver education.

Table 19 further revealed that more than 27 per cent of the principals in each category reported that scheduling driver education was difficult and time consuming.

Presented in Table 20 are the percentages of responses from principals grouped in categories that include: (1) schools offering driver education in the regular school day (2) schools offering driver education only during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and

TABLE 20.--Responses of Principals, Expressed in Percentages\*, Relative to the Administration of Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
5. The time I spend on paper work for driver education is excessive.	SA/A	8.5	13.6	19.6	10.9
	U	15.3	11.8	15.7	11.8
	D/SD	72.8	72.1	60.7	75.0
15. Too much secretarial time is spent on driver education matters.	SA/A	11.9	14.6	15.7	13.7
	U	16.9	16.5	17.6	16.4
	D/SD	71.2	67.4	66.7	68.6
25. I need additional time to properly administer the driver education program.	SA/A	20.3	27.9	33.3	24.6
	U	16.9	16.5	15.7	16.8
	D/SD	61.0	53.8	49.0	56.8
34. Scheduling the driver education program is difficult and time consuming.	SA/A	45.8	33.9	43.2	35.0
	U	3.4	11.3	7.8	10.0
	D/SD	47.5	53.7	47.1	53.7

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

(4) schools offering the behind-the-wheel instruction in driver education purely on-the-street.

Table 20 shows that:

1. Seventy-three per cent of the principals from schools offering driver education during the regular school day reported that the time spent on written reports in driver education was not excessive. This position was supported by an equal number of principals from schools offering driver education during the summer, Saturday, and/or after school.

Principals from schools offering the behind-the-wheel phase of driver education entirely on-the-street indicated more often that the time spent on written reports in driver education was not excessive as opposed to principals from schools having a multiple car off-street driving range and/or driving simulator.

2. Seventy-one per cent of the principals from schools offering driver education during the regular school day reported that secretarial time spent on driver education was not excessive, and 67.4 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school concurred.

3. Sixty-one per cent of the principals from schools offering driver education during the regular school day reported that additional time to administer driver education was not needed, while 53.8 per cent of the principals from

schools offering driver education during the summer, Saturday, and/or after school agreed.

Fifty-seven per cent of the principals from schools offering the behind-the-wheel instruction in driver education exclusively on-the-street reported that additional time was not needed to administer the driver education program as did 49.0 per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator.

4. The responses of principals in each category presented in Table 20 were evenly divided on the question concerning the difficulty of scheduling driver education.

Principals from schools offering driver education during the regular school day reported more often that scheduling driver education was both difficult and time consuming than did principals in schools offering driver education during the summer, Saturday, and/or after school.

The Opinions of Secondary School Principals  
Toward Acceptance of the Driver  
Education Program

Attention to this section focuses upon the responses of principals to questions concerning their acceptance of driver education.

Found in Table 21 are the percentages of responses from principals representing categories that involve: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

TABLE 21.--Responses of Principals, Expressed in Percentages\*, Relative to Their Acceptance of Driver Education as Classified by Total, School Size, and Type of County.

Question		School Classification						Non-Metro
		Total %	A %	B %	C %	D %	Metro %	
6. Driver education should be a part of the regular school day program.	SA/A	34.3	46.1	31.1	19.0	40.3	42.0	28.1
	U	17.3	14.5	17.6	19.0	19.3	16.1	18.5
	D/SD	47.7	39.5	50.0	60.3	40.4	41.9	52.0
8. Administrators as a group support driver education.	SA/A	83.4	77.6	78.4	88.9	91.2	78.3	87.7
	U	13.7	17.1	18.9	9.5	7.0	17.7	10.3
	D/SD	2.6	5.3	1.4	1.6	1.8	4.0	1.4
16. Driver education should be required of all new drivers.	SA/A	87.8	89.4	91.8	88.9	79.0	91.9	84.2
	U	4.8	3.9	4.1	4.8	7.0	2.4	6.8
	D/SD	5.5	6.6	4.1	4.8	7.0	4.0	6.8
22. Our board of education supports the driver education program.	SA/A	93.7	94.7	89.2	95.3	96.5	92.7	94.5
	U	4.8	3.9	6.8	4.8	3.5	4.8	4.8
	D/SD	1.1	1.3	2.7	0	0	1.6	.7
23. Credit toward graduation should be given in driver education.	SA/A	49.8	50.0	44.6	47.7	57.9	51.6	48.0
	U	14.4	9.2	18.9	12.7	17.5	12.9	15.8
	D/SD	35.8	40.8	36.5	39.7	24.6	35.5	36.3
27. Driver education is only taught in the public schools to provide a service to the community.	SA/A	26.9	21.0	24.3	30.2	35.1	27.4	26.7
	U	12.2	14.5	6.8	17.5	10.5	11.3	13.0
	D/SD	59.0	64.4	62.2	52.4	54.4	58.8	58.9

35. Our superintendent supports the driver education program.	SA/A	93.4	93.5	91.9	92.1	96.5	93.5	93.2
	U	4.8	5.3	6.8	3.2	3.5	4.0	5.5
	D/SD	1.9	1.3	1.4	4.8	0	2.4	1.4
36. Driver education is not an academic subject.	SA/A	48.7	60.6	37.8	58.7	36.9	47.6	50.0
	U	14.0	13.2	17.6	9.5	14.0	15.3	12.3
	D/SD	36.5	26.3	41.9	31.8	49.2	36.2	37.0

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree



Table 21 shows that:

1. Forty-eight per cent, or nearly one-half of all principals participating in this survey reported that driver education should not be a part of the regular school day program. This position was refuted however, by 34.3 per cent of the principals responding to this question.

Principals from class C schools reported more frequently that driver education should not be a part of the regular school day than did principals in schools of other classifications. It should be noted, however, that 46.1 per cent of the principals in class A schools endorsed the offering of driver education during the regular school day.

Eighty-three per cent of all principals indicated that administrators support driver education.

As school size decreased principals tended to respond more favorably to the question concerning administrative support for the driver education program.

Eighty-seven per cent of the non-metro county school principals indicated that administrators support driver education and 78.3 per cent of the metro county principals supported this opinion.

2. Data revealed that 87.8 per cent of all principals reported driver education should be required of new drivers

Ninety-one per cent of the metro county school principals endorsed the requirement of driver education for new drivers and 84.2 per cent of the non-metro county school principals shared this view.

3. An overwhelming majority, or 93.7 per cent, of all principals reported that the board of education supported the driver education program.

4. Forty-nine per cent of all principals reported that credit should be given in driver education. This position was not endorsed, however, by 35.8 per cent of the principals responding to this question.

Table 21 further indicates that 57.9 per cent of the principals from class D schools and 50.0 per cent of the principals from class A schools endorsed the offering of credit for completion of driver education. Forty-seven per cent of the principals from class C schools and 44.6 per cent of the principals from class B schools respectively, agreed.

The findings presented in Table 21 further shows that metro county school principals supported credit for driver education more often than did non-metro county school principals.

5. Fifty-nine per cent of all principals did not agree that driver education was taught in the public schools as a community service. This opinion was not shared by 26.9 per cent of the principals responding to this question.

Metro and non-metro county school principals were in equal agreement that driver education was taught in the public school to provide more than a community service.

6. Ninety-three per cent of all principals reported that the school superintendent supported the driver education program.

7. Sixty per cent of the principals in class A schools reported that driver education was not an academic subject. This opinion was shared by 58.7 per cent of the principals in class C schools. In contrast, 49.2 per cent of the principals in class D schools indicated that in their opinion, driver education was an academic subject.

Presented in Table 22 are the percentages of responses from principals grouped in categories that include: (1) secondary administrative experience of the principal, (2) method by which the principal learned to drive, and (3) whether credit was offered for driver education.

Data in Table 22 reveals that:

1. Fifty-five per cent of the principals from schools offering no credit for driver education reported that driver education should not be a part of the regular school day program, while 41.3 per cent of the principals from schools offering credit for driver education felt that it should be offered during the regular school day.

Thirty-nine per cent of the principals with 5 years or less secondary administrative experience endorsed offering driver education during the regular school day, while 17.3 per cent of the principals with more years administrative experience agreed.

TABLE 22.--Responses of Principals, Expressed in Percentages\*, Relative to Their Acceptance of Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
6. Driver education should be a part of the regular school day program.	SA/A	33.0	32.1	39.1	17.3	30.3	34.8
	U	23.7	13.1	19.6	15.0	30.3	15.5
	D/SD	41.3	54.7	41.3	54.1	39.4	48.7
8. Administrators as a group support driver education.	SA/A	89.7	77.4	85.5	81.2	87.8	82.7
	U	9.3	18.3	13.8	13.5	12.1	13.9
	D/SD	1.0	3.5	.7	4.5	0	2.9
16. Driver education should be required of all new drivers.	SA/A	89.6	85.2	89.1	86.5	90.9	87.4
	U	3.1	5.2	4.3	5.3	3.0	5.0
	D/SD	4.1	7.8	3.6	7.5	0	6.3
22. Our board of education supports the driver education program.	SA/A	94.9	90.5	91.3	96.2	90.9	94.1
	U	5.2	6.1	6.5	3.0	3.0	5.0
	D/SD	0	2.6	1.4	.8	6.1	.4
23. Credit toward graduation should be given in driver education.	SA/A	84.6	18.1	47.1	52.6	36.3	51.7
	U	9.3	20.9	17.4	11.3	33.3	11.8
	D/SD	6.2	60.0	35.5	36.1	30.3	36.5
27. Driver education is only taught in the public schools to provide a service to the community.	SA/A	13.4	33.9	30.4	23.4	33.3	26.1
	U	15.5	11.3	13.0	11.3	9.1	12.6
	D/SD	70.1	52.2	54.4	63.9	57.6	59.3

35. Our superintendent supports the driver education program.	SA/A	92.8	92.2	89.9	97.0	90.9	93.7
	U	7.2	3.5	7.2	2.3	6.1	4.6
	D/SD	0	4.4	2.9	.8	3.0	1.7
36. Driver education is not an academic subject.	SA/A	35.1	59.1	44.0	53.4	36.4	50.4
	U	13.4	18.3	15.9	12.0	18.2	13.4
	D/SD	51.5	20.9	39.1	33.9	45.5	35.3

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
No Credit = No credit is given toward graduation for driver education.  
5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
Via Dr. Ed. = Principal learned to drive via driver education.  
Via Oth. Meth. = Principal learned to drive via other methods.  
SA/A = Strongly agree or agree.  
U = Undecided.  
D/SD = Disagree or strongly disagree.

Forty-eight per cent of the principals who learned to drive via methods other than driver education disclosed that driver education should not be a part of the regular school day program, while 30.3 per cent of the principals who learned to drive via driver education favored offering driver education in the regular school day program.

2. Ninety per cent of the principals from schools offering credit for driver education indicated that administrators supported driver education. Seventy-seven per cent of the principals from schools offering no credit, concurred.

Principals who had learned to drive via driver education indicated more frequently that administrators supported driver education than did principals who had learned to drive via other methods.

3. The requirement of driver education of new drivers was supported by 89.6 per cent of the principals from schools offering credit for driver education and by 85.1 per cent of the principals from schools offering no credit.

Principals who had learned to drive via driver education more often supported the requirement of driver education for new drivers than did principals who learned to drive via other methods.

4. Board of education support for driver education was reported by more than 90 per cent of the principals in each category presented in Table 22.

Principals with 6 or more years secondary administrative experience indicated more frequently that the board

of education supported driver education than did principals with less experience.

5. Fifty-three per cent of the principals with 6 years or more secondary administrative experience reported that credit should be given in driver education, while 47.1 per cent of the principals with less experience agreed with this position.

Principals who had not received driver education instruction were more favorable toward offering credit in this subject than were principals who had learned to drive via driver education.

6. The majority of principals in each category presented in Table 22 reported that driver education was taught in the public schools to provide more than a community service.

7. Ninety-seven per cent of the principals with 6 or more years secondary administrative experience indicated that the school superintendent supported driver education, while 89.9 per cent of the principals with less experience also agreed.

8. Fifty-one per cent of the principals from schools offering credit for driver education reported that driver education was an academic subject while only 20.9 per cent of the principals from schools offering no credit for driver education agreed.

Principals who had learned to drive via driver education frequently supported driver education as an academic subject while principals who had learned to drive via other methods did not.

Thirty-nine per cent of the principals with 5 years or less secondary administrative experience and 33.9 per cent of the principals with additional administrative experience reported that driver education was an academic subject. Of special note was that more than 35 per cent of the principals in each category presented in Table 22 indicated that driver education was not an academic subject.

Table 23 shows the percentages of responses by principals in categories that include: (1) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel phase of driver education entirely on-the-street.

Table 23 points out that:

1. Fifty six per cent of the principals from schools offering driver education during the regular school day agreed that driver education should be offered at that time, while only 28.3 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school felt that driver education should be offered during the regular school day.



TABLE 23.--Responses of Principals, Expressed in Percentages\*, Relative to their Acceptance of Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
6. Driver education should be a part of the regular school day program.	SA/A	55.9	28.3	52.9	30.0
	U	16.9	17.5	9.8	19.1
	D/SD	23.7	54.2	34.3	50.5
8. Administrators as a group support driver education.	SA/A	79.6	84.5	72.5	85.9
	U	18.6	12.3	21.6	11.8
	D/SD	1.7	2.8	3.9	2.3
16. Driver education should be required of all new drivers.	SA/A	93.3	86.4	90.2	87.3
	U	3.4	5.2	5.9	4.5
	D/SD	3.4	6.1	3.9	5.9
22. Our board of education supports the driver education program.	SA/A	96.6	93.0	89.9	94.6
	U	3.4	5.2	7.8	4.1
	D/SD	0	1.4	2.0	.9
23. Credit toward graduation should be given in driver education.	SA/A	62.7	46.2	54.9	48.7
	U	10.2	15.6	7.8	15.9
	D/SD	27.1	37.2	37.2	35.4
27. Driver education is only taught in the public schools to provide a service to the community.	SA/A	13.6	30.6	17.6	29.1
	U	8.5	13.2	15.7	11.4
	D/SD	77.9	53.7	62.7	58.1

35. Our superintendent supports the driver education program.	SA/A	93.2	93.4	90.2	94.1
	U	6.8	4.2	9.8	3.6
	D/SD	0	2.4	0	2.3
36. Driver education is not an academic subject.	SA/A	45.8	49.5	49.1	48.6
	U	15.3	13.7	13.7	14.1
	D/SD	39.0	35.8	37.2	37.4

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree,

U = Undecided.

D/SD = Disagree or strongly disagree.

Principals from schools having a multiple car off-street driving range and/or driving simulator more often supported driver education during the regular school day than did principals from schools offering the behind-the-wheel program solely on-the-street.

2. Eighty-four per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school reported that administrators supported driver education. This opinion was shared by 79.6 per cent of the principals from schools offering driver education during the regular school day.

Principals from schools offering the behind-the-wheel phase of driver education entirely on-the-street reported more frequently that administrators supported driver education than did principals from schools having a multiple car off-street driving range and/or driving simulator.

3. Ninety-three per cent of the principals from schools offering driver education during the regular school day endorsed the requirement of driver education for new drivers, while 86.4 per cent of the principals from schools offering driver education only during the summer, Saturday, and/or after school maintained a similar view in response to this question.

4. Information gleaned from Table 24 indicates that 96.6 per cent of the principals from schools offering driver education during the regular school day reported that the board of education supported driver education. This opinion

was also held by 93.0 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school.

Table 23 further revealed that less than 2.0 per cent of the principals in each category indicated that the board of education did not support driver education.

5. Sixty-three per cent of the principals from schools offering driver education during the regular school day supported the offering of credit for driver education and 46.2 per cent of the principals from schools offering driver education in the summer, Saturday, and/or after school were in agreement.

Table 23 further shows that principals from schools having a multiple car off-street driving range and/or driving simulator more often endorsed credit for driver education than did principals from schools offering the behind-the-wheel phase of driver education solely on-the-street.

Further revealed in Table 23 was that more than 27 per cent of the principals in each category opposed offering credit for students completing driver education.

6. Data indicates that 77.9 per cent of the principals from schools offering driver education during the regular school day did not agree that this subject was only taught in the public school to provide a service to the community. This position was supported by 53.7 per cent of the principals

from schools offering driver education during the summer, Saturday, and/or after school.

7. Table 23 further revealed that more than 90 per cent of the principals in each category reported that the superintendent endorsed the driver education program.

8. Thirty-nine per cent of the principals from schools offering driver education during the regular school day reported that driver education was considered an academic subject and 35.8 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school were in agreement. However, this position was opposed by more than 45 per cent of the principals responding to this question.

The Opinions of Secondary School Principals  
Toward the Removal of Required Driver  
Education

In this section are the findings from the principals toward questions concerning the removal of required driver education.

Found in Table 24 are the percentages of responses by principals grouped into categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

Data from Table 24 indicates that:

1. Seventy-one per cent of all principals reported that the public high school should be responsible for conducting driver education programs.

TABLE 24.--Responses of Principals, Expressed in Percentages\*, Relative to the Removal of Required Driver Education as Classified by Total, School Size, and Type of County.

Question		School Classification						Non-Metro
		Total	A	B	C	D	Metro	
		%	%	%	%	%	%	%
18. Public high schools should be responsible for conducting driver education programs.	SA/A	71.2	75.0	79.7	60.3	66.7	75.0	67.8
	U	15.9	14.5	9.5	19.0	22.8	16.9	15.1
	D/SD	12.9	10.5	10.8	20.6	10.6	8.0	17.1
26. Driver education should not be offered in the public school system.	SA/A	8.4	7.8	7.5	12.7	3.5	6.4	10.3
	U	9.2	5.3	4.1	17.5	12.3	8.1	10.3
	D/SD	82.3	86.9	86.5	69.9	84.2	85.5	79.5
28. All driver education should be taught by parents and relatives of students wishing to apply for a driver's license in Michigan.	SA/A	.8	0	1.4	1.6	0	0	1.4
	U	1.1	0	4.1	0	0	.8	1.4
	D/SD	97.8	100.0	93.2	98.4	100.0	98.4	97.3
37. Driver education should not be required for obtaining a driver's license in the State of Michigan.	SA/A	8.5	14.5	8.1	1.6	8.8	13.0	4.8
	U	2.9	1.3	1.4	4.8	5.3	2.4	3.4
	D/SD	88.2	84.2	89.2	93.7	85.9	83.9	91.8

43. Driver education is an example of attempted State control of local education.	SA/A	8.1	10.5	6.8	9.5	4.3	10.5	6.2
	U	16.6	9.2	17.6	20.6	21.1	15.3	17.8
	D/SD	74.5	80.2	74.3	69.8	71.9	73.4	75.4
46. Providing driver education for youth is not one of the school's responsibilities.	SA/A	10.7	7.8	13.6	14.3	7.0	8.9	12.3
	U	12.9	11.8	6.8	19.0	15.8	14.5	11.6
	D/SD	75.7	80.3	78.4	66.7	75.4	75.8	75.4

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

Seventy-five per cent of the metro county school principals maintained the above opinion while 67.8 per cent of the non-metro county school principals responded affirmatively.

Principals from class A and B schools endorsed driver education in the public school more frequently than did class C and D school principals.

2. Eighty-two per cent of all principals revealed that driver education should be offered in the public schools more frequently than did non-metro county school principals.

Metro county school principals supported driver education in the public schools more frequently than did non-metro county school principals.

3. Ninety-eight per cent of all principals did not agree that driver education should be taught exclusively by parents and relatives of the students wishing to apply for a driver's license.

4. Eighty-eight per cent of all principals reported that driver education should be required for obtaining a driver's license.

Principals from class C schools reported that driver education should be required for obtaining a driver's license more often than did principals from schools of other classifications.

Ninety-two per cent of the non-metro county school principals supported the requirements of driver education for obtaining a driver's license, while 83.9 per cent of the metro county school principals agreed.



5. Seventy-four per cent of all principals reported that driver education was not an example of state control of local education.

Principals from class A schools indicated that driver education was not an example of state control of local education more often than did principals from schools in other classifications.

6. Seventy-six per cent of all principals reported that providing driver education was the responsibility of the public schools.

Contained in Table 25 are the percentages of responses by principals grouped in categories that include: (1) years secondary administrative experience, (2) method by which the principal learned to drive, and (3) whether the school offered credit for driver education.

The data presented in Table 25 indicates that:

1. Seventy-four per cent of the principals from schools offering credit for driver education reported that the public schools should be responsible for conducting driver education. This opinion was shared by 64.3 per cent of the principals from schools offering no credit.

Principals with 6 or more years secondary administrative experience endorsed driver education in the public schools more frequently than did principals with less experience.

Seventy-two per cent of the principals who had learned to drive via methods other than driver education reported

TABLE 25.--Responses of Principals, Expressed in Percentages\*, Relative to the Removal of Required Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
18. Public high schools should be responsible for conducting driver education programs.	SA/A	74.2	64.3	68.2	74.5	60.7	72.7
	U	16.5	17.4	18.8	12.8	24.2	14.7
	D/SD	9.2	18.3	13.1	12.8	15.1	12.6
26. Driver education should not be offered in the public school system.	SA/A	6.2	10.4	8.7	8.3	6.1	8.9
	U	5.2	13.0	9.4	9.0	15.2	8.4
	D/SD	88.7	76.5	81.9	82.7	78.8	82.8
28. All driver education should be taught by parents and relatives of students wishing to apply for a driver's license in Michigan.	SA/A	0	1.8	.7	.8	0	.8
	U	0	.9	2.2	0	0	1.3
	D/SD	100.0	96.5	96.4	99.2	100.0	97.5
37. Driver education should not be required for obtaining a driver's license in the State of Michigan.	SA/A	12.4	6.9	7.9	9.1	9.1	8.4
	U	2.1	1.7	3.6	2.3	3.0	2.9
	D/SD	85.6	90.4	87.6	88.8	87.8	88.3

43. Driver education is an example of attempted State control of local education.	SA/A	12.3	6.0	6.5	9.8	15.1	7.2
	U	18.6	17.4	18.8	14.3	18.2	16.4
	D/SD	69.1	74.7	73.9	75.2	66.7	75.6
46. Providing driver education for youth is not one of the school's responsibilities.	SA/A	8.3	13.9	8.0	13.5	0	12.2
	U	13.4	13.0	14.5	11.3	30.3	10.5
	D/SD	77.3	73.0	76.1	75.2	69.7	76.5

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree  
 U = Undecided  
 D/SD = Disagree or strongly disagree

that driver education was the responsibility of the public school and 60.7 per cent of the principals who had learned to drive via driver education were in agreement.

2. Eighty-nine per cent of the principals from schools offering credit for driver education reported that this program should be offered in the public school. This opinion was held by 76.5 per cent of the principals from schools offering no credit.

3. All principals responding from schools offering credit for driver education reported that this subject should not be taught by parents and relatives of those students wishing to apply for a driver's license.

Every principal who had learned to drive via driver education reported that this program should not be taught exclusively by parents and relatives, while 97.5 per cent of the principals who had learned to drive via other methods agreed.

4. Eighty-five per cent of the principals from schools offering credit for driver education reported that the course should be required for obtaining a driver's license. This opinion was shared by 90.4 per cent of the principals from schools offering no credit for the driver education course.

5. Seventy-five per cent of the principals from schools offering no credit for driver education reported that the course was not an example of attempted state control of local education. When asked the same question, 69.1 per cent of

the principals from schools offering credit for driver education were in agreement.

Data further revealed that 76.5 per cent of the principals who had learned to drive via methods other than driver education, indicated that this subject was not an example of state control of local education. Sixty-six per cent of the principals who had learned to drive via driver education agreed.

6. Seventy-seven per cent of the principals from schools offering credit for driver education indicated that providing this type of instruction was the responsibility of the public school. Seventy-three per cent of the principals from schools offering no credit for driver education supported this position.

Seventy-six per cent of the principals who had learned to drive via methods other than driver education reported that this course was the responsibility of the school, while 69.7 per cent of the principals who had learned to drive via driver education concurred.

Table 26 includes the percentages of responses by principals in categories that involve: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel instruction entirely on-the-street.

TABLE 26.--Responses of Principals, Expressed in Percentages\*, Relative to the Removal of Required Driver Education as Classified by Type of Program Offered and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
18. Public high schools should be responsible for conducting driver education programs.	SA/A	72.9	70.8	76.5	70.0
	U	18.6	15.1	9.8	17.3
	D/SD	8.5	14.2	13.7	12.8
26. Driver education should not be offered in the public school system.	SA/A	10.2	8.0	9.8	8.2
	U	10.2	9.0	5.9	10.0
	D/SD	79.7	83.0	84.3	81.8
28. All driver education should be taught by parents and relatives of students wishing to apply for a driver's license in Michigan.	SA/A	0	1.0	0	1.0
	U	0	1.4	0	1.4
	D/SD	100.0	97.2	100.0	97.3
37. Driver education should not be required for obtaining a driver's license in the State of Michigan.	SA/A	11.9	7.5	9.8	8.2
	U	1.7	3.3	0	3.6
	D/SD	86.4	88.7	90.2	87.7

43. Driver education is an example of attempted State control of local education.	SA/A	10.2	7.5	9.8	7.7
	U	16.9	16.5	9.8	18.2
	D/SD	72.9	75.0	80.4	73.2
46. Providing driver education for youth is not one of the school's responsibilities.	SA/A	6.8	11.7	7.8	11.4
	U	22.0	10.4	13.7	12.7
	D/SD	71.2	76.9	77.5	75.5

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

Table 26 shows that:

1. Seventy per cent of the principals in each category presented in Table 26 reported that the public school should be responsible for conducting driver education.

Principals from schools having a multiple car off-street driving range and/or driving simulator endorsed the responsibility of the public school for conducting driver education more often than did principals from schools offering behind-the-wheel instruction exclusively on-the-street.

2. Data gleaned from Table 26 indicated that 84.3 per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator reported that driver education should be offered in the public school system. This opinion was shared by 81.8 per cent of the principals from schools offering behind-the-wheel instruction on-the-street.

3. All principals from schools offering driver education during the regular school day reported that the course should not be taught exclusively by parents and relatives of students wishing to apply for a license to operate a motor vehicle. This position was equally supported by principals from schools having a multiple car off-street driving range and/or driving simulator.

4. Eighty-six per cent of the principals from schools offering driver education during the regular school



day and 88.7 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school, reported that this course should be required for obtaining a driver's license.

Principals from schools having a multiple car off-street driving range and/or driving simulator and principals from schools offering behind-the-wheel instruction entirely on-the-street endorsed the requirement of driver education for obtaining a driver's license by a 90.2 per cent and 87.7 per cent response respectively.

5. Seventy-five per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school indicated this class was not an example of attempted state control of local education. Similarly, 72.9 per cent of the principals from schools offering driver education in the regular school day were in agreement.

Principals from schools having a multiple car off-street driving range and/or driving simulator reported that driver education was not an example of attempted state control of local education more often than did principals from schools offering the behind-the-wheel instruction entirely on-the-street.

6. Seventy-six per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school and 71.2 per cent of the principals from schools offering driver education in the

regular school day indicated that providing this subject was the responsibility of the school.

Seventy-seven per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator indicated that driver education was the schools responsibility and a similar number, or 75.5 per cent, of the principals from schools offering the behind-the-wheel instruction entirely on-the-street, agreed.

The Opinions of Secondary School Principals  
Toward Raising the Driver Licensing Age  
to Seventeen

Contained in this section are the findings of the opinions of principals toward questions concerning raising the driver licensing age to seventeen.

Presented in Table 27 are the percentages of responses from principals grouped according to the following categories: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

The data from Table 27 shows that:

1. Sixty-three per cent of all principals reported that students at age 16 are mature enough to safely operate a motor vehicle.

2. The majority of principals in each category presented in Table 27 were opposed to raising the driver licensing age to seventeen. However, it should be noted that 34.4 per cent of all principals supported a seventeen year requirement for obtaining a driver license.

TABLE 27.--Responses of Principals, Expressed in Percentages\*, Relative to Raising the Driver Licensing Age to Seventeen as Classified by Total, School Size, and Type of County.

Question		Total %	School Classification					Metro %	Non- Metro %
			A %	B %	C %	D %			
7. Students at age 16 are not mature enough to safely operate a motor vehicle on the public streets and highways in Michigan.	SA/A	21.0	19.8	21.7	22.2	21.1	25.8	17.1	
	U	15.1	18.4	10.8	19.0	12.3	12.9	17.1	
	D/SD	63.1	60.5	67.6	58.7	65.9	61.3	64.4	
17. The minimum driver licensing age in Michigan should be 17.	SA/A	31.4	31.6	33.8	33.3	26.3	36.3	27.4	
	U	22.5	25.0	20.3	22.2	22.8	18.5	26.0	
	D/SD	45.1	43.2	43.2	42.8	50.9	43.6	45.9	

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

In Table 28 are the percentages of responses by principals in categories that include: (1) secondary administrative experience of the principal, (2) method by which the principal learned to drive, and (3) whether credit was given for driver education.

Table 28 indicates that:

1. Sixty seven per cent of the principals from schools offering no credit for driver education reported that students at age 16 are mature enough to safely operate a motor vehicle. This opinion was shared by 59.8 per cent of the principals from schools offering credit for this subject.

Sixty-nine per cent of the principals who had learned to drive via driver education indicated that students at age 16 are mature enough to safely operate a motor vehicle and 62.2 per cent of the principals who had learned to drive via other methods concurred.

The maturity of the 16 year old to safely operate a motor vehicle was not supported by approximately 20 per cent of the principals responding to this question.

2. Fifty-three per cent of the principals from schools offering no credit for driver education indicated that the driver licensing age should not be raised to seventeen, while only 37.2 per cent of the principals from schools offering credit for driver education agreed.

TABLE 28.--Responses of Principals, Expressed in Percentages\*, Relative to Raising the Driver Licensing Age to Seventeen as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
7. Students at age 16 are not mature enough to safely operate a motor vehicle on the public streets and highways in Michigan.	SA/A	26.8	17.5	21.7	20.3	21.2	21.0
	U	13.4	15.7	13.8	16.5	9.1	16.0
	D/SD	59.8	67.0	63.7	62.4	69.7	62.2
17. The minimum driver licensing age in Michigan should be 17.	SA/A	34.0	26.9	32.6	30.0	27.3	31.9
	U	26.8	19.1	22.5	22.6	27.3	21.8
	D/SD	37.2	53.0	44.2	45.8	45.5	44.9

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

Of special note is the fact that more than 26 per cent of the principals in each category presented in Table 28 endorsed a minimum driver licensing age of seventeen.

Presented in Table 29 are the percentages of responses by principals grouped in categories that include: (1) schools offering driver education in the summer, Saturday, and/or after school, (2) schools offering driver education during the regular school day, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel instruction entirely on-the-street.

Data in Table 29 reveals that:

1. Seventy-four per cent of the principals from schools offering driver education during the regular school day reported that students at age 16 are mature enough to safely operate a motor vehicle while 59.9 per cent of the principals from schools offering this course during the summer, Saturday, and/or after school agreed that students were mature enough to safely operate a motor vehicle at age sixteen.

Principals from schools having a multiple car off-street driving range and/or driving simulator supported the maturity of 16 year old students to operate a motor vehicle more often than did principals from schools offering behind-the-wheel instruction exclusively on-the-street.

2. Fifty-one per cent of the principals from schools offering driver education during the regular school day

TABLE 29.--Responses of Principals, Expressed in Percentages\*, Relative to Raising the Driver Licensing Age to Seventeen as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
7. Students at age 16 are not mature enough to safely operate a motor vehicle on the public streets and highways in Michigan.	SA/A	13.6	23.1	19.6	21.3
	U	11.9	16.0	11.8	15.9
	D/SD	74.5	59.9	68.6	61.8
17. The minimum driver licensing age in Michigan should be 17.	SA/A	20.4	34.4	37.2	30.0
	U	27.1	21.2	19.6	23.2
	D/SD	50.9	43.4	41.1	45.9

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

reported that the minimum driver licensing age should not be seventeen. Similarly there was a 43.4 per cent response from principals in schools offering driver education during the summer, Saturday, and/or after school who also did not agree with raising the driver licensing age to seventeen.

Thirty-seven per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator reported that the minimum driver licensing age should be raised to seventeen, while 30.0 per cent of the principals from schools offering the behind-the-wheel phase of driver education exclusively on-the-street expressed this view.

The Opinions of Secondary School Principals  
Toward the Reimbursement Rate for  
Driver Education

Involved in this section are opinion responses from principals toward questions concerning the reimbursement rate for driver education.

Data in Table 30 shows the percentage of responses by principals in categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

Table 30 indicates that:

1. Forty-nine percent of all principals indicated that adequate funds were made available in the school system for driver education. Table 30 further shows that 11.1 per cent of the principals were undecided when asked the question concerning the availability of adequate funding for the driver education program. By contrast, 39.5 per cent of all



TABLE 30.--Responses of Principals, Expressed in Percentages\*, Relative to the Reimbursement Rates for Driver Education as Classified by Total, School Size, and Type of County.

Question		School Classification						
		Total %	A %	B %	C %	D %	Metro %	Non- Metro %
9. Adequate funds have been made available in this school system for driver education.	SA/A	48.7	50.0	43.3	42.9	59.6	49.2	48.0
	U	11.1	11.8	9.5	15.9	7.0	11.3	11.0
	D/SD	39.5	36.8	45.9	41.3	33.4	37.9	41.1
19. The quality of the driver education program directly reflects the reimbursement rate for students completing the program.	SA/A	33.6	32.9	41.9	28.5	66.7	35.5	32.2
	U	29.5	27.6	18.9	34.9	24.6	27.4	31.5
	D/SD	35.4	39.5	36.5	36.5	3.5	36.3	34.9
29. The present reimbursement rate for driver education allows adequate reference and supplementary materials for driver education.	SA/A	10.7	9.2	8.1	6.3	21.1	10.5	11.0
	U	15.7	18.4	5.4	20.6	21.1	14.5	17.1
	D/SD	73.1	72.4	85.1	73.0	57.9	74.2	71.9
38. The current reimbursement of \$30.00 per student completing the driver education program is adequate.	SA/A	8.5	6.6	4.1	7.9	17.5	8.9	8.2
	U	16.6	18.4	10.8	19.0	19.3	16.1	17.1
	D/SD	74.2	75.0	82.4	73.0	63.2	73.3	74.6

44. The total cost of the driver education program should not be fully paid for by State reimbursement.	SA/A	18.0	25.0	19.0	14.3	12.3	21.8	15.1
	U	20.3	18.4	17.6	23.8	22.8	22.6	18.5
	D/SD	57.5	52.6	58.1	57.2	63.1	52.4	61.6
47. The cost for driver education should be supplemented by funds from the board of education.	SA/A	25.8	38.2	21.6	20.6	20.1	30.6	21.9
	U	23.2	21.1	17.6	22.2	35.1	21.0	25.3
	D/SD	49.4	40.8	58.1	55.6	42.1	47.6	50.7

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

principals reported that adequate funds for driver education were not available in their school system.

Data revealed that principals in the various school classification categories were divided in their responses to the question concerning the availability of adequate funds for driver education.

2. Further indicated in Table 30 was that 66.7 per cent of class D school principals and 41.9 per cent of the class B school principals believe that the quality of driver education is directly reflected in the reimbursement rate for students completing the program. This opinion was not held, however, by 39.5 per cent of the class A school principals and 36.5 per cent of the principals in class C schools.

The opinions were divided among metro and non-metro county school principals regarding the question concerning program quality in driver education as reflected by the reimbursement rate.

3. Seventy-three per cent of all principals indicated that the present reimbursement rate for driver education did not allow for adequate reference of supplementary materials for the program.

Data further revealed that 85.1 per cent of the principals from class B schools endorsed the above position as did 73.0 per cent of the class C school principals. More than 21 per cent of the principals from class D schools, however, refuted the position that the present reimbursement rate for driver education allowed for adequate reference and supplementary materials.

4. Seventy-four per cent of all principals stated that the current reimbursement rate was not adequate for driver education. Of special note, was the fact that only 8.5 per cent of all principals indicated that the current reimbursement rate for driver education is adequate to cover the cost of the program.

Principals from class B schools reported that the current rate for driver education was not adequate more often than did principals from other school classifications.

5. Fifty-seven per cent of all principals reported that the total cost of driver education should be fully paid for by state reimbursement. Twenty per cent of all principals, however, did not commit themselves concerning total reimbursement for driver education by state funds.

Principals from class A schools agreed more frequently than principals from other school classifications, that driver education should not be fully paid for by state reimbursements.

A greater percentage of non-metro county school principals indicated that the state should pay the total cost of the driver education program than did metro county school principals.

6. About one-quarter, or 25.8 per cent of all principals reported that the cost for driver education should be supplemented by funds from the local board of education.

Principals from class A schools endorsed supplementing the cost of driver education with board of education funds more frequently than did principals from schools of other classifications.

Thirty per cent of the metro county school principals supported the use of board of education funds to supplement the driver education program while only 21.9 per cent of the non-metro county school principals could agree with this statement.

It should be noted that more than 49 per cent of all principals opposed the use of board of education funds for the driver education program.

Table 31 includes the percentage of responses by principals grouped into categories that involve: (1) method by which the principal learned to drive, (2) secondary administrative experience of the principal, and (3) whether credit was given for driver education.

Data in Table 31 reveals that:

1. Principals who had learned to drive via driver education frequently reported that adequate funds for driver education had not been made available to their school system. When asked this question, principals who had learned to drive via other methods were not as pronounced in their disagreement.

Forty-eight per cent of the principals from schools offering credit for driver education reported that adequate funds were available for driver education. A similar number, however, did not agree when asked this question.

2. Principals in each category presented in Table 31 were not in general agreement concerning the quality of the driver education program as reflected by the reimbursement rate. Principals from schools offering credit for driver

TABLE 31.--Responses of Principals, Expressed in Percentages\*, Relative to the Reimbursement Rates for Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
9. Adequate finds have been made available in this school system for driver education.	SA/A	48.4	49.5	48.6	48.9	42.4	49.6
	U	10.3	10.4	11.6	10.5	9.1	11.3
	D/SD	41.3	39.2	39.8	39.1	48.5	38.2
19. The quality of the driver education program directly reflects the reimbursement rate for students completing the program.	SA/A	36.0	30.4	34.1	33.1	33.4	33.7
	U	29.9	27.0	28.3	30.8	30.3	29.4
	D/SD	33.0	40.0	36.9	33.8	36.4	35.3
29. The present reimbursement rate for driver education allows adequate reference and supplementary materials for driver education.	SA/A	6.2	12.1	13.0	8.3	12.1	10.5
	U	13.4	15.7	15.2	16.5	12.1	16.4
	D/SD	80.4	71.3	71.0	75.2	75.8	72.7
38. The current reimbursement of \$30.00 per student completing the driver education program is adequate.	SA/A	7.2	7.9	9.4	7.5	3.0	9.2
	U	16.5	13.9	17.4	15.8	24.2	15.5
	D/SD	75.3	77.4	72.5	76.0	72.8	74.3

44. The total cost of the driver education program should not be fully paid for by State reimbursement.	SA/A	14.4	17.4	19.5	16.6	18.2	18.1
	U	23.7	17.4	23.2	17.3	21.2	20.2
	D/SD	56.7	62.7	52.9	62.4	60.6	57.2
47. The cost for driver education should be supplemented by funds from the board of education.	SA/A	26.8	24.3	25.4	26.3	24.2	26.0
	U	21.6	22.6	26.1	20.3	27.3	22.7
	D/SD	51.5	50.4	47.1	51.9	48.5	49.5

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

education reported that the quality of the program was directly reflected by the reimbursement rate for students completing the course more often than did principals from schools offering no credit.

Of special note is that more than 33 per cent of the principals in each category presented in Table 31 did not agree that the quality of the driver education program was reflected by the reimbursement rate for students completing the program.

3. Eighty per cent of the principals from schools offering credit for driver education and 71.3 per cent of the principals from schools offering no credit for this subject, reported that the present reimbursement rate for driver education did not allow adequate reference and supplementary materials.

Principals with 5 years or less secondary administrative experience agreed more frequently than did principals with additional experience, that the present reimbursement rate for driver education allowed for adequate reference and supplementary materials.

Table 31 revealed that more than 71 per cent of the principals in each category reported that the present reimbursement rate for driver education did not allow for adequate reference and supplementary materials.

4. Data indicated that 75.3 per cent of the principals from schools offering credit for driver education reported



that the present reimbursement rate was not adequate for this program. A like position was shared by principals from schools offering no credit for driver education. Table 31 also shows that 24.2 per cent of the principals who had learned to drive via driver education were non-committal concerning the present reimbursement rate for driver education.

5. Figures further indicated that 62.7 per cent of the principals from schools offering no credit for driver education and 56.7 per cent of the principals from schools offering credit for this subject reported that the cost of driver education should be fully paid by state reimbursements.

Principals with 6 or more years secondary administrative experience reported that the cost of driver education should be fully paid by state reimbursement more often than did principals with less experience.

6. Data revealed that more than 47 per cent of the principals in each category opposed the use of board of education funds to supplement the cost of the driver education program.

In Table 32 are the percentages of responses by principals grouped in categories that include: (1) schools offering driver education during the summer, Saturday, and/or after school, (2) schools offering driver education during the regular day, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering behind-the-wheel instruction entirely on the street.

TABLE 32.--Responses of Principals, Expressed in Percentages\*, Relative to the Reimbursement Rates for Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
9. Adequate funds have been made available in this school system for driver education.	SA/A	49.2	48.6	49.1	48.6
	U	15.3	9.9	11.8	10.9
	D/SD	33.9	40.0	37.3	40.0
19. The quality of the driver education program directly reflects the reimbursement rate for students completing the program.	SA/A	40.7	31.6	41.2	31.8
	U	30.5	29.2	27.5	30.0
	D/SD	28.8	37.2	29.4	36.8
29. The present reimbursement rate for driver education allows adequate reference and supplementary materials for driver education.	SA/A	18.6	8.5	9.8	10.9
	U	16.9	15.6	21.6	14.5
	D/SD	64.4	75.5	68.6	74.1
38. The current reimbursement of \$30.00 per student completing the driver education program is adequate.	SA/A	10.2	8.0	7.8	8.7
	U	27.1	13.7	17.6	16.4
	D/SD	61.0	77.9	74.5	74.1

44. The total cost of the						
driver education program	SA/A	22.0	17.0	21.5	16.3	
should not be fully paid	U	28.8	17.9	23.5	19.5	
for by State reimbursement,	D/SD	45.8	60.9	53.0	58.6	
47. The cost for driver educa-						
tion should be supplemented	SA/A	37.3	22.6	35.3	24.6	
by funds from the board of	U	20.3	24.1	17.6	24.5	
education.	D/SD	42.4	51.5	47.1	50.0	

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

The data shown in Table 32 points out that:

1. Forty-nine per cent of the principals from schools offering driver education during the regular school day and 48.6 per cent of the principals from schools offering the course during the summer, Saturday, and/or after school reported that adequate funds for driver education had been made available to their school system.

Supporting the above position were 49.1 per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator and 48.6 per cent of the principals from schools offering behind-the-wheel instruction exclusively on-the-street.

In contrast, more than 33 per cent of the principals in each category reported that adequate funds have not been made available to their school system for driver education.

2. Forty per cent of the principals from schools offering driver education during the regular school day indicated that the quality of the program directly reflects the reimbursement rate and 31.6 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school concurred. This position was opposed, however, by more than 28 per cent of the principals in each category presented in Table 32.

Principals from schools having a multiple car off-street driving range and/or driving simulator agreed more frequently than did principals from schools offering behind-the-wheel

instruction solely on-the-street that the quality of the driver education program directly reflects the reimbursement rate.

Sixty-four per cent of the principals in each category presented in Table 32 did not agree that the present reimbursement rate for driver education allowed for adequate reference and supplementary materials.

3. Data showed that 18.6 per cent of the principals from schools offering driver education during the regular school day reported that the present reimbursement rate for driver education allowed for adequate reference and supplementary materials. Eight per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school agreed with this position.

Principals from schools offering behind-the-wheel experience entirely on-the-street often did not agree that the present driver education reimbursement rate allowed for adequate reference and supplementary materials. However, principals from schools having a multiple car off-street driving range and/or driving simulator were not so negative in their feelings when confronted with this question.

4. Sixty-one per cent of the principals from schools offering driver education during the regular school day did not agree that the current reimbursement rate was adequate, while 77.9 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school concurred.

5. Sixty per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school reported that driver education should be fully paid for by state reimbursement. However, only 45.8 per cent of the principals from schools offering driver education during the regular school day shared this opinion.

Principals from schools having a multiple car off-street driving range and/or driving simulator agreed that driver education should not be fully paid for by state reimbursements more often than did principals from schools offering behind-the-wheel instruction on-the-street.

6. Forty-two per cent of the principals from schools offering driver education during the regular school day did not agree that this program should be supplemented by funds from the local board of education, while 51.5 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school responded similarly.

Principals from schools having a multiple car off-street driving range and/or driving simulator reported more frequently that the local board of education should supplement the cost of the driver education program than did principals from schools offering behind-the-wheel instruction entirely on-the-street.

The Opinions of Secondary School Principals  
Toward Restructuring the Driver  
Education Requirements

Contained in this section are the responses from principals to questions concerning restructuring the driver education requirements.

Table 33 presents the per cent of responses by principals grouped in categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

Data from Table 33 shows that:

1. Forty-six per cent of all principals reported that additional classroom time should not be required in driver education.

Principals in class A and C schools opposed additional classroom time for this subject more often than did principals in other school classifications.

Forty-one per cent of the metro county school principals and 50.7 per cent of the non-metro county school principals opposed additional time for the classroom phase of driver education.

2. The majority of all principals indicated that additional time for the behind-the-wheel instruction should be required in driver education.

Sixty per cent of the class A school principals and 57.9 per cent of the principals from class D schools supported

TABLE 33.--Responses of Principals, Expressed in Percentages\*, Relative to Restructuring the Driver Education Requirements as Classified by Total, School Size, and Type of County.

Question		School Classification						Non-Metro
		Total %	A %	B %	C %	D %	Metro %	
10. More time should be required by the State of Michigan for the classroom phase of driver education.	SA/A	24.4	28.9	28.4	15.9	22.8	28.2	21.3
	U	28.4	18.4	27.0	30.2	42.1	29.0	28.1
	D/SD	46.8	52.6	43.3	54.0	35.1	41.9	50.7
20. More time should be required by the State of Michigan for the behind-the-wheel phase of driver education.	SA/A	53.1	60.6	44.6	50.8	57.9	58.9	48.6
	U	24.4	23.7	25.7	23.8	24.6	21.8	26.7
	D/SD	22.5	15.8	29.8	25.4	17.5	19.3	24.7
30. The mandatory requirement in driver education of a minimum of 30 hours classroom instruction and 6 hours per student of behind-the-wheel training is excessive.	SA/A	2.2	2.6	1.4	1.6	3.6	1.6	3.2
	U	4.4	5.3	2.7	6.3	3.5	3.2	5.5
	D/SD	93.4	92.1	96.0	92.1	92.9	95.1	91.8
39. Driver education can adequately be taught in the 3-week program required by the State Department of Education as a minimum.	SA/A	18.4	17.1	28.4	15.9	10.5	19.4	17.8
	U	22.9	18.4	20.2	33.3	19.3	17.7	26.7
	D/SD	58.3	64.5	50.0	50.8	70.2	62.1	55.5



50. The Federal Standard stating								
"the driver education course								
should be scheduled over a	SA/A	42.5	46.1	32.5	49.2	43.9	48.3	37.7
minimum of 6 calendar weeks,"	U	26.2	21.1	25.7	27.0	33.3	21.8	30.1
is practical.	D/SD	30.6	32.9	40.5	23.8	21.0	29.0	31.5

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\*Actual computed percentage rounded to the nearest tenth

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

more time for the behind-the-wheel phase of driver education. This opinion was shared by 50.8 per cent of the principals from class C schools and 44.6 per cent of the principals from class B schools.

Metro county school principals endorsed additional time for the behind-the-wheel phase of driver education more frequently than did non-metro county school principals.

3. Ninety-three per cent of all principals reported that the mandatory requirement of 30 hours of classroom instruction and 6 hours of behind-the-wheel training in driver education was not excessive.

4. Very few, or less than 18 per cent, of the principals indicated that driver education could adequately be taught in a three week program.

Seventy per cent of the principals from class D schools and 64.5 per cent of the principals from class A schools reported that driver education could not be taught adequately in three weeks.

Further revealed in Table 33 was that 62.1 per cent of the metro county school principals and 55.5 per cent of the non-metro county school principals did not agree that driver education could be taught effectively in a three week program.

5. Forty-two per cent of all principals agreed that scheduling driver education over a six week period was practical. Principals in class A and C schools endorsed

the practicality of scheduling driver education over a six calendar week period more often than did principals from class B and D schools.

It should be noted, however, that 30.6 per cent of all principals opposed the practicability of scheduling driver education over a six calendar week period.

Contained in Table 34 are the percentages of responses by principals in categories that include: (1) secondary administrative experience of the principal, (2) method by which the principal learned to drive, and (3) whether credit was given for driver education.

Table 34 indicates that:

1. Forty-one per cent of the principals from schools offering credit for driver education and 51.3 per cent of the principals from schools offering no credit for this course were opposed to requiring additional time for the classroom phase of driver education.

Sixteen per cent of the principals who had learned to drive via driver education endorsed additional time for the classroom phase of driver education, while 25.7 per cent of their colleagues who had learned to drive via other methods indicated that additional time for the classroom phase was necessary.

2. The requirement for additional time behind-the-wheel in driver education was supported by 47.4 per cent of the principals from schools offering credit for this subject

TABLE 34.--Responses of Principals, Expressed in Percentages\*, Relative to Restructuring the Driver Education Requirements as Classified by Secondary Administrative Experience of the Principal, Method by which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
10. More time should be required by the State of Michigan for the classroom phase of driver education.	SA/A U D/SD	26.8 32.0 41.2	21.9 26.1 51.3	26.0 30.4 42.8	22.5 26.3 51.2	15.1 42.4 42.4	25.7 26.5 47.5
20. More time should be required by the State of Michigan for the behind-the-wheel phase of driver education.	SA/A U D/SD	47.4 28.9 23.7	52.2 24.4 23.5	51.4 25.4 23.1	54.8 23.3 21.8	54.6 30.3 15.2	52.9 23.5 23.5
30. The mandatory requirement in driver education of a minimum of 30 hours classroom instruction and 6 hours per student of behind-the-wheel training is excessive.	SA/A U D/SD	2.1 2.1 95.9	2.6 5.2 92.2	2.1 6.5 91.3	2.3 2.3 95.5	0 6.1 94.0	2.6 4.2 93.3
39. Driver education can adequately be taught in the 3-week program required by the State Department of Education as a minimum.	SA/A U D/SD	17.5 19.6 62.8	20.9 25.2 53.1	17.3 24.6 57.2	19.5 21.1 59.4	18.2 27.3 54.5	18.4 22.3 58.9

50. The Federal Standard stating

"the driver education

course should be scheduled

over a minimum of 6 calen-

dar weeks," is practical.

SA/A	40.2	41.7	42.7	42.1	45.5	42.0
U	26.8	23.5	29.0	23.3	33.3	25.2
D/SD	33.0	33.0	27.5	33.8	21.2	30.9

\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No Credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree.  
 U = Undecided.  
 D/SD = Disagree or strongly disagree.

and 52.2 per cent of the principals from schools offering no credit.

Principals with 6 or more years secondary administrative experience supported additional time for the behind-the-wheel phase of driver education more often than did principals with less administrative experience.

Fifty-four per cent of the principals who had learned to drive via driver education reported more time should be required for behind-the-wheel instruction in driver education and 52.9 per cent of the principals who had learned to drive via other methods agreed.

3. Ninety-six per cent of the principals from schools offering credit for driver education and 92.2 per cent of the principals from schools offering no credit concurred that the mandatory requirement of thirty hours classroom instruction and 6 hours per student behind-the-wheel was not excessive.

Principals at all levels of secondary administrative experience agreed that thirty hours of classroom instruction and 6 hours of behind-the-wheel training per student in driver education was not an excessive requirement.

4. The majority of principals in each category presented in Table 3<sup>4</sup> reported that driver education could not be taught adequately in a three week program.

5. The practicality of scheduling driver education over a six calendar week period was supported by more than

40 per cent of the principals in each category presented in Table 34. By contrast, however, this requirement was opposed by approximately 27 per cent of the principals responding to this question.

Found in Table 35 are the percentages of responses by principals grouped in categories that include: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school, and (3) schools offering behind-the-wheel instruction entirely on-the-street.

Data from Table 35 reveals that:

1. The opinions of principals from schools having a multiple car off-street driving range and/or driving simulator and from principals in schools offering the behind-the-wheel phase of driver education exclusively on-the-street, were evenly matched in their responses to the question calling for an increase in classroom time for driver education.

Forty-seven per cent of the principals from schools offering driver education during the regular school day opposed additional time for the classroom phase of driver education. A similar number of principals from schools offering driver education in the summer, Saturday, and/or after school agreed.

2. The majority of principals supported the requirement of additional time for behind-the-wheel instruction in driver education. In contrast, however, 23.5 per cent

TABLE 35.--Responses of Principals, Expressed in Percentages\*, Relative to Restructuring the Driver Education Requirements as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
10. More time should be required by the State of Michigan for the classroom phase of driver education.	SA/A	22.0	25.0	25.5	24.1
	U	30.5	27.8	27.5	28.6
	D/SD	47.5	46.7	47.0	46.8
20. More time should be required by the State of Michigan for behind-the-wheel phase of driver education.	SA/A	49.1	54.3	53.0	53.2
	U	28.8	23.1	23.5	24.5
	D/SD	22.0	22.7	23.5	22.3
30. The mandatory requirement in driver education of a minimum of 30 hours classroom instruction and 6 hours per student of behind-the-wheel training is excessive.	SA/A	3.4	1.9	4.0	1.8
	U	1.7	5.2	2.0	5.0
	D/SD	94.9	92.9	94.1	93.2
39. Driver education can adequately be taught in the 3-week program required by the State Department of Education as a minimum.	SA/A	8.5	21.2	13.7	19.5
	U	25.4	22.2	17.6	24.1
	D/SD	66.1	56.2	68.6	55.9



50. The Federal Standard stating

"the driver education

course should be scheduled SA/A

45.8

41.5

39.2

43.2

over a minimum of 6 calen- U

18.6

28.3

21.6

27.3

dar weeks," is practical. D/SD

35.6

29.2

39.2

28.6

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\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

of the principals from schools having a multiple car off-street driving range and/or driving simulator opposed additional time for the behind-the-wheel phase of driver education.

3. Data indicated that 94.9 per cent of the principals from schools offering driver education during the regular school day and 92.9 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school reported that the mandatory requirement of 30 hours of classroom instruction and 6 hours of behind-the-wheel experience per student was not excessive.

Ninety-four per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator and 93.2 per cent of the principals from schools offering behind-the-wheel instruction entirely on-the-street reported that the requirement of thirty hours of classroom instruction and six hours of behind-the-wheel experience per student, was not excessive.

4. Further indicated in Table 35 was that 66.1 per cent of the principals from schools offering driver education during the regular school day reported that the course could not be taught adequately in a three week program. More than 56.2 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school agreed with this position.

Principals from schools having a multiple car off-street driving range and/or driving simulator reported more often that driver education could not be taught effectively in a three week program than did principals from schools offering behind-the-wheel instruction exclusively on-the-street.

5. Principals from schools offering driver education during the regular school day agreed more often than did principals from schools offering driver education during the summer, Saturday, and/or after school that scheduling driver education over a six calendar week period was practical.

Thirty-nine per cent of the principals from schools having a multiple car off-street driving range and/or driving simulator indicated that scheduling driver education over a six calendar week period was not practical. Only 28.6 per cent of the principals from schools offering behind-the-wheel instruction entirely on-the-street agreed.

It should be noted, however, that more than 29 per cent of the principals in each category presented in Table 35 did not agree that scheduling driver education over a six calendar week period was practical.

The Opinions of Secondary School Principals  
Toward the Adoption of Uniform  
Statewide Driver Education  
Programs

Reported in this section are the findings of the opinions of principals toward questions concerning the adoption of uniform statewide driver education programs.

In Table 36 are the percentages of responses by principals grouped into categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

Table 36 shows that:

1. Thirty-three per cent of all principals reported that the present driver education program worked smoothly and should be continued without change. In contrast, however, 35.0 per cent of all principals were of the opinion that the program should not continue unchanged.

Principals from class D schools reported more often than did principals from larger schools that the present driver education program worked smoothly and should be continued unchanged.

Forty-one per cent of the metro county school principals and 30.1 per cent of the non-metro county school principals indicated that changes were needed in driver education.

2. Principals in each category were divided on the question concerning the adoption of mandatory course requirements for driver education.

Forty-three per cent of all principals opposed mandatory course requirements for driver education, while 39.6 per cent of the principals endorsed such a requirement.

3. Forty-four per cent of all principals reported that a single written statewide final examination should be used in driver education. In contrast, however, were 34.0 per cent of the principals who responded to this question.

TABLE 36.--Responses of Principals, Expressed in Percentages\*, Relative to the Adoption of Uniform Statewide Driver Education as Classified by Total, School Size, and Type of County.

Question		School Classification						Non-Metro
		Total	A	B	C	D	Metro	
		%	%	%	%	%	%	%
11. The driver education program presently required by the State works smoothly and should be continued without change.	SA/A	33.5	28.9	35.2	28.6	42.2	30.6	35.7
	U	31.0	23.7	25.7	42.9	35.1	27.4	34.2
	D/SD	35.0	47.3	37.9	28.6	22.8	41.1	30.1
21. Mandatory course requirements and uniform teaching methods should not be adopted in the public schools for driver education.	SA/A	39.6	39.5	40.6	39.7	36.9	41.2	37.7
	U	16.2	15.8	13.5	14.3	22.8	15.3	17.1
	D/SD	43.1	43.4	44.6	46.0	38.6	42.7	43.8
31. A single written final examination should be used Statewide for all students completing driver education.	SA/A	44.7	44.8	47.3	36.5	50.9	44.3	45.2
	U	21.0	19.7	17.6	28.6	19.3	22.6	19.9
	D/SD	34.0	35.5	33.8	34.9	29.8	32.3	34.9

\*Actual computed percentage rounded to the nearest tenth

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD = Disagree or strongly disagree

Fifty-one per cent of the principals from class D schools endorsed a single written statewide driver education examination. However, this position was endorsed by approximately 40 per cent of the principals in larger school classifications.

The responses from metro and non-metro county schools were equally divided on the question concerning a single written statewide final examination for driver education.

Contained in Table 37 are the percentages of responses by principals grouped in categories that involve: (1) methods by which the principal learned to drive, (2) secondary administrative experience of the principal, and (3) whether credit was given for driver education.

Data in Table 37 points out that:

1. Thirty-five per cent of the principals from schools offering no credit for driver education reported that the program worked smoothly and should be continued without change. However, only 29.9 per cent of the principals from schools offering credit for driver education agreed with this opinion. Thirty-four per cent of the principals in these two categories reported that the driver education program should be restructured.

Forty-two per cent of the principals with 6 or more years secondary administrative experience indicated the driver education program worked smoothly and should not be changed, while 25.4 per cent of the principals with less experience agreed.

TABLE 37.--Responses of Principals, Expressed in Percentages\*, Relative to the Adoption of Uniform Statewide Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by Which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
11. The driver education program presently required by the State works smoothly and should be continued without change.	SA/A	29.9	34.8	25.4	42.1	30.3	34.1
	U	36.1	29.6	37.0	24.8	36.4	30.3
	D/SD	34.1	34.8	36.9	33.1	33.3	35.3
21. Mandatory course requirements and uniform teaching methods should not be adopted in the public schools for driver education.	SA/A	42.3	39.1	37.6	41.3	30.3	40.8
	U	14.4	19.1	15.2	17.3	12.1	16.8
	D/SD	43.3	39.1	46.3	39.9	57.6	41.1
31. A single final examination should be used Statewide for all students completing driver education.	SA/A	42.3	42.6	46.4	42.8	45.4	44.5
	U	19.6	25.2	21.0	21.1	27.3	20.2
	D/SD	37.9	31.3	31.9	36.1	27.2	34.8

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree  
 U = Undecided  
 D/SD = Disagree or strongly disagree

2. Forty-three per cent of the principals from schools offering credit for driver education supported mandatory statewide course requirements, while 39.1 per cent of the principals from schools offering no credit for driver education concurred. Of special note, however, was that a similar number of principals from these respective categories opposed mandatory course requirements for driver education.

Principals with 5 years or less secondary administrative experience frequently were of the opinion that mandatory driver education requirements should be adopted. Principals with additional experience did not agree as frequently, however, that mandatory driver education course requirements should be adopted.

Fifty-seven per cent of the principals who had learned to drive via driver education reported that mandatory course requirements were needed in this subject. Only, 41.1 per cent of the principals who had learned to drive via other methods agreed.

Of special note was that more than 30 per cent of the principals in all categories in Table 37 opposed mandatory course requirements in driver education.

3. Data revealed that forty-two per cent of the principals in each category supported a single statewide final examination for driver education while more than 27 per cent of the principals opposed such a requirement.

Reported in Table 38 are the percentages of responses by principals grouped in categories that include: (1) schools offering driver education during the regular school



TABLE 38.--Responses of Principals, Expressed in Percentages\*, Relative to the Adoption of Uniform Statewide Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
11. The driver education program presently required by the State works smoothly and should be continued without change.	SA/A	37.3	32.6	27.5	35.0
	U	30.5	31.1	33.3	30.5
	D/SD	32.2	35.8	39.2	34.1
21. Mandatory course requirements and uniform teaching methods should not be adopted in the public schools for driver education.	SA/A	35.6	40.6	37.2	40.0
	U	22.0	14.6	25.5	14.1
	D/SD	42.4	43.4	35.3	45.7
31. A single written final examination should be used Statewide for all students completing driver education.	SA/A	42.4	45.3	51.0	43.2
	U	28.8	18.9	19.6	21.4
	D/SD	28.8	35.3	29.4	35.0

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

day, (2) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel phase of driver education exclusively on-the-street.

Table 38 reflects that:

1. Thirty-seven per cent of the principals in schools offering driver education during the regular school day agreed that the program worked smoothly and should be continued without change. Thirty-two per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school agreed. In contrast, were 32.2 per cent of the principals from schools offering driver education during the regular school day and 35.8 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school.

The Opinions of Secondary School Principals  
Toward the Employment of Regional  
Coordinators to Direct the  
Driver Education Program

Found in this section are the opinion responses of principals toward questions concerning the employment of regional coordinators to direct the driver education program.

Reported in Table 39 are the percentages of responses by principals grouped in categories that include: (1) school size, (2) metro and non-metro county schools, and (3) total responses.

TABLE 39.--Responses of Principals, Expressed in Percentages\*, Relative to the Employment of Regional Coordinators to Direct Driver Education as Classified by Total, School Size, and Type of County.

Question		School Classification					Metro %	Non- Metro %
		Total %	A %	B %	C %	D %		
12. Driver education in the public schools should be scheduled and directed by regional coordinators appointed by the State.	SA/A	12.2	18.5	10.8	11.1	7.1	15.3	9.6
	U	18.8	18.4	9.5	30.2	19.3	16.1	21.2
	D/SD	68.2	63.2	77.1	58.8	73.7	67.8	68.5
42. Driver education could best be handled in the public schools by the employment of regional area coordinators to direct the program.	SA/A	12.2	14.4	13.5	8.5	10.6	12.9	11.7
	U	22.9	17.1	14.9	31.7	31.6	19.4	26.0
	D/SD	63.8	68.4	68.9	58.7	56.1	66.1	61.7

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree

U = Undecided

D/SD - Disagree or strongly disagree

The data shown in Table 39 indicates that:

1. Sixty-eight per cent of all principals were opposed to the appointment of regional coordinators to direct the driver education program.

Principals from class A schools were more apt to support the employment of regional coordinators to direct the driver education program than were principals from smaller schools.

Fifteen per cent of the metro county school principals endorsed the appointment of regional area coordinators, while only 9.6 per cent of their colleagues in non-metro county schools endorsed this opinion.

2. Principals from class A and B schools more frequently opposed regional area coordinators to direct the driver education program than did principals from smaller schools.

Table 40 presents the per cent of responses by principals grouped in categories that include: (1) method by which the principal learned to drive, (2) secondary administrative experience of the principal, and (3) whether credit toward graduation was given for driver education.

Table 40 shows that:

1. Data revealed that principals from schools offering no credit for driver education generally opposed the appointment of regional coordinators to direct the driver education program. A similar number of principals from schools offering credit for driver education agreed with this position.

TABLE 40.--Responses of Principals, Expressed in Percentages\*, Relative to the Employment of Regional Coordinators to Direct Driver Education as Classified by Secondary Administrative Experience of the Principal, Method by Which the Principal Learned to Drive, and Whether Credit was given for Driver Education.

Question		Credit %	No Credit %	5 yrs. or less %	6 yrs. or more %	Via Dr. Ed. %	Via Oth. Methods %
12. Driver education in the public schools should be scheduled and directed by regional coordinators appointed by the State.	SA/A	9.3	11.3	14.5	9.8	15.2	11.8
	U	21.6	16.5	16.7	21.1	21.2	18.5
	D/SD	69.1	70.4	68.1	68.4	63.6	68.9
42. Driver education could best be handled in the public schools by the employment of regional coordinators to direct the program.	SA/A	6.2	11.3	13.0	11.3	15.2	11.8
	U	27.8	19.1	26.8	18.8	36.4	21.0
	D/SD	66.0	66.9	48.7	69.2	48.5	66.0

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\*Actual computed percentage rounded to the nearest tenth.

KEY: Credit = Credit is given toward graduation for driver education.  
 No credit = No credit is given toward graduation for driver education.  
 5 yrs. or less = Principal had 5 years or less secondary administrative experience.  
 6 yrs. or more = Principal had 6 years or more secondary administrative experience.  
 Via Dr. Ed. = Principal learned to drive via driver education.  
 Via Oth. Meth. = Principal learned to drive via other methods.  
 SA/A = Strongly agree or agree  
 U = Undecided  
 D/SD = Disagree or strongly disagree

Fourteen per cent of the principals with 5 years of less secondary administrative experience endorsed the appointment of regional coordinators to direct the driver education program, while only 9.8 per cent of the principals with additional experience concurred.

Sixty-three per cent of the principals who had learned to drive via driver education opposed the appointment of regional coordinators while 68.9 per cent of the principals who had learned to drive via other methods shared this view.

Reported in Table 41 are the percentages of responses by principals grouped in categories that include: (1) schools offering driver education during the regular school day, (2) schools offering driver education during the summer, Saturday, and/or after school, (3) schools having a multiple car off-street driving range and/or driving simulator, and (4) schools offering the behind-the-wheel instruction solely on-the-street.

Data from Table 41 reveals that:

1. Seventy-three per cent of the principals from schools offering driver education during the regular school day did not agree that the course as offered in the public school, should be handled by the employment of regional area coordinators. In comparison, 61.3 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school shared this opinion.

Principals from schools having a multiple car off-

TABLE 41.--Responses of Principals, Expressed in Percentages\*, Relative to the Employment of Regional Coordinators to Direct Driver Education as Classified by Type of Program Offered, and Type of Laboratory Instruction.

Question		Regular School Day %	Summer Sat. and/or After School %	Range and/or Simulator %	BTW On- the-Street %
12. Driver education in the public schools should be scheduled and directed by regional coordinators appointed by the State.	SA/A	15.3	11.3	21.6	10.0
	U	15.3	19.8	17.6	19.1
	D/SD	69.5	68.0	58.8	70.4
42. Driver education could best be handled in the public schools by the employment of regional area coordinators to direct the program.	SA/A	10.2	12.8	12.7	11.8
	U	16.9	24.5	21.6	23.2
	D/SD	72.8	61.3	62.8	64.1

\*Actual computed percentage rounded to the nearest tenth.

KEY: SA/A = Strongly agree or agree.

U = Undecided.

D/SD = Disagree or strongly disagree.

street driving range and/or driving simulator more frequently supported the appointment of regional coordinators to direct the driver education program than did principals from schools offering the behind-the-wheel phase of driver education on-the-street.

Responses by Secondary School Principals  
Toward the "Open-ended" Statements

Found in Table 42 are the frequency responses indicated by principals to the four "open-ended" statements presented in the questionnaire.

Data in Table 42 shows that:

1. The most frequent response by the principals was for increased reimbursement of the driver education program. Thirty-seven per cent of the principals indicated that improved financing was needed in driver education.
2. Table 42 further revealed that principals felt that the quality of performance and professionalism among driver education teachers should be improved.
3. Also indicated was the need to resolve the scheduling problems inherent in driver education. Closely associated with scheduling problems was the need for development of administrative guidelines in the area of driver education.



TABLE 42.--Frequency of Recorded Responses to the "Open-Ended" Statements.

	Number of Responses	*Percentage of Responses
Increase the reimbursement rate for the driver education program	82	37%
Improve the quality of teacher performance and professionalism in driver education	53	24%
Eliminate scheduling problems in driver education	32	15%
Require, by law, driver education in the regular school day program	18	8%
Establish guidelines for administration of driver education	15	7%
Standardize the driver education program statewide	14	7%
Remove required driver education from the public school system	14	7%
Improve the evaluation and enforcement of the driver education standards presently outlined by the State Department of Education	10	5%
Improve communication between the school district and the State Department of Education	8	4%
Eliminate unnecessary paper work in driver education	6	3%
Hire regional coordinators to direct the driver education program	5	2%
Raise the driver licensing age to 17	5	2%
Improve the standards for driver education instruction	5	2%
Stress the teaching of attitudes in driver education	4	2%
Improve information for obtaining driver education vehicles	3	1%

\*Percentage of responses were calculated by dividing the number of specific responses by the total number of questionnaires containing a written response. Responses were contained on 220 returned questionnaires.

### Summary

Presented in Chapter IV is an analysis of the data obtained from a ninety-six per cent return of completed questionnaires from the two hundred ninety-three secondary school principals sampled in the public high schools of Michigan.

The chapter was divided into thirteen sections; one for each of the twelve content areas of interest, and one section concerning the responses of the principals to the "open-ended" statements included on the questionnaire.

Tables consisting of the percentage of responses by principals were constructed for each of the thirteen sections, and the major findings presented in each table were explained.

In Chapter V the summary, major findings, conclusions, discussion, and recommendations will be reported.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the preceding chapter the findings of this research survey were presented. In this chapter may be found: (1) a summary of the survey conducted, (2) the major findings, (3) conclusions based upon the findings, (4) discussion, and (5) recommendations for further research.

#### Summary

##### Statement of the Problem

It was the purpose of this survey (1) to determine the opinions of secondary school principals in the public schools of Michigan toward driver education, and (2) to determine what secondary school principals felt was needed to resolve the problems of the driver education program as outlined by the State Department of Education.

The resolving of these two general statements required that the following specific questions be answered:

1. What were the opinions of the principals toward driver education staff members?
2. Did the community accept the driver education program, in the public high school, as measured by the opinions of principals?
3. Was driver education, in the opinions of the principals, effective in promoting citizenship among students enrolled in the program?
4. What were the opinions of principals toward the status of guidelines and information available for administering the driver education program?
5. How did principals feel about the administration of driver education?
6. Was the driver education program outlined by the State Department of Education accepted by the principals?
7. What were the opinions of the principals when asked if the minimum driver licensing age should be raised to seventeen?
8. Did opinions of the principals indicate that required driver education should be removed from the public schools?
9. In the opinions of the principals, was the present reimbursement rate for students completing driver education adequate?

10. Should the present driver education program from the principals' viewpoint be restructured?
11. What were the opinions held by principals toward a uniform and mandatory driver education program in the public schools?
12. Did the opinions of the principals indicate a need to employ regional coordinators to direct the driver education program?

### The Methods of Procedure

This research survey was limited to a random stratified sample of 293 secondary school principals in the public schools of Michigan. A method for drawing the sample of principals was taken from the texts Sampling Opinions by E. J. Stephan and P. J. McCarthy<sup>1</sup> and Sample-Size Determination by Arthur E. Mace.<sup>2</sup>

Each public high school in the state was assigned a geographical region according to the Michigan Education Association, Appendix A, and by Michigan Athletic Enrollment Classification (Table 1). A random stratified sample consisting of 50 per cent of the public high schools in each strata, was then drawn.

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<sup>1</sup>E. J. Stephan and P. J. McCarthy, op. cit., pp. 103-118.

<sup>2</sup>Arthur E. Mace, op. cit., pp. 2-3.

Prior to sampling principals in these schools, an opinion questionnaire was developed, Appendix F, which was used to obtain opinions to the specific questions outlined above. The opinion questionnaire contained three sections which were: (1) preliminary information, (2) fifty statements that required an opinion response from the principal, and (3) four optional "open-ended" statements. The items on the preliminary information section included: (1) the secondary administrative experience of the principal, (2) the principals' driving experience in years, (3) the method by which the principal learned to drive, (4) the type of driver education program offered in the school, (5) the type of behind-the-wheel instruction in driver education, and (6) whether credit was given for driver education.

Section two of the questionnaire included fifty statements that required an opinion response according to the Siebrecht<sup>3</sup> five response format, namely--strongly agree, agree, undecided, disagree, and strongly disagree.

Section three included four "open-ended statements that requested a written response from the principal (Appendix E).

Prior to mailing the questionnaire, a letter of explanation was drafted, and letters of endorsement were

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<sup>3</sup>Elmer B. Siebrecht, op. cit.

obtained from Dr. Robert O. Nolan, Assistant Director of the Highway Traffic Safety Center at Michigan State University, and Mr. Ben Leyrer, President of the Michigan Association of Secondary School Principals (Appendix G).

After two weeks, a follow-up letter and a second questionnaire was sent to those principals who had failed to respond to the initial mailing (Appendix J).

The initial mailing and subsequent follow-up produced a 96 per cent response of completed questionnaires. A total of 280 completed questionnaires were received from the 293 principals sampled.

Responses to the questionnaires were coded for computer use, and the tabulated findings were reported in Chapter IV.

Following is a summary of the major findings of this research survey.

### The Major Findings

The following summary of major findings was presented in thirteen sections, one for each of the twelve content areas of interest outlined in Table 5, and one for the responses by the principals to the "open-ended" statements.

1. Driver Education Staff Members.--Eighty-one per cent of all principals reported that driver education teachers were enthusiastic about teaching young persons.

Principals from class B schools endorsed the enthusiasm of the driver education teacher more frequently than did principals in other school classifications.

One-half, or 52 per cent, of all principals did not agree that driver education teachers were as well prepared to perform their task as were the teachers of other subjects in the high schools of Michigan.

No principal from a school offering driver education during the regular school day reported that driver education teachers lacked skills necessary for the education of boys and girls. In contrast, however, 8.0 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school indicated that driver education teachers lacked the necessary skills to teach students.

Sixty per cent of all principals revealed that driver education teachers plan programs to assure attitude development among students. Seventy-one per cent of the principals from schools offering credit for driver education agreed.

Forty-nine per cent of all principals supported the requirement of a minor in driver education for teacher certification. This requirement was opposed, however, by 31.0 per cent of the principals.

Principals were equally divided in their opinions as to the question concerning six semester hours in college



driver education courses as being sufficient preparation for certification.

2. Community Acceptance of Driver Education.--

Ninety-one per cent of the principals indicated that the community supported driver education. Principals from schools offering driver education during the regular school day more frequently reported community endorsement of driver education than did principals in other categories.

No principal from a school offering driver education during the regular school day reported that the community had a negative attitude toward the program. This position was endorsed by principals from: class B schools, who had learned to drive via driver education, and principals with 5 years or less secondary administrative experience.

3. Citizenship Development Among Students Enrolled in Driver Education.--Eighty-nine per cent of all principals queried, reported that driver education developed a sense of responsibility among teenagers. Principals from class B and D schools more frequently agreed with this position than did principals from other school classifications.

Eighty-six per cent of all principals revealed that driver education can provide youth with proper attitudes for effective citizenship.

4. Availability of Guidelines and Information For Driver Education.--Forty-three per cent of the principals

reported that legislative changes in driver education were well publicized for administrators. However, 29.5 per cent of the principals did not agree, when asked the same question.

Fifty-six per cent of the principals from class B schools reported that legislative changes were well publicized for administrators, while only 33.4 per cent of their associates in class C schools expressed this opinion.

Fifty-six per cent of all principals indicated that the State Department of Education had provided sufficient direction to the driver education program.

Sixty per cent of the principals who had learned to drive via methods other than driver education expressed the opinion that the State Department of Education had provided adequate direction to the driver education program, while only 33.3 per cent of the principals who had learned to drive via driver education agreed.

It should be noted that 28.8 per cent of all principals were undecided concerning the question of adequate direction for driver education from the State Department of Education.

Principals were equally divided in their responses to the adoption of a statewide curriculum in driver education.

5. Administration of Driver Education.--Seventy-two per cent of all principals reported that the time spent on

written reports in driver education was not excessive. Principals from schools offering the behind-the-wheel phase of driver education entirely on-the-street indicated more frequently than did principals from schools having a multiple car off-street driving range and/or driving simulator, that the written reports in driver education were not excessive.

Sixty-eight per cent of the principals reported that there was not excessive secretarial time spent on driver education.

Fifty-five per cent of the principals reported that additional time was not needed to administer the driver education program. This position was refuted, however, by 26.2 per cent of the principals responding to this question. Seventy-two per cent of the principals from class D schools reported that additional time was not needed for the administration of the driver education program, while the opinions of principals from larger schools were not so pronounced when asked this question.

Fifty-two per cent of the principals revealed that scheduling driver education was neither difficult nor time consuming. This position was refuted, however, by 36.6 per cent of the principals responding to the same question.

#### 6. The Principals Acceptance of Driver Education.--

Forty-eight per cent of all principals reported that driver

education should be a part of the regular school day.

This opinion was not endorsed, however, by 34.3 per cent of the principals responding to the same question.

Forty-two per cent of the metro county school principals endorsed driver education in the regular school day, while only 28.1 per cent of the non-metro county school principals expressed this view.

Eighty-three per cent of all principals indicated that administrators as a group, supported driver education.

Eighty-seven per cent of the principals reported that driver education should be required for all new drivers. This position was most strongly supported by principals from schools offering driver education during the regular school day.

Board of education support for driver education was indicated by 93.7 per cent of the principals.

Credit for students successfully completing driver education was supported by 49.8 per cent of the principals responding to this question. Thirty-four per cent of the principals, however, reported that credit should not be given for driver education.

Fifty-nine per cent of the principals did not agree that driver education was taught as a public service to the community. More than 35 per cent of the principals from class D schools, however, indicated that driver education was taught as a public service to the community.

Opinions of principals from larger schools were not so pronounced when they were asked the same question.

Ninety-three per cent of all principals revealed that driver education has the support of the school superintendent.

Fifty-one per cent of the principals from schools offering credit for the successful completion of driver education reported that in their opinion, driver education was an academic subject. This opinion was refuted, however, by 48.7 per cent of the principals who responded to the questionnaire.

7. Removal of Required Driver Education.--A

majority of principals, or 82.3 per cent, reported that driver education should be offered in the public school.

Principals strongly opposed, in fact 97.8 per cent believed the total responsibility for teaching driver education should not be delegated to parents and relatives.

Eighty-eight per cent of all principals reported that a driver education course should be required before a person could obtain an operator's license. Non-metro county school principals endorsed more frequently this requirement than did their colleagues in metro county schools.

Seventy-four per cent of the principals were of the opinion that driver education was not an example of state control of local education. Principals from class A

schools took this position more often than did principals from other school classifications.

Data revealed that three-quarters of all principals held the opinion that providing driver education was the responsibility of the school.

8. Raising the Driver Licensing Age to Seventeen.--

Thirty-one per cent of the principals favored raising the driver licensing age to seventeen, while 45.1 per cent opposed such a requirement. Principals from metro county schools indicated more often than did non-metro county school principals, that the driver licensing age should be raised to seventeen. Approximately one-quarter of all principals were undecided as to the question concerned with raising the driver licensing age to seventeen.

Seventy-four per cent of the principals from schools offering driver education during the regular school day reported that students at age 16 are mature enough to safely operate a motor vehicle. However, only 59.9 per cent of the principals from schools offering driver education during the summer, Saturday, and/or after school expressed this opinion.

9. Reimbursement Rates for Driver Education.--

Seventy-four per cent of all principals indicated that the current reimbursement rate of \$30.00 for students completing driver education was not adequate. Principals from class B schools indicated more frequently than did

principals from other school classifications, that the reimbursement rate for driver education was not adequate.

Forty-nine per cent of all principals reported that adequate funds were available to the school system for driver education. Thirty-nine per cent, however, reported that adequate funds were not available in their school system for this subject.

Fifty-nine per cent of the principals from class D schools indicated that sufficient funds had been provided for driver education, while principals from larger schools were not as pronounced in their opinions concerning this question.

Seventy-three per cent of the principals did not agree that the present reimbursement rate for driver education allowed for adequate reference and supplementary materials. Principals from class B schools expressed this opinion more often than did principals in other school classifications. Fifty-eight per cent of the principals indicated that the cost of the driver education program should be fully paid for by state reimbursement, and should not be supplemented by local board of education funds. Principals from class A schools reported more frequently that the local board of education should supplement the cost of driver education than did principals from smaller schools.

Responses by principals that the quality of the driver education program directly reflects the

reimbursement rate were evenly divided. Thirty-three per cent were in agreement, 29.5 per cent were undecided, and 35.4 per cent were opposed.

10. Restructuring the Driver Education Requirements.--

Twenty-five per cent of the principals were of the opinion that additional time should be required for the classroom phase of driver education. In contrast, however, more than 53 per cent of the principals endorsed additional time for the behind-the-wheel experience. Metro county principals supported additional time for the behind-the-wheel instruction in driver education more often than did their associates in non-metro county schools.

Ninety-three per cent of all principals reported that the mandatory requirement of thirty hours of classroom instruction and 6 hours per student of behind-the-wheel experience was not excessive.

Fifty-eight per cent of the principals were of the opinion that driver education could not be adequately taught during the three-week period. Eighteen per cent of the principals, however, endorsed the three-week program in driver education.

Principals from class D schools were generally opposed to the three-week program in driver education, while principals from larger schools favored the shorter course.



Principals were not in agreement when asked their opinion relative to scheduling driver education during a six-calendar week period.

11. Adoption of Uniform Statewide Driver Education.--

Responses by principals regarding the effectiveness of the present driver education program were evenly divided. Thirty-three per cent were in agreement, 31.0 per cent were undecided, and 35.0 per cent were opposed.

Data revealed that principals from class A and B schools more often indicated program problems in driver education than did principals from smaller schools.

Forty-three per cent of the principals opposed mandatory course requirements for driver education, while 39.6 per cent of the principals supported this requirement.

The findings indicated that 44.7 per cent of the principals favored a single written final examination in driver education, while 34.0 per cent were opposed to such a requirement.

12. Employment of Regional Coordinators to Direct the Driver Education Program.--The majority of principals, or 68.2 per cent, expressed the opinion that regional coordinators to direct the driver education program need not be employed. Seventy-two per cent of the principals from schools offering driver education during the regular school day, agreed.

### 13. Responses to the "Open-ended" Statements.--

Reported by the principals as their three major items of concern in driver education were: (a) increase in the reimbursement rate, (b) improvement in the quality of teacher performance and professionalism in driver education, and (c) elimination of scheduling problems in this subject. Also indicated by the principals was the need to incorporate driver education into the regular school day and to standardize the instruction in this program.

### Conclusions

The following are the conclusions based upon the findings of the survey.

1. Data indicated that the principals strongly endorsed driver education and reported by a 82.3 per cent response that the program should be offered in the public school system. The findings also revealed that strong support was given driver education by school superintendents, board of education members, and parents in the community.

Data revealed that principals in all categories were opposed to the teaching of driver education exclusively by parents and relatives of students wishing to apply for a driver's license.

2. Shown by the data was that the majority of principals felt that additional time to administer the driver education program was not needed. Principals

from class A schools more often reported a need for additional time to administer driver education than did their colleagues in smaller size schools.

3. The findings reported that scheduling of driver education was neither difficult nor time consuming according to the majority of principals who responded, nor were the written reports in driver education excessive. Principals from schools offering driver education during the regular school day reported more frequently than did other principals, that scheduling driver education was difficult.

4. Revealed in the survey was the endorsement by principals of the ability and enthusiasm of driver education teachers to promote citizenship and attitude development among students enrolled in the program. Indicated, however, was that principals expressed a need for more professionalism among driver education teachers. Principals were divided in their opinions on the requirement of an approved minor for certification to teach this subject.

5. Data showed that the majority of principals reported that legislative changes in driver education were well publicized for administrators and that the State Department of Education had provided sufficient guidelines for the program.

6. Principals were divided in their responses to raising the driver licensing age to seventeen. Data revealed that principals endorsed the maturity level of students at age 16 to safely operate a motor vehicle on the public streets and highways. Principals who had learned to drive via driver education more often endorsed the maturity of the 16 year old student to safely operate a motor vehicle than did principals who had learned to drive via other methods.

7. Data indicated that principals held mixed views on the academic status of driver education. However, 51.5 per cent of the principals from schools that offered credit for this subject reported that driver education was academic.

8. The responses of principals were divided on the question concerning the availability of adequate funds for driver education. Principals in class D schools reported that adequate funds were made available for driver education more frequently than did principals from larger schools.

9. Data showed that principals in all categories were of the opinion that the current reimbursement rate was not adequate for driver education.

10. The majority of the principals agreed that the cost of driver education should be fully paid for by state reimbursement. In contrast, however, 38.2 per cent

of the principals from class A schools reported that driver education should be supplemented by local board of education funds. This opinion was not shared as frequently by principals from smaller schools.

11. The survey showed that in the opinions of the principals sampled, additional time should not be required for the classroom phase of driver education. Indicated, however, was the strong endorsement by the principals for the requirement of additional time for the behind-the-wheel phase of the program.

12. Data reported that principals did not feel that driver education could be adequately taught in a three-week program. This opinion was most often expressed by principals from schools that offered driver education during the regular school day.

13. Findings showed that the responses of principals were divided regarding the practicability of the federal standard that requires scheduling driver education over a six-calendar week period.

14. Reported by the survey was that the majority of the principals responding to the questionnaire endorsed a single written statewide final examination in driver education. Further revealed was the division of opinions from principals on the question concerning the requirement of a mandatory curriculum in this subject.

15. Data indicated that the employment of regional coordinators to direct the driver education program was strongly opposed by principals.

### Recommendations

On the basis of the findings reported in Chapter IV the following recommendations are presented:

1. Data indicated the need for the adoption of a statewide final examination for driver education by the State Department of Education. The majority of principals were of the opinion that such a requirement should be implemented.

2. Data revealed a lack of professionalism among driver education teachers as a group, as measured by the opinions of principals, and therefore endorsed the need for stressing attitude development and behavioral conduct among the individuals involved in this program. An evaluation of the teacher training programs in driver education is therefore recommended.

3. The findings supported the need for the requirement of a minor in driver education for certification to teach this subject.

4. Expressed by the results was the need to evaluate the scholarships, fellowships, and stipends offered by various safety organizations to driver education teachers. Data indicated that stipends should be directed

at graduate programs as compared to the basic course requirements for teaching this subject. The money offered by safety organizations could serve as an incentive for advanced graduate training of driver education teachers.

5. The data indicated a need for an annual inservice training program for principals. By implementation of such a process information about program changes in driver education, new legislation, and improvements in this subject could be exchanged.

6. Also revealed by the data was a need to evaluate the method of reimbursing driver education. It is recommended that a graduated scale be devised to subsidize schools offering driver education during the regular school day on a full semester basis.

7. Identified in the survey was a need for an administrative guide in driver education that focuses on the methodology of directing and administering the program. Specific items recommended include: (a) the procurement of driving simulators and/or multiple car off-street driving ranges, (b) information that regards obtaining driver education vehicles, (c) the indexing of sources for texts, visual aids, and supplementary materials for driver education, (d) a cost comparison of scheduling driver education as a 2, 3, 4 or 5-phase program, and (e) a directory of information concerning driver education.

### Discussion

Contained in this section are the views of the author gleaned from the experiences and data obtained in this research survey.

The survey of secondary school principals in the public schools of Michigan has exposed the opinions of administrators toward the driver education program as outlined by the State Department of Education. It is this writer's opinion that manifold benefits, in both public relations and data obtained, have resulted from this survey.

Principals, by their responses, strongly supported driver education in the public schools of Michigan. In contrast, however, the majority of principals opposed the use of local board of education funds to finance this subject. This appears to be a conflict of interest and poses questions concerning the sincerity of administrators toward driver education.

The need for attitude development in driver education among teachers, administrators, and students was indicated by the responses of principals. The research pointed out that varied and diverse opinions are held by principals toward the driver education program which endorsed, in the author's opinion, the need for emphasis on attitude development in the teacher training programs in Michigan.



An increase in time for the classroom or behind-the-wheel phase of driver education, without also improving the methodology, would appear to accelerate and magnify the problems outlined by the survey data.

The adoption of a single statewide final examination in driver education would pose implications for other school subjects. Should this procedure in driver education be effectively implemented would it not equally pertain to math, English, science or social studies?

The development of annual inservice training programs for principals in driver education has impact for other curricular offerings and gives rise to questions that can only be resolved by the evaluation process.

It is this writer's view that driver education should be taught by full-time teachers during the regular school day, as an academic subject receiving a letter grade and Carnegie units of credit applicable toward graduation. To offer less, appears to be defeating the purpose of the educative process and tends to label driver education as unimportant.

Impact for the administration of driver education gleaned from the data obtained is of little value unless the findings are adopted and implemented. Various methods to improve driver education in Michigan have been cited by the principals in this survey. The suggestions, if adopted, will contribute to the advancement and progress of driver education in Michigan.

Recommendations for Further Study

It is recommended that an in-depth study of each of the content areas outlined in this survey be conducted to further determine the effectiveness of driver education in the public high schools of the state of Michigan.

Also recommended is a comparative study between states to assess the opinions of secondary school principals toward the driver education program offered in their respective schools.

Hopefully, this research raises questions and suggests answers which will lead to the selection and preparation of programs in driver education that will result in desirable experiences for youth.

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## APPENDICES

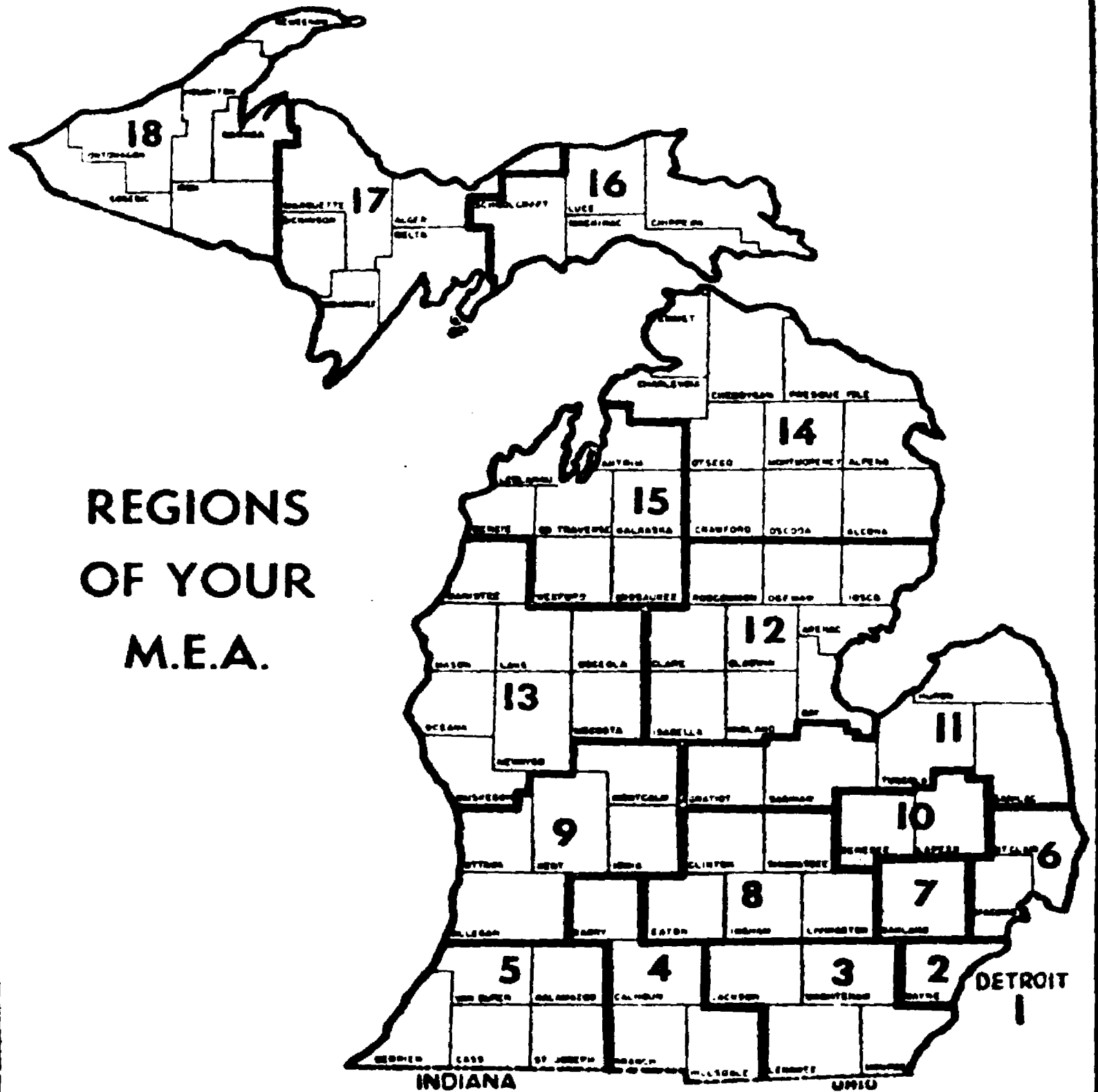


APPENDIX A

REGIONS OF THE MICHIGAN  
EDUCATION ASSOCIATION

REGIONS OF THE MICHIGAN  
EDUCATION ASSOCIATION

REGIONS  
OF YOUR  
M.E.A.



APPENDIX B

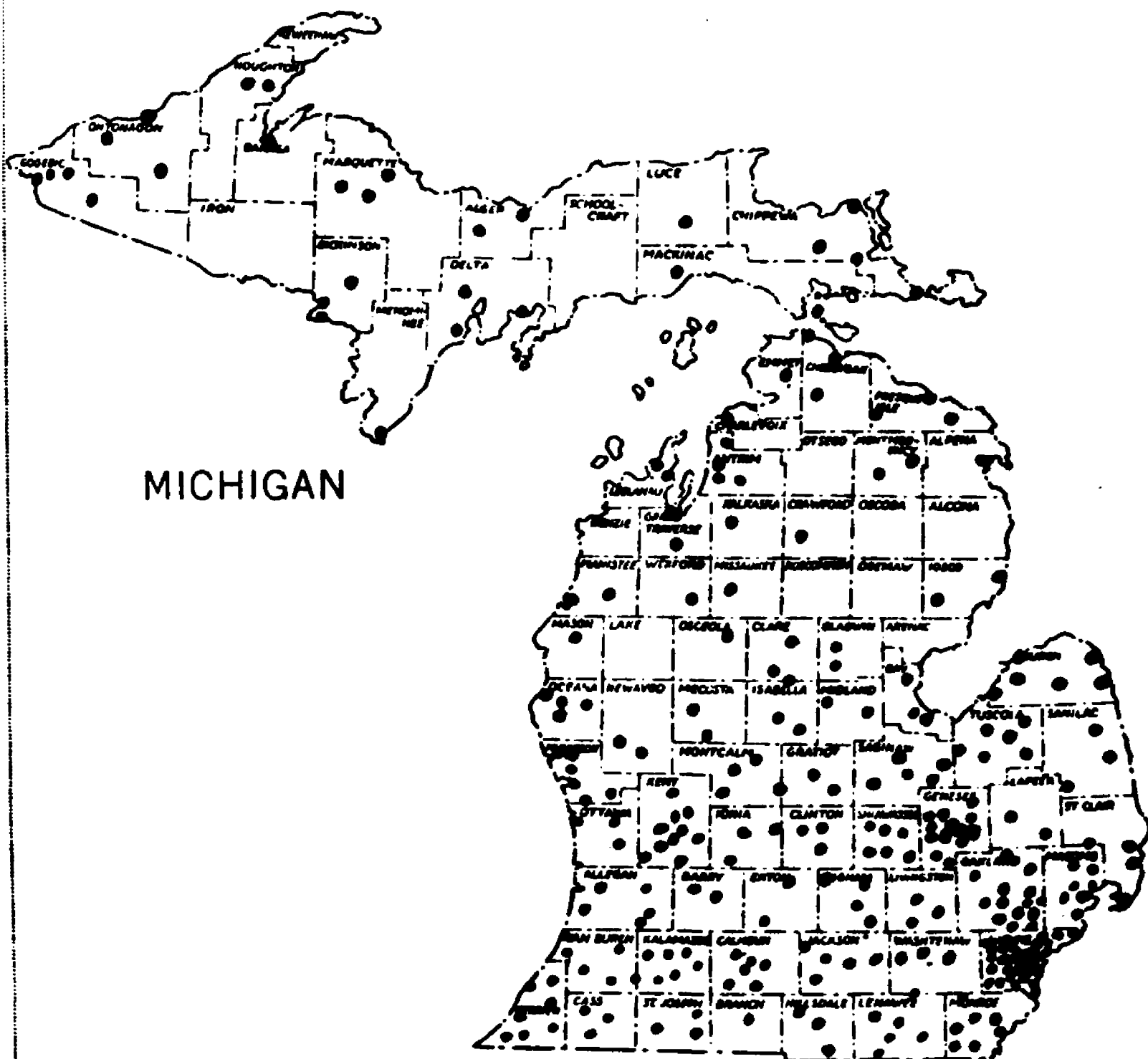
MAP OF METROPOLITAN AND NON-METROPOLITAN  
COUNTIES IN MICHIGAN



APPENDIX C

SAMPLING DISTRIBUTION MAP OF PUBLIC HIGH  
SCHOOLS SELECTED IN MICHIGAN

# SAMPLING DISTRIBUTION MAP OF PUBLIC HIGH SCHOOLS SELECTED IN MICHIGAN



## APPENDIX D

### LIST OF STATEMENTS ACCORDING TO CONTENT AREA OF INTEREST

LIST OF STATEMENTS ACCORDING TO  
CONTENT AREA OF INTEREST

- I. General Statement: What is the opinion of secondary school principals regarding the driver education program in the state of Michigan?

Specific Objectives

- A. To identify the opinion of the secondary school principal, in the state of Michigan, toward the driver education staff.

Statements

1. Driver education teachers are enthusiastic about their opportunity to help in the development of young persons.
  13. Driver education teachers plan their program to assure maximum improvement of attitudes of young persons, both as a driver and as a member of the community.
  32. Driver education teachers are better trained to do their job than most members of the high school staff.
  40. Driver education teachers lack educational skills needed to effectively teach boys and girls enrolled in the driver education program.
  45. Teachers should be required by the State to have at least an approved minor in driver education before being certified to teach this subject.
  48. The six semester hours required for certification of driver education teachers is sufficient for quality instruction.
- B. To identify the opinion of the secondary school principal, in the state of Michigan, toward community acceptance of driver education.



Statements

- 14. Parents in this community receive adequate information about driver education.
- 49. This community has a negative reaction toward driver education.

C. To identify the opinion of secondary school principals, in the state of Michigan, regarding the effectiveness of driver education in promoting citizenship among students enrolled in the driver education program.

Statements

- 2. Driver education can provide the opportunity to make real changes possible in the responsibility to be assumed by teenagers.
- 3. Driver education can provide youth with proper attitudes for effective citizenship.

D. To identify the opinion of the secondary school principals, in the state of Michigan, toward the status of guidelines and information available in driver education.

Statements

- 4. Legislative changes in driver education are well publicized for administrators.
- 24. The State Department of Education has provided sufficient direction for the driver education program.
- 33. Guidelines from the State Department of Education have been provided that answer questions relative to design, implementation, and development of driver education.
- 41. A prescribed Statewide curriculum is needed for driver education.

E. To identify the opinion of secondary school principals, in the state of Michigan, toward the administration of the driver education program.

Statements

- 5. The time I spend on paper work for driver education is excessive.
- 15. Too much secretarial time is spent on driver education matters.
- 25. I need additional time to properly administer the driver education program.
- 34. Scheduling the driver education program is difficult and time consuming.

- F. To identify the opinion of the secondary school principals in the state of Michigan, toward the acceptance of driver education programs.

Statements

- 6. Driver education should be a part of the regular school day program.
- 8. Administrators as a group support driver education.
- 16. Driver education should be required of all new drivers.
- 22. Our board of education supports the driver education program.
- 23. Credit toward graduation should be given in driver education.
- 27. The teaching of driver education by the public schools is a service to the community.
- 35. Our superintendent supports the driver education program.
- 36. Driver education is not an academic subject.

- II. General Statement: What do secondary school principals feel is needed to expedite and resolve the problems of the driver education program as outlined by the state of Michigan?

Specific Objectives

- A. To identify the opinion of the secondary school principals, in the state of Michigan, toward removing required driver education programs from the public schools.

Statements

- 18. Public high schools should be responsible for conducting driver education programs.
- 26. Driver education should not be offered in the public school system.
- 28. All driver education should be taught by parents and relatives of students wishing to apply for a drivers license in Michigan.
- 37. Driver education should not be required for obtaining a drivers license in the state of Michigan.
- 43. Driver education is an example of attempted State control of local education.
- 46. Providing driver education for youth is not one of the schools' responsibilities.

- B. To identify the opinion of the secondary school principals, in the state of Michigan, toward raising the driver licensing age to seventeen.

Statements

- 7. Students at age 16 are not mature enough to safely operate a motor vehicle on the public streets and highways in Michigan.
- 17. The minimum driver licensing age in Michigan should be seventeen.

- C. To identify the opinion of the secondary school principals in the state of Michigan, toward reimbursement rates for students completing driver education.

Statements

- 9. Adequate funds have been made available in this school system for driver education.
- 19. The quality of the driver education program directly reflects the reimbursement rate for student completing the program.
- 29. The present reimbursement rate for driver education allows adequate reference materials for driver education.
- 38. The current reimbursement of \$30.00 per student completing the driver education program is adequate.
- 44. The total cost of the driver education program should not be fully paid for by State reimbursement.
- 47. The cost for driver education should be supplemented by funds from the board of education.

- D. To identify the opinion of the secondary school principals, in the state of Michigan, toward the restructuring of the driver education requirements.

Statements

- 10. More time should be required by the state of Michigan for the classroom phase of driver education.
- 20. More time should be required by the state of Michigan for the behind-the-wheel phase of driver education.
- 30. The mandatory requirement in driver education of a minimum of 30 hours classroom instruction and 6 hours per student of behind-the-wheel training is excessive.

- 39. Driver education can adequately be taught in the 3-week program required by the State Department of Education as a minimum.
- 50. The Federal Standard stating, "the driver education course should be scheduled over a minimum of 6 calendar weeks," is practical.

E. To identify the opinion of secondary school principals, in the state of Michigan, toward a uniform Statewide mandatory driver education program in all public schools.

Statements

- 11. The driver education program presently required by the State works smoothly and should be continued without change.
- 21. Mandatory course requirements and uniform teaching methods should not be adopted in the public schools for driver education.
- 31. A single written final examination should be used Statewide for all students completing driver education.

F. To identify the opinion of secondary school principals, in the state of Michigan, toward the employment of regional coordinators to direct the driver education program in the public schools.

Statements

- 12. Driver education in the public schools should be scheduled and directed by regional coordinators appointed by the State.
- 42. Driver education could best be handled in the public schools by the employment of regional area coordinators to direct the program.

APPENDIX E

LIST OF "OPEN-ENDED" STATEMENTS CONTAINED  
ON THE OPINION QUESTIONNAIRE

A LIST OF THE "OPEN-ENDED" STATEMENTS CONTAINED  
ON THE OPINION QUESTIONNAIRE

1. My biggest problem in administering the driver  
education program is \_\_\_\_\_.
2. My role as principal would be improved if driver  
education \_\_\_\_\_.
3. I think the future of driver education \_\_\_\_\_.
4. The State Department of Education can best help meet  
our driver education needs by \_\_\_\_\_.

APPENDIX F

SECONDARY SCHOOL PRINCIPALS

OPINION QUESTIONNAIRE

# OPINION QUESTIONNAIRE

\*\*\*\*\*  
 \* YEARS EXPERIENCE AS A SECONDARY SCHOOL PRINCIPAL \_\_\_\_\_ \*  
 \*  
 \* DRIVING EXPERIENCE IN YEARS \_\_\_\_\_ DO NOT DRIVE \_\_\_\_\_ \*  
 \*  
 \* METHOD BY WHICH YOU LEARNED TO DRIVE: Parents \_\_\_\_\_ Friend \_\_\_\_\_ \*  
 \*  
 \* Self-Taught \_\_\_\_\_ Driver Education Course \_\_\_\_\_ \*  
 \*  
 \* TYPE OF DRIVER EDUCATION PROGRAM OFFERED IN YOUR SCHOOL: Summer \_\_\_\_\_ \*  
 \*  
 \* Saturday \_\_\_\_\_ After School/Saturday \_\_\_\_\_ Regular School Day \_\_\_\_\_ \*  
 \*  
 \* TYPE OF CURRICULUM: On The Street \_\_\_\_\_ Range \_\_\_\_\_ Simulator \_\_\_\_\_ \*  
 \*  
 \* CREDIT TOWARD GRADUATION IS GIVEN FOR DRIVER EDUCATION: Yes \_\_\_\_\_ No \_\_\_\_\_ \*  
 \* \*\*\*\*\*

## DIRECTIONS

Below is a series of statements. There are no right or wrong answers. Please check (X) the response that best reflects your opinion. SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree. (Completion time 10 minutes approximately.)

	SA	A	U
1. Driver education teachers are enthusiastic about their opportunity to help in the development of young persons. _____			
2. Driver education can provide the opportunity to make real changes possible in the responsibility to be assumed by teenagers. _____			
3. Driver education can provide youth with proper attitudes for effective citizenship. _____			
4. Legislative changes in driver education are well publicized for administrators. _____			
5. The time I spend on paper work for driver education is excessive. _____			
6. Driver education should be a part of the regular school day program. _____			
7. Students at age 16 are not mature enough to safely operate a motor vehicle on the public streets and highways in Michigan. _____			
8. Administrators as a group support driver education. _____			
9. Adequate funds have been made available in this school system for driver education. _____			
10. More time should be required by the State of Michigan for the classroom phase of driver education. _____			
11. The driver education program presently required by the State works smoothly and should be continued without change. _____			



	SA	A	U
1. Driver education in the public schools should be scheduled and directed by regional coordinators appointed by the State. _____			
2. Driver education teachers plan their program to assure maximum improvement of attitudes of young persons, both as a driver and as a member of the community. _____			
3. Parents in this community receive adequate information about driver education. _____			
4. Too much secretarial time is spent on driver education matters. _____			
5. Driver education should be required of all new drivers. _____			
6. The minimum driver licensing age in Michigan should be 17. _____			
7. Public high schools should be responsible for conducting driver education programs. _____			
8. The quality of the driver education program directly reflects the reimbursement rate for students completing the program. _____			
9. More time should be required by the State of Michigan for the behind-the-wheel phase of driver education. _____			
10. Mandatory course requirements and uniform teaching methods should not be adopted in the public schools for driver education. _____			
11. Our board of education supports the driver education program. _____			
12. Credit toward graduation should be given in driver education. _____			
13. The State Department of Education has provided sufficient direction for the driver education program. _____			
14. I need additional time to properly administer the driver education program. _____			
15. Driver education should not be offered in the public school system. _____			
16. Driver education is only taught in the public schools to provide a service to the community. _____			
17. All driver education should be taught by parents and relatives of students wishing to apply for a driver's license in Michigan. _____			
18. The present reimbursement rate for driver education allows adequate reference and supplementary materials for driver education. _____			
19. The mandatory requirement in driver education of a minimum of 30 hours classroom instruction and 6 hours per student of behind-the-wheel training is excessive. _____			
20. A single written final examination should be used Statewide for all students completing driver education. _____			
21. Driver education teachers are better trained to do their job than most members of the high school staff. _____			

	SA	A	U	D
3. Guidelines from the State Department of Education have been provided that answer questions relative to design, implementation, and development of driver education. _____				
4. Scheduling the driver education program is difficult and time consuming. _____				
5. Our superintendent supports the driver education program. _____				
5. Driver education is not an academic subject. _____				
7. Driver education should not be required for obtaining a driver's license in the State of Michigan. _____				
8. The current reimbursement of \$30.00 per student completing the driver education program is adequate. _____				
9. Driver education can adequately be taught in the 3 week program required by the State Department of Education as a minimum. _____				
0. Driver education teachers lack educational skills needed to effectively teach boys and girls enrolled in the driver education program. _____				
1. A prescribed Statewide curriculum is needed for driver education. _____				
2. Driver education could best be handled in the public schools by the employment of regional area coordinators to direct the program. _____				
3. Driver education is an example of attempted State control of local education. _____				
4. The total cost of the driver education program should not be fully paid for the State reimbursement. _____				
5. Teachers should be required by the State to have at least an approved minor in driver education before being certified to teach this subject. _____				
6. Providing driver education for youth is not one of the school's responsibilities. _____				
7. The cost for driver education should be supplemented by funds from the board of education. _____				
8. The six semester hours required for certification of driver education teachers is sufficient for quality instruction. _____				
9. This community has a negative reaction toward driver education. _____				
50. The Federal Standard stating "the driver education course should be scheduled over a minimum of 6 calendar weeks," is practical. _____				

PLEASE RESPOND BELOW TO ANY AREA OF DRIVER EDUCATION THAT, IN YOUR OPINION, NEEDS SPECIAL ATTENTION OR EXPANSION:

My biggest problem in administering the driver education program is \_\_\_\_\_

My role as principal would be improved if driver education \_\_\_\_\_

I think the future of driver education \_\_\_\_\_

How the State Department of Education can best help meet our driver education needs by \_\_\_\_\_

\*\*\*\*\*  
COMMENTS/REMARKS

\*\*\*\*\*  
PLEASE RETURN THE COMPLETED QUESTIONNAIRE  
IN THE SELF-ADDRESSED, STAMPED ENVELOPE  
PROVIDED TO:-----

Mr. Robert C. Mills  
Highway Traffic Safety Cent  
Kellogg Center Room 70  
Michigan State University  
East Lansing, Michigan 488

APPENDIX G

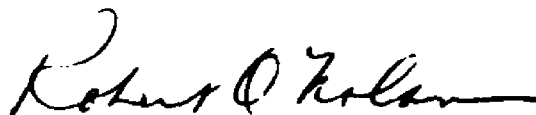
LETTERS OF ENDORSEMENT AND EXPLANATION

Mr. Robert C. Mills, a former Michigan school administrator and currently a doctoral candidate in the College of Education, Michigan State University, is soliciting your assistance to the enclosed questionnaire.

Mr. Mills is desirous of your frank opinions concerning the problems faced by you in administering the high school driver education program. Your response hopefully will provide the necessary data to eventually improve upon the program as currently offered and to eliminate difficult administrative problems now faced by you.

Your assistance in Mr. Mills' behalf will be greatly appreciated

Sincerely,



Robert O. Nolan, Assistant Director  
Highway Traffic Safety Center

## Survey Endorsement from Mr. Ben Leyrer

...

### Please Note

This research survey has been thoroughly reviewed with Mr. Ben Leyrer, President of M.A.S.S.P., and has received his complete support and endorsement.

## LETTER OF EXPLANATION

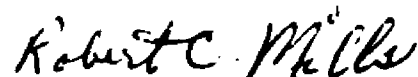
An attempt is being made in the State of Michigan to identify the problems faced by secondary school principals in the area of driver education. It is to this goal that your support is being requested.

The objective of this survey is to pinpoint the problems confronting the secondary principal in administering the driver education program under the present guidelines of the State Department of Education.

It is hoped that by honest feedback from the principals involved in this survey, valid conclusions can be made that specifically identify the problems existing in driver education administration. Only by the identification of these problems can steps be taken to improve the administration of driver education in Michigan.

Your assistance in this study is requested and will be greatly appreciated. Enclosed please find a self-addressed, stamped envelope for returning the completed questionnaire. The questionnaire enclosed is coded to identify school size only. No school or principal will be individually identified.

Sincerely yours,



Robert C. Mills  
Graduate Assistant  
Highway Traffic Safety Center  
Michigan State University

RCM:jj  
Enclosure

**APPENDIX H**

**LIST OF THE PUBLIC HIGH SCHOOLS SAMPLED**



# SAMPLE OF PUBLIC HIGH SCHOOLS

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Non Met
<u>AREA 1</u> (MEA Regions 1, 2, and 3)					
<u>Region # 1</u>					
Detroit, Cass Technical	Wayne	A	1	9-12	M
Detroit, Central	Wayne	A	1	9-12	M
Detroit, Cody	Wayne	A	1	10-12	M
Detroit, Denby	Wayne	A	1	9-12	M
Detroit, Finney	Wayne	A	1	9-12	M
Detroit, Ford	Wayne	A	1	10-12	M
Detroit, Mackenzie	Wayne	A	1	9-12	M
Detroit, Mumford	Wayne	A	1	9-12	M
Detroit, Northwestern	Wayne	A	1	10-12	M
Detroit, Southeastern	Wayne	A	1	9-12	M
Detroit, Southwestern	Wayne	A	1	9-12	M
Detroit, Western	Wayne	A	1	9-12	M
Ecorse	Wayne	B	1	8-12	M
<u>Region # 2</u>					
Allen Park	Wayne	A	2	10-12	M
Dearborn, Fordson	Wayne	A	2	10-12	M
Garden City, Garden City East	Wayne	A	2	10-12	M

Name of School	County	Classification	MEA Region	Grades	No Me
Garden City, West Senior	Wayne	A	2	10-12	M
Grosse Pointe, Grosse Pointe North	Wayne	A	2	9-12	M
Inkster, Cherry Hill	Wayne	A	2	9-12	M
Lincoln Park	Wayne	A	2	10-12	M
Livonia, Bentley	Wayne	A	2	10-12	M
Livonia, Stevenson	Wayne	A	2	10-12	M
Melvindale	Wayne	A	2	9-12	M
Plymouth	Wayne	A	2	10-12	M
Southgate, Schafer	Wayne	A	2	9-12	M
Taylor, John F. Kennedy	Wayne	A	2	10-12	M
Wayne, John Glenn	Wayne	A	2	9-12	M
Wyandotte, Theodore Roosevelt	Wayne	A	2	10-12	M
Dearborn Heights, Riverside	Wayne	B	2	8-12	M
Flat Rock	Wayne	B	2	10-12	M
Grosse Isle	Wayne	B	2	10-12	M
Inkster	Wayne	B	2	9-12	M
Livonia, Churchill	Wayne	B	2	10-12	M
Rockwood, Calson	Wayne	B	2	7-12	M
<u>Region # 3</u>					
Adrian	Lenawee	A	3	9-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Me No Me
Ann Arbor, Pioneer	Washtenaw	A	3	10-12	M
Monroe	Monroe	A	3	9-12	M
Temperance, Bedford	Monroe	A	3	10-12	M
Blissfield	Lenawee	B	3	9-12	M
Chelsea	Washtenaw	B	3	9-12	M
Dexter	Washtenaw	B	3	9-12	M
Jackson, Northwest	Jackson	B	3	10-12	M
Milan	Washtenaw	B	3	9-12	M
Monroe, Jefferson	Monroe	B	3	10-12	M
Parma, Western	Jackson	B	3	10-12	M
Clinton	Lenawee	C	3	7-12	M
Concord	Jackson	C	3	9-12	M
Dundee	Monroe	C	3	7-12	M
Grass Lake	Jackson	C	3	7-12	M
Morenci	Lenawee	C	3	9-12	M
Onsted	Lenaswee	C	3	7-12	M
Ottawa Lake, Whiteford	Monroe	C	3	7-12	M
Sand Creek	Lenawee	C	3	7-12	M
Springport	Jackson	C	3	9-12	M
Petersburg, Summerfield	Monroe	D	3	9-12	M
Whitmore Lake	Washtenaw	D	3	7-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Mettr Non- Mettr
<u>AREA 2 (MEA Region 4)</u>					
<u>Region # 4</u>					
Hastings	Barry	A	4	9-12	NM
Battle Creek, Harper Creek	Calhoun	A	4	10-12	NM
Battle Creek, Pennfield	Calhoun	B	4	9-12	NM
Coldwater	Branch	B	4	10-12	NM
Marshall	Calhoun	B	4	9-12	NM
Battle Creek, Springfield	Calhoun	C	4	9-12	NM
Jonesville	Hillsdale	C	4	7-12	NM
Middleville	Barry	C	4	9-12	NM
Olivet	Eaton	C	4	7-12	M
Athens	Calhoun	D	4	8-12	NM
Litchfield	Hillsdale	D	4	8-12	NM
Tekonsha, Rose D. Warwick	Calhoun	D	4	7-12	NM
Waldron	Hillsdale	D	4	7-12	NM

AREA 3 (MEA Region 5)

Region # 5

Kalamazoo, Loy Norrix	Kalamazoo	A	5	10-12	M
Niles	Berrien	A	5	10-12	NM
St. Joseph	Berrien	A	5	10-12	NM
Comstock	Kalamazoo	B	5	9-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Non Met
Dowagiac, Union	Cass, Berrien Van Buren	B	5	10-12	NM
Edwardsburg	Cass	B	5	9-12	NM
South Haven	Van Buren	B	5	9-12	NM
Stevensville, Lakeshore	Berrien	B	5	10-12	NM
Three Oaks, River Valley	Berrien	B	5	9-12	NM
Vicksburg,	Kalamazoo	B	5	9-12	M
Cassopolis	Cass	C	5	9-12	NI
Colon	St. Joseph	C	5	7-12	NI
Constantine	St. Joseph	C	5	9-12	NI
Decatur	Van Buren	C	5	7-12	NI
Eau Claire	Berrien	C	5	9-12	NI
Gobles	Van Buren	C	5	7-12	NI
Hartford	Van Buren	C	5	7-12	NI
Watervliet	Berrien	C	5	9-12	NI
Burr Oak	St. Joseph	D	5	9-12	N
Climax, Climax-Scott	Kalamazoo	D	5	7-12	M
Covert	Van Buren	D	5	9-12	N
Galien	Berrien	D	5	7-12	N
Schoolcraft	Kalamazoo	D	5	9-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met: Non- Met:
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AREA 4 (MEA Regions 6 and 7)

Region # 6

Center Line	Macomb	A	6	10-12	M
Mt. Clemens	Macomb	A	6	9-12	M
Roseville	Macomb	A	6	10-12	M
St. Clair, South Lake	Macomb	A	6	9-12	M
Warren	Macomb	A	6	10-12	M
Warren, Cousino	Macomb	A	6	10-12	M
Warren, Fitzgerald	Macomb	A	6	7-12	M
Warren, Lincoln	Macomb	A	6	10-12	M
Warren, Warren Woods	Macomb	A	6	9-12	M
Algonac	St. Clair	B	6	9-12	NM
Mt. Clemens, Chippewa	Macomb	B	6	9-12	M
Mt. Clemens, Clinton	Macomb	B	6	9-12	M
Richmond	Macomb	B	6	7-12	M
St. Clair, St. Clair	St. Clair	C	6	9-12	NM
Armada	Macomb	C	6	8-12	M
Memphis	St. Clair	D	6	8-12	NM

Region # 7

Berkley	Oakland	A	7	10-12	M
Birmingham, Ernest W. Seaholm	Oakland	A	7	10-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Metr Non- Metr
Bloomfield Hills, Andover	Oakland	A	7	10-12	M
Bloomfield Hills, Lahser	Oakland	A	7	10-12	M
Clarkston	Oakland	A	7	10-12	M
Clawson	Oakland	A	7	10-12	M
Farmington, North Farmington	Oakland	A	7	10-12	M
Hazel Park	Oakland	A	7	10-12	M
Madison Heights, Lamphere	Oakland	A	7	10-12	M
Oak Park	Oakland	A	7	10-12	M
Rochester	Oakland	A	7	9-12	M
Royal Oak, Dondero	Oakland	A	7	9-12	M
Royal Oak, Kimball	Oakland	A	7	9-12	M
Walled Lake, Walled Lake Central	Oakland	A	7	9-12	M
Walled Lake, Walled Lake Western	Oakland	A	7	9-12	M
Auburn Heights, Avondale	Oakland	B	7	10-12	M
Holly	Oakland	B	7	9-12	M
Madison Heights, Madison	Oakland	B	7	9-12	M
Ortonville, Brandon	Oakland	D	7	9-12	M

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Non Met
<u>AREA 5 (MEA Region 8)</u>					
<u>Region # 8</u>					
Grand Ledge	Eaton	A	8	9-12	M
Howell	Livingston	A	8	10-12	N
Lansing, Waverly	Ingham	A	8	10-12	M
Owosso	Shiawassee	A	8	9-12	N
Brighton	Livingston	B	8	9-12	N
Corunna	Shiawassee	B	8	9-12	N
Durand	Shiawassee	B	8	9-12	N
Pickney	Livingston	B	8	9-12	N
St. Johns	Clinton	B	8	10-12	M
Byron	Shiawassee	C	8	7-12	N
Dewitt	Clinton	C	8	9-12	M
Haslett	Ingham	C	8	9-12	M
Perry	Shiawassee	C	8	7-12	N
Pewamo, Pewamo-Westphalia	Clinton	C	8	9-12	M
Stockbridge	Ingham	C	8	7-12	M
Ashley	Gratiot	D	8	7-12	N
Dansville	Ingham	D	8	7-12	M
Fowler	Clinton	D	8	7-12	M
Morrice	Shiawassee	D	8	9-12	N



Name of School	County	Athletic Classi- fication	MEA Region	Grades	Me No Me
<u>AREA 6 (MEA Region 9)</u>					
<u>Region # 9</u>					
Grand Haven	Ottawa	A	9	10-12	M
Grand Rapids, East Grand Rapids	Kent	A	9	9-12	M
Grand Rapids, Forest Hills	Kent	A	9	9-12	M
Grand Rapids, Union	Kent	A	9	10-12	M
Ionia	Ionia	A	9	9-12	N
Caledonia	Kent	B	9	9-12	M
Cedar Springs	Kent	B	9	9-12	M
Coopersville	Ottawa	B	9	9-12	M
Greenville	Montcalm	B	9	9-12	N
Hudsonville	Ottawa	B	9	9-12	M
Jenison	Ottawa	B	9	7-12	M
Lake Odessa, Lakewood	Ionia	B	9	9-12	N
Lowell	Kent	B	9	9-12	M
Otsego	Allegan	B	9	9-12	N
Wayland, Wayland Union	Allegan	B	9	9-12	N
Wyoming, Godwin	Kent	B	9	9-12	M
Wyoming, Rogers	Kent	B	9	10-12	M
Byron Center	Kent	C	9	9-12	M
Carson City, Carson City Crystal	Montcalm	C	9	7-12	N

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Nor Met
Comstock Park	Kent	C	9	9-12	M
Edmore	Montcalm	C	9	9-12	NI
Fennville	Allegan	C	9	9-12	NI
Hamilton	Allegan	C	9	7-12	NI
Lakeview	Montcalm	C	9	7-12	NI
Martin	Allegan	D	9	7-12	NI
Wyoming, Kent Occupational	Kent	D	9	10-12	M

AREA 7 (MEA Regions 10 and 11)

Region # 10

Flint, Beecher	Genesee	A	10	10-12	M
Flint, Kearsley	Genesee	A	10	10-12	M
Flint, Southwestern	Genesee	A	10	10-12	M
Flushing	Genesee	A	10	9-12	M
Grand Blanc	Genesee	A	10	9-12	M
Lapeer	Lapeer	A	10	9-12	M
Swartz Creek	Genesee	A	10	9-12	M
Fenton, Lake Fenton	Genesee	B	10	7-12	M
Flint, Ainsworth	Genesee	B	10	9-12	M
Flint, Hamady	Genesee	B	10	9-12	M
Linden	Genesee	B	10	9-12	M
Otisville, Lakeville Memorial	Genesee- Lapeer	B	10	9-12	M

<u>Name of School</u>	<u>County</u>	<u>Athletic Classi- fication</u>	<u>MEA Region</u>	<u>Grades</u>	<u>Met Non Met</u>
Almont	Lapeer	C	10	8-12	M
Flint, Bendle	Genesee	C	10	10-12	M
<u>Region # 11</u>					
Bridgeport	Saginaw	A	11	9-12	M
Saginaw, Arthur Hill	Saginaw	A	11	10-12	M
Bad Axe	Huron	B	11	9-12	NM
Birch Run	Saginaw	B	11	9-12	M
Caro	Tuscola	B	11	9-12	NM
Ithaca	Gratiot	B	11	9-12	NM
Pigeon, Laker	Huron	B	11	9-12	NM
Vassar	Tuscola	B	11	9-12	NM
Brown City	Sanilac	C	11	7-12	NM
Cass City	Tuscola	C	11	9-12	NM
Deckerville	Sanilac	C	11	7-12	NM
Fairgrove, Akron-Fairgrove	Tuscola	C	11	9-12	NM
Frankenmuth	Saginaw	C	11	9-12	M
Harbor Beach	Huron	C	11	7-12	NM
Reese	Tuscola	C	11	7-12	NM
St. Charles	Saginaw	C	11	9-12	M
Carsonville	Sanilac	D	11	K-12	NM
Caseville	Huron	D	11	7-12	NM

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Nor Met
Kingston	Tuscola	D	11	7-12	NM
Port Hope	Huron	D	11	K-12	NM
Sebewaing	Tuscola- Huron	D	11	7-12	NM

AREA 8 (MEA Regions 12 and 13)

Region # 12

Bay City, Handy	Bay	A	12	9-12	NM
Midland	Midland	A	12	10-12	NM
Bay City, John Glenn	Bay	B	12	9-12	NM
Clare	Clare	B	12	7-12	NM
Gladwin	Gladwin	B	12	9-12	NM
Oscoda	Iosco	B	12	9-12	NM
Pinconning	Bay	B	12	7-12	NM
Beaverton	Gladwin	C	12	9-12	NM
Coleman	Midland	C	12	9-12	NM
Farwell	Clare	C	12	7-12	NM
Harrison	Clare	C	12	9-12	NM
Shepherd	Isabella	C	12	9-12	NM
Mt. Pleasant, Beal City	Isabella	D	12	9-12	NM
Whitemore, Whitemore-Prescott	Iosco	D	12	7-12	NM

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Met Non Met
<u>Region # 13</u>					
Muskegon	Muskegon	A	13	10-12	M
Big Rapids	Mecosta	B	13	9-12	NM
Fremont	Newaygo	B	13	10-12	NM
Fruitport	Muskegon	B	13	9-12	M
Manistee	Manistee	B	13	7-12	NM
North Muskegon, Reeths-Puffer	Muskegon	B	13	10-12	M
Whitehall	Muskegon	B	13	9-12	M
Hart	Oceana	C	13	7-12	NM
Morley	Mecosta	C	13	7-12	NM
Newaygo	Newaygo	C	13	9-12	NM
North Muskegon	Muskegon	C	13	7-12	M
Ravenna	Muskegon	C	13	9-12	M
Reed City	Osceola	C	13	9-12	NM
Shelby	Oceana	C	13	9-12	NM
Brethren	Manistee	D	13	7-12	NM
Freesoil	Mason	D	13	9-12	NM
Marion	Osceola	D	13	7-12	NM
Pentwater	Oceana	D	13	7-12	NM
Walkerville	Oceana	D	13	7-12	NM

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Me- No Me
<u>AREA 9 (MEA Region 14 and 15)</u>					
<u>Region # 14</u>					
Alpena	Alpena	A	14	10-12	NM
Cheboygan	Cheboygan	B	14	7-12	NM
Rogers City	Presque Isle	B	14	9-12	NM
Charlevoix	Charlevoix	C	14	9-12	NM
Grayling	Crawford	C	14	7-12	NM
Onaway	Presque Isle- Cheboygan	C	14	9-12	NM
Atlanta	Montmorency	D	14	9-12	NM
Genesee	Otsego	D	14	7-12	NM
Hillman	Montmorency	D	14	7-12	NM
Indian River	Cheboygan	D	14	7-12	NM
Mackinaw City	Cheboygan	D	14	7-12	NM
Pellston	Emmet- Cheboygan	D	14	9-12	NM
Posen	Presque Isle	D	14	9-12	NM
<u>Region # 15</u>					
Traverse City	Grand Traverse	A	15	10-12	NM
Cadillac	Wexford	B	15	10-12	NM
Kalkaska	Kalkaska	C	15	9-12	NM
Bellaire	Antrim	D	15	7-12	NM

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Me No Me
Central Lake	Antrim	D	15	9-12	NI
Ellsworth	Antrim	D	15	9-12	NI
Kingsley	Gd. Traverse	D	15	7-12	NI
Lake City	Missaukee	D	15	9-12	NI
Leland	Leelanau	D	15	7-12	NI
Mancelona	Antrim	D	15	7-12	NI
Suttons Bay	Leelanau	D	15	7-12	NI
<u>AREA 10</u> (MEA Regions 16, 17, and 18)					
<u>Region # 16</u>					
Sault Ste. Marie	Chippewa	A	16	9-12	NI
Newberry	Luce	B	16	7-12	NI
Rudyard	Chippewa	C	16	9-12	NI
Detour Village	Chippewa	D	16	9-12	NI
Engadine	Mackinac	D	16	7-12	NI
Mackinac Island	Mackinac	D	16	K-12	NI
Pickford	Chippewa	D	16	7-12	NI
<u>Regions 17 and 18</u>					
Escanaba	Delta	A	17	9-12	NI
Iron Mountain	Dickinson	B	17	9-12	NI
Ironwood, Luther L. Wright	Gogebic	B	18	9-12	NI

Name of School	County	Athletic Classi- fication	MEA Region	Grades	Metre Non- Metre
Kingsford	Dickinson	B	17	10-12	NM
Menominee	Menominee	B	17	9-12	NM
Negaunee	Marquette	B	17	7-12	NM
Bessemer	Gogebic	C	18	7-12	NM
L'Anse	Baraga	C	18	7-12	NM
Munising, William G. Mather	Alger	C	17	7-12	NM
Ontonagon	Ontonagon	C	18	9-12	NM
Champion	Marquette- Baraga	D	17	7-12	NM
Chassel	Houghton	D	18	7-12	NM
Eben Junction, Eben	Alger	D	17	7-12	NM
Ewen, Ewen-Trout Creek	Ontonagon	D	18	9-12	NM
Felch	Dickinson	D	17	7-12	NM
Marenisco, Roosevelt	Gogebic	D	18	K-12	NM
Nahm, Big Bay DeNoc	Delta- Schoolcraft	D	17	8-12	NM
National Mine	Marquette	D	17	7-12	NM
Painesdale, Jeffers	Houghton	D	18	6-12	NM
Perkins	Delta	D	17	7-12	NM
Wakefield	Gogebic	D	18	7-12	NM
White Pine	Ontonagon	D	18	7-12	NM



## APPENDIX I

### FREQUENCY OF RETURN OF THE QUESTIONNAIRES

# FREQUENCY OF RETURNS

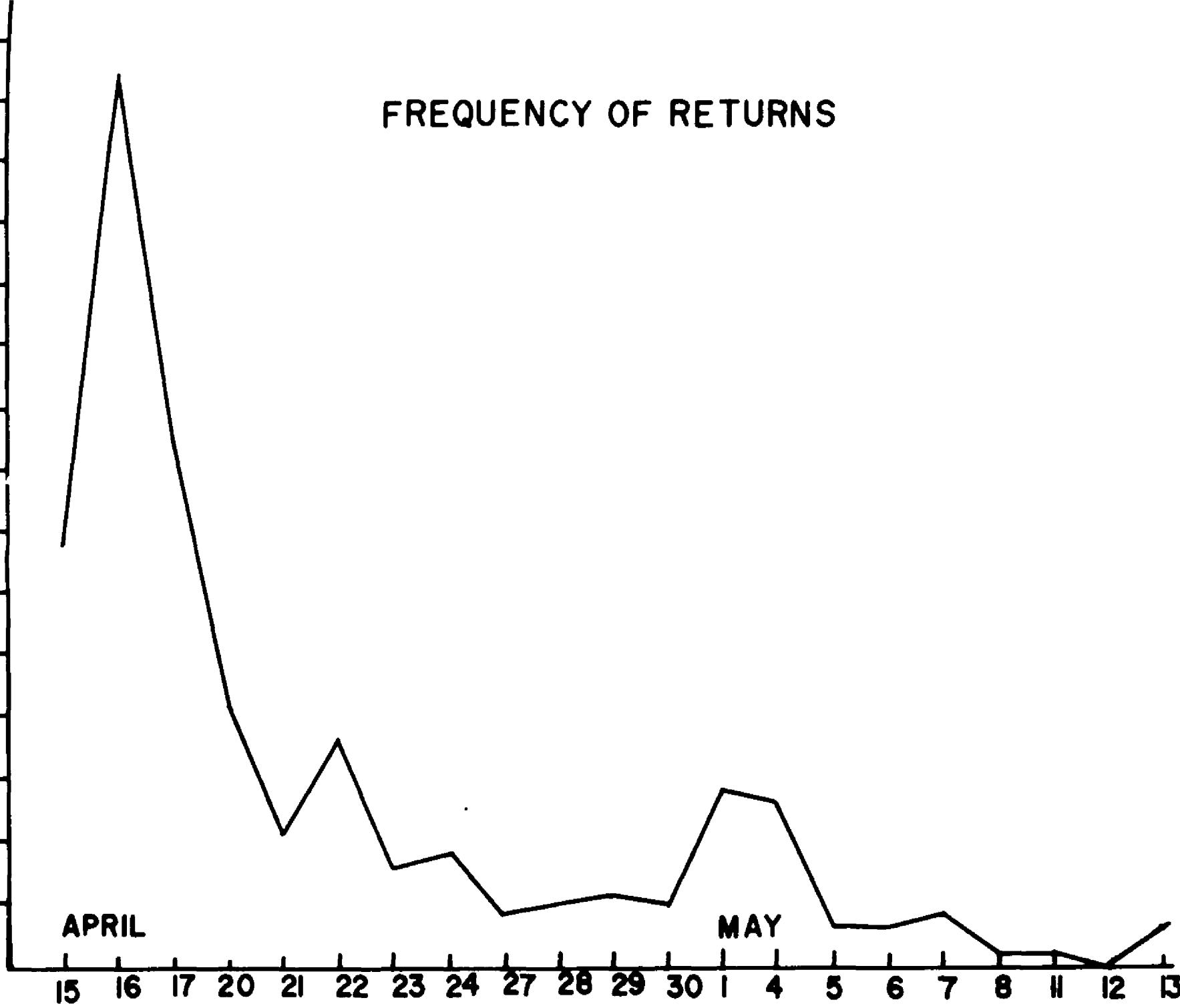
NUMBER RETURNED

DATE

APRIL

MAY

NO. RETURNED 34 72 42 21 11 18 8 9 4 5 6 5 14 13 3 3 4 1 1 0 3



APPENDIX J

FOLLOW-UP LETTER

FOLLOW-UP LETTER

April 29, 1970

To date the completed secondary school principals opinion questionnaire mailed to you on April 13, has not been received.

Please find enclosed, for your convenience, another opinion questionnaire with a self-addressed, stamped, return envelope.

Your response is urgently needed to get a more accurate picture of the problems confronting the secondary school principal in the state of Michigan regarding the driver education program as presently outlined by the State Department of Education.

This survey, has the complete support and endorsement of Dr. Robert O. Nolan, Assistant Director of the Highway Traffic Safety Center at Michigan State University and Mr. Ben Leyrer, President of the Michigan Association of Secondary School Principals.

Your assistance in completing and returning the enclosed questionnaire will be sincerely appreciated and will contribute greatly in identifying the problems confronting the secondary school principal in the area of driver education.

Yours truly,



Robert C. Mills  
Graduate Assistant  
Highway Traffic Safety Center  
Room 70, Kellogg Center  
Michigan State University  
East Lansing, Michigan 48823