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MOORE, Nevil Leslie, 1932-
A STUDY TO DETERMINE THE RESPONSIBILITIES,
TRAINING, AND TIME INVOLVEMENT OF TRAFFIC
SAFETY EDUCATION WORKERS IN SELECTED
MICHIGAN SCHOOLS.

Michigan State University, Ph.D., 1969
Education, special

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A STUDY TO DETERMINE THE RESPONSIBILITIES,
TRAINING, AND TIME INVOLVEMENT OF TRAFFIC
SAFETY EDUCATION WORKERS IN
SELECTED MICHIGAN SCHOOLS

By

Nevil Leslie Moore

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Secondary
Education and Curriculum

1969

ABSTRACT

A STUDY TO DETERMINE THE RESPONSIBILITIES, TRAINING, AND TIME INVOLVEMENT OF TRAFFIC SAFETY EDUCATION WORKERS IN SELECTED MICHIGAN SCHOOLS

by

Nevil L. Moore

Statement of the Problem

In the past few years there have been various studies carried out to determine the status of driver education in Michigan schools. There has not, however, been a study to determine the status of traffic safety education workers in Michigan schools.

The purpose of this study was to determine the status of traffic safety education workers in Michigan grade, junior high, and high schools. More specifically the study was concerned with three salient factors relating to traffic safety education workers: time involvement, responsibilities held, and training.

Description of the Methods, Technique, and Data Used

For the purpose of this study a traffic safety education worker was defined as being any person who may be involved, either full or part time, at the

administrative, supervisory or operational level whose activities influence the field of traffic accident prevention. The following persons were designated as traffic safety education workers: school board members, superintendents of schools, high school principals, high school teachers, driver education teachers, heads of driver education, heads of school bus operations, heads of safety education, junior high school principals, junior high school teachers, elementary school principals, elementary school teachers, and school bus drivers.

A population of 732 Michigan high schools was defined as the population of interest. These schools included public, parochial, and private schools. A sample of 120 high schools was selected to provide the data.

The first step in conducting interviews in a school was to interview the principal of the designated high school. The next step was to obtain the names of the other traffic safety education workers.

The principal provided the names of the superintendent of schools, head of safety education, head of driver education, and the head of school bus operations. A list of the high school teachers, driver education teachers, and members of the board of education was provided by the high school principal and one person from each group was selected through random selection procedures.

The junior high school and the elementary school were selected from a list provided by the high school principal. This list was made up of junior high schools and elementary schools that sent 50 per cent of their students into the designated high school. The junior high school and the elementary school were chosen through random selection procedures.

The junior high school principal and the elementary school principal, as part of their interview, furnished a list of the teachers in their respective schools. These teachers, one junior high and one elementary, were chosen by random selection procedures.

The bus driver was also chosen through random selection procedures from a list provided by the head of school bus operations.

Questionnaires were developed and professional interviewers were used to gather the data. No more than four attempts were made to contact the interviewees. Interviews were conducted only in those schools that willingly participated. Of the 120 high schools chosen for the study, only three saw fit, for reasons unique to each school, not to participate in the study.

The Major Findings

The specific areas covered under the term "responsibilities held" were varied and many in number.

Because of this, an attempt to present a summary as such, was impractical.

Respondents, for the most part, indicated that the training they had for the responsibilities held in traffic safety education was not great.

With the exception of the heads of safety education, heads of driver education, and driver education teachers, the majority of traffic safety education workers devoted less than one per cent of their time to traffic safety education activities.

In addition, it may be stated that data indicated a lack of communication within the hierarchy of the school system.

ACKNOWLEDGMENTS

A deep felt appreciation is expressed to the following persons for their assistance, guidance, and encouragement:

The doctoral guidance committee: Dr. Robert O. Nolan, chairman; Dr. Robert E. Gustafson, dissertation chairman; Dr. Dale V. Alam, and Dr. James L. Page.

Mr. Gordon H. Sheehe, Director of the Highway Traffic Safety Center and Mr. William Barber of the Highway Traffic Safety Center staff for their guidance and assistance.

Dr. Verling C. Troidahl, College of Communication Arts, Michigan State University, for his assistance in the design of the study.

Mr. Robert Van Dam of Market Opinion Research of Detroit for his assistance in data analysis.

Mrs. Fran Howe for editing the manuscript.

I shall be forever indebted to Virginia, Julie, and Matthew for their patience, assistance, guidance, and encouragement.

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CHAPTER I

THE PROBLEM

Statement of the Problem

In the past few years studies have been conducted to determine the status of driver education in Michigan schools. There has, however, been a lack of studies to determine the status of traffic safety education workers in Michigan schools.

The National Safety Council states that in 1968 motor vehicle accidents were the leading cause of death for persons in the age grouping of one through twenty-four years. The age grouping of five through twenty-four years of age showed a fatality rate of 29.0 per 100,000 population.¹ In 1967, 811 Michigan residents in the age grouping of five through twenty-four died as a result of motor vehicle accidents.² This is a rate of 26.5 per 100,000 population based on 1965 population estimates.³

¹National Safety Council, Accident Facts (1969 ed.; Chicago: National Safety Council, 1969), p. 8.

²Michigan Department of Public Health, Michigan Health Statistics (1967 ed.; Lansing: Michigan Department of Public Health), p. 15.

³Michigan Department of Public Health, Michigan Health Statistics Department. Computation by Ruth Dennis, April 28, 1969.

If the youth of today are to be spared the death, disfigurement, and personal anguish that has, in the past, accompanied the use of motor vehicles then traffic safety education must become an integral part of the school curriculum. Aaron and Strasser make the following comment:

Learning is the foundation of traffic accident prevention. In nurturing attitudes, knowledge, and skills, positive changes in behavior occur. Thus education becomes an indispensable part of all highway activity.⁴

"Policies and Practices for Driver and Traffic Safety Education", a publication of the Fourth National Conference on Driver Education, states the following:

Results of research and more than 30 years of experience show that formal courses in driver and traffic safety education help beginning as well as experienced motor vehicle operators. Aimed toward improving driver performance and developing better traffic citizens, driver and traffic safety education is a foundation upon which to build a generation of responsible citizens.⁵

Furthermore, "driver and traffic safety education, when properly taught, provides students with insights, understandings, and appreciations that help them solve problems of public concern."⁶

⁴James E. Aaron, and Marland K. Strasser, Driver and Traffic Safety Education (New York: The Macmillan Company, 1966), p. 20.

⁵National Commission on Safety Education, Policies and Practices for Driver and Traffic Safety Education (Washington: National Education Association, 1964), p. 1.

⁶Ibid.

The question to be answered then is: What is the status of the traffic safety education worker in Michigan schools and what kinds of traffic safety education programs exist in Michigan schools today? It is with this question and its ramifications that this study is concerned.

Importance of the Study

In 1966, the Highway Traffic Safety Center at Michigan State University initiated the Traffic Workers Training Needs Study. The study was designed to determine the status of all traffic safety workers in the state of Michigan. Areas of involvement were: police, government, engineering, courts, motor vehicle administration, fleet transportation, public information, and education.

Phase I of the Traffic Workers Training Needs Study was concerned with determining who the traffic safety workers were, what percentage of their time was involved in traffic safety education and what training they had that would assist them in carrying out their responsibilities.

This study was designed to gather and analyze the Phase I data of the education section of the Traffic Workers Training Needs Study; this will provide the most comprehensive data to date concerning traffic safety education in Michigan schools.

Purpose of the Study

The purpose of the study was to determine the status of traffic safety education workers in Michigan grade, junior high, and high schools. More specifically the study was concerned with three salient factors relating to traffic safety education workers, these factors being time, responsibilities held, and training. In attempting to determine the time factor, respondents were requested to estimate the amount of time devoted to traffic safety education. Questionnaires were designed to determine specifically what responsibilities, if any, relating to traffic safety education were held by the traffic safety education worker, and also to determine the amount and type of training, if any, of the traffic safety education worker that would be commensurate with responsibilities held.

Definition of Terms

For the purpose of the study these terms were defined:

1. Motor Vehicle Accident. Any accident involving a motor vehicle in motion that results in death, injury, or property damage. Motion of the motor vehicle is not required, however, in the case of collision between a railroad train or a streetcar and a motor vehicle.⁷

⁷J. Stannard Baker and William R. Stebbins Jr., Dictionary of Highway Traffic (Evanston: Traffic Institute, Northwestern University, 1960), p. 134.

2. Traffic Safety Education Worker. Those persons who may be involved, either full or part time, at the administrative, supervisory or operational level and whose activities influence the field of traffic accident prevention. The following persons have been designated as traffic safety education workers: school board members, superintendents, high school principals, high school teachers, driver education teachers, heads of driver education, heads of school bus operations, heads of safety education, junior high school principals, junior high school teachers, elementary school principals, elementary school teachers, and school bus drivers.

3. Metropolitan Areas. A county or group of contiguous counties which contains at least 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 a city or cities, contiguous counties are included if, according to certain criteria, they are essentially metropolitan in character and are socially and economically integrated with the central city.⁸

⁸Michigan State University, Michigan Statistical Abstract (East Lansing: Graduate School of Business Administration, 1968), p. 535.

Scope of the Study

The study was limited in the following manner:

1. A population of 732 Michigan High Schools was defined as the population of interest. These schools included public, parochial, and private schools. A sample of 120 high schools provided reliable statistical data.
2. Interviewers made no more than four attempts to contact interviewees.
3. Interviews were conducted only in those schools that willingly participated. Of the 120 high schools chosen for the study only three saw fit, for reasons unique to each school, not to participate in the study.
4. Data provided by the study will be relevant only to the State of Michigan.

Organization of the Study

In Chapter II a review of literature related to traffic safety education may be found.

Chapter III deals with the study design, definition of the universe, method of sampling, and development of the interview instruments.

In Chapter IV there appears relevant data concerning responsibilities, training, and time involvement of traffic safety education workers in selected Michigan schools.

Chapter V contains a summary, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

It became evident at the outset of the study that literature relating to the purpose of the study was limited. In some areas, such as driver education, vast amounts of literature varying in quality were readily at hand. However, in other areas, such as those relating to school board members and superintendents, little has been written concerning their relationship to the purpose of the study.

An exhaustive review of traffic safety literature has been conducted and the literature pertinent to the study is presented here in the following groupings: driver and traffic safety, administration, school teachers, and school bus operations.

Driver and Traffic Safety

Driver and traffic safety encompasses more than the proper use of a motor vehicle and its relationship to society. Driver and traffic safety begins when a child becomes a pedestrian, rides a tricycle, bicycle or scooter.

Proper instruction in driver and traffic safety should begin with the parents and must be a part of the school curriculum.¹

The essentials for an effective school traffic safety education program include administrators and school board members who exercise leadership for the safety program of their school systems, well prepared teachers, well organized instruction built around effective material, and well developed course outlines.²

On June 27, 1967, the Federal government saw fit to recognize driver education as a school responsibility through the Highway Safety Program Standard 4.4.4. The Standard concerns driver education and reads in part as follows:

The Secretary shall not approve any State Highway safety program under this section which does not--(E) provide for comprehensive driver training programs, including (1) the initiation of a State program for driver education in the 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 as set forth in subparagraph (A) of this paragraph; (2) the training of qualified school instructors and their certification; . . . 3

¹A. E. Florio and G. T. Stafford, Safety Education (New York: McGraw Hill Book Company, 1962), p. 178.

²President's Committee For Traffic Safety, Education (Washington: Government Printing Office, 1960), p. 4.

³Insurance Institute of Highway Safety, National Highway Safety Standards (Washington: Insurance Institute For Highway Safety, 1968), p. 9.

A recent study of Michigan's driver education programs by the Highway Traffic Safety Center at Michigan State University makes the following comment: "Driver education teachers are not well prepared."⁴

A statement by Dr. William Haddon Jr., then director of the National Highway Safety Bureau, appeared in the 21st Annual Driver Education Achievement Program as follows: "There is no doubt in my mind . . . that there are payoffs, and that the job needs to be done . . . (but) obviously it isn't being done as well as it needs to be done."⁵

A recent study conducted by Frederick L. McGuire and Ronald C. Kersh is presented in part as follows:

2. Research offered to support the thesis that driver education reduces highway accidents is methodologically incorrect and has produced erroneous conclusions.

3. All research properly conducted to date indicates that driver education, no matter what quality, bears no casual relationship to highway accident frequency, accident severity or violation frequency.

4. In the absence of supporting data, it is argued that federal support of driver education, as a means of reducing death and injury on the highway, is unwarranted at this time. . . .⁶

⁴Michigan State University, "How To Improve Driver Education in Michigan" (East Lansing: Highway Traffic Safety Center, 1966) p. 49. (Mimeographed.)

⁵Insurance Institute For Highway Safety, 21st Annual Driver Education Achievement Program (Washington: Insurance Institute For Highway Safety, 1968), p. 7.

⁶Traffic Safety Research Review, The 1968 Metropolitan Life Awards For Research in Accident Prevention Vol. 68, No. 12, (December, 1968), p. 122.

Future research, if it is to establish the effectiveness of the training program and produce new and better approaches to driver education, must be more effectively controlled.⁷ To stimulate research, lines of communication should be established and kept open between teachers, traffic officials, educators, and research specialists to help identify areas in need of study.⁸ "A college or university transportation and accident prevention center can promote this relationship."⁹ "If driver and traffic safety is to succeed in changing behavior, it must be based on a better understanding of how behavior is developed and how behavior may be changed."¹⁰

Both classroom and practice driving teachers should have as a minimum, a teaching minor in driver education and a secondary teaching certificate.¹¹ Certification requirements for teachers of driver and traffic safety education should be as follows:

⁷Arthur D. Little, Inc., The State of The Art of Traffic Safety (Cambridge: Automobile Manufacturers Association, 1966), p. 16.

⁸National Commission on Safety Education, Policies and Practices for Driver and Traffic Safety Education (Washington: National Education Association, 1964) pp. 49-50.

⁹Ibid., p. 50.

¹⁰Ibid., pp. 52-53.

¹¹Ibid., p. 17.

1. Hold a bachelor's degree from an accredited institution of higher learning.

2. Have a teaching certificate validated for service in secondary schools authorizing the teaching of driver and traffic safety education (based on a total of 12 semester hours in (a) safety education, and (b) driver and traffic safety education).

3. Possess physical qualities appropriate to the demands of teaching in this field as evidenced by a health certificate.

4. Have a valid driver license from the state in which employed.

5. Set a good example as evidenced by a satisfactory driving record.¹²

"It is vital that supervisors for this field be chosen with care. Experience has shown that the most important characteristic of the successful supervisor has to do with personality."¹³ Specific competencies should include:

(a) ability in educational organization and administration, (b) possession of a master's degree in safety education or an allied field, and (c) experience in teaching.¹⁴

Administration

State and local school system officials have the responsibility of providing effective leadership in the organization and administration of driver and traffic safety education programs.¹⁵

¹²National Commission on Safety Education, op. cit., p. 14.

¹³Ibid., p. 15.

¹⁴Ibid.

¹⁵Ibid., p. 17.

Where an administrator's duties call for promulgation of certain rules and regulations for adequate supervision, his failure to do so may be an act of negligence.¹⁶

In carrying out the administrative aspects of the school safety program, the superintendent should:

1. Employ teachers with safety training and conduct in-service safety training for all school personnel to meet the needs of their job function.
2. Provide for co-operative, democratic participation of all school employees and students in the conduct of safety instruction and activities.
3. Provide a centralized structure for organization and administration of the program.
4. Establish a program of accident records and reports to gather data on safety hazards and unsafe practices within the school's operation.
5. Provide a safe school environment.
6. Conduct a continuous program of evaluating safety instruction and activities within the school district. Revise the school safety program when necessary to meet changing needs as revealed by these data.¹⁷

Duties of supervisory personnel will be determined by the size of the system and its philosophy of safety education. In systems where supervision is an individual school function the position of a safety supervisor for the system may not exist.¹⁸

¹⁶National Commission on Safety Education, Who Is Liable For Pupil Injuries? (Washington: National Education Association, 1963), p. 29.

¹⁷Marland K. Strasser and others, Fundamentals of Safety Education (New York: The Macmillan Company, 1964), pp. 121-122.

¹⁸Ibid., p. 126.

School Teachers

The key to effective education for safe living is the classroom teacher. In order to obtain the desired effect it is necessary that every teacher consider safety as an integral part of a well planned curriculum.¹⁹

The planning and development of safety education suitable for use at various grade levels is vitally important.²⁰ Utilization of staff planning is necessary in the development of an effective safety education program.²¹

The wise teacher does not leave safety education to chance but makes use of incidental events to further enrich instruction. The very nature of hazards requires safety to be taught with a functional approach.²²

The success of the junior high and senior high school safety program is dependent upon the quality of safety instruction in the elementary grades. Each teacher in the

¹⁹National Commission on Safety Education, A School Safety Education Program (Washington: National Education Association, 1966), p. 8.

²⁰Nevin E. Wasson, "Supervision in Safety Education," Safety, Vol. 1, No. 4, (March, 1966), pp. 16-18.

²¹Eleanor J. Dodge, "Sound Approaches For Teaching Safety In Elementary Schools," Safety, Vol. 2, No. 1, (September, 1966), pp. 16-18.

²²Ibid.

junior and senior high school shares the responsibility for a successful safety education program.²³

School Bus Operations

"How Safe Is Pupil Transportation?", a publication by Physicians For Automotive Safety, makes the following statement:

The school-bus driver is the most important single factor in the bussing system--indeed he could be described as the most important person in the whole school system since failure on his part could result in tragedy for a child, thereby rendering superfluous the educational advantages the school has to offer. It would therefore seem rudimentary that anyone with the responsibility of driving a bus full of children be in good health, both physically and mentally.²⁴

Accident rates increase in age groups over 60; visual acuity and reaction time slow with age, and many older persons are easily irritated by the noise that is common to the behavior of children. In many areas of employment, especially where the safety of others is dependent upon one person, compulsory retirement is normal operating procedure. Airline pilots must retire at 60 and the same provisions should hold true for school bus drivers.²⁵ An individual in Michigan must be 21 to

²³Strasser, op. cit., p. 166.

²⁴Physicians For Automotive Safety, How Safe Is Pupil Transportation? (Springfield: Physicians For Automotive Safety, 1967), p. 3.

²⁵Ibid., p. 6.

drive a school bus; however, there is no compulsory retirement based upon age.²⁶

Patterson makes the following recommendations concerning school bus driver selection and education:

1. Adequate salary schedules be set up to attract competent drivers.
2. Drivers be hired during the late summer in order that adequate education and training can be given prior to the opening of school.
3. Local school boards assume a major role in the selection of school bus drivers.
4. Medical examinations of the individual driver be the deciding factor in determining the maximum driving age of the school bus driver.
5. Driver education and training be under the supervision of the state department of education and be conducted by a state institution of higher learning or other approved agency.
6. Personnel employed in this training be of high quality with a broad understanding of the problems involved.
7. Only the best equipment be used in transporting children and that it be maintained in good working condition.
8. The general public be adequately apprised of certain rules and regulations in regard to school bus operations.
9. Legislation be enacted to protect drivers and pupils in, leaving, or entering a school bus.²⁷

Summary

Literature in the field of driver and traffic safety education is concerned primarily with teacher preparation, certification, and basic research.

Studies and writings call for more comprehensive teacher preparation programs and more stringent

²⁶ Ibid., p. 30.

²⁷ Ronald D. Patterson, "Recommended Practices and Procedures For The Improvement of Programs For The Selection And Education of School Bus Drivers" (Unpublished Doctoral Dissertation, New York University, 1959), pp. 151-152.

certification requirements. Researchers cite the need for studies that are properly designed and will provide pertinent reliable data.

Most of the studies are concerned with driver education and its impact upon motor vehicle accident reduction. It is unfortunate that there are not more studies concerned with teacher preparation and certification at the elementary education level. Most authorities agree that the key to an effective safety education program is dependent upon a sound elementary school safety education program, yet most studies are directed toward the secondary level.

Few studies concern themselves with the role of the school superintendent and board of education members and their influence upon a school system's safety education program.

Throughout the literature there seems to be an almost universal recognition of the need for a unified approach to traffic safety education--an approach to traffic safety that utilizes the skills of researchers, educators, school administrators, teachers, and parents who are concerned with the development and continual improvement of traffic safety education programs.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Introduction

In the preceding chapter the review of the literature was presented. In this chapter the design and methodology of the study are presented. This study was designed to determine the amount of time spent on traffic safety education by different persons in Michigan grade, junior high, and high school, their responsibilities, and the amount of training they have had for each of the safety education responsibilities they hold.

A population of 732 Michigan high schools was defined as the population of interest. These schools included public, parochial, and private schools. The basic sampling unit was the high school, not the school district.

Method of Sampling

The concern of the study was the traffic safety education which occurred in typical high schools and their feeder junior high and elementary schools. In addition to

obtaining figures for Michigan high schools as a whole, subgroup statistics were desired for:

1. Schools of different enrollment sizes. The Michigan Athletic Districts were chosen to indicate four different sizes of schools. These are indicated in Table 1.

TABLE 1.--Michigan High School Athletic Association
Classification Limitation

School Classification	Student Limitation
Class A	1100 or more
Class B	450 - 1099
Class C	250 - 449
Class D	Less than 250

2. Public and Parochial schools. Too few private schools exist in Michigan to sample a sufficient number of them to provide separate statistics. The list of schools sampled is shown as Appendix A.

3. Metropolitan County vs. Non-metropolitan County schools. A list of Metropolitan and Non-metropolitan Counties and a map showing their location appears as Appendix B.

In preparation for drawing a sample of Michigan high schools, all of the high schools in the state were listed according to the Michigan Athletic Conference

enrollment classes A, B, C, and D. Within each enrollment class, schools were ordered according to the Michigan Education Association geographical region. Within each geographical region, schools were ordered by public, parochial, and private. It was determined that a sample of 120 schools would provide reliable data for each of the athletic regions separately, and for the public versus private high school classifications. A systematic probability sample of 120 high schools was drawn so that every high school in the state had an equal probability of being selected in the sample. See Appendix C.

Selection of Feeder System

After the 120 high schools were selected, it was possible to select one junior high school that sent 50 per cent or more of its students into a high school and one elementary school that sent 50 per cent or more of its students into a high school. If more than one junior high school and more than one elementary school sent more than 50 per cent of their students into a high school, one of each was chosen through random selection procedures. The random selection procedures employed in the selection of the junior high school operated in the following manner. A list of the junior high schools that sent 50 per cent or more of their students into a high school was obtained from each high school principal. The list was numbered

and the total was compared to a chart of random numbers. The random number that corresponded to the total number determined which junior high school was to be chosen. For example: assume that the total number of junior high schools on a list was twelve. This total number of twelve, when compared to the chart of random numbers in the basic interviewing instructions which appears as Appendix D, showed that the junior high school to be chosen was the eleventh one listed on the list of twelve. The elementary school was also chosen in the manner described above. See steps six and ten of the aforementioned basic interviewing instructions.

Selection of the Interviewees

The first step in conducting interviews in a school was to interview the principal of the designated high school. The next step was to obtain the names of the other traffic safety education workers. See Appendix D.

The principal provided the names of the superintendent of schools, head of safety education, head of driver education, and the head of school bus operations. A list of the high school teachers, driver education teachers, and members of the board of education was provided by the high school principal and one person from each group was selected through random selection procedures.

The junior high school and the elementary school principal, as a part of their interview, furnished a list of the teachers in their respective schools. These teachers, one junior high and one elementary, were chosen by random selection procedures.

The bus driver was also chosen through random selection procedures from a list provided by the head of school bus operations.

Development of the Instrument

Questionnaires were carefully developed by the writer for each of the thirteen persons within each school system to determine their obligations relative to traffic safety education and any training they had had relative to traffic safety education. The questionnaires appear as Appendix E.

Each of the persons designated for interviewing was interviewed either in his school office or in his home by professional interviewers. Interviewers made as many as four attempts to obtain these interviews with each designated respondent. The interviewing for this study was done by Market Opinion Research Company, Detroit, Michigan.

Weighting of Data

Responses were weighted so that the sample reflected the characteristics of the total population

in each of the thirteen groups. All weighting was done by computer.

Responses from high school principals, superintendents, board of education members, and heads of driver education, safety education, and school bus operations were weighted according to the number of schools they represented. For example, some superintendents represented more than one of the sampled schools. If five of the high schools in the sample were in the Detroit school system the responses of the Detroit Superintendent of Schools were counted five times.

The responses of high school teachers, driver education teachers, junior high school principals, junior high school teachers, elementary school principals, elementary school teachers, and school bus drivers were weighted in the following manner. Each response was weighted by the number of teachers in the sampled high school. For example, the responses of each high school teacher were multiplied by the number of teachers appearing in column 59-60-61 of the high school principals questionnaire. See Appendix E. After the responses had been multiplied by this weight, they were divided by the sum of these weights.

Delineation of the Study

It should be recalled that the basic unit of the study was the single high school. The study actually

involved 13 separate studies, one for each type of person studied. The 13 basic studies can be described as follows:

1. A study of the responsibilities, training, and time involvement in traffic safety education of 120 high school principals in Michigan. The number and percentage of principals interviewed and their distribution according to classification was reported in Table 2. Also reported in Table 2 was the percentage of high schools in which driver education was taught; the percentage of high schools that had a head of driver education; and the percentage of high schools that had a planned, coordinated, traffic safety education curriculum.

2. A study of the responsibilities, training, and time involvement in traffic safety education of the superintendents of 120 high schools in Michigan. These superintendents, in many cases, were superintendents over other high schools besides those studied. Therefore, since each individual high school in the state had an equal chance of being chosen for study, superintendents who were in charge of several high schools had a better chance of being selected for study than superintendents responsible for only a single high school. About one of every six individual high schools in the state were chosen for study. Thus, the superintendent of the Detroit public schools was designated for study several times. A

TABLE 2.--High School Principal.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed	117	27	35	29	26	94	23	60	57
Per cent	100%	23.1%	29.9%	24.8%	22.2%	80.3%	19.7%	51.3%	48.7%
Driver education taught in high school.	82.9%	92.6%	82.9%	79.3%	76.9%	96.8%	26.1%	71.7%	94.7%
Person designated as head of driver education for high school.	73.5%	85.2%	74.3%	65.5%	69.2%	87.2%	17.4%	63.3%	84.2%
High school has planned, coordinated, traffic safety curriculum.	2.6%	3.7%	2.9%		3.8%	2.1%	4.3%	1.7%	3.5%
Person designated as safety education coordinator or supervisor for grades for which you are responsible.	17.9%	48.1%	11.4%	13.8%		18.1%	17.4%	28.3%	7.0%
School safety patrol for building.	12.0%	3.7%	2.9%	17.2%	26.9%	9.6%	21.7%	8.3%	15.8%
Person designated responsible for school safety patrol.	11.1%	3.7%	2.9%	13.8%	26.9%	9.6%	17.4%	8.3%	14.0%

superintendent who was in charge of six high schools was designated for study at least once. The answers of a given superintendent were counted in the data analysis once for each of the sampled high schools he represented.

Table 3, indicated the number and the percentage of school superintendents interviewed and their distribution according to classification. In addition, Table 3 indicated the percentage of school systems which used adult crossing guards; the percentage of school systems in which driver education was taught; the percentage of school systems that provided bus transportation for students; and the percentage of school systems that had a planned, coordinated, traffic safety education curriculum.

3. A study of the responsibilities, training, and time involvement in traffic safety education of a school board member of 120 Michigan high schools. One school board member was chosen randomly from each high school. If more than one high school was studied in the school district of a school board member, his answers were counted once for each school he represented.

In Table 4, the board of education members interviewed and their distribution according to classification was shown in both number and per cent. Table 4 also showed the percentage of school systems which used school safety patrols; the percentage of school systems that used adult

TABLE 3.--Superintendent of Schools.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed.	112	28	37	25	22	92	20	57	55
Per cent	100%	25.0%	33.0%	22.3%	19.6%	82.1%	17.9%	50.9%	49.1%
Adult crossing guards used.	61.6%	100%	70.3%	36.0%	27.3%	55.4%	90.0%	73.7%	49.1%
Driver education taught in school system.	87.5%	92.9%	83.8%	88.0%	86.4%	100%	30.0%	80.7%	94.5%
Bus transportation provided.	89.3%	82.1%	89.2%	96.0%	90.9%	95.7%	60.0%	80.7%	98.2%
Elementary school grades have a planned, coordinated, traffic safety curriculum.	19.6%	21.4%	24.3%	16.0%	13.6%	22.8%	5.0%	15.8%	23.6%
Junior high school grades have a planned, coordinated, traffic safety curriculum.	7.1%	7.1%	5.4%	12.0%	4.5%	7.6%	5.0%	5.3%	9.1%
High school grades have a planned, coordinated, traffic safety curriculum.	9.8%	10.7%	10.8%	12.0%	4.5%	10.9%	5.0%	3.5%	16.4%

TABLE 4.--Board of Education Member.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed.	108	26	32	26	24	90	18	54	54
Per cent	100%	24.1%	29.6%	24.1%	22.2%	83.3%	16.7%	50.0%	50.0%
School safety patrol used by school system.	80.6%	92.3%	84.4%	80.8%	62.5%	83.3%	66.7%	83.3%	77.8%
Adult crossing guards used.	55.6%	84.6%	71.9%	42.3%	16.7%	56.7%	50.0%	68.5%	42.6%
Driver education offered in school system.	88.0%	96.2%	93.8%	76.9%	83.3%	98.9%	33.3%	81.5%	94.4%
Bus transportation provided.	85.2%	80.8%	87.5%	92.3%	79.2%	93.3%	44.4%	75.9%	94.4%

crossing guards; the percentage of school systems that offered driver education; and the percentage of school systems that provided bus transportation for students.

4. A study of the responsibilities, training, and time involvement in traffic safety education of the heads of driver education of 120 Michigan high schools. If a head of driver education was in charge of more than one high school studied, his answers were counted once for each high school he represented.

The number and percentage of heads of driver education interviewed and their distribution according to classification were reported in Table 5.

5. A study of the responsibilities, training, and time involvement in traffic safety education of the heads of safety education of 120 Michigan high schools. If a head of safety education was in charge of more than one of the sampled high schools, his answers were counted once for each of the sampled high schools he represented.

Table 6, showed the number and percentage of heads of safety education interviewed and their distribution according to classification. Table 6 also showed the percentage of school systems that used adult crossing guards; the percentage of school systems or police agencies responsible for adult crossing guards; and the percentage of heads of safety education that coordinated the adult crossing guard activities with local police departments.

TABLE 5.--Head of Driver Education.

General Information	Total	<u>Athletic Classification</u>				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed.	90	25	27	19	19	83	7	40	50
Per cent	100%	27.8%	30.0%	21.1%	21.1%	92.2%	7.8%	44.4%	55.6%

TABLE 6.--Head of Safety Education.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed.	36	10	7	10	9	29	7	16	20
Per cent	100%	27.8%	19.4%	27.8%	25.0%	80.6%	19.4%	44.4%	55.6%
Adult crossing guards used.	52.8%	80.0%	57.1%	30.0%	44.4%	51.7%	57.1%	68.8%	40.0%
Responsible for adult crossing guards.									
School system	27.8%	70.0%	28.6%		11.1%	31.0%	14.3%	50.0%	10.0%
Local police	25.0%	20.0%	28.6%	30.0%	22.2%	20.7%	42.9%	25.0%	25.0%
Not stated	2.8%				11.1%	3.4%			5.0%
Coordinate adult crossing guards with local police department.	13.9%	30.0%		10.0%	11.1%	10.3%	28.6%	25.0%	5.0%

6. A study of the responsibilities, training, and time involvement in traffic safety education of the heads of school bus operations in 120 Michigan high schools. If the head of school bus operations was in charge of more than one of the high schools sampled, his answers were counted once for each of the sampled high schools he represented.

In Table 7, the heads of school bus operations interviewed and their distribution according to classification was shown in both number and percentage. Table 7 also indicated the percentage of school systems that had official printed policies concerning school bus operations.

7. A study of the responsibilities, training, and time involvement in traffic safety education of high school teachers in 120 Michigan high schools. These results were weighted so that the sample reflected the characteristics of the total population of high school teachers in Michigan. Since only one teacher was studied in each high school, the answers of teachers in high schools with large teaching staffs were weighted more heavily than those from small teaching staffs to make the estimates of what all Michigan high school teachers are like unbiased.

Table 8, indicated both the raw number and per cent base for the weighted data by distribution according to

TABLE 7.--Head of School Bus Operations.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Number interviewed.	95	19	29	25	22	83	12	39	56
Per cent	100%	20.0%	30.5%	26.3%	23.2%	87.4%	12.6%	41.1%	58.9%
School system has official printed policies concerning school bus operations.	2.1%	10.5%				2.4%		2.6%	1.8%

TABLE 8.--High School Teacher.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	116	27	34	29	26	93	23	59	57
Per cent	100%	23.3%	29.3%	25.0%	22.4%	80.2%	19.8%	50.9%	49.1%
Weighted interviewed number.	4483	2416	1098	652	317	3991	492	3039	1444
Per cent	100%	53.9%	24.5%	14.5%	7.1%	89.0%	11.0%	67.8%	32.2%
Planned, coordinated, safety curriculum teacher may follow.	3.8%	4.8%	2.7%	3.5%		4.2%		1.0%	9.6%
Teachers who follow the planned safety curriculum closely.	3.8%	4.8%	2.7%	3.5%		4.2%		1.0%	9.6%
Safety resource person to whom teacher may turn for assistance.	3.8%	4.8%	2.7%	3.5%		4.2%		1.0%	9.6%
How often teacher turns to safety resource person.									
Very often	No response								
Fairly often	2.6%	4.8%				2.9%			8.0%
Not very often	1.7%		5.0%	3.5%		2.0%			5.4%
Hardly ever	10.8%	17.4%	2.7%	3.2%	3.5%	12.1%		14.8%	2.2%

classification and the weighted number and per cent by distribution according to classification for the high school teachers interviewed. In addition, Table 8 indicated the percentage of school systems that had a planned, coordinated, safety curriculum which the high school teacher could follow; the percentage of high school teachers who followed closely the planned, coordinated, curriculum; the percentage of school systems that had a safety resource person to whom the high school teacher could turn for assistance; and the percentage of degree of frequency that high school teachers called upon the safety resource person for assistance.

8. A study of the responsibilities, training, and time involvement in traffic safety education of driver education teachers in 120 Michigan high schools. These results were weighted so that the sample reflected the characteristics of the total population of driver education teachers in Michigan. Since only one teacher was studied in each high school, the answers of teachers in high schools with large teaching staffs were weighted more heavily than those from small teaching staffs to make the estimates of what all Michigan driver education teachers are like unbiased.

Both the raw number and percentage base for the weighted data and the weighted number and percentage for

the driver education teachers interviewed were shown by distribution according to classification and appeared in Table 9.

9. A study of the responsibilities, training, and time involvement in traffic safety education of junior high school principals from junior high schools which sent more than 50 per cent of their students into the 120 Michigan high schools. These findings were weighted according to the size of the teaching staffs in the 120 high schools studied so they reflected what all junior high school principals in Michigan were like.

Table 10, indicated the raw number and percentage base for the weighted data and the weighted number and percentage by distribution according to classification for the junior high school principals interviewed.

Table 10 also indicated the percentage of junior high school principals who had designated a safety education coordinator or supervisor for the grades for which he was responsible and the percentage of junior high schools that had a school safety patrol.

10. A study of the responsibilities, training, and time involvement in traffic safety education of junior high school teachers from junior high schools which sent more than 50 per cent of their students into the 120 Michigan high schools. These findings were weighted according to the size of teaching staffs in the 120 high

TABLE 9.--Driver Education Teacher.

General Information	Total	<u>Athletic Classification</u>				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	96	25	28	23	20	90	6	42	54
Per cent	100%	26.0%	29.2%	24.0%	20.8%	93.8%	6.3%	43.8%	56.3%
Weighted interview number.	3907	2220	923	531	233	3834	73	2508	1399
Per cent	100%	56.8%	23.6%	13.6%	6.0%	98.1%	1.9%	64.2%	35.8%

TABLE 10.--Junior High School Principal.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	94	26	30	19	19	83	11	46	48
Per cent	100%	27.7%	31.9%	20.2%	20.2%	88.3%	11.7%	48.9%	51.1%
Weighted interview number.	3960	2307	959	472	222	3723	237	2680	1280
Per cent	100%	58.3%	24.2%	11.9%	5.6%	94.0%	6.0%	67.7%	32.3%
Person designated as safety education coordinator or supervisor for grades for which you are responsible.	29.1%	35.0%	20.8%	25.6%	10.8%	25.9%	78.9%	36.6%	13.3%
School safety patrol for building.	18.6%	12.7%	18.2%	43.0%	28.8%	14.7%	78.5%	20.6%	14.4%
Person designated responsible for school safety patrol.	17.6%	12.7%	14.9%	43.0%	25.7%	13.7%	78.5%	19.4%	13.8%

schools studied so as to reflect what all junior high school teachers in Michigan were like.

Table 11, indicated both the raw number and percentage base for the weighted data by distribution according to classification and the weighted number and per cent by distribution according to classification for the junior high school teachers interviewed. In addition, Table 11 revealed the percentage of school systems that had a planned, coordinated, safety curriculum which the junior high school teacher could follow; the percentage of junior high school teachers who followed closely the planned curriculum; the percentage of school systems that had a safety resource person upon whom the junior high school teacher could call for assistance; and the percentage of degree of frequency that junior high school teachers called upon the safety resource person for assistance.

11. A study of the responsibilities, training, and time involvement in traffic safety education of the elementary school principals from elementary schools which sent more than 50 per cent of their students into the 120 Michigan high schools. These findings were weighted according to the size of teaching staffs in the 120 high schools studied so that they reflected what all elementary school principals in Michigan were like.

TABLE 11.--Junior High School Teacher.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	105	26	30	27	22	88	17	53	52
Per cent	100%	24.8%	28.6%	25.7%	21.0%	83.8%	16.2%	50.5%	49.5%
Weighted interview number.	4117	2272	966	611	268	3816	301	2790	1327
Per cent	100%	55.2%	23.5%	14.8%	6.5%	92.7%	7.3%	67.8%	32.2%
Planned, coordinated, safety curriculum teacher may follow.	2.8%		11.3%		2.6%	2.9%	2.3%	2.3%	4.0%
Teachers who follow the planned safety curriculum closely.	1.9%		7.5%		2.6%	1.9%	2.3%	.9%	4.0%
Safety resource person to whom teacher may turn for assistance.	6.0%	2.0%	18.2%		9.3%	6.1%	5.0%	3.9%	10.4%
How often teacher turns to safety resource person.									
Very often	No response								
Fairly often	.2%				3.0%		2.7%		.6%
Not very often	2.8%	2.0%	6.5%		2.6%	2.9%	2.3%	2.6%	3.3%
Hardly ever	3.0%		11.7%		3.7%	3.2%		1.3%	6.5%

In Table 12, the raw number and percentage base and the weighted number and percentage by distribution according to classification for the elementary school principals interviewed was indicated. Table 12 also indicated the percentage of elementary school principals who had designated a safety education coordinator or supervisor for the grades for which he was responsible and the percentage of elementary schools that had a school safety patrol.

12. A study of the responsibilities, training, and time involvement in traffic safety education of elementary school teachers from elementary schools which sent more than 50 per cent of their students into the 120 Michigan high schools. These findings were weighted according to the size of teaching staffs in the 120 high schools studied so they reflected what all elementary teachers in Michigan were like.

The raw number and percentage base for the weighted data and the weighted number and percentage for the elementary school teachers interviewed was revealed in Table 13, by distribution according to classification. Also in Table 13 there appeared the percentage of school systems that had a planned curriculum which the elementary teacher could follow; the percentage of elementary teachers who followed closely the planned curriculum; the percentage of school systems that had

TABLE 12.--Elementary School Principal.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	107	26	32	28	21	90	17	55	52
Per cent	100%	24.3%	29.9%	26.2%	19.6%	84.1%	15.9%	51.4%	48.6%
Weighted interview number.	4224	2310	1021	638	255	3838	386	2861	1363
Per cent	100%	54.7%	24.2%	15.1%	6.0%	90.9%	9.1%	67.7%	32.3%
Person designated as safety education coordinator or supervisor for grades for which you are responsible.	59.7%	65.8%	49.9%	55.3%	54.5%	56.9%	87.0%	63.1%	52.4%
School safety patrol for building.	83.6%	90.7%	76.4%	73.2%	74.1%	82.8%	91.7%	87.2%	76.1%
Person designated responsible for safety patrol.	76.5%	83.6%	65.0%	69.9%	74.1%	75.5%	86.0%	77.4%	74.5%

TABLE 13.--Elementary School Teacher.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	113	27	34	27	25	93	20	58	55
Per cent	100%	23.9%	30.1%	23.9%	22.1%	82.3%	17.7%	51.3%	48.7%
Weighted interview number.	4444	2416	1098	611	319	3991	453	3025	1419
Per cent	100%	54.4%	24.7%	13.7%	7.2%	89.8%	10.2%	68.1%	31.9%
Planned, coordinated, safety curriculum teacher may follow.	22.5%	26.6%	13.8%	26.2%	14.7%	24.0%	9.7%	22.0%	23.5%
Teachers who follow the planned safety curriculum closely.	18.9%	21.8%	13.8%	19.1%	14.7%	20.0%	9.7%	20.6%	15.4%
Safety resource person to whom teacher may turn for assistance.	52.0%	67.3%	36.6%	26.2%	38.2%	56.0%	17.0%	55.0%	45.6%
How often teacher turns to safety resource person.									
Very often	No response								
Fairly often	8.2%	13.4%	2.9%		3.1%	8.9%	2.2%	9.8%	4.9%
Not very often	23.2%	28.8%	20.7%	11.5%	12.5%	24.4%	12.8%	23.9%	21.8%
Hardly ever	20.5%	25.2%	13.0%	14.7%	22.6%	22.7%	2.0%	21.4%	18.8%

a safety resource person upon whom the elementary school teacher could call for assistance; and the percentage of degree of frequency that elementary school teachers called upon the safety resource person for assistance.

13. A study of the responsibilities, training, and time involvement in traffic safety education of school bus drivers in 120 Michigan high schools. These findings were weighted according to the size of the teaching staffs in the 120 high schools studied so they reflected what all school bus drivers in Michigan were like.

Both the raw number and percentage base for the weighted data and the weighted number and percentage for the school bus drivers interviewed appeared by distribution according to classification in Table 14. The ages of school bus drivers interviewed also appeared in Table 14.

Summary

In this chapter the method of sampling, selection of feeder system, selection of interviewees, development of the instrument, and delineation of the study were presented.

In the following chapter the analysis of the data may be found.

TABLE 14.--School Bus Driver.

General Information	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
Raw number interviewed.	95	19	30	24	22	83	12	39	56
Per cent	100%	20.0%	31.6%	25.3%	23.2%	87.4%	12.6%	41.1%	58.9%
Weighted interview number.	3951	2140	976	584	251	3727	224	2533	1418
Per cent	100%	54.2%	24.7%	14.8%	6.4%	94.3%	5.7%	64.1%	35.9%
Age of bus drivers.									
21-25	1.4%			2.6%	16.7%	.7%	14.3%	.6%	3.0%
26-30	6.2%	4.6%	6.3%	12.5%	4.8%	6.5%		5.1%	8.1%
31-35	8.9%	8.3%	13.0%	6.3%	3.6%	8.3%	17.9%	6.6%	13.0%
36-40	13.8%	13.5%	12.2%	19.2%	10.0%	14.0%	9.8%	14.3%	12.8%
41-45	11.6%	11.7%	11.2%	12.3%	10.4%	12.0%	4.0%	10.7%	13.2%
46-50	31.6%	49.3%	6.4%	13.5%	21.5%	32.9%	11.2%	41.8%	13.5%
51-55	13.5%	7.2%	18.4%	26.5%	17.5%	11.8%	42.9%	11.0%	18.1%
56-60	7.3%	5.4%	13.8%		15.5%	7.8%		7.3%	7.3%
Over 60	5.7%		18.8%	7.0%		6.0%		2.6%	11.1%

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

In the preceding chapter the design and methodology of the study was presented. In this chapter the analysis of the data may be found. The chapter was divided into thirteen sections, one for each of the thirteen job classifications chosen for study. These thirteen job classifications were school board members, superintendent of schools, high school principals, high school teachers, driver education teachers, heads of driver education, heads of school bus operations, heads of safety education, junior high school principals, junior high school teachers, elementary school principals, elementary school teachers, and school bus drivers.

Each of the thirteen sections was composed of three tables. The first table in each section was concerned with responsibilities held, the second table was concerned with training, and the third table with time involvement. Data for each table was categorized according to athletic, public, non-public, metropolitan, and non-metropolitan

classifications. Several comparisons were made within and between tables.

High School Principal

A scientifically designed sample provided the data for this section which was concerned with responsibilities held, training, and time involvement of high school principals in traffic safety education.

Responsibilities

Data in Table 15, indicated that:

1. Approximately 76 per cent of the high school principals made policy decisions concerning the safety of students for whom they were responsible. High school principals in non-public schools were involved to a greater degree than were high school principals in public schools. Involvement by high school principals in pedestrian, bicycle, and passenger safety policy decision making varied. However, high school principals in Class C schools were involved more often in pedestrian and bicycle safety decision making while the high school principals in non-public schools indicated the greatest involvement in making policy decisions concerning passenger safety.

2. High school principals in Class A and B schools were involved more often in making policy decisions concerning the driver education program than were the

TABLE 15.--High School Principal.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Make policy decisions concerning safety for students.	76.1	77.8	74.3	75.9	76.9	71.3	95.7	76.7	75.4
Make policy decisions on pedestrian safety.	52.1	44.4	48.6	65.5	50.0	48.9	65.2	53.3	50.9
Make policy decisions on bicycle safety.	31.6	22.2	34.3	37.9	30.8	33.0	26.1	28.3	35.1
Make policy decisions on passenger safety.	54.7	33.3	51.4	69.0	65.4	51.1	69.6	48.3	61.4
Make policy decisions concerning the driver education program.	53.8	66.7	60.0	44.8	42.3	64.9	8.7	48.3	59.6
Supervise the driver education program.	55.6	55.6	57.1	62.1	46.2	67.0	8.7	48.3	63.2
In charge of school safety patrol in building.	1.7				7.7	1.1	4.3	1.7	1.8

Teaching of traffic
safety education required
in school system in all
grades for which you are
responsible.

11.1 18.5 14.3 11.5 11.7 8.7 11.7 10.5

Require traffic safety
education to be taught in
all grades for which you
are responsible.

9.4 11.1 5.7 6.9 15.4 7.4 17.4 8.3 10.5

Require pedestrian safety
to be taught.

3.4 7.4 2.9 3.8 3.2 4.3 3.3 3.5

Require bicycle safety to
be taught.

3.4 2.9 11.5 2.1 8.7 7.0

Require passenger safety
to be taught.

6.0 7.4 2.9 15.4 4.3 13.0 3.3 8.8

Supervise traffic safety
education.

9.4 11.1 14.3 11.5 9.6 8.7 6.7 12.3

other high school principals. High school principals in public schools participated to a much greater degree in policy decision making and supervision of driver education programs than did high school principals in non-public schools. See Table 2, for the percentages of public and non-public high schools that taught driver education.

3. Of the high school principals in Class A, B, C, and D schools, only high school principals in Class D schools indicated they were in charge of the school building safety patrol. The high school principals in non-public schools were more often in charge of the school building safety patrol than were the high school principals in public schools.

4. About 11 per cent of the high school principals indicated that the school system required that traffic safety education be taught in all grades for which they were responsible. A larger percentage of high school principals in Class D schools required traffic safety education to be taught in all grades for which they were responsible than did high school principals in Class B and C schools. Approximately 17 per cent of the high school principals in non-public schools required traffic safety education to be taught in all grades for which they were responsible, whereas only 7.4 per cent of the high school principals in public schools required

traffic safety education to be taught in all grades for which they were responsible. More high school principals in Class D schools required bicycle and passenger safety to be taught than did their counterparts. High school principals in Class B schools supervised traffic safety education more often than did the principals of Class A, C, and D high schools. High school principals in Class C schools indicated they did not supervise traffic safety education.

Training

The data shown in Table 16, indicated:

1. More than half of the high school principals have received preparation in general safety education from sources other than formal college courses. Approximately 67 per cent of the high school principals have read a general safety education book. This figure is less than the corresponding figures for both junior high and elementary school principals. See Tables 40 and 46, respectively.

2. Data for high school principals revealed no training for school safety patrol responsibilities. The percentage of high school principals who have read material in the past three years from organizations interested in school safety patrols was an exact duplication of the data which indicated the percentage

TABLE 16.--High School Principal.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	26.5	29.6	20.0	27.6	30.8	27.7	21.7	25.0	28.1
Received <u>general</u> safety education from other than formal college courses.	59.8	77.8	57.1	62.1	42.3	59.6	60.9	68.3	50.9
Have read a <u>general</u> safety education book.	67.5	81.5	57.1	65.5	69.2	64.9	78.3	70.0	64.9
Have taken a driver education course.	38.5	18.5	40.0	37.9	57.7	41.5	26.1	25.0	52.6
Have read a driver education textbook.	79.5	85.2	80.0	69.0	84.6	81.9	69.6	75.0	84.2
Have training for school safety patrol responsibilities.	No response								
Have read materials in the past 3 years from organizations interested in safety patrol.	1.7				7.7	1.1	4.3	1.7	1.8

of high school principals in charge of school building safety patrols. See Table 15.

Time Involvement

Data in Table 17, pointed out that 69 per cent of the high school principals in Class D high schools devoted less than one per cent of their time to traffic safety education activities.

Superintendent of Schools

This section concerned itself with data collected from a scientifically designed sample of school superintendents and their responsibilities, training, and time involvement in traffic safety education.

Responsibilities

Table 18, pointed out that:

1. School superintendents in Class D schools were more often involved in making policy decisions concerning the safety of students for whom they were responsible than were the other superintendents. Approximately 85 per cent of the school superintendents in public schools were involved in making policy decisions concerning student safety as compared to 65 per cent of the school superintendents in non-public schools.
2. School superintendents in public schools were involved more often in making policy decisions concerning

TABLE 17.--High School Principal.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety education									
Less than 1 per cent	61.5	63.0	68.6	62.1	50.0	64.9	47.8	61.7	61.4
2 to 3 per cent	22.2	33.3	20.0	20.7	15.4	24.5	13.0	25.0	19.3
4 to 5 per cent	4.3		8.6	3.4	3.8	4.3	4.3	1.7	7.0
6 to 10 per cent	2.6	3.7			7.7	2.1	4.3	1.7	3.5
11 per cent and above	2.6		2.9	3.4	3.8	1.1	8.7	1.7	3.5
None	6.0			6.9	19.2	2.1	21.7	6.7	5.3

TABLE 18.--Superintendent of Schools.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Make policy decisions concerning safety for students.	81.3	67.9	83.8	84.0	90.9	84.8	65.0	78.9	83.6
Make policy decisions on pedestrian safety.	67.0	57.1	67.6	68.0	77.3	68.5	60.0	68.4	65.5
Make policy decisions on bicycle safety.	65.2	57.1	70.3	60.0	72.7	67.4	55.0	66.7	63.6
Make policy decisions on passenger safety.	72.3	46.4	81.1	84.0	77.3	76.1	55.0	64.9	80.0
Make policy decisions concerning school safety patrols.	27.7	25.0	32.4	28.0	22.7	32.6	5.0	17.5	38.2
In charge of school safety patrol for school system.	1.8		5.4			2.2			3.6
Make policy decisions concerning adult crossing guards.	20.5	25.0	24.3	20.0	9.1	22.8	10.0	15.8	25.5
Make policy decisions concerning driver education program.	61.6	46.4	62.2	72.0	68.2	73.9	5.0	49.1	74.5

Make policy decisions concerning bus transportation for students.	71.4	64.3	62.2	88.0	77.3	83.7	15.0	56.1	87.3
Require traffic safety education to be taught in all elementary grades in school system.	52.7	53.6	56.8	48.0	50.0	53.3	50.0	52.6	52.7
Supervise traffic safety education in the elementary grades.	8.0		10.8	12.0	9.1	9.8		1.8	14.5
Require traffic safety education to be taught in all junior high or middle schools in school system.	21.4	17.9	35.1	12.0	13.6	17.4	40.0	22.8	20.0
Supervise traffic safety education in junior high or middle schools.	4.5		5.4	12.0		5.4		1.8	7.3
Require traffic safety education to be taught in all high school grades in the school system.	19.6	25.0	24.3	12.0	13.6	18.5	25.0	15.8	23.6
Supervise traffic safety education in high school grades.	2.7		2.7	8.0		3.3			5.5

pedestrian, bicycle, and passenger safety than were school superintendents in non-public schools. Of the school superintendents from Class A, B, C, and D schools, those from Class A schools were involved the least in making policy decisions concerning the aforementioned areas.

3. About 28 per cent of the school superintendents made policy decisions concerning school safety patrols. Approximately 33 per cent of the public school superintendents made policy decisions concerning school safety patrols as compared to five per cent of the school superintendents in non-public schools. Only 1.8 per cent of the school superintendents indicated they were in charge of school safety patrols.

4. School superintendents in non-metropolitan schools were involved to a greater degree in formulating policy for school systems concerning adult crossing guards, driver education, and school bus transportation than were the school superintendents from metropolitan schools. School superintendents in Class A schools were more often involved in making policy decisions concerning adult crossing guards while school superintendents in Class C schools were more often concerned with policy decision making for driver education and school bus transportation. Approximately 74 per cent of the school superintendents in public schools made policy decisions

concerning driver education as compared to five per cent of the school superintendents in non-public schools.

5. More school superintendents in Class B schools required traffic safety education be taught in all elementary grades in the school system than any of their counterparts. The difference in involvement between school superintendents in public and non-public schools in this area was not great, with only slightly more involvement indicated by the public school superintendent. Neither school superintendents in Class A nor in non-public schools supervised traffic safety education in the elementary grades. School superintendents in metropolitan schools were involved to a much lesser degree in this area than were the school superintendents in non-metropolitan schools.

6. The percentage of school superintendents who required traffic safety education to be taught in all junior high or middle school grades in the school system was less in every instance than the like figure for the elementary grades. The percentage of school superintendents who supervised traffic safety education in the junior high or middle school grades was also less or the same as the like figure for the elementary grades. The figures for superintendents in Class C and metropolitan schools were the same. School superintendents in non-public schools indicated they did not

supervise junior high or middle school traffic safety education activities.

7. While the total percentage figure of school superintendents who required traffic safety education be taught in all high school grades was lower than the junior high or middle school, the school superintendents in Class A schools showed a small increase. The supervision of traffic safety education was less in every instance for the high school. School superintendents in non-public schools indicated they did not supervise high school traffic safety education.

Training

Table 19 revealed that:

1. While approximately 74 per cent of the school superintendents received preparation in general safety education from sources other than formal college courses, only 20 per cent have taken general safety education courses for college credit. A much larger percentage of school superintendents in public schools have taken safety education courses for college credit than have school superintendents in non-public schools. Approximately 90 per cent of the non-public school superintendents have read a safety education book while the figure for all school superintendents is 83 per cent.

2. Far more school superintendents have read a driver education text than have taken a driver education

TABLE 19.--Superintendent of Schools.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	20.5	10.7	21.6	24.0	27.3	23.9	5.0	15.8	25.5
Received <u>general</u> safety education from other than formal college courses.	74.1	89.3	67.6	64.0	77.3	79.3	50.0	73.7	74.5
Have read a <u>general</u> safety education book.	83.0	85.7	86.5	76.0	81.8	81.5	90.0	82.5	83.6
Took a driver education course for college credit.	25.0	3.6	21.6	40.0	40.9	28.3	10.0	19.3	30.9
Have read a driver education textbook.	80.4	82.1	75.7	80.0	86.4	88.0	45.0	71.9	89.1
Have training for school safety patrol responsibilities.	1.8		5.4			2.2			3.6
Have read materials in the past 3 years from organizations interested in safety patrols.	1.8		5.4			2.2			3.6

course for college credit. Eighty-eight per cent of the public school superintendents have read a driver education text as compared to 45 per cent for the school superintendents in non-public schools.

3. The figures listed for training for school safety patrol responsibilities and for materials read in the past three years concerning school safety patrols were the same as those figures given in Table 18, for the school superintendents in charge of the school safety patrol for the school system.

Time Involvement

Table 20 indicated that 95 per cent of the school superintendents in non-public schools and 64.1 per cent of the school superintendents in public schools devoted less than one per cent of their time to traffic safety activities.

Board of Education Member

This section was concerned with data resulting from a scientifically designed sample to determine the responsibilities, training, and time involvement in traffic safety education by board of education members.

Responsibilities

Table 21 revealed that school board members were involved in varying degrees in the formulation of school system policy governing traffic safety education

TABLE 20.--Superintendent of Schools.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety education.									
Less than 1 per cent	66.1	71.4	75.7	60.0	50.0	63.0	80.0	77.2	54.5
2 to 3 per cent	15.2	14.3	13.5	16.0	18.2	17.4	5.0	12.3	18.2
4 to 5 per cent	8.9	10.7	8.1	12.0	4.5	10.9		7.0	10.9
6 to 10 per cent	5.4		2.7	8.0	13.6	6.5			10.9
11 per cent and above	.9				4.5	1.1			1.8
None	3.6	3.6		4.0	9.1	1.1	15.0	3.5	3.6

TABLE 21.--Board of Education Member.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Board makes policy decisions concerning safety for students.	91.7	100	90.6	84.6	91.7	94.4	77.8	92.6	90.7
Board makes policy decisions on pedestrian safety.	68.5	80.8	71.9	69.2	50.0	70.0	61.1	72.2	64.8
Board makes policy decisions on bicycle safety.	51.9	65.4	50.0	53.8	37.5	54.4	38.9	55.6	48.1
Board makes policy decisions on passenger safety.	76.9	73.1	84.4	84.6	62.5	82.2	50.0	74.1	79.6
Board makes policy decisions concerning safety patrols.	38.0	46.2	46.9	34.6	20.8	40.0	27.8	37.0	38.9
Board makes policy decisions concerning adult crossing guards.	30.6	38.5	43.8	26.9	8.3	34.4	11.1	33.3	27.8
Board makes policy decisions concerning driver education program.	68.5	84.6	75.0	65.4	45.8	81.1	5.6	63.0	74.1
Board makes policy decisions concerning bus transportation for students.	77.8	76.9	81.3	84.6	66.7	86.7	33.3	68.5	87.0

activities. The areas of least involvement by board of education members were those concerning school safety patrols and adult crossing guards. In every instance concerning the formulation of policy decisions in traffic safety education activities, the public school board member was more often involved than the non-public school board member. Approximately 81 per cent of the school board members in public schools made decisions concerning the driver education program as compared to only 5.6 per cent for the school board members in non-public schools.

Training

Data presented in Table 22 indicated that:

1. Slightly less than 60 per cent of the school board members have attended a college or university. Of this number, only .9 per cent took a general safety education course for college credit. A total of 48.1 per cent received preparation in general safety education from sources other than formal college courses while 55.6 per cent indicated they have read a general safety education book. Board of education members from Class A, B, D, non-public, and metropolitan schools indicated they had not taken a general safety education course for college credit.

2. No board of education member had taken a driver education course for college credit; however,

TABLE 22.--Board of Education Member.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Have attended a college or university.	59.3	80.8	56.3	57.7	41.7	58.9	61.1	72.2	46.3
Took a <u>general</u> safety education course for college credit.	.9			3.8		1.1			1.9
Received <u>general</u> safety education from other than formal college courses.	48.1	46.2	46.9	46.2	54.2	44.4	66.7	48.1	48.1
Have read a <u>general</u> safety education book.	55.6	46.2	50.0	53.8	75.0	51.1	77.8	55.6	55.6
Took a driver education course for college credit.	No response								
Have read a driver education textbook.	52.8	57.7	46.9	61.5	45.8	51.1	61.1	64.8	40.7

52.8 per cent indicated they had read a driver education textbook.

Time Involvement

Table 23 indicated slightly more than 70 per cent of the school board members devoted less than one per cent of their time to traffic safety education activities. Board of education members in public schools devoted 68.9 per cent of their time to traffic safety education activities as compared to 83.3 per cent for board of education members in non-public schools.

Head of Driver Education

A scientifically designed study of the heads of driver education and their responsibilities, training, and time involvement provided the data found in this section.

Responsibilities

Data from Table 24 showed that:

1. Eighty per cent of the heads of driver education are in charge of one high school. Heads of driver education in public schools were more often in charge of one high school than were heads of driver education in non-public schools.

2. Approximately 72 per cent of the heads of driver education were teaching driver education at the time of the interview. Of these, 71.1 per cent taught

TABLE 23.--Board of Education Member.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety education.									
Less than 1 per cent	67.6	76.9	56.3	73.1	66.7	66.7	72.2	66.7	68.5
2 to 3 per cent	18.5	11.5	28.1	19.2	12.5	20.0	11.1	18.5	18.5
4 to 5 per cent	8.3	3.8	12.5	3.8	12.5	8.9	5.6	5.6	11.1
6 to 10 per cent	.9	3.8				1.1		1.9	
11 per cent and above	No response								
None	3.7	3.8		3.8	8.3	2.2	11.1	5.6	1.9

TABLE 24.--Head of Driver Education.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Number of high schools for which you are responsible as head of driver education.									
None	1.1		3.7			1.2		2.5	
One	80.0	48.0	96.3	89.5	89.5	83.1	42.9	65.0	92.0
Two	8.9	20.0		5.3	10.5	6.0	42.9	10.0	8.0
Three	4.4	12.0		5.3		3.6	14.3	10.0	
Four	3.3	12.0				3.6		7.5	
Seven	1.1	4.0				1.2		2.5	
Twenty-six	1.1	4.0				1.2		2.5	
Presently teaching driver education.	72.2	68.0	70.4	68.4	84.2	72.3	71.4	67.5	76.0
Teach on a multiple car off-street driving range.	12.2	36.0		10.5		12.0	14.3	20.0	6.0
Teach in a driving simulator.	3.3	4.0	3.7		5.3	2.4	14.3	2.5	4.0

Teach practice driving on the street.	71.1	64.0	70.4	68.4	84.2	71.1	71.4	65.0	76.0
Teach classroom phase of driver education.	70.0	60.0	70.4	68.4	84.2	69.9	71.4	62.5	76.0
Make policy decisions concerning the driver education program.	87.8	92.0	81.5	89.5	89.5	89.2	71.4	85.0	90.0
Make on-the-spot observations of your driver education teachers.	73.3	88.0	51.9	78.9	78.9	74.7	57.1	75.0	72.0
Provide in-service education for driver education teachers.	38.9	72.0	22.2	26.3	31.6	39.8	28.6	47.5	32.0
Responsible for administration and organization of in-service education.	36.7	72.0	18.5	26.3	26.3	37.3	28.6	47.5	28.0
In charge of school patrol for the entire system.	5.6	8.0	3.7	5.3	5.3	6.0		7.5	4.0

on the street driving, 70 per cent taught the classroom phase, 12.2 per cent taught on a multiple car off-street range, and 3.3 per cent were teaching in a driving simulator. Heads of driver education in Class C schools indicated they did not teach in a driving simulator while heads of driver education in Class B and D schools indicated they did not teach on multiple car off-street driving ranges.

3. Heads of driver education in public schools were more often involved in formulating policy for driver education and in making on-the-spot observations of driver education teachers than were the heads of driver education in non-public schools. A higher percentage of the heads of driver education were involved in making policy decisions than were involved in making on-the-spot observation of driver education teachers.

4. Heads of driver education in Class A schools were involved in providing in-service education and being responsible for administration and organization of in-service education to a much greater degree than were the other heads of driver education. Also, the heads of driver education in Class A schools were in charge of the school safety patrol for the school system more often than their contemporaries. Heads of driver education in non-public schools were not in charge of school safety patrol activities for the school system in any degree.

Training

Data in Table 25 revealed that:

1. Approximately 71 per cent of the heads of driver education in non-public schools had experience teaching driver education while 88 per cent of the heads of driver education in public schools had experience teaching driver education.
2. More heads of driver education have read material in the past three years concerning school safety patrol activities than have had specific training for school safety patrol responsibilities. No heads of driver education in Class B or non-public schools have had specific training for school safety patrol activities.
3. Only 28 per cent of the heads of driver education held an undergraduate teaching minor or its equivalency in traffic safety education. More heads of driver education in non-public schools held an undergraduate teaching minor or its equivalency in traffic safety education than did heads of driver education in public schools. However, 14.5 per cent of the heads of driver education in public schools held a Master's degree in or with emphasis in traffic safety education while none of the heads of driver education in non-public schools held a like degree.

TABLE 25.--Head of Driver Education.

Training	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Have driver education teaching experience.	86.7	92.0	81.5	89.5	84.2	88.0	71.4	90.0	84.0
Have training for school safety patrol responsibilities.	4.4	4.0		5.3	10.5	4.8		2.5	6.0
Have read materials in the past 3 years from organizations interested in safety patrols.	6.7	4.0	7.4	5.3	10.5	7.2		2.5	10.0
Have a Master's degree in or with emphasis in driver and traffic safety education.	13.3	32.0	3.7	10.5	5.3	14.5		25.0	4.0
Have an undergraduate teaching minor or the equivalency of a teaching minor in driver and traffic safety education.	27.8	36.0	18.5	26.3	31.6	26.5	42.9	27.5	28.0
As part of preparation for a driver education teacher have taken the following courses for college credit.									

Driver Education I - Basic Course.	86.7	96.0	81.5	84.2	84.2	88.0	71.4	90.0	84.0
Driver Education II - Advanced.	51.1	68.0	44.4	47.4	42.1	51.8	42.9	65.0	40.0
Psychological Factors in Traffic Safety.	30.0	52.0	22.2	21.1	21.1	30.1	28.6	42.5	20.0
Safety Education.	30.0	52.0	25.9	15.8	21.1	30.1	28.6	37.5	24.0
First Aid.	63.3	68.0	63.0	57.9	63.2	65.1	42.9	65.0	62.0
Automobile Mechanics.	21.1	28.0	14.8	21.1	21.1	22.9		17.5	24.0
Alcohol Education.	30.0	32.0	22.2	42.1	26.3	28.9	42.9	30.0	30.0
Innovations in Driver Education.	25.6	44.0	14.8	26.3	15.8	24.1	42.9	40.0	14.0
Traffic Engineering.	16.7	36.0	11.1	10.5	5.3	18.1		25.0	10.0
Traffic Communications.	12.2	28.0	3.7	10.5	5.3	13.3		15.0	10.0
Police and Court Traffic Administration.	13.3	20.0	11.1	10.5	10.5	14.5		17.5	10.0

4. Of the courses required in the state of Michigan for special approval to teach driver education, approximately 86.7 per cent of the heads of driver education had taken the basic driver education course while 51 per cent had taken the advanced course and 30 per cent had taken the course in psychological factors. Heads of driver education in public schools had a higher percentage of involvement in every instance except two, in the courses listed for driver education teacher preparation than did the heads of driver education in non-public schools. The areas of exception were alcohol and innovations in driver education. Data further revealed that the heads of driver education in non-public schools had no involvement whatsoever in automobile mechanics, traffic engineering, traffic communications, and police and court traffic administration.

Time Involvement

Data presented in Table 26 indicated that only 20 per cent of the heads of driver education taught driver education during the regular school day while 52.2 per cent taught driver education on Saturdays, or before or after the regular school day, and 64.4 per cent taught driver education during the summer. About seven per cent of the heads of driver education who taught during the regular school day taught for one hour. Of the heads

TABLE 26.--Head of Driver Education.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Teach driver education during the regular school day.	20.0	32.0	3.7	15.8	31.6	19.3	28.6	22.5	18.0
Hours of regular school day spent teaching driver education.									
One hour	6.7		3.7	5.3	21.1	6.0	14.3	5.0	8.0
Two hours	2.2	4.0			5.3	2.4		2.5	2.0
Three hours	4.4	8.0		5.3	5.3	3.6	14.3	5.0	4.0
Four hours	3.3	8.0		5.3		3.6		2.5	4.0
Five hours	No response								
Six hours	3.3	12.0				3.6		7.5	
Seven hours	No response								
Eight or more hours	No response								
Teach driver education on Saturdays, or before or after the regular school day.	52.2	44.0	55.6	36.8	73.7	51.8	57.1	45.0	58.0
Hours a week spent teaching driver education on Saturdays, or before or after the regular school day.									
0-5 hours	15.6	12.0	18.5	10.5	21.1	15.7	14.3	15.0	16.0
6-10 hours	20.0	24.0	22.2		31.6	19.3	28.6	22.5	18.0
11-15 hours	4.4		3.7	10.5	5.3	4.8			8.0

TABLE 26.--Continued.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
16-20 hours	6.7	4.0		15.8	10.5	6.0	14.3	5.0	8.0
21-25 hours	4.4	4.0	7.4		5.3	4.8		2.5	6.0
26-30 hours	No response								
31-35 hours	No response								
36-40 hours	1.1		3.7			1.2			2.0
Over 40 hours	No response								
Teach driver education in the summer.	64.4	64.0	70.4	57.9	63.2	63.9	71.4	65.0	64.0
Number of weeks spent teaching driver edu- cation during summer.									
Two weeks	1.1				5.3	1.2			2.0
Three weeks	1.1				5.3	1.2			2.0
Four weeks	1.1	4.0				1.2		2.5	
Five weeks	2.2	4.0			5.3	2.4	2.0	2.5	2.0
Six weeks	16.7	24.0	3.7	21.1	21.1	16.9	14.3	17.5	16.0
Seven weeks	2.2		3.7		5.3	2.4			4.0
Eight weeks	16.7	20.0	18.5	15.8	10.5	16.9	14.3	15.0	18.0
Nine weeks	3.3	4.0	7.4			2.4	14.3	7.5	
Ten weeks	15.6	8.0	25.9	21.1	5.3	15.7	14.3	17.5	14.0
Eleven weeks	1.1		3.7			1.2			2.0
Twelve weeks	3.3		7.4		5.3	2.4	14.3	2.5	4.0

TABLE 26.--Continued.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Number of hours a week spent teaching driver education during the summer.									
Five hours	1.1				5.3	1.2			2.0
Six hours	2.2	4.0		5.3		2.4		2.5	2.0
Nine hours	1.1		3.7			1.2		2.5	
Fifteen hours	2.2			5.3	5.3	1.2	14.3	2.5	2.0
Twenty hours	3.3	8.0		5.3		2.4	14.3	7.5	
Twenty-four hours	3.3		3.7		10.5	2.4	14.3		6.0
Thirty hours	13.3	24.0	11.1	5.3	10.5	14.5		17.5	10.0
Thirty-four hours	1.1			5.3		1.2		2.5	
Thirty-five hours	3.3	4.0	7.4			2.4	14.3	5.0	2.0
Thirty-six hours	1.1		3.7			1.2		2.5	
Thirty-eight hours	1.1	4.0				1.2		2.5	
Forty hours	21.1	16.0	25.9	21.1	21.1	21.7	14.3	7.5	32.0
Forty-one hours	1.1		3.7			1.2		2.5	
Forty-four hours	2.2		3.7		5.3	2.4			4.0
Forty-five hours	5.6	4.0	3.7	10.5	5.3	6.0		7.5	4.0
Forty-eight hours	1.1		3.7			1.2		2.5	

of driver education who taught on Saturdays, or before or after the regular school day, 20 per cent taught for six to ten hours a week. During the summer, heads of driver education taught more frequently in the six, eight, and ten week programs.

Head of Safety Education

Data in this section was the result of a scientifically designed sample of the responsibilities, training, and time involvement in traffic safety education of heads of safety education.

Responsibilities

Data from Table 27 indicated that:

1. Seventy-five per cent of the heads of safety education were responsible for one high school while 14.3 per cent of the heads of safety education in non-public schools and 6.9 per cent of the heads of safety education in public schools indicated they were not in charge of any high school. Figures indicated that approximately 56 per cent of the heads of safety education were responsible for one junior high school. Approximately 39 per cent of the heads of safety education were not responsible for any elementary schools.

2. About 86 per cent of the heads of safety education in public schools were involved in making policy decisions concerning student safety as compared to 43 per

TABLE 27.--Head of Safety Education.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
High schools for which you are responsible.									
None	8.3			20.0	11.1	6.9	14.3	6.3	10.0
One	75.0	50.0	100	80.0	77.8	75.9	71.4	62.5	85.0
Two	16.7	50.0			11.1	17.2	14.3	31.3	5.0
Junior high schools for which you are responsible.									
None	27.8	20.0	42.9	30.0	22.2	27.6	28.6	25.0	30.0
One	55.6	30.0	57.1	70.0	66.7	55.2	57.1	43.8	65.0
Two	2.8				11.1		14.3		5.0
Three	5.6	20.0				6.9		12.5	
Four	5.6	20.0				6.9		12.5	
Five	2.8	10.0				3.4		6.3	
Elementary schools for which you are responsible.									
None	38.9	40.0	42.9	30.0	44.4	34.5	57.1	37.5	40.0
One	25.0			60.0	33.3	24.1	28.6	12.5	35.0
Two	2.8		14.3			3.4			5.0
Three	5.6		14.3		11.1	3.4	14.3	6.3	5.0
Five	5.6	10.0	14.3			6.9		6.3	5.0
Eight	2.8	10.0				3.4		6.3	
Eleven	5.6		14.3	10.0		6.9		6.3	5.0
Fifteen	2.8	10.0				3.4		6.3	
Twenty	2.8	10.0				3.4		6.3	
Twenty-six	2.8	10.0				3.4		6.3	
Twenty-eight	2.8	10.0				3.4		6.3	
Twenty-nine	2.8				11.1	3.4			5.0

TABLE 27.--Continued.

Responsibilities	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Make policy decisions concerning safety for students.	77.8	80.0	85.7	60.0	88.9	86.2	42.9	68.8	85.0
Make policy decisions on pedestrian safety.	61.1	60.0	42.9	60.0	77.8	69.0	28.6	43.8	75.0
Make policy decisions on bicycle safety.	50.0	50.0	28.6	40.0	77.8	55.2	28.6	37.5	60.0
Make policy decisions on passenger safety.	66.7	50.0	71.4	60.0	88.9	72.4	42.9	50.0	80.0
Responsible for school safety patrol.	19.4	10.0	14.3	30.0	22.2	17.2	28.6	18.8	20.0
Make policy decisions concerning school safety patrol.	13.9	10.0	14.3	10.0	22.2	17.2		6.3	20.0
Conduct training sessions for the school safety patrol.	16.7		14.3	30.0	22.2	13.8	28.6	12.5	20.0
Make on-the-spot observations of the school safety patrol.	13.9	10.0	14.3	20.0	11.1	10.3	28.6	18.8	10.0
Make policy decisions concerning adult crossing guards.	8.3	10.0	14.3		11.1	6.9	14.3	12.5	5.0

TABLE 27.--Continued.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Conduct training sessions for the adult crossing guards.	11.1	20.0	14.3		11.1	10.3	14.3	18.8	5.0
Make on-the-spot observations of the adult crossing guards.	22.2	20.0	28.6		44.4	20.7	28.6	18.8	25.0
Traffic safety education taught in all elementary grades of the school system.	72.2	70.0	85.7	80.0	55.6	72.4	71.4	75.0	70.0
Responsible for the traffic safety education in the elementary grades.	30.6	50.0	28.6	20.0	22.2	31.0	28.6	43.8	20.0
Provide a planned, coordinated, curriculum for elementary grades.	13.9	20.0	28.6	10.0		13.8	14.3	18.8	10.0
Available as a resource person for elementary school teachers.	25.0	40.0	28.6	10.0	22.2	27.6	14.3	31.3	20.0
Teach traffic safety in the elementary grades.	8.3	10.0	14.3		11.1	6.9	14.3	6.3	10.0

TABLE 27.--Continued.

Responsibilities	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Make on-the-spot observations of the teaching of traffic safety education in the elementary grades.	13.9	20.0	14.3	10.0	11.1	10.3	28.6	18.8	10.0
Traffic safety education taught in all junior high school grades in the school system.	44.4	50.0	57.1	40.0	33.3	41.4	57.1	56.3	35.0
Responsible for the traffic safety education in the junior high schools.	41.7	30.0	28.6	60.0	44.4	37.9	57.1	37.5	45.0
Provide a planned, coordinated, curriculum for the junior high school.	13.9	20.0		20.0	11.1	6.9	42.9	25.0	5.0
Available as a resource person for junior high teachers.	33.3	20.0	28.6	50.0	33.3	27.6	57.1	25.0	40.0
Teach traffic safety in the junior high school grades.	8.3			10.0	22.2		42.9	6.3	10.0
Make on-the-spot observations of the teaching of traffic safety education in the junior high grades.	11.1	20.0		10.0	11.1	6.9	28.6	18.8	5.0

TABLE 27.--Continued.

Responsibilities	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Traffic safety education taught in all high school grades of the school system.	30.6	50.0	14.3	10.0	44.4	31.0	28.6	31.3	30.0
Responsible for the traffic safety education in the high school grades.	58.3	50.0	71.4	60.0	55.6	62.1	42.9	43.8	70.0
Provide a planned, coordinated, curriculum for the high school grades.	8.3	20.0			11.1	6.9	14.3	12.5	5.0
Available as a resource person for high school teachers.	50.0	30.0	71.4	50.0	55.6	55.2	28.6	25.0	70.0
Teach traffic safety in the high school grades.	13.9	20.0	14.3	10.0	11.1	13.8	14.3	12.5	15.0
Make on-the-spot observations of the teaching of traffic safety education in the high school grades.	25.0	40.0	28.6	10.0	22.2	27.6	14.3	25.0	25.0
Sponsor student organizations concerned with safety in school.	22.2	20.0	42.9	20.0	11.1	20.7	28.6	31.3	15.0
Member of <u>system-wide</u> or school safety committee.	38.9	50.0	42.9	10.0	55.6	37.9	42.9	50.0	30.0

cent of the heads of safety education in non-public schools. Also, heads of safety education in non-metropolitan schools had a higher percentage of involvement in this area than did heads of safety education in metropolitan schools. Heads of safety education in public and non-metropolitan schools had a higher percentage of involvement in the formulation of policy concerning pedestrian, bicycle, and passenger safety than did the heads of safety education in non-public and metropolitan schools.

3. Approximately 14 per cent of the heads of safety education were involved in policy making decisions concerning school safety patrols. However, heads of safety education in non-public schools were not involved in any degree in making policy decisions concerning school safety patrols. Heads of safety education in non-public schools did, however, have a higher percentage of involvement in conducting training sessions and making on-the-spot observations of the school safety patrol than did the heads of safety education in public schools. Heads of safety education in Class A schools were not involved in conducting training sessions for the school safety patrol.

4. Heads of safety education in non-public schools indicated a higher percentage of involvement in making policy decisions concerning adult crossing guards,

conducting training sessions, and making on-the-spot observations of adult crossing guards than did heads of safety education in public schools. Heads of safety education in Class C schools indicated no degree of involvement in the aforementioned areas concerning adult crossing guards.

5. Slightly more than 30 per cent of the heads of safety education were responsible for traffic safety education in the elementary grades and of these 13.9 per cent provided a planned, coordinated, curriculum for elementary grades. Heads of safety education in Class D schools did not, however, provide a planned, coordinated, curriculum for the elementary grades. Figures further indicated that 8.3 per cent of the heads of safety education taught traffic safety education in the elementary grades while 25 per cent of the heads of safety education were available as a resource person for elementary school teachers. Approximately 14 per cent of the heads of safety education made on-the-spot observations of the teaching of traffic safety education in the elementary grades.

6. About 42 per cent of the heads of safety education were responsible for traffic safety education in the junior high school and of those, 13.9 per cent provided a planned, coordinated, curriculum. Approximately eight per cent of the heads of safety education taught

traffic safety education in the junior high grades while 33 per cent of the heads of safety education were available as a resource person for junior high school teachers. Figures further indicated that 11.1 per cent of the heads of safety education made on-the-spot observations of the teaching of traffic safety education in the junior high school grades. Heads of safety education in non-public schools were involved in a greater degree in making on-the-spot observations of both elementary and junior high schools than were the heads of safety education in public schools.

7. The total figure of 58.3 per cent of the heads of safety education, who were responsible for the traffic safety education in the high school grades, was larger than the like figures for either elementary or junior high schools. Approximately eight per cent of the heads of safety education provided a planned, coordinated, curriculum for the high school grades as compared to 13.9 per cent for both the elementary and junior high school grades. However, involvement was greater for the heads of safety education in being available as a resource person, teaching traffic safety, and making on-the-spot observations of the teaching of traffic safety at the high school level than for either the elementary or junior high school levels. Slightly more than 72 per cent of the heads of safety

education indicated that traffic safety education was taught in all elementary grades of the school system, 44.4 per cent indicated it was taught in all junior high grades, and 30.7 per cent indicated it was taught in all high school grades.

8. Less than 25 per cent of the heads of safety education sponsored student safety organizations while nearly 39 per cent were members of system-wide or school safety committees.

Training

Table 28 revealed that:

1. Approximately 92 per cent of the heads of safety education had teaching experience. Slightly more than 93 per cent of the heads of safety education in public schools had teaching experience as compared to 85.7 per cent of the heads of safety education in non-public schools. A figure of 8.3 per cent of the heads of safety education have had specific training for school safety patrol responsibilities; however, heads of safety education in Class D schools had no specific training in school safety patrol responsibilities. More heads of safety education in non-public and metropolitan schools had training relating to school safety patrols than did heads of safety education in public and non-metropolitan schools. A larger percentage of the heads of safety education had read material in the

TABLE 28.--Head of Safety Education.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Have teaching experience.	91.7	100	100	80.0	88.9	93.1	85.7	93.8	90.0
Have training for school safety patrol responsi- bilities.	8.3	10.0	14.3	10.0		6.9	14.3	12.5	5.0
Have read materials in the past 3 years from organ- izations interested in safety patrols.	19.4	10.0	14.3	30.0	22.2	17.2	28.6	18.8	20.0
Have a Doctor's degree in safety education.	2.8			10.0			14.3	6.3	
Have a Master's degree in safety education.	8.3	20.0			11.1	10.3		12.5	5.0
Have undergraduate teaching minor in safety education.	5.6	10.0		10.0		6.9		12.5	
Have taken a course in organization and admin- istration of safety educa- tion for college credit.	16.7	30.0	14.3	10.0	11.1	20.7		18.8	15.0
Took a <u>general</u> safety education course for college credit.	41.7	50.0	42.9	20.0	55.6	44.8	28.6	37.5	45.0

Received general safety
education from other
than formal college
courses.

77.8 80.0 71.4 80.0 77.8 75.9 85.7 81.3 75.0

Have read a general safety
education book.

75.0 80.0 85.7 80.0 55.6 75.9 71.4 81.3 70.0

past three years concerning school safety patrol activities than had specific training in school safety patrol activities. Slightly more than 41 per cent of the heads of safety education took a general safety education course for college credit while 77.8 per cent received preparation in general safety education from sources other than formal college courses.

2. Data indicated that about three per cent of the heads of safety education had a Doctor's degree in safety education, 8.3 per cent had a Master's degree in safety education, and 5.6 per cent had an undergraduate teaching minor in safety education. Data further indicated that 14.3 per cent of the heads of safety education in non-public schools had a Doctor's degree in safety education while none of the heads of safety education in public schools held the same degree. Approximately ten per cent of the heads of safety education in public schools had a Master's degree in safety education while none of the heads of safety education in non-public schools held a Master's degree in safety education.

3. No heads of safety education in non-public schools have taken a course in the organization and administration of safety education as compared to a figure of 20.7 per cent for the heads of safety education in public schools. In a comparison of the heads of safety education who received preparation in

general safety education from sources other than formal college courses, and those who had read a general safety education book, the data varied, but not considerably.

Time Involvement

Table 29 showed that:

1. Slightly more than one-third of the heads of safety education devoted less than one per cent of their time to traffic safety activities while 5.6 per cent devoted 26 to 50 per cent of their time to traffic safety activities.

2. Approximately 86 per cent of the heads of safety education in non-public schools indicated they were presently teaching as opposed to 27.6 per cent of the heads of safety education in public schools. Figures further indicated that 8.3 per cent of the heads of safety education devoted one hour a day to teaching, and 2.8 per cent devoted eight hours a day to teaching.

Head of School Bus Operations

Attention in this section was directed upon data received from a scientifically designed sample of heads of school bus operations and their responsibilities, training, and time involvement in traffic safety education.

TABLE 29.--Head of Safety Education.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety activities.									
Less than 1 per cent	33.3	40.0	28.6	30.0	33.3	34.5	28.6	37.5	30.0
2 to 3 per cent	30.6		42.9	50.0	33.3	31.0	28.6	12.5	45.0
4 to 5 per cent	13.9		14.3	20.0	22.2	10.3	28.6	6.3	20.0
6 to 10 per cent	5.6	20.0				6.9		12.5	
11 to 25 per cent	11.1	20.0	14.3		11.1	10.3	14.3	18.8	5.0
26 to 50 per cent	5.6	20.0				6.9		12.5	
51 to 75 per cent	No response								
76 to 99 per cent	No response								
100 per cent	No response								
Presently teaching.	38.9	20.0	14.3	40.0	77.8	27.6	85.7	31.3	45.0
Hours a day spent teaching.									
One hour	8.3				33.3	6.9	14.3		15.0
Two hours	2.8				11.1	3.4			5.0
Three hours	5.6				22.2	3.4	14.3		10.0
Four hours	5.6	10.0		10.0		3.4	14.3	12.5	
Five hours	No response								
Six hours	8.3		14.3	20.0		3.4	28.6	12.5	5.0
Seven hours	No response								
Eight hours	5.6			10.0	11.1	3.4	14.3		10.0
Over eight hours	2.8	10.0				3.4		6.3	

Responsibilities

From Table 30 data indicated:

1. Of the heads of school bus operations in non-public schools, 41.7 per cent drove a school bus in addition to their responsibilities as opposed to 25.3 per cent for the heads of school bus operations in public schools.

2. The heads of school bus operations for Class B, C, D, and non-public schools were not involved, whatsoever, in making policy decisions concerning school bus operations, hiring school bus driver, planning routes and schedules, or making on-the-spot observations of school bus drivers. However, in working with teachers and administrators, keeping transportation records, being available to assist in investigation or making accident reports, and being responsible for maintenance of the bus fleet, the percentage of involvement was very high, in several instances 100 per cent.

3. Approximately 71 per cent of the heads of school bus operations provided pre-service training for bus drivers while the like figure for in-service training was 56.8 per cent. Heads of school bus operations in public schools were more often involved in providing pre-service and in-service training for school bus drivers than were heads of school bus operations in non-public schools.

TABLE 30.--Head of School Bus Operations.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Drive a bus in addition to duties as head of school bus operations.	27.4	21.1	24.1	36.0	27.3	25.3	41.7	28.2	26.8
Make policy decisions concerning school bus operations.	3.2	15.8				3.6		5.1	1.8
Hire school bus drivers.	1.1	5.3				1.2			1.8
Plan routes and schedules.	2.1	10.5				2.4		2.6	1.8
Make on-the-spot observations of school bus drivers.	3.2	15.8				3.6		5.1	1.8
Work with teachers and administrators to improve bus operations.	98.9	100	100	96.0	100	98.8	100	100	98.2
Keep school transportation records.	88.4	94.7	75.9	96.0	90.9	91.6	66.7	84.6	91.1
Available to assist in investigating or making accident reports.	98.9	94.7	100	100	100	98.8	100	97.4	100
Responsible for maintenance of school bus fleet.	84.2	78.9	86.2	84.0	86.4	84.3	83.3	76.9	89.3

Provide pre-service
training for school bus
drivers.

70.5 89.5 58.6 76.0 63.6 72.3 58.3 79.5 64.3

Provide in-service
training for school bus
drivers.

56.8 73.7 55.2 64.0 36.4 59.0 41.7 56.4 57.1

Training

Table 31 revealed that:

1. Fifty per cent of the heads of school bus operations in non-public schools had attended school bus driver education classes conducted by the State Universities of Michigan compared to 78.3 per cent for the heads of school bus operations in public schools.
2. About 46 per cent of the heads of school bus operations indicated they had taken the Basic Red Cross Course and 13.7 per cent the Advanced Red Cross Course. Involvement in both Basic and Advanced Red Cross training was greater for the heads of school bus operations in public and metropolitan schools than for heads of school bus operations in non-public and non-metropolitan schools.
3. Less than 25 per cent of the heads of school bus operations had taken the National Safety Council's Driver Improvement or Defensive Driving Course.
4. Slightly more than two-thirds of the heads of school bus operations in public schools have attended a college or university. Of this number, 16.8 per cent took a general safety education course for college credit while 20 per cent took a driver education course for credit and 82.1 per cent had read a driver education textbook. Percentages in the aforementioned areas for the heads of school bus operations in non-public schools

TABLE 31.--Head of School Bus Operations.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Have attended school bus driver education classes conducted by the State Universities of Michigan.	74.7	78.9	75.9	76.0	68.2	78.3	50.0	66.7	80.4
Have taken <u>basic</u> Red Cross First Aid course.	46.3	57.9	37.9	44.0	50.0	47.0	41.7	53.8	41.1
Have taken advanced Red Course First Aid course.	13.7	15.8	6.9	20.0	13.6	14.5	8.3	20.5	8.9
Have taken National Safety Council's Driver Improvement or Defensive Driving Course.	23.2	26.3	31.0	12.0	22.7	21.7	33.3	25.6	21.4
Have attended a college or university.	68.4	68.4	65.5	60.0	81.8	68.7	66.7	64.1	71.4
Took a <u>general</u> safety education course for college credit while in college.	16.8	10.5	10.3	20.0	27.3	16.9	16.7	15.4	17.9
Took a driver education course for college credit while in college.	20.0	5.3	10.3	24.0	40.9	19.3	25.0	12.8	25.0
Have read a driver education textbook.	82.1	68.4	79.3	84.0	95.5	81.9	83.3	74.4	87.5

compare favorably to those of the heads of school bus operations in public schools.

Time Involvement

Table 32 indicated that data for the number of hours per day spent as head of school bus operations was widely distributed with the largest percentage for the one hour time category. However, approximately 30 per cent of the heads of school bus operations spent eight or more hours per day as head of school bus operations while 63.2 per cent of the heads of school bus operations in Class A schools spent eight or more hours a day as head of school bus operations.

High School Teacher

Data in this section resulted from a scientifically designed sample of high school teachers to determine their responsibilities, training, and time involvement in traffic safety education.

Responsibilities

Table 33 showed that:

1. Less than four per cent of the high school teachers were required to teach traffic safety education in their grade. No high school teachers in Class D or non-public schools were required to teach traffic safety education. However, 21 per cent of the high school teachers did teach traffic safety education, 14 per cent

TABLE 32.--Head of School Bus Operations.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Number of hours per day spent as head of school bus operations.									
Zero hours	8.4	5.3	6.9	8.0	13.6	3.6	41.7	10.3	7.1
One hour	31.6	5.3	34.5	40.0	40.9	32.5	25.0	23.1	37.5
Two hours	10.5	5.3	10.3	8.0	18.2	12.0		5.1	14.3
Three hours	4.2		6.9	8.0		4.8		10.3	
Four hours	8.4	10.5	17.2	4.0		9.6		7.7	8.9
Five hours	4.2	10.5		4.0	4.5	4.8		2.6	5.4
Six hours	1.1		3.4			1.2		2.6	
Seven hours	2.1		3.4	4.0		2.4		2.6	1.8
Eight hours	21.1	42.1	13.8	16.0	18.2	20.5	25.0	28.2	16.1
Nine or more	8.4	21.1	3.4	8.0	4.5	8.4	8.3	7.7	8.9

TABLE 33.--High School Teacher.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Required to teach traffic safety education in your grade.	3.9	4.8	3.2	3.5		4.4		1.2	9.6
Teach traffic safety education.	21.0	26.4	13.0	18.3	12.9	22.6	7.7	22.8	17.1
Teach pedestrian safety.	11.8	17.6	5.0	5.7	2.8	12.6	4.7	11.0	13.4
Teach bicycle safety.	4.0	4.2	2.3	6.9	2.8	4.3	1.8	4.3	3.3
Teach passenger safety.	13.8	16.7	9.7	11.7	10.7	14.6	7.7	13.2	15.2
In charge of the school safety patrol for the building.	No response								
Sponsor student organizations concerned with safety in school.	5.2	2.8	4.7	15.0	5.4	5.5	3.0	5.0	5.7
Member of <u>system-wide</u> or school safety committee.	6.6	9.2	2.7	5.1	4.1	6.8	5.5	6.0	8.0

taught passenger safety, 12 per cent taught pedestrian safety, and four per cent taught bicycle safety. Data in Table 8 revealed that 3.8 per cent of the high school teachers had a safety resource person to whom they could turn for assistance. However, no senior high school teacher sought assistance from the resource person "very often," 2.6 per cent indicated "fairly often," 1.7 per cent "not very often," and 10.8 per cent "hardly ever." Table 8 further revealed that 3.8 per cent of the high school teachers were provided with a planned, coordinated, traffic safety curriculum while 3.8 per cent followed the curriculum closely.

2. High school teachers were not involved with school building safety patrols.

3. Few high school teachers were involved in sponsoring student safety organizations or were members of system-wide or school safety committees. Teachers in Class C schools were, however, more involved in the former and Class A teachers in the latter.

Training

Data from Table 34 revealed that:

1. About 60 per cent of the high school teachers received preparation in general safety education from sources other than formal college courses as compared to 22.5 per cent who had taken general safety education courses for college credit. Approximately 70 per cent

TABLE 34.--High School Teacher.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	22.5	29.6	12.5	20.9	6.9	23.3	15.9	25.5	16.3
Received <u>general</u> safety education from other than formal college courses.	60.4	68.2	44.1	57.7	63.4	59.1	70.7	60.9	59.3
Have read a <u>general</u> safety education book.	64.1	67.3	51.1	69.8	72.9	63.7	67.1	59.0	74.8
Have training for school safety patrol responsibilities.	No response								
Have read materials in the past 3 years from organizations interested in safety patrols.	No response								

of the high school teachers in non-public schools received preparation in general safety education from sources other than formal college courses as opposed to 59.1 per cent for the high school teachers in public schools. Slightly more than 64 per cent of the high school teachers had read a general safety education book.

2. High school teachers indicated they did not have safety patrol training and had not read any material from organizations concerned with school safety patrols in the past three years.

Time Involvement

Table 35 revealed that 90.2 per cent of the high school teachers devoted less than one per cent of their time to traffic safety education.

Driver Education Teacher

Data in this section was made available through a sample scientifically designed to determine the responsibilities, training, and time involvement of driver education teachers in traffic safety education.

Responsibilities

Data from Table 36 revealed that:

1. Driver education teachers were more often found to be in charge of the school safety patrol for the school system than for the school building safety patrol; however, involvement in each of these areas

TABLE 35.--High School Teacher.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety activities.									
Less than 1 per cent	70.2	69.4	67.9	75.6	73.2	68.6	82.7	72.4	65.5
2 to 3 per cent	5.0	8.7			4.1	5.3	2.6	7.3	
4 to 5 per cent	1.1		2.3	3.7		1.2		.8	1.7
6 to 10 per cent	.5			3.5		.6			1.6
11 per cent and above	3.3	4.8	2.7			3.7			10.1
None	20.0	17.1	27.1	17.2	22.7	20.6	14.6	19.5	21.1

TABLE 36.--Driver Education Teacher.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
In charge of school safety patrol for the entire school system.	3.3	4.5	3.3			3.4		5.2	
In charge of school safety patrol in building.	1.4		3.3		10.3	1.4			3.9
Sponsor student organizations concerned with safety in school.	8.1	11.1	2.7	4.5	9.9	8.3		8.4	7.6
Member of <u>system-wide</u> or school safety committee.	8.6	4.5	15.5	12.4	11.6	8.8		6.7	12.1
Teach on a multiple car off-street driving range.	33.3	44.6	23.0	18.8		33.6	20.5	38.6	23.9
Teach in a driving simulator.	5.1	9.0				5.2		8.0	
Teach practice driving on the street.	91.0	84.4	100	100	97.0	90.8	100	86.2	99.5
Teach classroom phase of driver education.	86.8	86.0	84.1	89.5	100	86.6	100	88.1	84.6

was less than four per cent. Driver education teachers were only slightly more involved in system-wide or school safety committee membership than in sponsoring student safety organizations. Involvement in each of these areas was less than ten per cent.

2. Ninety-one per cent of the driver education teachers taught practice driving on the street, 86 per cent taught the classroom phase, 33.3 per cent taught on a multiple car off-street driving range, and 5.1 per cent were involved in teaching in a driving simulator. Involvement in off-street driving ranges and driving simulators was, for the most part, limited to the larger school systems.

Training

Table 37 pointed out that:

1. Approximately 28 per cent of the driver education teachers in metropolitan schools had a Master's degree in or with emphasis in traffic safety education as compared to less than two per cent for the driver education teachers in non-metropolitan schools. It is interesting to note that 79.7 per cent of the driver education teachers in non-metropolitan schools had an undergraduate teaching minor or its equivalency in driver and traffic safety education as compared to 49 per cent for the driver education teachers in metropolitan schools. These figures are greater than the

TABLE 37.--Driver Education Teacher.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Have a Master's degree in or with emphasis in driver and traffic safety edu- cation.	18.5	24.5	12.2	8.9	8.2	18.5	20.5	28.1	1.4
Have an undergraduate teaching minor or the equivalency of a teaching minor in driver and traffic safety education.	60.0	53.3	66.0	77.6	59.7	60.3	43.8	49.0	79.7
As part of preparation for a driver education teacher have taken the following courses for college credit.									
Driver Education I - Basic Course	99.5	100	100	100	92.3	99.5	100	100	98.7
Driver Education II - Advanced	60.0	69.1	51.1	41.4	49.8	60.0	56.2	66.3	48.7
Psychological Factors in Traffic Safety.	37.2	43.2	41.3	12.8	19.3	37.4	30.1	44.7	23.8
Safety Education	36.1	44.8	24.2	23.4	30.0	36.4	20.5	48.2	14.6
First Aid	61.3	63.3	53.8	68.7	54.5	61.9	30.1	64.0	56.4
Automobile Mechanics	19.7	18.6	17.7	23.4	30.9	19.7	21.9	20.2	18.9

Alcohol Education	29.1	26.6	34.6	34.3	19.7	29.1	30.1	32.8	22.6
Innovations in Driver Education	15.6	17.3	12.0	16.4	12.4	15.1	43.8	14.8	17.2
Traffic Engineering	20.2	23.4	20.8	8.9	13.7	20.2	20.5	28.6	5.3
Traffic Communications	13.1	16.5	10.3	6.0	7.7	13.4		18.6	3.3
Police and Court Traffic Administration	13.4	18.6	4.0	8.9	11.2	13.3	20.5	19.9	1.9
Have read materials in the past 3 years from organizations interested in safety patrols.	1.4		3.3		10.3	1.4			3.9
Have training for school safety patrol responsibilities.	1.1		3.3		5.6	1.1			3.1

corresponding figures for heads of driver education as shown in Table 25.

2. Data revealed that 7.7 per cent of the driver education teachers in Class D schools had not taken the basic course in driver education. These driver education teachers were in public, non-metropolitan, school systems. Of the courses required in the State of Michigan for special approval to teach driver education, 99.5 per cent had taken the basic course, 60 per cent had taken the advanced, and 37.2 per cent had taken the course in psychological factors.

3. Driver education teachers indicated they had very little training for school safety patrol responsibilities nor had they had much involvement in reading materials related to school safety patrols.

Time Involvement

Data gleaned from Table 38 revealed that only 36.6 per cent of the driver education teachers taught driver education during the regular school day while 69.1 per cent taught driver education on Saturdays, or before or after the regular school day, and 84.8 per cent taught driver education during the summer. About 15 per cent of the driver education teachers who taught during the regular school day taught for six hours. Of the driver education teachers who taught on Saturdays, or before or after the regular school day, 22.4 per cent taught no

TABLE 38.--Driver Education Teacher.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Teach driver education during the regular school day.	36.6	51.0	5.9	31.3	32.6	36.4	43.8	37.4	35.2
Hours of regular school day spent teaching driver education.									
One hour	7.8	10.8		6.0	13.7	7.9		6.2	10.6
Two hours	5.3	2.7	2.1	18.8	11.6	5.4			14.7
Three hours	.9			3.6	7.3	.5	23.3	.8	1.2
Four hours	5.0	8.8				5.1		4.3	6.1
Five hours	2.9	2.9	3.8	2.8		2.6	20.5	3.2	2.5
Six hours	14.7	25.9				15.0		22.9	
Teach driver education on Saturdays, or before or after the regular school day.	69.1	78.7	47.9	57.8	88.0	69.0	76.7	69.7	68.0
Hours a week spent teaching driver education on Saturdays, or before or after the regular school day.									
0- 5 hours	22.4	24.2	18.9	11.5	44.2	22.0	43.8	15.7	34.3
6-10 hours	16.2	19.6	16.3	4.0	10.7	16.5		18.5	12.0
11-15 hours	16.0	19.1	7.0	19.6	14.2	15.9	20.5	18.9	10.9
16-20 hours	13.3	15.8	2.8	22.8	8.6	13.3	12.3	16.6	7.2

TABLE 38.--Continued.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
21-25 hours	1.0		2.9		5.2	1.0			2.8
26-30 hours	.3				5.2	.3			.9
Teach driver education in the summer.	84.8	80.0	93.5	95.5	71.2	84.5	100	81.3	91.0
Number of weeks spent teaching driver edu- cation during summer.									
Zero weeks	15.0	20.0	6.5	4.5	25.8	15.3		18.7	8.5
Two weeks	.3				5.2	.3			.9
Three weeks	.3				5.6	.3			.9
Four weeks	6.1	10.8				6.3		9.6	
Five weeks	4.2	7.5				4.3		6.6	
Six weeks	16.7	16.9	20.2	8.9	18.9	16.6	20.5	17.2	15.8
Seven weeks	3.4		4.3	14.3	6.9	3.4			9.4
Eight weeks	20.5	20.4	17.6	27.1	18.5	20.0	46.6	13.7	32.7
Nine weeks	11.3	9.8	18.0	8.5	6.0	11.6		12.5	9.3
Ten weeks	16.6	11.0	24.6	27.7	13.3	16.3	32.9	16.6	16.6
Eleven weeks	1.2			9.0		1.3		.9	1.9
Twelve weeks	1.3		5.6			1.4		1.0	1.9
Fourteen weeks	.8		3.3			.8			2.1
Twenty weeks	2.1	3.6				2.1		3.2	

TABLE 38.--Continued.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Number of hours a week spent teaching driver education during the summer.									
Zero hours	15.3	20.0	6.5	4.5	29.6	15.3	12.3	18.7	9.1
Four hours	2.2	3.9				2.2			6.1
Seven hours	1.3		2.8	4.5		1.3			3.6
Ten hours	2.4		7.4	4.9		2.5		2.7	1.9
Fifteen hours	1.8		3.8	3.6	7.3	1.4	23.3	2.2	1.2
Twenty hours	4.6	6.4		5.5	3.9	4.5	12.3	5.7	2.7
Twenty-three hours	.4				6.9	.4			1.1
Twenty-four hours	3.7	6.5				3.8		5.7	
Twenty-five hours	.3				4.7	.3			.8
Twenty-six hours	1.1		4.7			1.1			3.1
Thirty hours	26.2	40.0	8.9	5.1	12.0	26.7		31.9	16.2
Thirty-three hours	.4				6.0	.4			1.0
Thirty-four hours	.2				3.0	.2			.5
Thirty-five hours	5.0	2.5	12.8	4.1		5.1		3.1	8.4
Thirty-six hours	.7		2.8			.7			1.9
Thirty-nine hours	1.5		6.4			1.5			4.2
Forty hours	23.4	17.2	30.1	39.0	21.0	23.7	9.6	19.9	29.7
Forty-five hours	3.6		7.7	12.8		3.6		4.1	2.6
Forty-eight hours	1.4		2.8	3.0	5.6	1.0	21.9	1.0	2.1
Fifty hours	4.2	3.6	3.4	10.2		4.3		4.5	3.9

more than five hours a week. Summer programs in which driver education teachers were more frequently involved were the eight, six, and ten week programs. More driver education teachers taught for thirty hours a week during the summer than for any other time category listed.

Junior High School Principal

Attention in this section was focused upon the responsibilities, training, and time involvement of junior high school principals in traffic safety education determined by a scientifically designed sample.

Responsibilities

Data in Table 39 revealed that:

1. A greater percentage of the junior high school principals in Class C schools were involved in policy decision making concerning pedestrian safety and passenger safety than any of their contemporaries. However, junior high school principals in Class B schools were involved to a greater degree in decision making on bicycle safety. With the exception of the junior high school principals in public schools being involved more often in policy decision making on bicycle safety, the junior high school principals in non-public schools had a greater percentage of involvement in decision making concerning pedestrian safety, and passenger safety. In all instances of policy making

TABLE 39.--Junior High School Principal.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Make policy decisions concerning safety for students.	88.1	87.0	89.8	93.2	80.6	88.8	89.5	87.6	89.1
Make policy decisions on pedestrian safety.	69.2	66.9	66.7	88.8	61.7	69.1	70.9	67.2	73.4
Make policy decisions on bicycle safety.	63.2	59.8	73.0	69.7	42.8	63.5	59.1	56.9	76.3
Make policy decisions on passenger safety.	47.8	42.1	46.7	68.6	67.1	47.6	51.1	44.3	55.2
In charge of school safety patrol for building.	.7			3.4	5.9	.3	6.8		2.3
Teaching of traffic safety education required by school system in all grades for which you are responsible.	19.9	19.6	24.4	19.1	5.4	20.1	17.7	18.0	23.9
Require traffic safety education to be taught in grades for which you are responsible.	7.9	9.2	4.4	8.9	7.7	8.0	6.8	4.7	14.6

Require pedestrian safety to be taught.	2.6	2.7		8.9		2.4	6.8	2.3	3.3
Require bicycle safety to be taught.	3.3	2.7	2.8	8.9		2.4	18.1	3.3	3.3
Require passenger safety to be taught.	1.1			8.9		.7	6.8		3.3
Supervise traffic safety education.	4.7	5.5	4.4	3.4		4.5	6.8	4.7	4.5

decisions concerning the aforementioned areas, the junior high school principals in non-metropolitan schools indicated a higher percentage of involvement than did the junior high school principals in metropolitan schools.

2. Less than one per cent of the junior high school principals were in charge of the school building safety patrol.

3. Only about eight per cent of the junior high school principals required traffic safety education to be taught in all grades for which they were responsible while 19.9 per cent indicated the school system required traffic safety education to be taught in all grades for which they were responsible. With but one exception, the percentage of junior high school principals in each classification who required pedestrian, bicycle, and passenger safety to be taught was the same or less than the percentage of junior high school principals in each classification who required traffic safety education be taught in all grades for which they were responsible. The lone exception was the percentage of junior high school principals in non-public schools who required that bicycle safety be taught. Junior high school principals in Class D schools did not require pedestrian, bicycle, or passenger safety to be taught. Junior high school principals in non-public schools more often required pedestrian, bicycle, and passenger safety to

be taught than did the junior high school principals in public schools. Approximately 18 per cent of the junior high school principals in non-public schools required bicycle safety to be taught as opposed to about two per cent of the junior high school principals in public schools.

4. Supervision of traffic safety education by junior high school principals was less than five per cent. Junior high school principals in Class D schools did not perform any supervision whatsoever in traffic safety education.

Training

Data in Table 40 revealed that:

1. Approximately 24 per cent of the junior high school principals had taken a general safety education course for college credit. Data further revealed that junior high school principals in non-public schools had not taken a general safety education course for college credit. Fewer junior high school principals in non-public schools received preparation in general safety education from sources other than formal college courses than did other junior high school principals.

2. Junior high school principals reported they had no training for school safety patrol responsibilities. Less than one per cent of the junior high school princi-

TABLE 40.--Junior High School Principal.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	24.4	26.7	22.5	20.6	16.2	25.9		24.7	23.7
Received <u>general</u> safety education from other than formal college courses.	72.1	78.5	60.2	75.6	50.5	74.5	35.4	73.5	69.2
Have read a <u>general</u> safety education book.	75.4	84.2	64.8	57.2	68.5	76.6	57.0	76.8	72.3
Have training for school safety patrol responsibilities.	No response								
Have read materials in the past 3 years from organizations interested in safety patrols.	.7			3.4	5.9	.3	6.8		2.3

pals had read materials in the past three years from organizations interested in school safety patrols.

Time Involvement

Information gleaned from Table 41 indicated that approximately two-thirds of the junior high school principals devoted less than one per cent of their time to traffic safety activities.

Junior High School Teacher

Data in this section was provided by means of a scientifically designed sample. The area of concern was the responsibilities, training, and time involvement of junior high school teachers in traffic safety education.

Responsibilities

Data from Table 42 indicated that:

1. Very few, less than one per cent, of the junior high school teachers were required to teach traffic safety education in their grade. However, 19.9 per cent of the junior high school teachers did teach traffic safety, 17.1 per cent taught pedestrian safety, 11.4 per cent taught bicycle safety, and 8.7 per cent taught passenger safety. Junior high school teachers in public schools were more often involved in the teaching of pedestrian and bicycle safety than were junior high school teachers in non-public schools; however, junior high school teachers in

TABLE 41.--Junior High School Principal.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety education.									
Less than 1 per cent	66.9	67.3	63.4	68.2	75.7	67.0	65.0	71.7	57.0
2 to 3 per cent	23.4	25.2	25.0	13.8	17.1	23.0	28.3	20.7	28.8
4 to 5 per cent	6.2	4.7	8.6	11.4		6.6		5.1	8.3
6 to 10 per cent	1.9	2.8			5.4	2.1		2.4	.9
11 per cent and above	.4			3.4			6.8		1.3
None	.8		3.0		1.8	.9			2.6

TABLE 42.--Junior High School Teacher.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Required to teach traffic safety education in your grade.	.7			3.1	3.0		9.0	.7	.6
Teach traffic safety education.	19.9	13.8	31.7	18.5	32.5	20.4	13.6	16.2	27.6
Teach pedestrian safety.	17.1	13.8	25.6	10.8	29.9	17.4	13.6	15.4	20.7
Teach bicycle safety.	11.4	5.4	22.0	10.8	25.0	11.5	10.3	6.4	21.9
Teach passenger safety.	8.7	2.0	18.3	10.8	26.1	8.3	13.6	5.9	14.7
In charge of the school safety patrol for the building.	.5				7.8	.3	3.3		1.6
Sponsor student organizations concerned with safety in school.	4.9	4.4		12.9	7.8	3.5	21.6	6.4	1.6
Member of <u>system-wide</u> or school safety committee.	1.3			9.0			18.3	2.0	

non-public schools were more often involved in the teaching of passenger safety than were junior high school teachers in public schools. Data in Table 11 indicated that six per cent of the junior high school teachers had a safety resource person to whom they could turn for assistance. However, no junior high school teacher sought assistance from the resource person "very often," .2 per cent indicated "fairly often," 2.8 per cent "not very often," and 3 per cent "hardly ever." Table 11 further revealed that 2.8 per cent of the junior high school teachers were provided with a planned, coordinated traffic safety curriculum while 1.9 per cent followed the curriculum closely.

2. Table 10 revealed that 18.6 per cent of the junior high schools had a safety patrol for the school building. Table 42 indicated that less than one per cent of the junior high school teachers were in charge of the school building safety patrol.

3. Junior high school teachers were involved to some degree, less than five per cent, in sponsoring student safety organizations and holding membership in a system-wide or school safety committee.

Training

Data in Table 43 indicated:

TABLE 43.--Junior High School Teacher.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
		%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	19.5	22.6	15.9	16.9	11.9	20.3	8.6	21.6	15.0
Received <u>general</u> safety education from other than formal college courses.	60.8	57.8	64.1	62.8	70.1	59.9	72.8	59.0	64.7
Have read a <u>general</u> safety education book.	69.9	64.7	74.5	79.5	75.0	68.6	86.4	70.4	69.0
Have training for school safety patrol responsibilities.	No response								
Have read materials in the past 3 years from organizations interested in safety patrols.	No response								

1. Approximately 20 per cent of the junior high school teachers took a general safety education course for college credit. However, only 8.6 per cent of the junior high school teachers in non-public schools took a general safety education course for college credit as compared to 20.3 per cent for junior high school teachers in public schools.

2. A higher percentage of junior high school teachers in non-public and non-metropolitan schools received preparation in general safety education from sources other than formal college courses than did their counterparts.

3. No junior high school teacher indicated they had received training for school safety patrol responsibilities or read any material in the past three years from organizations interested in school safety patrols.

Time Involvement

Data found in Table 44 revealed that approximately 90 per cent of the junior high school teachers devoted less than one per cent of their time to traffic safety education activities. About 90 per cent of the junior high school teachers in public schools devoted less than one per cent of their time to traffic safety activities as compared to 78.7 per cent of the junior high school teachers in non-public schools.

TABLE 44.--Junior High School Teacher.

Time Involvement	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety activities.									
Less than 1 per cent	71.9	68.0	75.8	78.2	76.5	71.7	74.4	70.1	75.6
2 to 3 per cent	7.8	12.9	2.0		4.1	8.5		10.5	2.3
4 to 5 per cent	1.3			9.0			18.3	2.0	
6 to 10 per cent	.8		3.2			.8		1.1	
11 per cent and above	.2				3.4		3.0		.7
None	17.9	19.1	19.0	12.8	16.0	19.0	4.3	16.3	21.5

Elementary School Principal

This section was concerned with the responsibilities, training, and time involvement of elementary school principals in traffic safety education determined by a scientifically selected sample.

Responsibilities

Table 45 indicated that:

1. About 83 per cent of the elementary school principals were involved in making policy decisions concerning safety of students for whom they were responsible. Elementary school principals in Class C schools were involved to an overall greater degree in the making of policy decisions concerning pedestrian safety, bicycle safety, and passenger safety than were their counterparts. Elementary school principals in non-public schools were involved in these policy making decisions in an overall greater degree than were the elementary school principals in public schools. Also, the elementary school principals in non-metropolitan schools were more involved than were the elementary school principals in metropolitan schools.

2. Elementary school principals were in charge of the school safety patrol for their own building in 14.2 per cent of the cases. The highest percentage was indicated for Class C schools. The elementary school principals in public schools and the elementary school

TABLE 45.--Elementary School Principal.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Make policy decisions concerning safety for students.	83.1	77.1	87.4	92.0	98.4	81.6	97.7	79.0	91.7
Make policy decisions on pedestrian safety.	75.9	74.4	69.1	92.0	75.7	76.1	73.8	70.3	87.5
Make policy decisions on bicycle safety.	76.4	71.9	84.9	84.2	63.5	76.0	80.6	72.1	85.4
Make policy decisions on passenger safety.	52.2	44.7	48.8	81.2	61.2	50.6	68.1	41.5	74.7
In charge of school safety patrol for building.	14.2	12.4	13.4	23.0	11.4	15.2	4.1	11.1	20.6
Teaching of traffic safety education required by school system in all grades for which you are responsible.	54.9	58.0	51.3	53.9	44.3	53.4	70.2	60.4	43.4
Require traffic safety education to be taught in all grades for which you are responsible.	3.6	3.3	2.9	6.9		3.5	3.9	3.2	4.3

Require pedestrian safety to be taught.	42.1	45.8	33.6	48.3	27.8	41.7	45.9	46.3	33.4
Require bicycle safety to be taught.	42.3	48.4	36.4	39.7	17.3	44.1	24.6	44.7	37.3
Require passenger safety to be taught.	32.9	36.1	21.4	45.9	17.3	33.5	26.4	35.0	28.5
Supervise traffic safety education.	34.3	43.5	29.2	19.3	9.0	36.3	14.5	41.6	19.0

principals in non-metropolitan schools were more often in charge of the school safety patrol for their own building than were their counterparts.

3. Data indicated that less than four per cent of the elementary school principals required traffic safety education to be taught in all grades for which they were responsible while nearly 55 per cent indicated that the school system required traffic safety education to be taught in all grades for which they were responsible. However, the percentage rose sharply for those elementary school principals who required pedestrian, bicycle, and passenger safety be taught in their schools without mention of particular grades.

4. Elementary school principals in public and metropolitan schools were more often involved in the supervision of traffic safety education than were elementary school principals in non-public and non-metropolitan elementary schools. Elementary school principals in Class D schools were involved to a much lesser degree in the supervision of traffic safety education than their counterparts. It may also be noted that elementary school principals in Class D schools did not require traffic safety education to be taught in the grades for which they were responsible.

Training

Table 46 revealed that:

1. Twenty-three per cent of the elementary school principals had a general safety education course for college credit; however, 80.3 per cent had received preparation in general safety education from sources other than formal college courses and 79 per cent had read a general safety education book. Elementary school principals in public and non-metropolitan schools indicated a higher percentage of involvement in the aforementioned areas than did the elementary school principals in non-public and metropolitan schools.

2. Less than five per cent of the elementary school principals had training for school safety patrol responsibilities, while 14.2 per cent had read material concerning school safety patrols in the past three years. Elementary school principals in non-public schools indicated no training for school safety patrol responsibilities and also indicated the lowest percentage of elementary school principals who had read material concerning school safety patrols in the past three years. It was interesting to note the difference between the school safety responsibilities as indicated in Table 45 and the amount of training the elementary school principals had for this responsibility as is indicated in Table 46. Data indicated

TABLE 46.--Elementary School Principal.

Training	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	23.0	24.7	24.4	16.8	18.0	24.5	8.3	22.3	24.5
Received <u>general</u> safety education from other than formal college courses.	80.3	82.0	76.0	79.2	85.5	82.6	58.0	77.7	85.8
Have read a <u>general</u> safety education book.	79.0	78.7	86.4	67.1	81.2	79.1	77.7	74.7	88.0
Have training for school safety patrol responsibilities.	4.9	4.3	3.9	7.7	7.1	5.4		4.6	5.5
Have read materials in the past 3 years from organizations interested in safety patrols.	14.2	12.4	13.4	23.0	11.4	15.2	4.1	11.1	20.6

nearly 15 per cent involvement in the area of responsibilities with less than five per cent involvement in the area of training.

Time Involvement

Table 47 showed that 44.3 per cent of the elementary school principals devoted two to three per cent of their time to traffic safety education activities. Data for elementary school principals in Class D schools indicated that 12.2 per cent devoted no time whatsoever on traffic safety education activities.

Elementary School Teacher

Data presented in this section was concerned with elementary school teachers in the area of traffic safety education and their responsibilities, training, and time involvement. Data was furnished by means of a scientifically designed sample.

Responsibilities

Data from Table 48 indicated:

1. Less than 30 per cent of the elementary school teachers were required to teach traffic safety education in their grades. A higher percentage of elementary school teachers in public and metropolitan schools were required to teach traffic safety education in their grades than were elementary school teachers in non-public and non-metropolitan schools. However, more

TABLE 47.--Elementary School Principal.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety edu- cation.									
Less than 1 per cent	35.5	30.4	31.8	53.3	51.8	36.2	28.0	35.7	35.0
2 to 3 per cent	44.3	50.3	45.5	29.5	21.6	43.2	54.9	45.3	42.2
4 to 5 per cent	7.2		19.2	11.3	14.5	7.3	6.0	3.5	15.0
6 to 10 per cent	6.8	10.0	3.4	3.4		7.5		7.0	6.3
11 per cent and above	2.4	3.7		2.5		2.2	4.1	3.0	1.2
None	2.3	2.9			12.2	1.8	7.0	3.3	.3

TABLE 48.--Elementary School Teacher.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Required to teach traffic safety education in your grade.	28.7	29.3	25.0	35.0	24.1	29.1	25.2	30.8	24.0
Teach traffic safety education.	84.4	88.3	80.5	74.3	87.1	90.0	34.9	81.0	91.6
Teach pedestrian safety.	83.7	88.3	80.5	69.6	87.1	89.3	34.9	81.0	89.6
Teach bicycle safety.	80.6	88.3	77.3	58.1	76.5	86.2	31.1	78.6	84.8
Teach passenger safety.	60.7	64.9	52.6	54.7	68.0	64.0	31.1	61.3	59.4
In charge of the school safety patrol for the building.	11.1	9.3	11.9	13.7	16.9	10.8	13.5	6.4	21.1
Sponsor student organizations concerned with safety in school.	10.2	9.3	13.2	3.9	19.1	9.8	14.1	6.2	18.8
Member of <u>system-wide</u> or school safety committee.	4.3	5.4	2.7	1.5	7.2	4.4	4.0	5.6	1.6

than 80 per cent of the elementary school teachers taught traffic safety education. All areas of traffic safety education--pedestrian, bicycle, and passenger safety--were taught. Of these areas, passenger safety was taught the least. Elementary school teachers in non-public schools indicated the least involvement in the aforementioned areas. Data in Table 13 revealed that 52 per cent of the elementary school teachers had a safety resource person to whom they could turn for assistance. However, no elementary school teacher sought assistance from the safety resource person "very often," 8.2 per cent indicated "fairly often," 23.2 per cent "not very often," and 20.5 per cent "hardly ever." Table 13 further revealed that 22.5 per cent of the elementary school teachers were provided with a planned, coordinated, traffic safety curriculum while 18.9 per cent followed the curriculum closely.

2. Approximately 13.5 per cent of the elementary school teachers in non-public schools were in charge of school building safety patrols as compared to 10.8 per cent of the elementary school teachers in public schools.

3. Elementary school teachers were involved to some degree in sponsoring student safety organizations in schools and holding membership in a system-wide or school safety committee. Elementary school teachers in

non-public and non-metropolitan schools were involved to a greater degree in sponsoring student safety organizations than were elementary school teachers in public and metropolitan schools. However, elementary school teachers in public and metropolitan schools were more often members of system-wide or school safety committees than were elementary school teachers in non-public and non-metropolitan schools.

Training

Table 49 indicated that:

1. Fifty-eight per cent of the elementary school teachers received preparation in general safety education from non-formal college courses rather than general courses taken for college credit. An ever higher percentage, nearly 70 per cent, of the elementary school teachers had read a general safety education book.

Elementary school teachers in public and metropolitan schools indicated a higher percentage of involvement in these areas than did the elementary school teachers in non-public and non-metropolitan schools.

2. Table 48 indicated that 11.1 per cent of the elementary school teachers were in charge of the school building safety patrol. Data from Table 49 revealed that less than one per cent of the elementary school teachers had training for school safety patrol responsibilities. Approximately 11 per cent of the elementary

TABLE 49.--Elementary School Teacher.

Training	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Took a <u>general</u> safety education course for college credit.	14.0	16.7	12.8	9.2	6.9	14.7	8.2	18.1	5.2
Received <u>general</u> safety education from other than formal college courses.	58.0	63.7	54.3	48.1	46.7	59.3	47.0	61.0	51.7
Have read a <u>general</u> safety education book.	69.0	68.0	67.9	73.6	71.8	70.8	53.2	70.5	65.9
Have training for school safety patrol responsibilities.	.5			3.9		.6		.8	
Have read materials in the past 3 years from organizations interested in safety patrols.	10.9	9.3	11.9	13.7	13.5	10.6	13.5	6.4	20.4

school teachers had read material concerning school safety patrols in the past three years.

Time Involvement

Data gleaned from Table 50 revealed that approximately 55 per cent of the elementary school teachers devoted less than one per cent of their time to traffic safety activities; however, nearly 39 per cent devoted two to six per cent of their time to traffic safety activities.

School Bus Driver

This section was concerned with the responsibilities, training, and time involvement of school bus drivers in traffic safety education. Data was determined by a scientifically selected sample.

Responsibilities

From Table 51 data indicated that driving a school bus was the only means of employment for 71.1 per cent of the school bus drivers.

Training

Table 52 indicated that:

1. About 85 per cent of the school bus drivers attended school bus driver education classes conducted by the State Universities of Michigan; however, more school bus drivers in public schools had attended than had school bus drivers in non-public schools. Approx-

TABLE 50.--Elementary School Teacher.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Per cent of time devoted to traffic safety activities.									
Less than 1 per cent	52.8	53.8	44.5	66.0	48.3	54.0	41.9	49.5	59.7
2 to 3 per cent	31.2	29.5	35.5	27.7	35.7	30.4	38.4	31.4	30.7
4 to 5 per cent	7.5	10.3	4.5	3.9	4.1	6.8	13.7	11.1	
6 to 10 per cent	2.9	2.3	6.6			3.2		3.0	2.6
11 per cent and above	1.0		4.2			1.2			3.2
None	2.0		4.7		11.9	1.6	6.0	1.7	2.7

TABLE 51.--School Bus Driver.

Responsibilities	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Driving a school bus--only means of employment.	71.1	94.6	59.3	27.7	17.9	74.1	22.3	82.5	50.8

TABLE 52.--School Bus Driver.

Training	Total	Athletic Classification				Public	Non	Metro	Non
		A	B	C	D		Public		Metro
	%	%	%	%	%	%	%	%	%
Drivers attending the school bus driver education classes conducted by the State Universities of Michigan.	84.7	89.4	80.6	77.6	76.9	86.7	50.4	86.2	82.0
Training in school bus driving before driving a school bus.	48.9	78.0	19.5	12.7		51.0	13.8	61.9	25.7
Training in school bus driving while driving a school bus.	75.5	84.9	70.2	66.3	37.8	76.8	54.0	81.4	65.0
Have taken <u>basic</u> Red Cross First Aid Course.	61.6	74.5	51.7	42.8	34.3	62.0	55.8	68.1	50.0
Have taken advanced Red Cross First Aid Course.	5.7	8.3	3.3	2.6		6.0		8.3	1.1
Have taken National Safety Council's Driver Improvement or Defensive Driving Course.	29.5	30.7	37.0	16.3	20.3	28.1	53.1	33.5	22.3

Have attended a college or university.	6.0	10.9	14.0	20.3	5.2	21.0	3.8	10.2	
Took a <u>general</u> safety education course for college credit while in college.	1.9	5.1	4.6		1.7	6.7	2.0	1.9	
Took a driver education course for college credit while in college.	2.0	3.6	4.6	6.8	1.7	7.6	1.4	3.1	
Have read a driver education textbook.	81.5	90.0	67.1	76.7	76.9	82.5	62.2	85.5	74.5

imately 51 per cent of the school bus drivers in public schools received training in school bus driving prior to actual driving as compared to 13.8 per cent for the school bus drivers in non-public schools. Slightly more than 75 per cent of the school bus drivers received in-service training. School bus drivers from Class D schools received no training in school bus driving prior to actual driving. A higher percentage of public school bus drivers had training in both pre- and in-service training than had non-public school bus drivers.

2. Approximately 62 per cent of the school bus drivers had taken the Basic Red Cross first aid course while only 5.7 per cent had taken the Advanced Red Cross Course. School bus drivers in Class D and non-public schools had not taken the Advanced Red Cross Course.

3. Less than 30 per cent of the school bus drivers had taken the National Safety Council's Driver Improvement or Defensive Driving Course. Slightly more than 53 per cent of the school bus drivers in non-public schools had taken these courses as opposed to 28.1 per cent of the school bus drivers in public schools.

4. Less than ten per cent of the school bus drivers have attended a college or university. Of these, only 1.9 per cent took a general safety education course for college credit. While Class D schools had the highest percentage of school bus drivers who attended a college

or university, non of these drivers took a general safety education course for college credit. Less than two per cent of the school bus drivers who attended a college or university took a driver education course for college credit. More than 80 per cent of the school bus drivers had read a driver education textbook.

Time Involvement

Table 53 revealed that for the time categories listed, the highest percentage of involvement, approximately 31 per cent, was the four hour category. Only 8.9 per cent were employed as school bus drivers for more than eight hours.

Summary

In this chapter the analysis of the data was presented. The chapter was divided into thirteen sections, one for each of the thirteen job classifications chosen for study. Each of the thirteen sections was composed of three tables. The first table in each section was concerned with responsibilities held, the second table was concerned with training, and the third with time involvement. Several comparisons were made within and between tables.

In the following chapter the summary, conclusions, and recommendations may be found.

TABLE 53.--School Bus Driver.

Time Involvement	Total	Athletic Classification				Public	Non Public	Metro	Non Metro
		A	B	C	D				
	%	%	%	%	%	%	%	%	%
Hours a day employed as a bus driver.									
One hour	5.2		11.4	9.9	13.9	4.4	17.4	3.2	8.7
Two hours	12.4	4.9	16.1	25.0	32.3	11.6	25.0	10.6	15.4
Three hours	14.8	8.7	22.4	19.0	26.7	15.2	6.7	8.1	26.7
Four hours	30.9	42.1	8.1	34.4	15.5	31.0	28.6	37.5	19.1
Five hours	16.1	12.1	31.7	8.0	8.0	16.0	18.3	10.9	25.4
Six hours	4.5	7.8			3.6	4.5	4.0	6.6	.6
Seven hours	7.4	9.0	10.3			7.9		10.2	2.5
Eight hours	6.2	10.4		3.6		6.5		8.8	1.5
Nine or above	2.7	5.0				2.8		4.2	

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the preceding chapter the analysis of the data was presented. In this chapter may be found (1) a summary of the study, (2) conclusions based upon the data, and (3) recommendations for further research.

Summary

Statement of the Problem

It was the purpose of this study to determine the status of traffic safety education workers in Michigan grade, junior high, and high schools. More specifically the study was concerned with three important factors relating to traffic safety education workers. These three factors were (1) responsibilities held, (2) training, and (3) time involvement.

Methods, Techniques, and Data Used

For the purpose of this study a traffic safety education worker was defined as being any person who may be involved, either full or part time, at the

administrative, supervisory, or operational level and whose activities influence the field of traffic accident prevention. The following persons were designated as traffic safety education workers: school board members, superintendents of schools, high school principals, high school teachers, driver education teachers, heads of driver education, heads of school bus operations, heads of safety education, junior high school principals, junior high school teachers, elementary school principals, elementary school teachers, and school bus drivers.

A population of 732 Michigan high schools was defined as the population of interest. These schools included public, parochial, and private schools. A sample of 120 high schools was selected to provide the data.

The first step in conducting interviews in a school was to interview the principal of the designated high school. The next step was to obtain the names of the other traffic safety education workers.

The principal provided the names of the superintendent of schools, head of safety education, head of driver education, and the head of school bus operations. A list of the high school teachers, driver education teachers, and members of the board of education was provided by the high school principal and one person from each group was selected through random selection procedures.

The junior high school and the elementary school was selected from a list provided by the high school principal. This list was made up of the junior high schools and elementary schools that sent 50 per cent of their students into the designated high school. The junior high school and the elementary school was chosen through random selection procedures.

The junior high school principal and the elementary school principal, as part of their interview, furnished a list of the teachers in their respective schools. These teachers, one junior high and one elementary, were chosen by random selection procedures.

The school bus driver was also chosen through random selection procedures from a list provided by the head of school bus operations.

Questionnaires were developed and professional interviewers were used to gather the data. No more than four attempts were made to contact the interviewees. Interviews were conducted only in those schools that willingly participated. Of the 120 high schools chosen for the study, only three saw fit, for reasons unique to each school, not to participate in the study.

The Major Findings

The following summary of the major findings was presented in thirteen sections, one for each of the thirteen job classifications chosen for study.

1. High School Principals. More than three-fourths of the high school principals made policy decisions concerning the safety of students for whom they were responsible. Nearly 55 per cent made policy decisions on passenger safety, 53 per cent on pedestrian safety, and 32 per cent on bicycle safety. Less than ten per cent of the high school principals supervised traffic safety education activities. Approximately 54 per cent of the high school principals made policy decisions concerning driver education while 55 per cent supervised the driver education program. Less than ten per cent of the high school principals required traffic safety education to be taught in all grades for which they were responsible while 11.1 per cent of the high school principals indicated the school system required traffic safety education to be taught in all grades for which they were responsible. Approximately 27 per cent of the high school principals had taken a general safety education course for credit while 39 per cent took a driver education course for credit. High school principals indicated they had no training for their involvement with school safety patrol activities and that they had done very little reading in the area of school safety patrols. Less than two per cent of the high school principals were involved with school building safety patrols. Slightly more than two-thirds of the high school

principals devoted less than one per cent of their time to traffic safety education activities.

2. Superintendent of Schools. Approximately 53 per cent of the school superintendents required that traffic safety education be taught in all elementary grades in the school system, 21.4 per cent required it in all junior high school grades, and 19.6 per cent in all high school grades in the system. Nearly 28 per cent of the school superintendents made policy decisions concerning school safety patrols while less than two per cent had school safety patrol training. About 74 per cent of the school superintendents received preparation in general safety education from sources other than formal college courses, while 20 per cent had taken general safety education courses for college credit. Twenty-five per cent of the school superintendents took a driver education course for college credit.

3. Board of Education Members. Approximately 92 per cent of the school board members made policy decisions concerning the safety of students for whom they were responsible, 78 per cent made policy decisions on bus transportation, 77 per cent on passenger safety, and 69 per cent on pedestrian safety. Involvement in the aforementioned areas was greater than in any of the areas listed. Less than one per cent of the almost 60 per cent of the board of education members who attended college

took a general safety education course for college credit. Slightly more than half of the school board members have read either a general safety book or a driver education textbook. School board members who attended college indicated they had not taken a driver education course for college credit. More than 70 per cent of the school board members devoted less than one per cent of their time to traffic safety education activities.

4. Heads of Driver Education. Eighty per cent of the heads of driver education were responsible for one high school. Nearly 88 per cent of the heads of driver education made policy decisions concerning the driver education program while slightly less than three-fourths made on-the-spot observations of driver education teachers. Slightly more than 72 per cent of the heads of driver education were teaching driver education at the time of the interview. Of this 72 per cent, 71.1 per cent taught on the street driving, 12.2 per cent taught on multiple car off-street driving ranges, and 3.3 per cent taught in a driving simulator. Approximately 87 per cent had taught driver education. Training in school safety patrol activities was slightly less than the percentage of involvement with school safety patrol activities. Of the courses required for special approval to teach driver education in the State

of Michigan, approximately 87 per cent of the heads of driver education had taken the basic course, only 51.1 per cent had taken the advanced course, and only 30 per cent had taken the course in psychological factors. Heads of driver education in non-public schools had no college preparation in automobile mechanics, traffic engineering, traffic communications, and police and traffic court administration. Only 20 per cent of the heads of driver education taught driver education during the regular school day, 52.2 per cent taught on Saturdays, or before or after the regular school day, and 64.4 per cent taught driver education during the summer.

5. Heads of Safety Education. Approximately 14 per cent of the heads of safety education provided a planned, coordinated, curriculum for elementary and junior high grades and eight per cent for high school grades. Twenty-five per cent of the heads of safety education were available as a resource person for elementary school teachers, 33.3 per cent for junior high school teachers, and 50 per cent for high school teachers. About 86 per cent of the heads of safety education in public schools were involved in making policy decisions concerning the safety of students as compared to 43 per cent of the heads of safety education in non-public schools. Heads of safety education in public

and non-metropolitan schools had a higher percentage of involvement in the formulation of policy concerning pedestrian, bicycle, and passenger safety than did the heads of safety education in non-public and metropolitan schools. About 86 per cent of the heads of safety education in non-public schools and 93.1 per cent of the heads of safety education in public schools indicated they had taught school. None of the heads of safety education in public schools had a Doctor's degree in safety education while 14.3 per cent of the heads of safety education in non-public schools had a Doctor's degree in safety education. Only 16.7 per cent of the heads of safety education have taken a course in the organization and administration of safety education, while only 41.7 per cent of the heads of safety education took a general education course for college credit. None of the heads of safety education devoted more than 50 per cent of their time to traffic safety education activities.

6. Heads of School Bus Operations. Involvement by heads of school bus operations in hiring school bus drivers, planning routes and schedules, and making on-the-spot observations of school bus drivers was less than four per cent for each of the aforementioned areas. Fifty per cent of the heads of school bus operations in non-public schools and 78.3 per cent of the heads of school bus

operations in public schools attended school bus driver education courses conducted by the State Universities of Michigan. About 17 per cent of the 68.4 per cent of the heads of school bus operations who had attended a college or university took a general safety course for college credit while 20 per cent took a driver education course for credit. Approximately 42 per cent of the heads of school bus operations devoted one to three hours a day as head of school bus operations while 29.5 per cent devoted eight hours or more a day.

7. High School Teachers. Less than four per cent of the high school teachers were required to teach traffic safety education in their grade. However, 21 per cent indicated they taught traffic safety education, 14 per cent taught passenger safety, 12 per cent taught pedestrian safety, and four per cent taught bicycle safety. Data revealed that 3.8 per cent of the high school teachers had a safety resource person to whom they could turn for assistance. However, no senior high school teacher sought assistance from the resource person "very often," 2.6 per cent indicated "fairly often," 1.7 per cent "not very often," and 10.8 per cent "hardly ever." Data further revealed that 3.8 per cent of the high school teachers were provided with a planned, coordinated, traffic safety curriculum while 3.8 per cent followed the curriculum closely. Less than one-fourth of the high

school teachers had taken a general safety education course for college credit. None of the high school teachers were in charge of the school building safety patrol nor had any training or had read any material in the last three years concerning school safety patrol activities. Slightly more than 90 per cent of the high school teachers devoted less than one per cent of their time to traffic safety education activities.

8. Driver Education Teacher. Ninety-one per cent of the driver education teachers taught driving on the street, 86 per cent taught the classroom phase, 33.3 per cent taught on a multiple car off-street driving range, and 5.1 per cent were involved in teaching in a driving simulator. Involvement in off-street driving ranges and driving simulators was, for the most part, limited to the larger school systems. Only 36.6 per cent of the driver education teachers taught driver education during the regular school day while 69.1 per cent taught driver education on Saturdays, or before or after the regular school day, and 84.8 per cent taught driver education during the summer. Less than five per cent of the driver education teachers were involved in school patrol activities while less than two per cent indicated any training in school patrol activities. Of the courses required in the State of Michigan for special approval to teach driver education, slightly less than 100 per

cent of the driver education teachers had completed the basic course, only 60 per cent had taken the advanced course, and only 37.2 per cent had taken the course in psychological factors. Only 18.5 per cent of the driver education teachers had a Master's degree in or with emphasis in driver and traffic safety education while 60 per cent had an undergraduate teaching minor or its equivalency in traffic safety education.

9. Junior High School Principals. Less than eight per cent of the junior high school principals required traffic safety education to be taught in the grades for which they were responsible while 19.9 per cent indicated that the school system required traffic safety education to be taught. Less than two per cent of the junior high school principals required passenger safety to be taught. Only 24.4 per cent of the junior high school principals took a general safety education course for college credit. None of the junior high school principals in non-public schools took a general safety education course for college credit. Less than one per cent of the junior high school principals were involved in school patrol activities and none of the junior high school principals indicated that they had any training in the area of school safety patrol activities. Seventy per cent of the junior high school principals devoted less than one per cent of their time to traffic safety activities.

10. Junior High School Teachers. Less than one per cent of the junior high school teachers were required to teach traffic safety education in their grade; however, 19.9 per cent indicated they did teach traffic safety, 17.1 per cent taught pedestrian safety, 11.4 taught bicycle safety, and 8.7 per cent taught passenger safety. Junior high school teachers in public schools were more often involved in the teaching of pedestrian and bicycle safety than were junior high school teachers in non-public schools; however, junior high school teachers in non-public schools were more often involved in the teaching of passenger safety than were junior high school teachers in public schools. Data indicated that six per cent of the junior high school teachers had a safety resource person to whom they could turn for assistance. However, no junior high school teacher sought assistance from the resource person "very often," .2 per cent indicated "fairly often," 2.8 per cent "not very often," and 3 per cent "hardly ever." Data further indicated that 2.8 per cent of the junior high school teachers were provided with a planned, coordinated, traffic safety curriculum while 1.9 per cent followed the curriculum closely. Less than 20 per cent of the junior high school teachers took a general safety education course for college credit. Junior high school teachers indicated they had no training for school safety patrol activities

nor had they read any material in the last three years concerning school safety patrols. Junior high school teacher involvement in school safety patrol activities was less than one per cent. Approximately 90 per cent of the junior high school teachers devoted less than one per cent of their time to traffic safety education activities.

11. Elementary School Principals. Less than four per cent of the elementary school principals required traffic safety education to be taught in all grades for which they were responsible while nearly 55 per cent indicated that the school system required traffic safety education to be taught. Approximately 34 per cent of the elementary school principals supervised traffic safety education activities. Data indicated that 14.2 per cent of the elementary school principals were in charge of the school building safety patrol. Data further indicated that only 4.9 per cent of the elementary school principals had training for school safety patrol activities while 14.2 per cent indicated they had read material relating to school safety patrols in the last three years. Only 23 per cent of the elementary school principals took a general safety education course for college credit. Slightly more than 50 per cent of the elementary school principals devoted two to six per cent of their time to traffic safety education activities.

12. Elementary School Teachers. Approximately 29 per cent of the elementary school teachers were required to teach traffic safety education while 84 per cent did teach traffic safety education. All areas of traffic safety education, pedestrian, bicycle, and passenger safety were taught. Of these areas, passenger safety was taught the least. Elementary school teachers in non-public schools indicated the least involvement in the aforementioned areas. Data revealed that 52 per cent of the elementary school teachers had a safety resource person to whom they could turn for assistance. However, no elementary school teacher sought assistance from the safety resource person "very often," 8.2 per cent indicated "fairly often," 23.2 per cent "not very often," and 20.5 per cent "hardly ever." Data further indicated that 22.5 per cent of the elementary school teachers were provided with a planned, coordinated, traffic safety curriculum while 18.9 per cent followed the curriculum closely. Less than one per cent of the elementary school teachers had any training in school safety patrol activities while 11.1 per cent indicated they were in charge of school building safety patrol activity. Fourteen per cent of the elementary school teachers took a general safety education course for college credit. Approximately 55 per cent of the elementary school teachers devoted less than one per

cent of their time to traffic safety education activities.

13. School Bus Drivers. Seventy-one per cent of the school bus drivers indicated that driving a school bus was their only means of employment. Approximately 85 per cent of the school bus drivers had attended the school bus driver education classes conducted by the State Universities of Michigan. About 49 per cent indicated they received training in school bus driving prior to actual driving while slightly more than 75 per cent indicated they received in-service training. Nearly 82 per cent of the school bus drivers had read a driver education textbook. Approximately six per cent of the school bus drivers were over sixty years of age.

Conclusions

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

1. Data indicated that a lack of communication and adherence to policy existed in the hierarchy of the school system. Policies required by a school superintendent may not, for example, be required by a high school principal. This was not uncommon among superintendents, principals, and teachers in the high school, junior high, and elementary grades.

2. Preparation of traffic safety education workers who held safety patrol responsibilities was not great. Less than ten per cent of each of the traffic safety education workers who had safety patrol responsibilities indicated they had had training in safety patrol activities.

3. Very little time is allotted to traffic safety education activity. With the exception of the heads of safety education, heads of driver education, and driver education teachers, the majority of traffic safety education workers devoted less than one per cent of their time to traffic safety education activities.

4. The majority of the heads of driver education and driver education teachers are not well prepared. No more than 30 per cent of the heads of driver education and 37 per cent of the driver education teachers had completed the current course requirements for special approval to teach driver education in the State of Michigan.

5. Most driver education is taught at times other than during the regular school day. Twenty per cent of the heads of driver education and 36.6 per cent of the driver education teachers taught driver education during the regular school day.

6. The majority of the heads of safety education lacked college or university preparation in safety education. Only 41.7 per cent had taken a course in

general safety education for college credit while only 16.7 per cent had taken a course in the organization and administration of safety education for college credit.

7. Not all heads of safety education and driver education have teaching experience in their respective areas. Approximately eight per cent of the heads of safety education and 13 per cent of the heads of driver education have had no such teaching experience.

8. Traffic safety education was taught more often in the elementary school. Data indicated that elementary school teachers were involved to a higher degree in the teaching of pedestrian, bicycle, and passenger safety than were the junior and senior high school teachers.

Recommendations

Interpretations of the data resulting from the study are presented here in the form of recommendations.

1. It is incumbent upon school systems to develop and maintain effective channels of communications. Data tended to indicate that an effective means of communication did not exist in most school systems.

2. School systems should provide in-service training in safety patrol activities for all traffic safety education workers who are involved with safety patrol activities. Data seemed to indicate that the majority of persons involved in safety patrol activities had no training for that responsibility.

3. Persons who make policy decisions concerning the safety of students for whom they are responsible have a course in general safety education whether it be for college credit or in-service preparation. Data indicated that many of these persons have not had preparation in this area.

4. Data indicated no more than 30 per cent of the heads of driver education and 38 per cent of the driver education teachers had completed the current course requirements for special approval to teach driver education in the State of Michigan. Therefore, the Michigan State Department of Education should require all teachers who are granted special approval to teach driver education to have complied with current requirements.

5. Heads of safety education and driver education should have teaching experience in their respective areas. Teaching experience is necessary for these persons if they are to provide assistance and leadership. Approximately eight per cent of the heads of safety education and 13 per cent of the heads of driver education had no such teaching experience.

6. Only those persons who have college or university preparation in safety education should be appointed as head of safety education. Data revealed only 41.7 per cent of the heads of safety education

had taken a course in safety education for college credit while only 16.7 per cent had taken a course in the organization and administration of safety education. Leadership in the development of safety education programs is not likely to come from inadequately prepared heads of safety education.

7. Well prepared teachers are the key to a successful and effective safety program. The Michigan State Department of Education should, therefore, require a course in general safety education which includes traffic safety (pedestrian, bicycle, and passenger safety) for teacher certification. Data tended to indicate only a small number of school teachers have taken a course in general safety education for college credit.

8. The Michigan State Department of Education should require that a comprehensive, coordinated curriculum guide in safety education be developed and implemented in grades K-12. Data seemed to indicate that most safety education, including traffic safety education, taught in Michigan schools today is not part of a comprehensive, coordinated program.

9. Driver education, if it is to be considered an integral part of the school curriculum, should be taught during the regular school day. Driver education will continue to be looked upon as a "frill" by many

people if it is taught on Saturdays, or before or after the regular school day. Only 36.6 per cent of the driver education teachers taught driver education during the regular school day, while 69.1 per cent taught driver education on Saturdays, or before or after the regular school day, and 84.8 per cent taught driver education during the summer.

10. The Michigan State Department of Education should not allow persons over 60 years of age to be employed either full or part time as school bus drivers. At the present time, Michigan does not have any retirement age for school bus drivers. Data revealed that approximately six per cent of the school bus drivers were over 60 years of age.

11. All school bus drivers receive training in school bus driving prior to actual driving. Less than 50 per cent indicated they received training prior to actual driving.

Recommendation For Further Study

It is recommended that an in-depth study of each of the thirteen traffic safety education workers in Michigan grade, junior high, and high schools be conducted to determine the effectiveness of their involvement in traffic safety education activities.

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APPENDICES

APPENDIX A

SAMPLE OF
MICHIGAN HIGH SCHOOLS

Appendix A
SAMPLE OF MICHIGAN HIGH SCHOOLS

Name	District	M.S.U. Continuing Education Region C6	School Number Within Region C7-8	Athletic Classification C11 C12-13	M.E.A. Region C14	Type of School C15	Geographic Area C15
1. Denby H. S.	Detroit	8	01	A	1	Public	Metro
2. Mumford	Detroit	8	02	A	1	Public	Metro
3. Pershing	Detroit	8	03	A	1	Public	Metro
4. Lee M. Thurston H.S.	Detroit P.O.	8	04	A	1	Public	Metro
5. Edsel Ford H.S.	Dearborn	8	05	A	2	Public	Metro
6. Grosse Pointe H.S.	Grosse Pointe	8	06	A	2	Public	Metro
7. Lincoln Park H.S.	Lincoln Park	8	07	A	2	Public	Metro
8. Southgate H.S.	Southgate	8	08	A	2	Public	Metro
9. John Glenn	Wayne	8	09	A	2	Public	Metro
10. Pioneer H.S.	Ann Arbor	7	01	A	3	Public	Metro
11. Ypsilanti H.S.	Ypsilanti	7	02	A	3	Public	Metro
12. Central H.S.	Kalamazoo	6	01	A	5	Public	Metro
13. Centerline H.S.	Centerline	8	10	A	6	Public	Metro
14. Roseville H.S.	Roseville	8	11	A	6	Public	Metro
15. Adlai Stevenson H.S.	Utica	8	12	A	6	Public	Metro
16. Warren Woods H.S.	Warren P.O.	8	13	A	6	Public	Metro
17. Clarkston H.S.	Clarkston	8	14	A	7	Public	Metro
18. Lake Orion H.S.	Lake Orion	8	15	A	7	Public	Metro
19. Northern H.S.	Pontiac	8	16	A	7	Public	Metro
20. Southfield H.S.	Southfield	8	17	A	7	Public	Metro
21. Howell H.S.	Howell	5	01	A	8	Public	Non-Metro
22. Grand Haven	Grand Haven	4	01	A	9	Public	Metro
23. E. Grand Rapids H.S.	Grand Rapids P.O.	4	02	A	9	Public	Metro
24. Catholic Central	Grand Rapids	4	03	A	9	Parochial	Metro
25. Southwestern	Flint	3	01	A	10	Public	Metro
26. Bridgeport Comm. H.S.	Bridgeport	3	02	A	11	Public	Metro
27. Midland H.S.	Midland	3	03	A	12	Public	Non-Metro
28. Traverse City H.S.	Traverse City	2	01	A	15	Public	Non-Metro
29. Holy Redeemer	Detroit	8	18	B	1	Parochial	Metro
30. Sacred Heart	Detroit	8	19	B	1	Parochial	Metro
31. Lowrey H.S.	Dearborn	8	20	B	2	Public	Metro
32. Harper Woods H.S.	Harper Woods	8	21	B	2	Public	Metro
33. St. Alphonsus	Dearborn	8	22	B	2	Parochial	Metro
34. Columbia							
35. Central H.S.	Brooklyn	7	03	B	3	Public	Metro
36. Hudson Area H.S.	Hudson	7	04	B	3	Public	Non-Metro
37. Western H.S.	Parma	7	05	B	3	Public	Metro
38. Harper Creek H.S.	Battle Creek	7	06	B	4	Public	Non-Metro
39. Marshall H.S.	Marshall	7	07	B	4	Public	Non-Metro
40. Constantine H.S.	Constantine	6	02	B	5	Public	Non-Metro
41. Gull Lake H.S.	Richland	6	03	B	5	Public	Metro
42. Watervliet H.S.	Watervliet	8	04	B	5	Public	Non-Metro
43. Chippewa Valley H.S.	Mt. Clemens	8	23	B	6	Public	Metro
44. Saint Clement	Centerline	8	24	B	6	Parochial	Metro
45. Marian High	Birmingham	8	25	B	7	Parochial	Metro
46. Eaton Rapids H.S.	Eaton Rapids	5	02	B	8	Public	Non-Metro
47. Stockbridge H.S.	Stockbridge	5	03	B	8	Public	Metro
48. Carson City H.S.	Carson City	4	04	B	9	Public	Non-Metro
49. Greenville H.S.	Greenville	4	05	B	9	Public	Non-Metro
50. Lowell H.S.	Lowell	4	06	B	9	Public	Metro
51. Springlake H.S.	Springlake	4	07	B	9	Public	Metro
52. Zeeland H.S.	Zeeland	4	08	B	9	Public	Metro
53. Calvin Christian High	Grandville	4	09	B	9	Private	Metro
54. Bentley H.S.	Flint P.O.	3	04	B	10	Public	Metro
55. North Branch Area H.S.	North Branch	3	05	B	10	Public	Metro
56. Birch Run H.S.	Birch Run	3	06	B	11	Public	Metro
57. Ithaca H.S.	Ithaca	3	06	B	11	Public	Non-Metro
58. Sandusky H.S.	Sandusky	3	07	B	11	Public	Non-Metro
59. Garber Jr. & Sr. H.S.	Essexville	3	08	B	12	Public	Non-Metro
60. Standish Sterling H.S.	Standish	3	09	B	12	Public	Non-Metro
61. Manistee H.S.	Manistee	2	02	B	13	Public	Non-Metro

SAMPLE OF MICHIGAN HIGH SCHOOLS--Continued

Name	District	M.S.U. Continuing Education Region C6	School Number Within Region C7-8	Athletic Classification C11	M.E.A. Region C12-13	Type of School C14	Geographic Area C15
61. Reed City High School	Reed City	2	03	B	13	Public	Non-Metro
62. Ovid-Elsie H.S.	Ovid	5	07	B	14	Public	Metro
63. Manistique H.S.	Manistique	1	01	B	16	Public	Non-Metro
64. Ishpeming H.S.	Ishpeming	1	02	B	17	Public	Non-Metro
65. Calumet H.S.	Calumet	1	03	B	18	Public	Non-Metro
66. St. Cecelia	Detroit	8	26	C	1	Parochial	Metro
67. St. Gregory	Detroit	8	27	C	1	Parochial	Metro
68. St. Florian	Hamtramck	8	28	C	2	Parochial	Metro
69. Addison Comm. H.S.	Addison	7	08	C	3	Public	Non-Metro
70. Vandercook Lake H.S.	Jacksor. P.O.	7	09	C	3	Public	Metro
71. Summerfield H.S.	Petersburg	7	10	C	3	Public	Metro
72. St. Mary	Jackson	7	11	C	3	Parochial	Metro
73. Pittsford Rural H.S.	Pittsford	7	12	C	4	Public	Non-Metro
74. Bloomingdale H.S.	Bloomingdale	6	05	C	9&5	Public	Non-Metro
75. Gobles H.S.	Gobles	6	06	C	5	Public	Non-Metro
76. Capac Comm. H.S.	Capac	8	29	C	6	Public	Non-Metro
77. Novi H.S.	Novi	8	30	C	7	Public	Metro
78. St. Mary	Royal Oak	8	31	C	7	Parochial	Metro
79. DeWitt H.S.	DeWitt	5	08	C	8	Public	Metro
80. Perry H.S.	Perry	5	09	C	8	Public	Non-Metro
81. Hopkins H.S.	Hopkins	4	10	C	9	Public	Non-Metro
82. Mt. Mercy Academy	Grand Rapids	4	11	C	9	Parochial	Metro
83. Breckenridge Sr. & Jr.	Breckenridge	5	10	C	11	Public	Non-Metro
84. Hemlock Public Schools	Hemlock	3	10	C	11	Public	Metro
85. St. Charles H.S.	St. Charles	3	11	C	11	Public	Metro
86. Beaverton H.S.	Beaverton	3	12	C	12	Public	Non-Metro
87. Whittemore-Prescott	Whittemore	3	13	C	12	Public	Non-Metro
88. Evart H.S.	Evart	2	04	C	13	Public	Non-Metro
89. North Muskegon H.S.	N. Muskegon	4	12	C	13	Public	Metro
90. Boyne City H.S. (May be merged with East Jordan)	Boyne City	2	05	C	14	Public	Non-Metro
91. St. Francis Xavier	Petoskey	2	06	C	14	Parochial	Non-Metro
92. Mancelona H.S.	Mancelona	2	07	C	15	Public	Non-Metro
93. Crystal Falls H.S.	Crystal Falls	1	04	C	18	Public	Non-Metro
94. Stambaugh H.S.	Stambaugh	1	05	C	18	Public	Non-Metro
95. St. Phillip Neri	Detroit	8	32	D	1	Parochial	Metro
96. Our Lady Star of the Sea	Grosse Pointe Woods	8	33	D	2	Parochial	Metro
97. Boysville	Macon	7	13	D	3	Parochial	Non-Metro
98. Waldron H.S.	Waldron	7	14	D	4	Public	Non-Metro
99. Lawton Comm. Schools	Lawton	6	07	D	5	Public	Non-Metro
100. Holy Cross	Marine City	8	34	D	6	Parochial	Non-Metro
101. St. Frederick	Pontiac	8	35	D	7	Parochial	Metro
102. St. Michael	Maple Grove	5	11	D	8	Parochial	Non-Metro
103. SS. Peter & Paul Academy	Ionia	4	13	D	9	Parochial	Non-Metro
104. St. Matthew	Flint	3	14	D	10	Parochial	Metro
105. Owendale-Gagetown	Owendale	3	15	D	11	Public	Non-Metro
106. Our Lady of Lake Huron High	Harbor Beach	3	16	D	11	Parochial	Non-Metro
107. Hale Area H.S.	Hale	3	17	D	12	Public	Non-Metro
108. Bear Lake H.S.	Bear Lake	2	08	D	13	Public	Non-Metro
109. Pine River	Tustin	2	09	D	13	Public	Non-Metro
110. Boyne Falls H.S.	Boyne Falls	2	10	D	14	Public	Non-Metro
111. Johannesburg Cent. H.S.	Johannesburg	2	11	D	14	Public	Non-Metro
112. Cheboygan High	Cheboygan	2	12	D	14	Parochial	Non-Metro
113. Elsworth Comm. H.S.	Elsworth	2	13	D	15	Public	Non-Metro
	Northport	2					

SAMPLE OF MICHIGAN HIGH SCHOOLS--Continued

Name	District	C6 M.S.U. Continuing Education Region	C7-8 School Number Within Region	C11 Athletic Classification	C12-13 M.E.A. Region	C14 Type of School	C15 Geographic Area
114. Northport Pub. Schools	Northport	2	14	D	15	Public	Non-Metro
115. Les Cheneaux Comm. H.S.	Cedarville	1	06	D	16	Public	Non-Metro
116. Pickford H.S.	Pickford	1	07	D	16	Public	Non-Metro
117. Burt Twp. School	Grand Marais	1	08	D	17	Public	Non-Metro
118. Powers-Spalding H.S.	Powers	1	09	D	17	Public	Non-Metro
119. Baraga Twp. H.S.	Baraga	1	10	D	18	Public	Non-Metro
120. Jeffers H.S.	Painesdale	1	11	D	18	Public	Non-Metro

APPENDIX B

A LIST OF METROPOLITAN AND NON-METROPOLITAN COUNTIES
AND A MAP SHOWING THEIR LOCATION

METROPOLITAN - NON-METROPOLITAN COUNTIES

Note: All cities within a Metropolitan County are considered a Metropolitan City. Likewise, all cities in a Non-metropolitan County are considered a Non-metropolitan City.

METRO COUNTIES

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

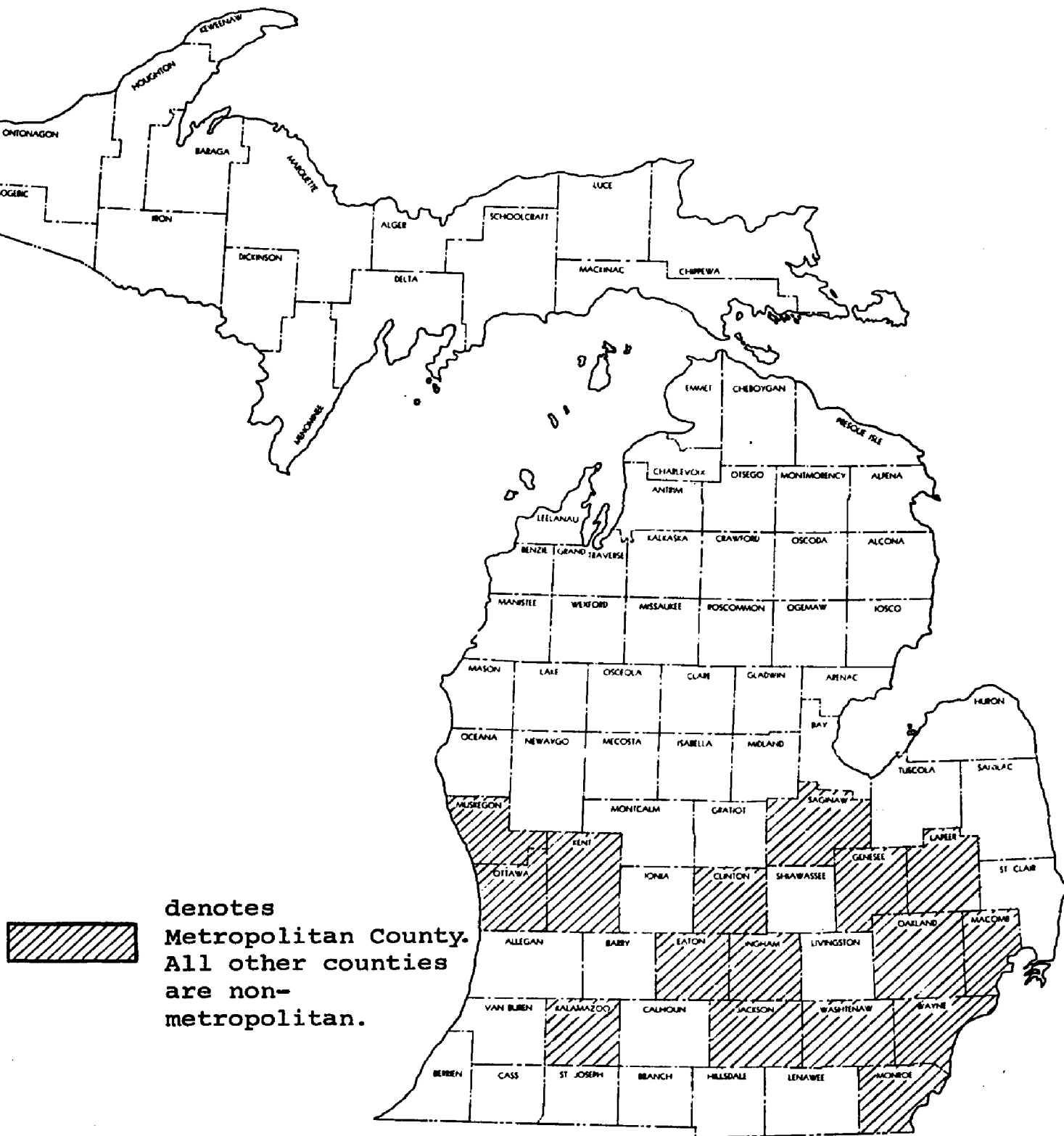
NON-METRO COUNTIES

Alcona
Alger
Allegan
Alpena
Antrim
Arenac
Baraga
Barry
Bay
Benzie
Berrien
Branch
Calhoun
Cass
Charlevoix
Cheboygan
Chippewa
Clare
Crawford
Delta
Dickinson
Emmet
Gladwin
Gogebic

NON-METRO COUNTIES (contd)

Grand Traverse
Gratiot
Hillsdale
Houghton
Huron
Ionia
Iosco
Iron
Isabella
Kalkaska
Keweenaw
Lake
Leelanau
Lenawee
Livingston
Luce
Mackinac
Manistee
Marquette
Mason
Mecosta
Menominee
Midland
Missaukee
Montcalm
Montmorency
Newago
Oceana
Ogemaw
Ontonagon
Osceola
Oscoda
Otsego
Presque Isle
Roscommon
Sanilac
Schoolcraft
Shiawassee
St. Clair
St. Joseph
Tuscola
Van Buren
Wexford

METROPOLITAN COUNTIES



APPENDIX C

PROBABILITY SAMPLE

PROBABILITY SAMPLE

<u>ATHLETIC CONFERENCE ENROLLMENT CLASSES</u>	<u>POPULATION PERCENTAGES</u>	<u>SAMPLE PERCENTS</u>
Class A	24%	24%
Class B	30%	30%
Class C	24%	24%
Class D	22%	22%
	<u>100%</u>	<u>100%</u>
	N=732	N=120

SCHOOL TYPE

Public	78%	80%
Parochial	20%	18%
Private	2%	2%

MICHIGAN EDUCATION ASSOCIATION - GEOGRAPHIC REGION

Region 1	8%	7%
Region 2	8%	8%
Region 3	7%	8%
Region 4	3%	3%
Region 5	7%	6%
Region 6	7%	7%
Region 7	6%	7%
Region 8	6%	5%
Region 9	9%	10%
Region 10	5%	3%
Region 11	8%	7%
Region 12	4%	5%
Region 13	6%	5%
Region 14	4%	5%
Region 15	3%	3%
Region 16	2%	3%
Region 17	4%	4%
Region 18	3%	4%
	<u>100%</u>	<u>100%</u>

APPENDIX D

BASIC INTERVIEWING INSTRUCTIONS

CHART 1: RANDOM NUMBERS USED TO SELECT PERSON FROM LIST TO INTERVIEW

If Total Number on List is...	Interview Person Listed No.	If Total No. is	Inter- view No.	If Total No. is	Inter- view No.	If Total No. is	Inter- view No.
1	1	51	4	101	16	151	11
2	2	52	45	102	17	152	116
3	3	53	7	103	101	153	100
4	4	54	39	104	67	154	82
5	2	55	51	105	95	155	18
6	3	56	31	106	16	156	84
7	4	57	29	107	39	157	128
8	2	58	2	108	97	158	91
9	9	59	19	109	64	159	127
10	7	60	42	110	17	160	36
11	3	61	16	111	101	161	92
12	11	62	41	112	18	162	94
13	1	63	9	113	55	163	91
14	4	64	17	114	114	164	54
15	9	65	10	115	83	165	13
16	8	66	55	116	94	166	78
17	5	67	36	117	42	167	59
18	7	68	57	118	24	168	113
19	6	69	23	119	46	169	51
20	18	70	50	120	89	170	14
21	4	71	61	121	79	171	135
22	20	72	44	122	111	172	39
23	9	73	42	123	41	173	75
24	21	74	56	124	116	174	135
25	22	75	38	125	110	175	31
26	16	76	48	126	30	176	98
27	16	77	46	127	37	177	60
28	9	78	11	128	69	178	140
29	6	79	39	129	65	179	131
30	17	80	37	130	113	180	166
31	7	81	66	131	106	181	130
32	27	82	25	132	5	182	153
33	22	83	49	133	87	183	111
34	19	84	27	134	2	184	88
35	7	85	44	135	13	185	167
36	14	86	25	136	113	186	113
37	19	87	81	137	35	187	24
38	4	88	75	138	132	188	103
39	24	89	84	139	8	189	156
40	28	90	22	140	113	190	166
41	21	91	56	141	24	191	111
42	6	92	13	142	58	192	54
43	11	93	16	143	35	193	3
44	34	94	80	144	21	194	79
45	17	95	39	145	83	195	91
46	36	96	63	146	79	196	186
47	17	97	40	147	20	197	96
48	8	98	60	148	142	198	91
49	1	99	62	149	121	199	29
50	49	100	81	150	117	200	20

BASIC INTERVIEWING INSTRUCTIONS

- Step 1: The first step in conducting interviews in a school district is to interview the principal of the designated high school. Use Master Questionnaire (white cover sheet). This interview will provide you with information for later steps in the study. The principal of each school was sent a letter explaining the purpose of the study and asking for his cooperation. Remind him of the letter.
- Step 2: Pick the name of a high school teacher that you will interview. Do this from the list of high school teachers who teach in the particular school designated for study. You should have obtained this list from the principal during his interview. Pick the high school teacher you will interview in this way:
- a. Number the names of the High school teachers on the list. DO NOT INCLUDE THE NAMES OF THE PRINCIPAL OR SUPERINTENDENT.
 - b. When you have determined the total number of high school teachers on the list, go to Chart 1, which is attached to these instructions. Chart 1 has numbers from 1 to 200, indicating the total number of teachers on your list. After each of these numbers is a number we picked at random. That second number tells you the teacher on your list that you must interview. For example, if there are 30 high school teachers on your list, you must interview the 17th teacher on the list. (Check Chart 1 to see that you understand the table with this example.) If there are 121 teachers on the list, you would interview the 79th teacher on the list. (Find this example in Chart 1, too.) If you have any questions about this procedure, call your field supervisor.
 - c. Now, select the high school teacher you are supposed to interview.
- Step 3: Pick the name of the school board member you are to interview. You obtained the names of all school board members from the principal in your first interview. (See page 8 of Principal's questionnaire) Number the names in order, then pick one according to the procedure for using Chart 1, as explained above.
- Step 4: Pick the name of the driver education teacher you are to interview. You obtained the names of all driver education teachers from the principal in your first interview. (See page 7 of Principal's questionnaire). Number the names in order, then pick one according to the procedure for using Chart 1, as explained above.
- Step 5: Interview the following persons, using the questions specified below:
- | | |
|--------------------------|--|
| Questionnaire 2 (Blue) | High school teacher (You picked in Step 2) |
| Questionnaire 3 (Pink) | School Board Member (You picked in Step 3) |
| Questionnaire 4 (Yellow) | Superintendent (Principal named him on page 7, question 58 of master questionnaire.) |

Questionnaire 5 (Yellow-Green)

Head Driver Education (If there is one, principal will have named him on page 4 of principal's questionnaire.) You want to interview the head of driver education for the whole school system. If there is one, he is named in the principal's questionnaire on page 4, question 36. If not, interview the head of driver education for the sampled high school. He is listed on page 4, question 35, of the principal's questionnaire. If the principal did not name a head of driver education in either of these questions, do not conduct a "head of driver education" interview in this school district.

Questionnaire 6 (Light Pink)

Head, Safety Education. If there is one, the principal will have named him on page 3, question 25, of the principal's questionnaire. Quite often there will not be such a person in the school system. If not, do not conduct a "head of safety education" interview in this school district.

Questionnaire 7 (Tan)

Head, School Bus Operations. Principal will have named this person on page 7 of the principal's questionnaire.

Questionnaire 8 (Light Blue)

Driver Education Teacher. (You picked in Step 4)

Step 6: Pick a junior high school from the list of junior highs that the high school principal said "feed into" the high school you are studying. (See list on page 6 on principal's questionnaire.) Number the junior highs, then look at Chart 1 to determine which junior high you are to interview in.

Step 7: Interview the following:

Questionnaire 9 (Green)

Junior High Principal (of the junior high you just picked)

Step 8: After you have interviewed the Junior High Principal, you will have a roster of the junior high teachers. Pick one junior high teacher for interviewing, using Chart 1.

Step 9: Interview the following:

Questionnaire 10 (Cream)

Junior High Teacher (The one you just picked)

Step 10: Pick an elementary school from the list of elementary schools that the high school principal said "feed into" the high school that you are studying. (Use list high school principal gave you on page 6 of his questionnaire.) Number the elementary school, then look at Chart 1 to determine which elementary school you are to interview in.

Step 11: Interview the following:

Questionnaire 11 (Gray)

Elementary School Principal (of the school you just picked.)

Step 12: After you have interviewed the Elementary School Principal, you will have a roster of the elementary school teachers. Pick on elementary teacher for interviewing, using Chart 1.

Step 13: Interview the following:

Questionnaire 12 (Gold) Elementary Teacher (The one you just picked)

Step 14: After you have interviewed the head of school bus operations (Step 5), you will have a roster of the bus drivers. Pick one bus driver for interviewing, using Chart 1.

Step 15: Interview the following:

Questionnaire 13 (Light Bus Driver (The one you just picked)
Green)

Step 16: Put all of the completed questionnaires for a given school in a single packet, then send them back to your field supervisor. Make as many as four calls on each person in an attempt to complete these interviews. It is important that we get interviews from every type of person in every school. It should be possible to get interviews with almost all of these persons during school hours, but occasionally you may have to arrange for an interview after working hours, possibly even in the evening.

APPENDIX E

QUESTIONNAIRES

MASTER QUESTIONNAIRE (HIGH SCHOOL PRINCIPAL)

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number Within Region

C9-10 01 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

High School Principal's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have 20 to 30 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, which grades attend school in this building?

1 ☐ 10-12

2 ☐ 9-12

3 ☐ 8-12

4 ☐ 7-12

5 ☐ 6-12

6 ☐ 1-12

7 ☐ K-12

8 ☐ Other (Specify) _____

C17 Which grades are you responsible for as principal?

1 ☐ 10-12

2 ☐ 9-12

3 ☐ 8-12

4 ☐ 7-12

5 ☐ 6-12

6 ☐ Other (Specify) _____

C18 In your school system, what grades are considered as senior high school grades?

1 ☐ 10-12

2 ☐ 9-12

3 ☐ 8-12

4 ☐ 7-12

5 ☐ Other (Specify) _____

C19 In your school system, what grades are considered as junior high or middle school grades?

1 ☐ 7-9

2 ☐ 6-9

3 ☐ 5-9

4 ☐ 7-8

5 ☐ 6-8

6 ☐ 5-8

7 ☐ Other (Specify) _____

C20 How long have you been a principal?

1 ☐ 1 year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ more than 30 years

C21 Do you make policy decisions concerning the safety of students for whom you are responsible?

1 ☐ Yes

2 ☐ No If No, skip to Question 25

C22 Do you make policy decisions on pedestrian safety?

1___Yes 2___No

C23 Do you make policy decisions on bicycle safety?

1___Yes 2___No

C24 Do you make policy decisions on passenger safety?

1___Yes 2___No

C25 Does your school system have a person designated as coordinator or supervisor of safety education?

1___Yes 2___No

Name _____

Where is his office? _____

C26 Have you designated some person as safety education coordinator or supervisor for the grades you are personally responsible for?

1___Yes 2___No

C27 Do you have a school safety patrol for this building?

1___Yes

2___No If No, skip to Question 32

C28 Do you have a designated person responsible for the school safety patrol?

1___Yes 2___No

C29 What is the title of the person responsible for the school safety patrol?

1___Superintendent

2___Asst. Superintendent

3___Principal

4___Asst. Principal

5___Coordinator (Supervisor) of Safety Education

6___Counselor

7___Teacher

8___Other (Specify) _____

If the Principal names himself, ask Questions 30 and 31

C30 Have you had any specific training for the responsibility?

1___Yes 2___No

C31 Have you read any materials in the past 3 years from organizations interested in safety patrols...such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?

1___Yes 2___No

C32 Is driver education taught in this high school?

1 ☐ Yes

2 ☐ No If No, skip to Question 36

C33 Do you make any policy decisions concerning the driver education program?

1 ☐ Yes 2 ☐ No

C34 Do you supervise the driver education program?

1 ☐ Yes 2 ☐ No

C35 Is there a person designated as head of driver education for this high school?

1 ☐ Yes 2 ☐ No

Name _____

Where is his office? _____

C36 Is there a person designated as coordinator or supervisor of driver education for your whole school system?

1 ☐ Yes 2 ☐ No

Name _____

Where is his office? _____

C37 Does your whole school system require the teaching of traffic safety education...whether pedestrian, bicycle or passenger...in all grades which you are responsible for?

1 ☐ Yes If Yes, skip to Question 39

2 ☐ No

C38 Do you require traffic safety education...whether pedestrian, bicycle, or passenger...to be taught in all grades which you are personally responsible for?

1 ☐ Yes

2 ☐ No If No, skip to Question 44

C39 Is pedestrian safety education required to be taught?

1 ☐ Yes 2 ☐ No

C40 Is bicycle safety education required to be taught?

1 ☐ Yes 2 ☐ No

C41 Is passenger safety education required to be taught?

1 ☐ Yes 2 ☐ No

C42 Is this a planned coordinated curriculum?

1___Yes 2___No

C43 Do you supervise the teaching of traffic safety education?

1___Yes 2___No

C44 In addition to your duties as principal, are you also a teacher?

1___Yes 2___No

C45 What percentage of your time as principal is devoted to the administration or supervision of traffic safety education?

1___less than 1 percent
2___2 to 3 percent
3___4 to 5 percent
4___6 to 10 percent
5___11 percent and above
6___None

C46 Have you ever taken a general safety education course for college credit?

1___Yes
2___No If No, skip to Question 48

C47 How many years has it been since you took this course?

1___0-5 years
2___6-10 years
3___11-15 years
4___16-20 years
5___21-25 years
6___more than 25 years

C48 Have you received any general safety education from sources other than formal college courses?

1___Yes 2___No

C49 Have you ever read a general safety education book...either hardback or paperback?

1___Yes 2___No

C50 Have you ever taken a driver education course?

1___Yes
2___No If No, skip to Question 52

C51 How many years has it been since you took this course?

1___0-5 years
2___6-10 years
3___11-15 years
4___16-20 years
5___21-25 years
6___more than 25 years

C52 Have you ever read a driver education textbook?

1 ___ Yes 2 ___ No

C53 How many junior high schools feed more than 50% of their students into your high school?

If a junior high school is located in the senior high school building, include it.

_____ Number of junior high schools

Could you give me the names of these junior high schools?

Include the one in the senior high school building, if there is one.

C54 Are any of these junior high schools parochial or private schools from which over 50% of the students enter your high school?

Indicate above which ones are

_____ Number of Parochial and Private junior high schools involved.

C55-56 How many elementary schools feed 50% or more of their students into your high school?

If an elementary school is located in the senior high school building, include it.

_____ Number of elementary schools.

Could you give me the names of these elementary schools?

Include the one in the senior high school building, if there is one.

C57 Are any of these elementary schools parochial or private schools from which over 50% of the students enter your high school?

Indicate above which ones are

_____ Number of parochial and private elementary schools involved.

C58 Sex of person interviewed:

- 1 Male
2 Female

Now, who is your superintendent of schools?

Name _____

Where is his office? _____

Could you tell me the name of the person in your school system who has primary responsibility for the operation of your school bus program?

Name _____

Where is his office? _____

We also want to interview one of your high school teachers. Can you provide me with a list of all of your high school teachers in this particular high school?

GET LIST AND ATTACH IT TO THIS QUESTIONNAIRE

C59-61 _____ Number of high school teachers.

Also, we want to interview one of your driver education teachers. Can you provide me with the names of all your driver education teachers in this particular high school?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C62-63 _____ Number of driver education teachers.

Finally, we want to interview a school board member...chosen randomly...from your school district. Could you provide me with a list of your school board members?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C64 _____ Number of school board members.

If the principal is also the superintendent, or designates himself as the person primarily responsible for safety education, driver education, or school bus operations, also ask him the questions on those questionnaires.

Put this advice on bottom of this questionnaire.

HIGH SCHOOL TEACHER QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 _____ 1 _____ Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 _____ 02 _____ School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

High School Teacher's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, what grade do you teach most?

1 ☐ 7

2 ☐ 8

3 ☐ 9

4 ☐ 10

5 ☐ 11

6 ☐ 12

7 ☐ Other (Specify) _____

C17 How long have you been a high school teacher?

1 ☐ 1 year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ more than 30 years

C18 Are you required to teach traffic safety education...whether pedestrian, bicycle or passenger safety...in your grade?

1 ☐ Yes 2 ☐ No

C19 Do you teach any traffic safety education?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

C20 Do you teach pedestrian safety?

1 ☐ Yes 2 ☐ No

C21 Do you teach bicycle safety?

1 ☐ Yes 2 ☐ No

C22 Do you teach passenger safety?

1 ☐ Yes 2 ☐ No

C23 Does your school system have a planned traffic safety curriculum which you can follow?

1 ☐ Yes

2 ☐ No If No, skip to Question 25

C24 Do you usually follow it closely?

1 ☐ Yes 2 ☐ No

C25 Is there a resource person...whether safety education coordinator or supervisor...in the school system or in the building whom you can turn to for assistance?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

- C26 How often do you ask this resource person for assistance...very often, fairly often, not very often, or hardly ever?
- 1__ very often
2__ fairly often
3__ not very often
4__ hardly ever
- C27 Is there a school safety patrol for this building?
- 1__ Yes
2__ No If No, skip to Question 31
- C28 Are you...by chance...in charge of it?
- 1__ Yes
2__ No If No, skip to Question 31
- C29 Have you had any specific training for this responsibility?
- 1__ Yes 2__ No
- C30 Have you read any materials in the past 3 years from organizations interested in safety patrols...such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?
- 1__ Yes 2__ No
- C31 Are you a sponsor for any kind of student organization or activity that is...either wholly or partially...concerned with pedestrian, bicycle or passenger safety in your school?
- 1__ Yes 2__ No
- C32 Do you serve on any kind of system-wide or school committee which has as one of its responsibilities, pedestrian, bicycle or passenger safety?
- 1__ Yes 2__ No
- C33 What percentage of your time as a teacher is devoted to traffic safety activities?
- 1__ less than 1 percent
2__ 2 to 3 percent
3__ 4 to 5 percent
4__ 6 to 10 percent
5__ 11 percent and above
6__ none
- C34 Have you ever taken a general safety education course for college credit?
- 1__ Yes
2__ No If No, skip to Question 36

C35 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C36 Have you received any general safety education from sources other than formal college courses?

- 1 ☐ Yes
- 2 ☐ No

C37 Have you ever read a general safety education book...whether hardback or softback?

- 1 ☐ Yes
- 2 ☐ No

C38 Sex of person interviewed:

- 1 ☐ Male
- 2 ☐ Female

MEMBER BOARD OF EDUCATION QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ MSU Continuing Education Regions

C7-8 _____ School Number Within Region

C9-10 03 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ MEA Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

Name of School Board Member _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have 20 to 30 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 Does your Board of Education make policy decisions concerning the safety of students for whom you are responsible?

1 ☐ Yes

2 ☐ No If No, skip to Question 20

C17 Does your Board make policy decisions on pedestrian safety?

1 ☐ Yes 2 ☐ No

C18 Does your Board make policy decisions on bicycle safety?

1 ☐ Yes 2 ☐ No

C19 Does your Board make policy decisions on passenger safety?

1 ☐ Yes 2 ☐ No

C20 Does your school system use school safety patrols?

1 ☐ Yes

2 ☐ No If No, skip to Question 22

C21 Does your Board make policy decisions concerning safety patrols?

1 ☐ Yes 2 ☐ No

C22 Does your school system use adult crossing guards?

1 ☐ Yes

2 ☐ No If No, skip to Question 24

C23 Does your Board make policy decisions concerning adult crossing guards?

1 ☐ Yes 2 ☐ No

C24 Does your school system offer driver education?

1 ☐ Yes

2 ☐ No If No, skip to Question 26

C25 Does your Board make policy decisions concerning the driver education program?

1 ☐ Yes 2 ☐ No

C26 Does your school system provide bus transportation for students?

1 ☐ Yes

2 ☐ No If No, skip to Question 28

C27 Does your Board make policy decisions concerning pupil transportation?

1 ☐ Yes 2 ☐ No

C28 How many regular school board meetings do you have per month?

- 1 ☐ 1
- 2 ☐ 2
- 3 ☐ 3
- 4 ☐ 4
- 5 ☐ more than four

C29 For what length of time does the Board generally meet?

- 1 ☐ 1 hour
- 2 ☐ 2 hours
- 3 ☐ 3 hours
- 4 ☐ 4 hours
- 5 ☐ more than four hours

C30 What percentage of your time as a School Board Member is concerned with traffic safety education?

- 1 ☐ less than 1 percent
- 2 ☐ 2 to 3 percent
- 3 ☐ 4 to 5 percent
- 4 ☐ 6 to 10 percent
- 5 ☐ 11 percent and above
- 6 ☐ none

C31 Have you ever attended a college or university?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 36

C32 Did you take a general safety education course for college credit while in college?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 34

C33 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C34 Did you take a driver education course for college credit while in college?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 36

C35 How many years has it been since you took this course?

- 1__ 0-5 years
- 2__ 6-10 years
- 3__ 11-15 years
- 4__ 16-20 years
- 5__ 21-25 years
- 6__ more than 25 years

C36 Have you received any general safety education from sources other than formal college courses?

- 1__ Yes 2__ No

C37 Have you ever read a general safety education book...either hardback or paperback?

- 1__ Yes 2__ No

C38 Have you ever read a driver education textbook?

- 1__ Yes 2__ No

C39 Sex of person interviewed:

- 1__ Male
- 2__ Female

SUPERINTENDENTS QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 04 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

School District Name _____

Superintendent's Name _____

Hello, I'm _____ I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have 20 to 30 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16-17 How many high schools are you responsible for as superintendent?

_____ Number of high schools

C18-19 How many junior high or middle schools are you responsible for as superintendent?

_____ Number of junior high or middle schools

C20-22 How many elementary schools are you responsible for as superintendent?

_____ Number of elementary schools

C23 How long have you been a superintendent?

1___ 1 year

2___ 2-5 years

3___ 6-10 years

4___ 11-15 years

5___ 16-20 years

6___ 21-25 years

7___ 26-30 years

8___ more than 30 years

C24 Do you make policy decisions concerning the safety of students for whom you are responsible?

1___ Yes

2___ No If No, skip to Question 28

C25 Do you make policy decisions on pedestrian safety?

1___ Yes 2___ No

C26 Do you make policy decisions on bicycle safety?

1___ Yes 2___ No

C27 Do you make policy decisions on passenger safety?

1___ Yes 2___ No

C28 Do you use school safety patrols in your school system?

1___ Yes

2___ No If No, skip to Question 34

C29 Do you personally make any policy decisions concerning the school safety patrols?

1___ Yes 2___ No

C30 Have you assigned someone ... including yourself ... to be in charge of the safety patrol for the school system?

1___ Yes

2___ No If No, skip to Question 34

C31 What is the title of the person responsible for the school safety patrol?

- 1 ☐ Superintendent
- 2 ☐ Asst. Superintendent
- 3 ☐ Principal
- 4 ☐ Asst. Principal
- 5 ☐ Coordinator or Supervisor of Safety Education
- 6 ☐ Counselor
- 7 ☐ Teacher
- 8 ☐ Other (Specify) _____

If the Superintendent names himself, ask Questions 32 and 33

C32 Have you had any specific training for this responsibility?

- 1 ☐ Yes 2 ☐ No

C33 Have you read any materials in the past 3 years from organizations interested in safety patrols ... such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?

- 1 ☐ Yes 2 ☐ No

C34 Do you use adult crossing guards in your school system?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 36

C35 Do you personally make any policy decisions concerning the adult crossing guards?

- 1 ☐ Yes 2 ☐ No

C36 Is driver education taught in this school system?

- 1 ☐ Yes
- 2 ☐ No If No, skip to question 39

C37 Do you personally make any policy decisions concerning the driver education program?

- 1 ☐ Yes 2 ☐ No

C38 Do you supervise the driver education program?

- 1 ☐ Yes 2 ☐ No

C39 Does your school system provide bus transportation for students?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 41

C40 Do you personally make any policy decisions concerning bus transportation?

- 1 ☐ Yes 2 ☐ No

- C41 Do you require traffic safety education ... whether pedestrian, bicycle or passenger safety ... to be taught in all elementary grades of the school system?
- 1 Yes
2 No If No, skip to Question 44
- C42 Is this a planned coordinated curriculum?
- 1 Yes 2 No
- C43 Do you personally supervise the traffic safety education ... whether pedestrian, bicycle or passenger safety ... that is taught in the elementary grades?
- 1 Yes 2 No
- C44 Do you require traffic safety education ... whether pedestrian, bicycle or passenger safety ... to be taught in all junior high or middle school grades of the school system?
- 1 Yes
2 No If No, skip to Question 47
- C45 Is this a planned coordinated curriculum?
- 1 Yes 2 No
- C46 Do you personally supervise traffic safety education ... whether pedestrian, bicycle or passenger safety ... that is taught in junior high or middle school grades of the school system?
- 1 Yes 2 No
- C47 Do you require traffic safety education ... whether pedestrian, bicycle or passenger safety ... to be taught in all high school grades of the school system?
- 1 Yes
2 No If No, skip to Question 50
- C48 Is this a planned coordinated curriculum?
- 1 Yes 2 No
- C49 Do you personally supervise traffic safety education ... whether pedestrian, bicycle or passenger safety ... that is taught in the high school grades of the school system?
- 1 Yes 2 No
- C50 In addition to your duties as Superintendent, are you also a teacher?
- 1 Yes 2 No

- C51 What percentage of your time as Superintendent is devoted to the administration or supervision of traffic safety education?
- 1 ☐ less than 1 percent
 - 2 ☐ 2 to 3 percent
 - 3 ☐ 4 to 5 percent
 - 4 ☐ 6 to 10 percent
 - 5 ☐ 11 percent and above
 - 6 ☐ None
- C52 Have you ever taken a general safety education course for college credit?
- 1 ☐ Yes
 - 2 ☐ No If No, skip to Question 54
- C53 How many years has it been since you took this course?
- 1 ☐ 0-5 years
 - 2 ☐ 6-10 years
 - 3 ☐ 11-15 years
 - 4 ☐ 16-20 years
 - 5 ☐ 21-25 years
 - 6 ☐ more than 25 years
- C54 Have you received any general safety education from sources other than formal college courses?
- 1 ☐ Yes
 - 2 ☐ No
- C55 Have you ever read a general safety education book ... either hardback or paperback?
- 1 ☐ Yes
 - 2 ☐ No
- C56 Have you ever taken a driver education course for college credit?
- 1 ☐ Yes
 - 2 ☐ No If No, skip to Question 58
- C57 How many years has it been since you took this course?
- 1 ☐ 0-5 years
 - 2 ☐ 6-10 years
 - 3 ☐ 11-15 years
 - 4 ☐ 16-20 years
 - 5 ☐ 21-25 years
 - 6 ☐ more than 25 years
- C58 Have you ever read a driver education textbook?
- 1 ☐ Yes
 - 2 ☐ No
- C59 Do you receive any services from the intermediate school district concerning traffic safety?
- 1 ☐ Yes
 - 2 ☐ No
- C60 Sex of person interviewed:
- 1 ☐ Male
 - 2 ☐ Female

HEAD OF DRIVER EDUCATION QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 _____ Card Number

C6 _____ MSU Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 05 _____ School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ MEA Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

Head of Driver Education Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16-17 How many high schools are in your school system?

_____ Number of high schools

C18-19 How many high schools are you responsible for as Head of Driver Education?

_____ Number of high schools

C20-21 How many driver education teachers are you responsible for as Head of Driver Education?

_____ Number of Teachers

C22 Have you had any driver education teaching experience?

1 Yes

2 No If No, skip to Question 38

C23 How many years have you been a driver education teacher?

1 1 year

2 2-5 years

3 6-10 years

4 11-15 years

5 16-20 years

6 21-25 years

7 26-30 years

8 more than 30 years

C24 Are you presently teaching driver education?

1 Yes

2 No If No, skip to Question 38

C25 Do you teach driver education during the regular school day?

1 Yes

2 No If No, skip to Question 27

C26 How many hours of the regular school day do you spend teaching driver education?

_____ Number of hours Do not record fractions of an hour

C27 Do you teach driver education on Saturdays, or before, or after the regular school day?

1 Yes

2 No If No, skip to Question 29

C28 How many hours a week do you spend teaching driver education on Saturdays, or before, or after the regular school day?

- 1 ☐ 0-5 hours
- 2 ☐ 6-10 hours
- 3 ☐ 11-15 hours
- 4 ☐ 16-20 hours
- 5 ☐ 21-25 hours
- 6 ☐ 26-30 hours
- 7 ☐ 31-35 hours
- 8 ☐ 36-40 hours
- 9 ☐ more than 40 hours

C29 Do you teach driver education during the summer?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 34

C30-31 How many weeks do you usually teach driver education during the summer?

Number of weeks Do not record fractions of a week

C32-33 How many hours a week do you teach driver education during the summer?

Number of hours Do not record fractions of an hour

C34 Do you teach on the multiple car off-street driving range?

- 1 ☐ Yes
- 2 ☐ No

C35 Do you teach in a driving simulator?

- 1 ☐ Yes
- 2 ☐ No

C36 Do you teach practice driving on the street?

- 1 ☐ Yes
- 2 ☐ No

C37 Do you teach the classroom phase of driver education?

- 1 ☐ Yes
- 2 ☐ No

C38 Do you make any policy decisions concerning the driver education program?

- 1 ☐ Yes
- 2 ☐ No

C39 Do you personally make on-the-spot observations of your driver education teachers?

- 1 ☐ Yes
- 2 ☐ No

C40 Do you provide any in-service education for your driver education teachers?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 42

C41 Are you responsible for the administration and organization of this in-
service education program?

1 ___ Yes 2 ___ No

C42 Are you in charge of the school safety patrol for the entire school system?

1 ___ Yes If Yes, skip to Question 44

2 ___ No

C43 Are you...by chance...in charge of the school safety patrol?

1 ___ Yes

2 ___ No If No, skip to Question 46

C44 Have you had any specific training for this responsibility?

1 ___ Yes 2 ___ No

C45 Have you read any materials in the past 3 years from organizations interested
in school safety patrols...such as the American Automobile Association, the
National Commission on Safety Education or the National Safety Council?

1 ___ Yes 2 ___ No

C46 What percentage of your time as Head of Driver Education is devoted to the
administration or supervision of traffic safety education?

1 ___ less than 1 percent

2 ___ 2 to 3 percent

3 ___ 4 to 5 percent

4 ___ 6 to 10 percent

5 ___ 11 to 25 percent

6 ___ 26 to 50 percent

7 ___ 51 to 75 percent

8 ___ 76 to 99 percent

9 ___ 100 percent

C47 Do you have a Master's degree in...or with major emphasis in...driver and
traffic education?

1 ___ Yes 2 ___ No

C48 Do you have an undergraduate teaching minor...or the equivalency of a teach-
ing minor...in driver and traffic education?

1 ___ Yes 2 ___ No

As a part of your preparation as Head of Driver Education, have you taken
any of the following courses for college credit?

C49 Driver Education I - basic course

1 ___ Yes

2 ___ No If No, skip to Question 51

C50 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C51 Driver Education II - advanced course

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 53

C52 How many years has it been since you took the course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C53 Psychological Factors in Traffic Safety

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 55

C54 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C55 Safety Education

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 57

C56 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C57 First Aid

- 1 ☐ Yes
- 2 ☐ No

C58 Automobile Mechanics

1__Yes 2__No

C59 Alcohol Education

1__Yes 2__No

C60 Innovations in Driver Education

1__Yes 2__No

C61 Traffic Engineering

1__Yes 2__No

C62 Traffic Communications

1__Yes 2__No

C63 Police and Court Traffic Administration

1__Yes 2__No

C64 Do you receive any services from the intermediate school district concerning driver education?

1__Yes 2__No

C65 Sex of person interviewed:

1__Male

2__Female

HEAD OF SAFETY EDUCATION QUESTIONNAIRE

SAFETY EDUCATION STUDY

Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4___ Project Number

C5_1___ Card Number

C6___ M.S.U. Continuing Education Regions

C7-8___ School Number Within Region

C9-10 06 School Job Title

C11 Athletic Classification

1___ Class A

2___ Class B

3___ Class C

4___ Class D

C12-13___ M.E.A. Region

C14 Type of School

1___ Public

2___ Parochial

3___ Private

C15 Geographic Area

1___ Metro County

2___ Non-Metro County

High School Name_____

Head of Safety Education Name_____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have 20 to 30 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16-17 How many high schools are you responsible for as Head of Safety Education?

_____ Number of high schools

C18-19 How many junior high or middle schools are you responsible for as Head of Safety Education?

_____ Number of junior high or middle schools

C20-22 How many elementary schools are you responsible for as Head of Safety Education?

_____ Number of elementary schools

C23 How long have you been Head of Safety Education?

- 1 _____ 1 year
- 2 _____ 2-5 years
- 3 _____ 6-10 years
- 4 _____ 11-15 years
- 5 _____ 16-20 years
- 6 _____ 21-25 years
- 7 _____ 26-30 years
- 8 _____ more than 30 years

C24 Have you had any teaching experience?

- 1 _____ Yes
- 2 _____ No If No, skip to Question 28

C25 Are you presently teaching?

- 1 _____ Yes
- 2 _____ No If No, skip to Question 27

C26 How many hours a day do you teach?

_____ Number of hours Do not record fractions of an hour

C27 How long have you been a teacher?

- 1 _____ 1 year
- 2 _____ 2-5 years
- 3 _____ 6-10 years
- 4 _____ 11-15 years
- 5 _____ 16-20 years
- 6 _____ 21-25 years
- 7 _____ 26-30 years
- 8 _____ more than 30 years

C28 Do you personally make any policy decisions concerning the safety of students for whom you are responsible?

- 1 _____ Yes
- 2 _____ No If No, skip to Question 32

C29 Do you make policy decisions on pedestrian safety?

1 ☐ Yes 2 ☐ No

C30 Do you make policy decisions on bicycle safety?

1 ☐ Yes 2 ☐ No

C31 Do you make policy decisions on passenger safety?

1 ☐ Yes 2 ☐ No

C32 Do you use school safety patrols in your school system?

1 ☐ Yes

2 ☐ No If No, skip to Question 39

C33 Are you personally responsible for the school safety patrol?

1 ☐ Yes

2 ☐ No If No, skip to Question 39

C34 Do you make policy decisions concerning the school safety patrol?

1 ☐ Yes 2 ☐ No

C35 Do you conduct training sessions for the safety patrol members?

1 ☐ Yes 2 ☐ No

C36 Do you personally make on-the-spot observations of the safety patrol?

1 ☐ Yes 2 ☐ No

C37 Have you had any specific training on school safety patrols?

1 ☐ Yes 2 ☐ No

C38 Have you read any materials in the past 3 years from organizations interested in safety patrols ... such as the American Automobile Association, the National Commission on Safety Education, or the National Safety Council?

1 ☐ Yes 2 ☐ No

C39 Do you use adult crossing guards in your system?

1 ☐ Yes

2 ☐ No If No, skip to Question 45

C40 Who is responsible for the adult crossing guards ... your school system or a local police agency?

1 ☐ School system

2 ☐ Local police agency

- C41 Do you coordinate the adult crossing guard activities with the local police department?
1 ☐ Yes 2 ☐ No
- C42 Do you make any policy decisions concerning adult crossing guards?
1 ☐ Yes 2 ☐ No
- C43 Do you conduct training sessions for the adult crossing guards?
1 ☐ Yes 2 ☐ No
- C44 Do you personally make on-the-spot observations of the adult crossing guards?
1 ☐ Yes 2 ☐ No
- C45 Is traffic safety education ... whether pedestrian, bicycle or passenger safety ... taught in all elementary grades of the school system?
1 ☐ Yes 2 ☐ No
- C46 Are you personally responsible for the traffic safety education program in the elementary schools?
1 ☐ Yes
2 ☐ No If No, skip to Question 51
- C47 Have you provided a planned, coordinated traffic safety education curriculum for all elementary school teachers to use?
1 ☐ Yes 2 ☐ No
- C48 Are you available as a traffic safety education resource person for all elementary school teachers?
1 ☐ Yes 2 ☐ No
- C49 Do you do any teaching of traffic safety education in the elementary grades?
1 ☐ Yes 2 ☐ No
- C50 Do you personally make on-the-spot observations of the teaching of traffic safety education in the elementary school grades?
1 ☐ Yes 2 ☐ No
- C51 Is traffic safety education ... whether pedestrian, bicycle or passenger safety ... taught in all junior high school grades of the school system.
1 ☐ Yes 2 ☐ No
- C52 Are you responsible for the traffic safety education program in the junior high school grades?
1 ☐ Yes
2 ☐ No If No, skip to Question 57

- C53 Have you provided a planned, coordinated traffic safety education curriculum for all junior high teachers to use?
- 1 ☐ Yes 2 ☐ No
- C54 Are you available as a traffic safety education resource person for all junior high teachers?
- 1 ☐ Yes 2 ☐ No
- C55 Do you do any teaching of traffic safety education in the junior high grades?
- 1 ☐ Yes 2 ☐ No
- C56 Do you personally make on-the-spot observations of the teaching of traffic safety education in the junior high grades?
- 1 ☐ Yes 2 ☐ No
- C57 Is traffic safety education ... whether pedestrian, bicycle or passenger ... taught in all high school grades of the school system?
- 1 ☐ Yes 2 ☐ No
- C58 Are you responsible for the traffic safety education program in the high schools?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 63
- C59 Have you provided a planned, coordinated traffic safety education curriculum for all high school teachers to use?
- 1 ☐ Yes 2 ☐ No
- C60 Are you available as a traffic safety education resource person for all high school teachers?
- 1 ☐ Yes 2 ☐ No
- C61 Do you do any teaching of traffic safety education in the high school grades?
- 1 ☐ Yes 2 ☐ No
- C62 Do you personally make on-the-spot observations of the teaching of traffic safety education in the high school grades?
- 1 ☐ Yes 2 ☐ No
- C63 Are you a sponsor for any kind of student organization or activity that is ... either wholly or partially ... concerned with pedestrian, bicycle or passenger safety in your school system?
- 1 ☐ Yes 2 ☐ No

C64 Do you serve on any kind of system-wide or school committee which has as one of its responsibilities, pedestrian, bicycle or passenger safety?

1 ☐ Yes 2 ☐ No

C65 What percentage of your time as Head of Safety Education is devoted to the administration or supervision of traffic safety education?

- 1 ☐ less than 1 percent
2 ☐ 2 to 3 percent
3 ☐ 4 to 5 percent
4 ☐ 6 to 10 percent
5 ☐ 11 to 25 percent
6 ☐ 26 to 50 percent
7 ☐ 51 to 75 percent
8 ☐ 76 to 99 percent
9 ☐ 100 percent

C66 Do you have a Doctor's degree in safety education?

1 ☐ Yes If Yes, skip to Question 69
2 ☐ No

C67 Do you have a Master's degree in safety education?

1 ☐ Yes If Yes, skip to Question 69
2 ☐ No

C68 Do you have an undergraduate teaching minor in safety education?

1 ☐ Yes 2 ☐ No

C69 Have you ever taken a general safety education course for college credit?

1 ☐ Yes
2 ☐ No If No, skip to Question 71

C70 How many years has it been since you took this course?

- 1 ☐ 0-5 years
2 ☐ 6-10 years
3 ☐ 11-15 years
4 ☐ 16-20 years
5 ☐ 21-25 years
6 ☐ more than 25 years

C71 Have you ever taken a course for college credit on organization and administration of safety education?

1 ☐ Yes
2 ☐ No If No, skip to Question 73

C72 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C73 Have you received any general safety education from sources other than formal college courses?

- 1 ☐ Yes
- 2 ☐ No

C74 Have you ever read a general safety education book ... either hardback or paperback?

- 1 ☐ Yes
- 2 ☐ No

C75 Do you recieve any services from the intermediate school district concerning traffic safety?

- 1 ☐ Yes
- 2 ☐ No

C76 Sex of person interviewed:

- 1 ☐ Male
- 2 ☐ Female

HEAD OF SCHOOL BUS OPERATIONS QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 _____ Card Number

C6 _____ MSU Continuing Education Regions

C7-8 _____ School Number Within Region

C9-10 07 _____ School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ MEA Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

Head of School Bus Operations Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, how old are you?

- 1 ☐ 21-25
- 2 ☐ 26-30
- 3 ☐ 31-35
- 4 ☐ 36-40
- 5 ☐ 41-45
- 6 ☐ 46-50
- 7 ☐ 51-55
- 8 ☐ 56-60
- 9 ☐ over 60

C17 How many years have you been the head of School Bus Operations?

- 1 ☐ 1 year
- 2 ☐ 2-5 years
- 3 ☐ 6-10 years
- 4 ☐ 11-15 years
- 5 ☐ 16-20 years
- 6 ☐ 21-25 years
- 7 ☐ 26-30 years
- 8 ☐ more than 30 years

C18 In addition to your duties as Head of School Bus Operations...do you also drive a school bus?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 21

C19 How many years have you been driving a school bus?

- 1 ☐ 1 year
- 2 ☐ 2-5 years
- 3 ☐ 6-10 years
- 4 ☐ 11-15 years
- 5 ☐ 16-20 years
- 6 ☐ 21-25 years
- 7 ☐ 26-30 years
- 8 ☐ more than 30 years

C20 How many hours a day do you drive a school bus?

Number of hours Do not record fractions of an hour

C21 How many hours a day are you employed as Head of School Bus Operations...not including hours spent driving the bus?

Number of hours Do not record fractions of an hour

22-23 About how many school busses are you responsible for as Head of School Bus Operations?

Number of busses

C24-25 About how many bus drivers are you responsible for as Head of School Bus Operations?

_____ Number of drivers

C26 Does the school system have any official printed policies concerning school bus operations?

1___Yes 2___No

C27 Do you personally make any policy decisions concerning school bus operations?

1___Yes 2___No

C28 Are you responsible for the hiring of school bus drivers?

1___Yes 2___No

C29 Do you plan the school bus routes and schedules?

1___Yes 2___No

C30 Do you personally make on-the-spot observations of your school bus drivers?

1___Yes 2___No

C31 Do you work actively with school administrators and teachers to improve the school transportation service?

1___Yes 2___No

C32 Do you keep school transportation records?

1___Yes 2___No

C33 Are you available to assist in investigating or in making a report on a school bus accident?

1___Yes 2___No

C34 Are you responsible for the maintenance of the school bus fleet?

1___Yes 2___No

C35 Do you personally provide pre-service training for your school bus drivers?

1___Yes 2___No

C36 Do you personally provide in-service training for your school bus drivers?

1___Yes 2___No

C37 Have you attended any of the School Bus Driver Education classes conducted by the State Universities of Michigan?

1___Yes

2___No If No, skip to Question 39

C38 How many years has it been since you have attended one of these courses?

____ Number of years 9 years and above, record as 9

C39 Have you taken the basic Red Cross First Aid Course?

1 Yes

2 No If No, skip to Question 43

C40 How many years has it been since you took the course?

____ Number of years 9 years and above, record as 9

C41 Have you taken the advanced Red Cross First Aid Course?

1 Yes

2 No If No, skip to Question 43

C42 How many years has it been since you took the course?

____ Number of years 9 years and above, record as 9

C43 Have you taken the National Safety Council's Driver Improvement or Defensive Driving Course?

1 Yes 2 No

C44 Have you ever attended a college or university?

1 Yes

2 No If No, skip to Question 49

C45 Did you take a general safety education course for college credit while in college?

1 Yes

2 No If No, skip to Question 47

C46 How many years has it been since you took this course?

1 0-5 years

2 6-10 years

3 11-15 years

4 16-20 years

5 21-25 years

6 more than 25 years

C47 Did you take a driver education course for college credit while in college?

1 Yes

2 No If No, skip to Question 49

C48 How many years has it been since you took the course?

- 1__ 0-5 years
- 2__ 6-10 years
- 3__ 11-15 years
- 4__ 16-20 years
- 5__ 21-25 years
- 6__ more than 25 years

C49 Have you ever read a driver education textbook?

- 1__ Yes 2__ No

C50 Do you receive any services from the intermediate school district concerning traffic safety?

- 1__ Yes 2__ No

C51 Sex of person interviewed:

- 1__ Male
- 2__ Female

Also, we want to interview one of your bus drivers. Can you provide me with a list of bus drivers who service _____ high school.

The name of the high school will be found on the front page of the Questionnaire.

GET LIST. ATTACH IT TO THIS QUESTIONNAIRE.

C52-53 _____ Number of bus drivers servicing sample high school

DRIVER EDUCATION TEACHER QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 08 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

High School Name _____

Driver Education Teacher's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 How long have you been a high school teacher?

- 1 ☐ 1 year
- 2 ☐ 2-5 years
- 3 ☐ 6-10 years
- 4 ☐ 11-15 years
- 5 ☐ 16-20 years
- 6 ☐ 21-25 years
- 7 ☐ 26-30 years
- 8 ☐ more than 30 years

C17 How long have you been teaching driver education?

- 1 ☐ 1 year
- 2 ☐ 2-5 years
- 3 ☐ 6-10 years
- 4 ☐ 11-15 years
- 5 ☐ 16-20 years
- 6 ☐ 21-25 years
- 7 ☐ 26-30 years
- 8 ☐ more than 30 years

C18 Are you in charge of the school safety patrol for the entire school system?

- 1 ☐ Yes If Yes, skip to Question 21
- 2 ☐ No

C19 Is there a school safety patrol for this building?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 23

C20 Are you ... by chance ... in charge of it?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 23

C21 Have you had any specific training for this responsibility?

- 1 ☐ Yes 2 ☐ No

C22 Have you read any materials in the past 3 years from organizations interested in school safety patrols ... such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?

- 1 ☐ Yes 2 ☐ No

C23 Are you a sponsor for any kind of student organization or activity that is ... either wholly or partially ... concerned with pedestrian, bicycle, or passenger safety?

- 1 ☐ Yes 2 ☐ No

C24 Do you serve on any kind of system-wide or school committee which has as one of its responsibilities, pedestrian, bicycle, or passenger safety?

- 1 ☐ Yes 2 ☐ No

C25 Do you teach driver education during the regular school day?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

C26 How many hours of the regular school day do you spend teaching driver education?

Number of hours Do not record fractions of an hour

C27 Do you teach driver education on Saturdays, or before, or after the regular school day?

1 ☐ Yes

2 ☐ No If No, skip to Question 29

C28 How many hours a week do you spend teaching driver education on Saturdays, or before, or after the regular school day?

1 ☐ 0-5 hours

2 ☐ 6-10 hours

3 ☐ 11-15 hours

4 ☐ 16-20 hours

5 ☐ 21-25 hours

6 ☐ 26-30 hours

7 ☐ 31-35 hours

8 ☐ 36-40 hours

9 ☐ more than 40 hours

C29 Do you teach driver education during the summer?

1 ☐ Yes

2 ☐ No If No, skip to Question 34

C30-31 How many weeks do you teach driver education during the summer?

Number of weeks Do not record fractions of a week

C32-33 How many hours a week do you teach driver education during the summer?

Number of hours Do not record fractions of an hour

C34 Do you teach on a multiple car off-street driving range?

1 ☐ Yes 2 ☐ No

C35 Do you teach in a driving simulator?

1 ☐ Yes 2 ☐ No

C36 Do you teach practice driving on the street?

1 ☐ Yes 2 ☐ No

C37 Do you teach the classroom phase of driver education?

1 ☐ Yes 2 ☐ No

C38 Do you have a Master's degree in ... or with major emphasis in ... driver and traffic education?

- 1 ☐ Yes If Yes, skip to Question 40
2 ☐ No

C39 Do you have an undergraduate teaching minor ... or the equivalency of a teaching minor ... in driver and traffic education?

- 1 ☐ Yes 2 ☐ No

As a part of your preparation as a Driver Education Teacher, have you taken the following courses for college credit?

C40 Driver Education I - basic course

- 1 ☐ Yes
2 ☐ No If No, skip to Question 42

C41 How many years has it been since you took this course?

- 1 ☐ 0-5 years
2 ☐ 6-10 years
3 ☐ 11-15 years
4 ☐ 16-20 years
5 ☐ 21-25 years
6 ☐ more than 25 years

C42 Driver Education II - advanced course

- 1 ☐ Yes
2 ☐ No If No, skip to Question 44

C43 How many years has it been since you took this course?

- 1 ☐ 0-5 years
2 ☐ 6-10 years
3 ☐ 11-15 years
4 ☐ 16-20 years
5 ☐ 21-25 years
6 ☐ more than 25 years

C44 Psychological Factors in Traffic Safety

- 1 ☐ Yes
2 ☐ No If No, skip to Question 46

C45 How many years has it been since you took this course?

- 1 ☐ 0-5 years
2 ☐ 6-10 years
3 ☐ 11-15 years
4 ☐ 16-20 years
5 ☐ 21-25 years
6 ☐ more than 25 years

C46 Safety Education

1 ☐ Yes

2 ☐ No If No, skip to Question 48

C47 How many years has it been since you took this course?

1 ☐ 0-5 years

2 ☐ 6-10 years

3 ☐ 11-15 years

4 ☐ 16-20 years

5 ☐ 21-25 years

6 ☐ more than 25 years

C48 First Aid

1 ☐ Yes 2 ☐ No

C49 Automobile Mechanics

1 ☐ Yes 2 ☐ No

C50 Alcohol Education

1 ☐ Yes 2 ☐ No

C51 Innovations in Driver Education

1 ☐ Yes 2 ☐ No

C52 Traffic Engineering

1 ☐ Yes 2 ☐ No

C53 Traffic Communications

1 ☐ Yes 2 ☐ No

C54 Police and Court Traffic Administration

1 ☐ Yes 2 ☐ No

C55 Sex of person interviewed:

1 ☐ Male

2 ☐ Female

JUNIOR HIGH SCHOOL PRINCIPAL QUESTIONNAIRE

SAFETY EDUCATION STUDY

Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 09 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographical Area

1 _____ Metro County

2 _____ Non-Metro County

Junior High School Name _____

Junior High School Principal's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, which grades attend school in this building?

1 ☐ K-5

2 ☐ K-6

3 ☐ K-7

4 ☐ K-8

5 ☐ K-9

6 ☐ K-12

7 ☐ Other (Specify) _____

C17 Which grades are you responsible for as principal?

1 ☐ K-5

2 ☐ K-6

3 ☐ K-7

4 ☐ K-8

5 ☐ K-9

6 ☐ K-12

7 ☐ Other (Specify) _____

C18 About how many students are you responsible for as principal?

1 ☐ 0-250

2 ☐ 251-450

3 ☐ 451-650

4 ☐ 651-850

5 ☐ 851-1050

6 ☐ 1051-1250

7 ☐ 1251-1450

8 ☐ 1450 and above

C19 How long have you been a principal?

1 ☐ 1st year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ more than 30 years

C20 Do you make policy decisions concerning the safety of children for whom you are responsible?

1 ☐ Yes

2 ☐ No If No, skip to Question 24

C21 Do you make policy decisions on pedestrian safety?

1 ☐ Yes 2 ☐ No

C22 Do you make policy decisions on bicycle safety?

1 ☐ Yes 2 ☐ No

C23 Do you make policy decisions on passenger safety?

1 ☐ Yes 2 ☐ No

C24 Have you designated some person as safety education coordinator or supervisor for the grades which you are responsible for?

1 ☐ Yes 2 ☐ No

C25 Do you have a school safety patrol for this building?

1 ☐ Yes

2 ☐ No If No, skip to Question 30

C26 Have you assigned someone ... including yourself ... to be responsible for the school safety patrol?

1 ☐ Yes

2 ☐ No If No, skip to Question 30

C27 What is the title of the person responsible for the school safety patrol?

1 ☐ Superintendent

2 ☐ Asst. Superintendent

3 ☐ Principal

4 ☐ Asst. Principal

5 ☐ Coordinator or Supervisor of Safety Education

6 ☐ Counselor

7 ☐ Teacher

8 ☐ Other (Specify) _____

If the Principal names himself, ask Questions 28 and 29

C28 Have you had any specific training for this responsibility?

1 ☐ Yes 2 ☐ No

C29 Have you read any materials in the past 3 years from organizations interested in safety patrols ... such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?

1 ☐ Yes 2 ☐ No

C30 Does the school system require the teaching of traffic safety education ... whether pedestrian, bicycle or passenger safety ... in all grades which you are responsible for?

1 ☐ Yes If Yes, skip to Question 32

2 ☐ No

C31 Do you require traffic safety education ... whether pedestrian, bicycle, or passenger safety ... to be taught in all grades which you are personally responsible for?

1 ☐ Yes

2 ☐ No If No, skip to Question 37

- C32 Is pedestrian safety education required to be taught?
1__Yes 2__No
- C33 Is bicycle safety education required to be taught?
1__Yes 2__No
- C34 Is passenger safety education required to be taught?
1__Yes 2__No
- C35 Is this a planned coordinated curriculum?
1__Yes 2__No
- C36 Do you supervise the teaching of traffic safety education.
1__Yes 2__No
- C37 In addition to your duties as Principal, are you also a teacher?
1__Yes 2__No
- C38 What percentage of your time as Principal is devoted to the administration or supervision of traffic safety education?
1__less than 1 percent
2__2 to 3 percent
3__4 to 5 percent
4__6 to 10 percent
5__11 percent and above
6__none
- C39 Have you ever taken a general safety education course for college credit?
1__Yes
2__No If No, skip to Question 41
- C40 How many years has it been since you took this course?
1__0-5 years
2__6-10 years
3__11-15 years
4__16-20 years
5__21-25 years
6__more than 25 years
- C41 Have you received any general safety education from sources other than formal college courses?
1__Yes 2__No

C42 Have you ever read a general safety education book ... either hardback or paperback?

1 ☐ Yes 2 ☐ No

C43 Is this junior high school a public, parochial, or private school?

1 ☐ Public
2 ☐ Parochial
3 ☐ Private

C44 Sex of person interviewed:

1 ☐ Male
2 ☐ Female

Also, we want to interview one of your junior high teachers. Can you provide me with a list of all of your junior high school teachers in this particular junior high school?

GET LIST. ATTACH IT TO THIS QUESTIONNAIRE.

C45-47 _____ Number of junior high school teachers

JUNIOR HIGH SCHOOL TEACHER QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 10 School Job Title

C11 Athletic Classification

- 1 _____ Class A
- 2 _____ Class B
- 3 _____ Class C
- 4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

- 1 _____ Public
- 2 _____ Parochial
- 3 _____ Private

C15 Geographic Area

- 1 _____ Metro County
- 2 _____ Non-Metro County

Junior High School Name _____

Junior High School Teacher's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, what grade do you teach most?

1 ☐ 6

2 ☐ 7

3 ☐ 8

4 ☐ 9

5 ☐ Other (Specify) _____

C17 How long have you been a junior high teacher?

1 ☐ 1 year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ more than 30 years

C18 Are you required to teach traffic safety education...whether pedestrian, bicycle or passenger safety...in your grade?

1 ☐ Yes 2 ☐ No

C19 Do you teach any traffic safety education?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

C20 Do you teach pedestrian safety?

1 ☐ Yes 2 ☐ No

C21 Do you teach bicycle safety?

1 ☐ Yes 2 ☐ No

C22 Do you teach passenger safety?

1 ☐ Yes 2 ☐ No

C23 Does your school system have a planned traffic safety curriculum which you can follow?

1 ☐ Yes

2 ☐ No If No, skip to Question 25

C24 Do you usually follow it closely?

1 ☐ Yes 2 ☐ No

C25 Is there a resource person...whether safety education coordinator or supervisor...in the school system or in the building whom you can turn to for assistance?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

- C26 How often do you ask this resource person for assistance...very often, fairly often, not very often, or hardly ever?
- 1 ☐ very often
2 ☐ fairly often
3 ☐ not very often
4 ☐ hardly ever
- C27 Is there a school safety patrol for this building?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 31
- C28 Are you...by chance...in charge of it?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 31
- C29 Have you had any specific training for this responsibility?
- 1 ☐ Yes 2 ☐ No
- C30 Have you read any materials in the past 3 years from organizations interested in safety patrols...such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?
- 1 ☐ Yes 2 ☐ No
- C31 Are you a sponsor for any kind of student organization or activity that is...either wholly or partially concerned with pedestrian, bicycle or passenger safety in your school?
- 1 ☐ Yes 2 ☐ No
- C32 Do you serve on any kind of system-wide or school committee which has as one of its responsibilities, pedestrian, bicycle or passenger safety?
- 1 ☐ Yes 2 ☐ No
- C33 What percentage of your time as a teacher is devoted to traffic safety activities?
- 1 ☐ less than 1 percent
2 ☐ 2 to 3 percent
3 ☐ 4 to 5 percent
4 ☐ 6 to 10 percent
5 ☐ 11 percent and above
6 ☐ none
- C34 Have you ever taken a general safety education course for college credit?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 36

C35 How many years has it been since you took this course?

- 1 ☐ 0-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years
- 5 ☐ 21-25 years
- 6 ☐ more than 25 years

C36 Have you received any general safety education from sources other than formal college courses?

- 1 ☐ Yes 2 ☐ No

C37 Have you ever read a general safety education book...whether hardback or softback?

- 1 ☐ Yes 2 ☐ No

C38 Sex of person interviewed:

- 1 ☐ Male
- 2 ☐ Female

ELEMENTARY SCHOOL PRINCIPAL QUESTIONNAIRE

SAFETY EDUCATION STUDY

Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 _____ Card Number

C6 _____ MSU Continuing Education Regions

C7-8 _____ School Number Within Region

C9-10 11 _____ School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ MEA Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

Elementary School Name _____

Elementary School Principal's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study
for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being
studied on a safety-education project. We would appreciate it if we could have
about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, which grades attend school in this building?

1 ☐ K-5

2 ☐ K-6

3 ☐ K-7

4 ☐ K-8

5 ☐ K-9

6 ☐ K-12

7 ☐ Other (Specify) _____

C17 Which grades are you responsible for as principal?

1 ☐ K-5

2 ☐ K-6

3 ☐ K-7

4 ☐ K-8

5 ☐ K-9

6 ☐ K-12

7 ☐ Other (Specify) _____

C18 About how many students are you responsible for as principle?

1 ☐ 0-100

2 ☐ 101-200

3 ☐ 201-300

4 ☐ 301-400

5 ☐ 401-500

6 ☐ 501-600

7 ☐ 601-700

8 ☐ 701-800

9 ☐ 801 and above

C19 How long have you been a principal?

1 ☐ 1 year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ more than 30 years

C20 Do you make policy decisions concerning the safety of children for whom you are responsible?

1 ☐ Yes

2 ☐ No (If No, skip to Question 24)

C21 Do you make policy decisions on pedestrian safety?

1 ☐ Yes 2 ☐ No

C22 Do you make policy decisions on bicycle safety?

1__Yes 2__No

C23 Do you make policy decisions on passenger safety?

1__Yes 2__No

C24 Have you designated some person as safety education coordinator or supervisor for the grades which you are responsible for?

1__Yes 2__No

C25 Do you have a school safety patrol for this building?

1__Yes

2__No If No, skip to Question 30

C26 Have you assigned someone...including yourself...to be responsible for the school safety patrol?

1__Yes

2__No If No, skip to Question 30

C27 What is the title of person responsible for the school safety patrol?

1__Superintendent

2__Asst. Superintendent

3__Principal

4__Asst. Principal

5__Coordinator or Supervisor of Safety Education

6__Counselor

7__Teacher

8__Other (Specify) _____

If the Principal names himself, ask Questions 28 and 29

C28 Have you had any specific training for this responsibility?

1__Yes 2__No

C29 Have you read any materials in the past 3 years from organizations interested in safety patrols...such as the American Automobile Association, the National Commission of Safety Education or The National Safety Council?

1__Yes 2__No

C30 Does the school system require the teaching of traffic safety education...whether pedestrian, bicycle, or passenger...in all grades which you are responsible for?

1__Yes

2__No If Yes, skip to Question 32

C31 Do you require traffic safety education...whether pedestrian, bicycle, or passenger...to be taught in all grades which you are personally responsible for?

1 ☐ Yes

2 ☐ No If No, skip to Question 37

C32 Is pedestrian safety education required to be taught?

1 ☐ Yes 2 ☐ No

C33 Is bicycle safety education required to be taught?

1 ☐ Yes 2 ☐ No

C34 Is passenger safety education required to be taught?

1 ☐ Yes 2 ☐ No

C35 Is this a planned coordinated curriculum?

1 ☐ Yes 2 ☐ No

C36 Do you supervise the teaching of traffic safety education?

1 ☐ Yes 2 ☐ No

C37 In addition to your duties as Principal, are you also a teacher?

1 ☐ Yes 2 ☐ No

C38 What percentage of your time as Principal is devoted to the administration or supervision of traffic safety education?

1 ☐ less than 1 percent

2 ☐ 2 to 3 percent

3 ☐ 4 to 5 percent

4 ☐ 6 to 10 percent

5 ☐ 11 percent and above

6 ☐ none

C39 Have you ever taken a general safety education course for college credit?

1 ☐ Yes

2 ☐ No If No, skip to Question 41

C40 How many years has it been since you took this course?

1 ☐ 0-5 years

2 ☐ 6-10 years

3 ☐ 11-15 years

4 ☐ 16-20 years

5 ☐ 21-25 years

6 ☐ more than 25 years

C41 Have you received any general safety education from sources other than formal college courses?

1 ☐ Yes 2 ☐ No

C42 Have you ever read a general safety education book...either hardback or softback?

1 ☐ Yes 2 ☐ No

C43 Is this elementary school public, private or parochial?

1 ☐ Public
2 ☐ Private
3 ☐ Parochial

C44 Sex of person interviewed:

1 ☐ Male
2 ☐ Female

Also, we want to interview one of your elementary teachers;
Can you provide me with a list of all of your elementary
teachers in this particular elementary school?

GET LIST. ATTACH IT TO THIS QUESTIONNAIRE.

C45-47 Number of elementary school teachers.

ELEMENTARY SCHOOL TEACHER QUESTIONNAIRE

SAFETY EDUCATION STUDY
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

C1-4 _____ Project Number

C5 1 Card Number

C6 _____ M.S.U. Continuing Education Regions

C7-8 _____ School Number within Region

C9-10 12 School Job Title

C11 Athletic Classification

1 _____ Class A

2 _____ Class B

3 _____ Class C

4 _____ Class D

C12-13 _____ M.E.A. Region

C14 Type of School

1 _____ Public

2 _____ Parochial

3 _____ Private

C15 Geographic Area

1 _____ Metro County

2 _____ Non-Metro County

Elementary School Name _____

Elementary School Teacher's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, what grade do you teach?

1 ☐ K

2 ☐ 1

3 ☐ 2

4 ☐ 3

5 ☐ 4

6 ☐ 5

7 ☐ 6

8 ☐ Other (Specify) _____

C17 How long have you been an elementary school teacher?

1 ☐ 1 year

2 ☐ 2-5 years

3 ☐ 6-10 years

4 ☐ 11-15 years

5 ☐ 16-20 years

6 ☐ 21-25 years

7 ☐ 26-30 years

8 ☐ More than 30 years

C18 Are you required to teach traffic safety education...whether pedestrian, bicycle or passenger safety...in your grade?

1 ☐ Yes 2 ☐ No

C19 Do you teach any traffic safety education?

1 ☐ Yes

2 ☐ No If No, skip to Question 27

C20 Do you teach pedestrian safety?

1 ☐ Yes 2 ☐ No

C21 Do you teach bicycle safety?

1 ☐ Yes 2 ☐ No

C22 Do you teach passenger safety?

1 ☐ Yes 2 ☐ No

C23 Does your school system have a planned traffic safety curriculum which you can follow?

1 ☐ Yes

2 ☐ No If No, skip to Question 25

C24 Do you usually follow it closely?

1 ☐ Yes 2 ☐ No

- C25 Is there a resource person...whether safety education coordinator or supervisor...in the school system or in the building to whom you can turn for assistance?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 27
- C26 How often do you ask this resource person for assistance...very often, fairly often, not very often, or hardly ever?
- 1 ☐ very often
2 ☐ fairly often
3 ☐ not very often
4 ☐ hardly ever
- C27 Is there a school safety patrol for this building?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 31
- C28 Are you...by chance...in charge of it?
- 1 ☐ Yes
2 ☐ No If No, skip to Question 31
- C29 Have you had any specific training for the responsibility?
- 1 ☐ Yes 2 ☐ No
- C30 Have you read any materials in the past 3 years from organizations interested in safety patrols...such as the American Automobile Association, the National Commission on Safety Education or the National Safety Council?
- 1 ☐ Yes 2 ☐ No
- C31 Are you a sponsor for any kind of student organization or activity that is...either wholly or partially concerned with pedestrian, bicycle or passenger safety in your school?
- 1 ☐ Yes 2 ☐ No
- C32 Do you serve on any kind of system-wide or school committee which has as one of its responsibilities pedestrian, bicycle or passenger safety?
- 1 ☐ Yes 2 ☐ No
- C33 What percentage of your time as a teacher is devoted to traffic safety activities?
- 1 ☐ less than 1 percent
2 ☐ 2 to 3 percent
3 ☐ 4 to 5 percent
4 ☐ 6 to 10 percent
5 ☐ 11 percent and above
6 ☐ none

C34 Have you ever taken a general safety education course for college credit?

1 ☐ Yes

2 ☐ No If No, skip to Question 36

C35 How many years has it been since you took the general safety education course?

1 ☐ 0-5 years

2 ☐ 6-10 years

3 ☐ 11-15 years

4 ☐ 16-20 years

5 ☐ 21-25 years

6 ☐ more than 25 years

C36 Have you received any general safety education from sources other than formal college courses?

1 ☐ Yes 2 ☐ No

C37 Have you ever read a general safety education book...whether hardback or softback?

1 ☐ Yes 2 ☐ No

C38 Sex of person interviewed:

1 ☐ Male

2 ☐ Female

SCHOOL BUS DRIVER QUESTIONNAIRE

SAFETY EDUCATION STUDY

Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan

CI-4_____Project Number

C5 1 Card Number

C6 M.S.U. Continuing Education Regions

C7-8 School Number within Region

C9-10 13 School Job Title

C11 Athletic Classification

1 Class A

2 Class B

3 Class C

4 Class D

C12-13 M.E.A. Region

C14 Type of School

1 Public

2 Parochial

~~SECRET~~ 3 Private

C15 Geographic Area

1 Metro County

2 Non-Metro County

High School Name _____

School Bus Driver's Name _____

Hello, I'm _____. I'm a professional interviewer doing a study for the Highway Traffic Safety Center at Michigan State University.

Your school has been chosen as one of the 120 Michigan schools that are being studied on a safety-education project. We would appreciate it if we could have about 20 minutes of your time.

START INTERVIEW ON NEXT PAGE

C16 To begin with, how old are you?

- 1 ☐ 21-25
- 2 ☐ 26-30
- 3 ☐ 31-35
- 4 ☐ 36-40
- 5 ☐ 41-45
- 6 ☐ 46-50
- 7 ☐ 51-55
- 8 ☐ 56-60
- 9 ☐ over 60

C17 How many years have you been a school bus driver?

- 1 ☐ 1 year
- 2 ☐ 2-5 years
- 3 ☐ 6-10 years
- 4 ☐ 11-15 years
- 5 ☐ 16-20 years
- 6 ☐ 21-25 years
- 7 ☐ 26-30 years
- 8 ☐ more than 30 years

C18 Is driving the school bus your only employment?

- 1 ☐ Yes
- 2 ☐ No

C19 How many hours a day are you employed as a school bus driver?

Number of hours Do not record fractions of an hour

C20 Have you attended any of the School Bus Driver Education classes conducted by the State Universities of Michigan?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 22

C21 How many years has it been since you have attended one of these courses?

Number of years 9 years and above record as 9

C22 Did you take any training in school bus driving before you began driving a school bus?

- 1 ☐ Yes
- 2 ☐ No

C23 After you began driving, have you been regularly receiving any training in school bus driving?

- 1 ☐ Yes
- 2 ☐ No

C24 Have you taken the basic Red Cross First Aid Course?

- 1 ☐ Yes
- 2 ☐ No If No, skip to Question 28

C25 How many years has it been since you took the course?

Number of years 9 years and above, record as 9

C26 Have you taken the advanced Red Cross First Aid Course?

1 ☐ Yes

2 ☐ No If No, skip to Question 28

C27 How many years has it been since you took the course?

_____ Number of years 9 years and above, record as 9

C28 Have you taken the National Safety Council's Driver Improvement or Defensive Driving course?

1 ☐ Yes 2 ☐ No

C29 Have you ever attended a college or university?

1 ☐ Yes

2 ☐ No If No, skip to Question 34

C30 Did you take a general safety education course for college credit while in college?

1 ☐ Yes

2 ☐ No If No, skip to Question 32

C31 How many years has it been since you took this course?

1 ☐ 0-5 years

2 ☐ 6-10 years

3 ☐ 11-15 years

4 ☐ 16-20 years

5 ☐ 21-25 years

6 ☐ more than 25 years

C32 Did you take a driver education course for college credit while in college?

1 ☐ Yes

2 ☐ No If No, skip to Question 34

C33 How many years has it been since you took this course?

1 ☐ 0-5 years

2 ☐ 6-10 years

3 ☐ 11-15 years

4 ☐ 16-20 years

5 ☐ 21-25 years

6 ☐ more than 25 years

C34 Have you ever read a driver education textbook?

1 ☐ Yes 2 ☐ No

C35 Sex of person interviewed:

1 ☐ Male

2 ☐ Female