STATUS OF DRIVER TRAINING

IN MONTANA

BY

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CHAPTER I

INTRODUCTION

The increasing number of automobiles on our streets and highways today travelling at different rates of speed with pedestrians interspered are causing a serious accidental problem resulting in conflicts, destruction and casualties. In 1956 there were 2,525,000 people injured and 38,700 people killed, making a total of 2,563,700 killed or injured in a single year, according to statistics gathered by the Traveler's Insurance Companies.[1] This is 7,024 persons killed or injured daily, 293 per hour, or five every minute of each day in the year.

"In 1957 there were nearly 39,000 deaths and over 1,400,000 persons injured with an economic loss of over $5,000,000,000."[2] This amounts to approximately $582,000 per hour.

According to the Montana Highway Patrol Annual Report,[3] in Montana alone the economic loss resulting from death and injuries on our streets and highways for the year 1957 was $25,080,000 or $2,833 each hour of the day per year. In the same year 210 persons were killed, 2,781 injured and 12,376 were involved in traffic accidents. The deplorable loss of life is the fact "that 46 of the persons killed were under 21 years of age, and this same group were involved in 788 traffic accidents."[4]

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[1] Traveler's Insurance Companies, The Road Toll, Hartford, Connecticut, 1958, p. 2.

[2] Association of Casualty and Surety Companies, Technical Traffic Topics, New York, 38, N. Y., Bulletin #5, April 1958.

[3] Montana Highway Patrol Annual Report, Helena, Montana, 1957, p. 21.

[4] Ibid., p. 16.

One may ask if it is the fault of the American schools that these young people have not been trained properly to drive the automobile so that they may protect themselves and others on our highways today.

The alarming part of these facts is that these accidents do not just happen -- they are caused. Some of these causes have been given by the Eno Foundation in a national survey.

"The causes of traffic accidents clearly indicate that human factors such as bad habits, ignorance, lack of skill, psychophysical disabilities, wrong driving attitudes and other personal limitations account for the majority of accidents."[5] Reports from 23 states disclose that a driver violation occurs in 86% of all accidents. About 9 out of 10 accidents involve a violation.[6]

The need of correcting these bad habits that cause accidents can best be met through driver education. A well-organized course will lead to a better understanding of what causes the accidents and how they may be prevented. The development of criteria for a standardized course in driver education that will assist in minimizing the automobile accidents has been the main purpose of this investigation.

The Problem

The problem seemed to center on determining the answers to the three questions of (1) how the driver education course is organized in the State of Montana, (2) how the driver education course is organized in states receiving state aid, and (3) what recommendations are needed

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[5] Eno Foundation for Highway Traffic Control, The Motor Vehicle Driver: His Nature and Improvement, Saugatuck, Connecticut, 1949, p. 3.

[6] Ibid., p. 16.

for a reasonable standardized course that will not only win approval from the State Department of Public Instruction but also from the Secondary Schools in the State of Montana.

Procedure of Study

There were two distinct procedures used in this study. Literature was reviewed to determine the answer to the question -- What is the status of driver education nationally? Inquiries were sent to 14 states giving financial aid to local driver education programs to determine the nature and status of programs in those states. Questionnaires were sent to 68 driver training instructors in the State of Montana to determine the status of driver education programs in the State. A comparison was made between Montana state programs and national recommendations for standardized driver training courses.

Limitations of Study

There were several approaches that could be used in solving the problem. One was to visit and discuss offering with driver training instructors. This was not possible because of the distance and time factors. Another possible way was to hold a state meeting but since there was no state organization of driver training instructors with an annual meeting, a meeting for this specific purpose was not considered feasible. Another way was the use of the questionnaire. This was the method finally used to determine the status of driver education in Montana.

Value of Driver Education

Many comparative studies have been made over the years which have proved that persons who have taken driver education have fewer accidents

than those who have not had the training. Table 1 shows a report that was made in 1950 concerning students in Bloomington, Indiana High School who drove automobiles.[7] Questionnaires were completed by 406 students distributed among the 9th, 10th and 11th graders. The results were:

TABLE 1. FREQUENCY OF ACCIDENTS AMONG 406 TRAINED AND UNTRAINED HIGH SCHOOL DRIVER.

	Student Drivers	No. of Students	No. of Accidents	% of Accidents
Boys	Trained	68	8	11.8
	Untrained	175	49	28.0
Girls	Trained	86	4	4.7
	Untrained	77	13	16.9

The accident record shown in Table 1 reveals that the untrained boys had 2½% more accidents than the trained, and the untrained girls had approximately 25% more accidents than the trained.

In Arizona, the number of high school students involved in fatal accidents dropped from 23 in 1944 to 2 in 1947, according to the report of the American Automobile Association.[8] High School driver education was started in 1944.

The results of the Bloomington study clearly demonstrated the value and need of driver education in the secondary schools. This and other convincing studies have been the driving forces behind the desire

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[7] American Automobile Association, Driver Education Proves Its Worth, Washington, D. C., 1955, p. 9.

[8] Ibid., p. 1.

on the part of the writer to strive for standardization of driver training in Montana. The first procedure in this direction was to review literature to determine first the status of driver training nationally. This review of literature is presented in Chapter 2.

CHAPTER II

REVIEW OF LITERATURE

In the review of literature particular attention was given to reports on the amount of high school credit given, time spent in classroom instruction, behind-the-wheel driving time, time spent in observation, and general teacher qualifications. From discussions of the driver education program with the Montana Highway Patrol, the National Safety Council representative, driving instructors and others, it was felt that there was a lack of uniformity in the method of conducting the course in the State of Montana. This led to a review of text books, manuals, pamphlets and drivers' guides to determine what should be incorporated into a standardized course of drivers education for the State of Montana. This review is presented in the following sections under headings purposes of a standardized course, and teacher qualifications.

Purpose of a Standardized Course

The primary purpose of a standardized course in driver education is to develop good citizens by making them capable and cooperative drivers and pedestrians. Driver education attempts to develop an appreciation of law and order and a wholesome respect for the dignity and worth of the individual citizen. It also provides an excellent medium for the development of self-control and good judgment.[1] By making "driving education and training a regular part of the high school curriculum, with time scheduled during regular school hours, and giving regular credit

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[1]Brody, Leon and Stack, Herbert, Highway Safety and Driver Education, New York, Prentice-Hall, Inc., 1954, p. 64.

for it as a full-fledged subject must be the ultimate goal of every high school that values its purpose."[2]

Credit Allowed

In reviewing the driver education guides and letters from 14 states that reported receiving state aid for support of the course in driver education, it was found that there was no set pattern of credit offered to students completing the driver education course. Delaware, Maine and Louisiana reported that the driver education guide was being revised at the present time and did not indicate how the course was organized within their states. Michigan, South Dakota, Utah and California reports emphasized that credit must be given for driver education on the same basis as credit is given for other school subjects.

Washington, Colorado, Florida and Oregon reports did not mention how much credit was to be allowed, so it is presumed that it is left up to the individual schools to set up standards for the students completing the driver education course. Pennsylvania allows one-fourth credit and Missouri allows one-half credit.

In Table 2, a schedule is presented of time spent in classrooms, observation and actual driving time by the Departments of Public Instruction in the 14 states contacted for their recommendations to the high schools under their jurisdiction. The plan followed in the individual states must fit into the program of each school.

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[2] Ibid., p. 435.

TABLE 2. TIME SPENT IN CLASSROOM, OBSERVATION AND ACTUAL DRIVING.

	Classroom Time	Observation Time	Actual Driving
California	30	6-18	6
Colorado	26-32	24-40	8
Missouri	48	3	3
Drivotrainer		18	18
Utah	72	6-18	6
South Dakota	30-36	Not stated	8
Michigan	30	Varies	6
Pennsylvania	30	Varies	8
Washington	30	Varies	6
Oregon	30	Varies	6
Florida	30	Varies	6
North Dakota	15	24	8
Delaware		No Report	
Maine		No Report	
Louisiana		No Report	

All states (with the exception of Delaware, Maine and Florida who did not report) show that the minimum standard of time recommended by the National Automobile Association, which is 30 hours of classroom time, with 6 hours actual driving time in a dual controlled car, plus observation time must be given in the driver training course. Observation time varied with the individual student.

Missouri, the only state reporting the use of the drivotrainer, recommends 18 hours driving in the drivotrainer, plus 3 hours in a dual controlled car and 18 hours observation time in a drivotrainer and 3 hours in a dual controlled car.

Teacher Qualifications

Teacher requirements for the driving education course, for the 14 states mentioned in Table 2, with the exception of Delaware, Maine

and Louisiana, are that a teacher must have a teaching certificate in accordance with state requirements and also have experience as a driver, with a valid driver's license, be free from driving accidents and have certain physical and personal qualifications. Special college courses were required in basic driver education, first aid, and certain education courses. The trend in the Nation is to require more courses dealing with psychology and the understanding of human behavior.

Oregon, Pennsylvania and Michigan are three of the states that are increasing the requirements for the driver training instructors. For example, Chapter 206, Oregon Law 1957, H. B. 526 states:

> Effective September 1, 1958, all driver education teachers in the reimbursed program shall have completed a basic 3 quarters hours teacher preparation course approved by the Department of Education.
>
> A standardized Oregon secondary teacher's certificate shall be required of all driver education teachers commencing with the school year 1959-60.
>
> Effective September 1, 1960, all teachers entering the driver education field shall have 9 quarter hours of specialized preparation distributed as follows:
>
> | | |
> |---|---|
> | General Safety | 3 hours |
> | Basic Driver Education | 3 hours |
> | First Aid | 3 hours[3] |

The necessity of increasing the requirements for the driver instructors is justified by the increased demand for the driver education as is discussed in Chapter III.

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[3]State Department of Education, Oregon Laws, 1957, Chapter 206, H. B. 526, mim. p. 4.

CHAPTER III

STATUS OF DRIVER TRAINING IN UNITED STATES

For the school year 1956-57, driver education courses were offered in 11,273 secondary schools of the United States enrolling 1,123,164 students (65% of those eligible). Based on the belief that every high school should offer driver training, the number of schools which should have offered the course was 19,848, with an annual potential enrollment of 1,706,500 of legal driving age. At the end of the school year 1947-48 there were only 3,055 schools offering the driver education course out of 13,964, enrolling 223,230 students out of a possible 1,643,836 eligible high school students.[1] This indicates how rapidly the course has expanded in the United States during the past ten years.

The same rapid growth has also been observed in Montana as stated by Miller:

> Driver education in Montana high schools has expanded rapidly by the past few years. Today nearly everyone is concerned in some way with the automobile, whether it be as a pedestrian, driver or passenger, and a host of young people are eagerly awaiting their chance to get behind the wheel. It is part of the educator's job to see that these young people acquire the proper skills and attitudes that go to make up the safe driver.[2]

The National Automobile Association has recommended a minimum of six hours actual driving time in a dual controlled car and 30 hours of classroom instruction be given to each student enrolled in the driver training course. By comparing Montana with the national average as given

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[1] Tenth Annual National High School Driver Education Award Program Report, Association of Casualty and Surety Companies, N. Y., 1956-57.

[2] Miller, Harriet E., State Superintendent of Public Instruction, Helena, Montana, Driver Education, September, 1957, p. 1.

in the Tenth Annual National High School Driver Education Award Program Report, it was observed in schools reporting the National Award Program that 33.3% of the students of Montana received the National Automobile Association's recommendations in driving, as compared with the national average of 65.7% and that only 12.3% of the schools met the recommended classroom time of 30 clock hours of instruction time, as compared with 31.5% in the Nation.[3]

That Montana is slowly making progress in driver education was brought out in the following statement given in the Annual Report of the Montana Highway Patrol:

> Although some progress was made during 1957, the need for safety education and high school driver education in Montana is great. At present about 30% of Montana high school students receive some sort of driver education. The need for expansion of this program is urgent. During 1957, three high schools added driver training to their curriculum.[4]

Driver education has increased so rapidly nationally as well as in the State of Montana that a critical look at the content of the course of instruction is necessary in order to work toward a set of standardized guides. The criteria of a standardized course in driver education is presented in Chapter IV.

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[3]Tenth Annual Driver Education Report, op. cit., pp. 58-62.

[4]Montana Highway Patrol, Activity Report, To Honorable J. Hugo Aronson, Governor of Montana, 1957, p. 31.

CHAPTER IV

DRIVING TRAINING COURSE CRITERIA

The best set of criteria found were those recommended by the National Education Association. The N. E. A. had taken these criteria from the National Automobile Association's study of the driver education programs in each of the 48 states. The following criteria are, therefore, suggested as standards for a standardized course for the driver education program:[1]

1. To make driver education an integral part of the school or school system.
2. To have sound administrative policies supplemented by detailed procedures to assure that the general practice in conduct of the driver education program is in keeping with acceptable standards.
3. To be complete in that it provides both classroom instruction and driving practice instruction.
4. To be offered at the grade level where most of the students have reached or are closely approaching legal driving age in Montana, it is 15 years of age.
5. To make sure that the driver education program is organized so that all eligible students can enroll and receive instruction.
6. To see that each prospective enrollee obtains a learner's permit (if required by the state) or has in his possession a valid driver's license, before receiving practice driving instruction on public thoroughfares.
7. To make sure that classroom instruction and instruction in the car are appropriately integrated for effective learning.
8. To grant credit toward graduation from high school on the same basis as credit is given for other subjects in the curriculum.

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[1]National Education Association, Criteria for Driver Education, Washington, D. C., p. 15.

9. To see that the school system accepts national standards for teacher selection, preparation, certification and load.

10. To see that the school system accepts national standards of 30 clock hours per student in classroom instruction.

11. To accept national standards of practice in driving instruction, which is an <u>average</u> of 6 clock hours.

12. To accept national standards of observation time in the car of from 6 to 24 clock hours.

13. To set up standards for obtaining a servicing car.

14. To set up standards for keeping records and evaluating the course.

Questionnaires were sent out to the driver education instructors of the State of Montana in order to determine the practice in Montana high schools. These practices and evaluations which are used to determine a standardized course in driver education appear in the next Chapter.

CHAPTER V

STATUS OF DRIVER TRAINING IN MONTANA

Questionnaires were sent to the 68 driving instructors in Montana secondary schools to collect data pertaining (1) to high school credit granted students completing driver education course, (2) reasons students gave for wanting to enroll in the course, (3) increased enrollment anticipated if state gave financial support for the driver education course, and (4) the amount of college preparation in driver education for the instructors. While not all questions were answered by the recipients of the questionnaires, enough information was returned to the writer to show the lack of uniformity in the manner in which the driver training course is being presented to the students in the various secondary schools of the State.

Credit

One of the purposes of the questionnaire was to determine the amount of credit given students completing the driver education course. These figures for 1957-58 are shown in Table 3.

TABLE 3. CREDIT GRANTED DRIVER EDUCATION STUDENTS BY TYPES OF HIGH SCHOOLS IN MONTANA FOR 1957-58.

Class of School	Credit Allowed						
	No	1/8	1/3	1/4	1/2	1	2 1/2
First Class	2			2			1
Second Class	1	1		6	14		
Third Class	1			1	9	1	
County			1	4	4		
State					1*		
Totals	4	1	1	13	28	1	1

*Busby Indian Boarding School

Lack of uniformity in granting high school credit for the driving education course is another proof of the need for standardization of the driver training course. One first-class high school allows up to 2 1/2 credits while four of the schools give no credit for the course. Over one-half of the schools reporting allow one-half credit for the complete driver education course, which is in harmony with national standards.

Student Reasons for Selecting Course

Reasons for selecting students for the driver education course varied in the schools from one section of the State to another as shown in Table 4. Montana is a large state with varied occupations. It was evident that some of the schools selected the students in respect to the occupational needs in that particular section of the State.

TABLE 4. REASONS GIVEN BY STUDENTS FOR REQUESTING THE DRIVER TRAINING COURSE IN ORDER OF IMPORTANCE.

Reasons	Rank of Importance							
	1st place	2nd place	3rd place	4th place	5th place	6th place	7th place	8th place
Legal Driving Age (15 yrs. in Mont.)	39	1	3	1				
Parents request	3	18	4	1		1		1
Needs:								
Farm work	2	1	4			1	2	
Financial		1			4	2	2	
Sickness in family			1	2	2	2	1	
Maturity of student	2	5	5	1				
Hardship cases			1	2	2	1		
Others	2	1	2	1			1	

The reasons for granting students' requests for taking course, in Table 4, is not complete. All schools did not answer question #10 in the questionnaire which pertains to reasons students gave for wanting to enroll in the driver education course. One school stated that all students requesting the course were given the opportunity of enrolling. This was one of the smaller schools of the State. The chief reasons given for not permitting all students to enroll were the lack of trained personnel, lack of public support, and lack of finances.

Expected Increase of Students With State Aid

The demand for the driver education program is increasing in Montana to such an extent that it is the belief of the writer that state aid is needed to help support the program. To support this belief the question, "What percentage of increase in enrollment would you expect if state aid were allowed high schools offering the course?" was presented to driver instructors. Approximately 20% stated they would expect an increase in enrollment of 10-20%. Expected percentage of enrollment of high school students in driver education if state financial aid could be obtained for the year 1958-59 is shown in Table 5.

Expected increase in enrollment in the driver education course in 1958-59 if state aid should be given schools in support of the program varied. The question could well be asked, "How many lives could be saved from the expected increase in enrollment?" If 10% of the 210 lives that were lost in traffic accidents during 1957 could have been saved, would not the legislature have a just cause for passing laws in support of the program?

TABLE 5. PERCENTAGE OF INCREASE IN ENROLLMENT IN DRIVER TRAINING IF STATE AID WERE ALLOWED FOR TYPES OF HIGH SCHOOLS IN MONTANA FOR 1958-59.

	Type of School					
Percent	1st class	2nd class	3rd class	Co. H. S.	*State	Total
Not reporting		5	1	2		8
0%		11	7	3	1	22
10%		3		1		4
25%	1	1	3	1		6
50%	3	2	1	2		8
100%	1					1

*Busby Indian Boarding School

Teacher Preparation

Preparation of instructors for teaching the driver education course in the secondary schools of the State of Montana varied according to reports of the driver training instructors as shown in Table 6. In one county high school, a bus driver was permitted to teach the under-the-wheel portion of the course. In one first-class high school, a senior student who had completed the driver education course, and who had passed his Montana State Highway Patrol driving test for his license, was permitted to instruct the other students. The instructors in three second-class and one third-class high schools had less than two college hours of prepration for instructing the driver education course. In 14 schools, the instructors had between 6-9 college hours of preparation and in 5 of

the schools the instructors had 10-15 hours of preparation. There were 30 instructors who had from 3-5 hours of college preparation which is the minimum amount of training for a driver education instructor teaching the course as recommended by the National Automobile Association. These data reveal the lack of uniformity of preparation of driver training instructors in Montana high school during the school year 1957-58.

TABLE 6. COLLEGE HOURS OF PREPARATION OF DRIVER EDUCATION INSTRUCTORS FOR MONTANA HIGH SCHOOLS IN VARIOUS TYPES OF HIGH SCHOOLS IN 1957-58.

Class of School	Hour College Preparation				
	0-2	3-5	6-9	10-15	Over 16
First Class		4	3		1
Second Class	3	12	4	3	
Third Class	1	9	3		1
County		4	2	2	
State		1*			
Totals	4	30	14	5	2

*Busby Indian Boarding School

A discrepancy between the 49 schools reported previously and the number of teachers as shown in Table 6 can be explained by the fact that six schools have two driver education instructors, thus making a total of 55.

The readings from literature and the analysis of the questionnaires were made to determine the value of a standardized course in driver education and to evaluate practices in the secondary schools in Montana. The findings would be of little value if conclusions were not drawn and

recommendations made on the basis of such conclusions. These appear in the next Chapter.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The purpose of evaluating the driver education course in the State of Montana was to compare the practices found in conducting the course in the secondary schools of the State with those used in other states, and with those recommended by the National Automobile Association. Following is a summary of the findings:

(1) That the high school student who has completed the driver education course have fewer automobile accidents than those who have not completed the course in driver education.

(2) The fourteen states receiving state financial support for the driver education course allowed each student a minimum of 30 clock hours of classroom instruction, six hours of actual driving experience. The observation time in the automobile varied with the student's individual needs, which is in accordance with the recommendations of the national American Automobile Association.

(3) The high school credit allowed the students completing the course in driver education varied in the Montana secondary schools from no credit allowed to $2\frac{1}{2}$ credits.

(4) "Reaching legal driving age" predominated as the reason for taking the course while "parents request" ranked second.

(5) The average increase expected would be from 15-20%.

(6) Approximately two-thirds of the instructors in driver education in Montana schools had from three to five hours of preparation.

Driver education instructors added notes to the questionnaires that clearly indicated they favored the setting up of a more uniform method of conducting the driver education course in the Montana secondary schools.

Conclusions

Obviously, personal judgments are involved in determining the value of the driver education course. This was observed by notes added to the questionnaires received from the driver training instructors, the methods in which the course was conducted, and the amount of credit allowed students upon completion of the driver education course by the various high schools of the State.

It was evident that the setting up of a standardized course in driver training by the State Department of Public Instruction would not be the final answer to all the situations found in the high schools of the State, since the high schools vary greatly in size and needs; therefore, the details of such a course must be flexible as to meet the individual needs of the students and also the recommended requirements of the National Automobile Association.

One very definite conclusion that seems clear is that the ultimate goal of driver education instruction should be to teach the youth of our Nation to be better equipped to take his place in today's society in which the automobile plays such an important part. What better contribution could be made by any school system than training its young people in the safe and efficient handling of motor vehicles.

Another conclusion is that the changing trends of education will lead to a more effective method of presenting the course of driver education to the youth of today. A manual containing a flexible standard course offered by the State Department would be a guide for all driver instructors and would be extremely helpful to the new teacher of the course.

It is a further conclusion that refresher or advanced courses, workshops or conferences are needed, in order that the instructors of driver education may acquire new ideas, improve present practices and permit exchange of teaching experiences. This was observed from comparisons made in the summary.

These conclusions led the writer to formulate a set of recommendations which are to be found in Chapter VII.

CHAPTER VII

RECOMMENDATIONS

From the conclusions, the writer feels that there should be:

1. A greater standardization of the driver education course as a regular school course,

2. Procedures and requirements for both teachers and pupils as uniform as varying state laws allow,

3. Increase teacher preparation and a special certificate required for those teaching the course,

4. A regular prescribed college course of 6-9 credits required for instructors teaching the driver education course, and

5. Colleges must take the lead in preparing teachers to teach this comparatively new course, the same as is done in English, history, science or any other course that is established in the secondary curriculum.

The preparation of driver education teachers should include the following topics as recommended by the National Education Association:[1]

1. History and philosophy of driver education.

2. Traffic laws and regulations, including driver licensing.

3. Nature and scope of the traffic accident problem.

4. Driver responsibilities, physical requirements and attitudes.

5. Automobile construction and maintenance.

6. Methods in practice driving instruction, including skills for emergency driving situations.

7. Automobile liability and insurance problems and practices.

8. School public relations.

9. Administrative problems and policies in driver education.

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[1] National Education Association, Policies and Practices for Driver Education, 1954, Washington, D. C., p. 21.

10. Use of psychophysical tests and other teaching devices.

11. Consumer education related to use of automobiles.

12. Evaluation procedures in driver education.

The National Commissions on Safety Education strongly recommends that prospective driver education teachers satisfactorily complete a course in general safety education and a basic course in driver education. It is further recommended that the prospective driver training teacher's record (state and local) be free from repeated accident experience and numerous traffic law violations. Attention should not be given to prospective teachers who have poor aptitude or low potentiality for teaching driver education. The administration should expect and demand a fully accredited teacher for both classroom and under-the-wheel instruction.

Community agencies can and should make useful contributions and such help should be encouraged. This help may come in contributions of equipment to the driver training course, formation of clubs, sponsoring teen-age Road-e-os and economy runs.

The school board should recommend to the chief of the Highway Patrol that the State Patrol and the school having driver education work out a plan for closer cooperation between the two agencies. In Ohio, the State Department of Education provided a certificate of proficiency for each pupil who successfully completes the course in driver education, and thus, by the cooperation with the Bureau of Motor Vehicles, excuses the pupil from any type of examination when applying for a driver's license. Montana might well work out such a plan through the State Department of Public Instruction and the State Department of Motor Vehicles.

The schools as a group should recommend to state officials higher standards for driver licensing. There are too many inconsistencies in tests given. Re-examination for driver licenses every two to four years is strongly recommended. Schools must not give a driver training course primarily to help the student get a driver's license. Driver education laboratories should be developed by all new school plants.

The question of who should pay for driver education is an important one. There are four theories concerning just who should pay the bill for the driver education program as shown in a pamphlet published by the National Commission on Safety Education, of the National Education Association. These four theories are as follows:

1. All of the people should pay. Funds are taken from the general fund in Delaware, Louisiana and Maine.
2. Vehicle operators and/or owners should pay from a portion of vehicle registration assessments or pro-rate of fees for operator's permits. This policy is followed in North Carolina, New Hampshire and Utah. The operator pays in Connecticut, Florida, Illinois, Michigan and Oregon.
3. The learner pays from his "learner's permit" in Indiana and Pennsylvania.
4. The transgressor pays in California by a percentage of traffic infraction fines.

The writer believes of the four theories which are mentioned above that all people should pay. Funds should be taken from general funds since the pedestrian will help pay for protection which he will also receive.

Other states are preparing bills to present to the next meeting of their state legislatures to support the driving education program. Unsuccessful attempts were made in 1957 by Georgia, Idaho, Iowa, Maryland,

Nevada, New Mexico, Rhode Island, Texas, Washington and West Virginia. Many of these states are again making plans to present a bill to the next legislature for state support of the driver education program. Indications are that other states who had no sessions in 1957 will present proposals to the legislatures in 1958.[2]

In a summary of a talk given by Captain Harry Burnham, Montana Highway Patrol Safety Director, which appeared in an editorial in the Great Falls Leader of March 6, 1958, Captain Burnham recommended compulsory driver education training in Montana high schools. He was speaking to an area safety meeting, sponsored by the state highway carrier industry. A plan was presented, suggesting an added fee of one dollar ($1.00) to two dollars ($2.00) per vehicle to be collected at new license time to defray the expense of expanding the driver training program in the State. This fee would raise between $360,000 and $720,000 annually, and Captain Burnham estimated it would be sufficient to pay for the driver education program in the State.[3]

Captain Burnham is to be complimented for the excellent talk given before the state highway carrier industry group. He pioneered a very worth while project. A talk such as this will bring to the attention of the public a means of supporting the driver education program in the secondary schools in our State.

The editor of the Great Falls Leader, commenting on the talk given by Captain Burnham, said, "This program seems to stand on its merits. It

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[2]National Education Association, Special State Financial Support for Driver Education, Washington, D. C., 1958, p. 4.

[3]Editorial, Great Falls Leader, March 6, 1958.

would seem that some of Montana's lawmakers, looking for something worth while to do in the coming session of the legislature, would do well to really get their teeth into this one."[4]

The writer feels that much attention will be focused on the next session of the Montana Legislature to see if public support is strong enough to demand driver education becoming compulsory in the curriculum of Montana secondary schools.

It has been said, and proven many times, that a city or state can have as much safety as it wants and is willing to pay for. Part of the payment may be money which may be used to buy equipment or used to pay the services of the instructor and other personnel who help conduct the driver education course. Money and time spent will pay high dividends in direct savings to human life and limb.

Money alone is only part of the price. Each community and state must also furnish time and energy of civic leaders, of public officials, of men and women in every walk of life. There is a place for everyone who will contribute money, time, individual services or equipment and each is desperately needed.

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[4] Ibid.

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California, Sacramento
Colorado, Denver
Delaware, Dover
Florida Tallahassee
Louisiana, Baton Rouge
Maine, Augusta
Michigan, Lansing
Missouri, Springfield
North Dakota, Bismarck
Oregon, Salem
Pennsylvania, Harrisburg
South Dakota, Pierre
Utah, Salt Lake City
Washington, Olympia

APPENDIX

Appendix A

December 10, 1957

State Superintendent
State Department of Public Instruction
Springfield, Illinois

Dear Sir:

According to information received from the N. E. A., your state government gives money to high schools offering the driver education training program. This being the case, it is evident that you have a prescribed state course of study for these schools to follow.

I am contemplating writing my research paper for my Master's degree this summer in driver education, and would very much appreciate receiving a copy of your course of study. Our state does not have a standardized course set up for the high school program.

I would be very grateful for any other materials which you have, or any suggestions that you would care to make.

Yours very truly,

Arthur S. Roseberry

ASR/jh

Appendix B

QUESTIONNAIRE CONCERNING DRIVER'S TRAINING

IN

MONTANA HIGH SCHOOLS

1. Name of Senior High School _____

2. Approximate number of students enrolled in high school (schools) 15 years of age or older _____

3. Number of students enrolled in the driver's training course in

   1956-57 _____ 1957-58 _____

4. Unit of high school credit given on completion of the complete driver's training course, consisting of classroom instruction and behind-the-wheel driving. 1/5 credit _____ 1/4 credit _____ 1/2 credit _____

   Other credit _____

5. If both classroom and behind-the-wheel training is offered, omit No. 5.

   Unit of high school credit offered if only classroom work is offered:

   1/5 credit _____ 1/4 credit _____ 1/2 credit _____ Other credit _____

   Unit of credit offered if only under-the-wheel training is offered:

   1/5 credit _____ 1/4 credit _____ 1/2 credit _____ Other credit _____

6. If complete course in driver's training is offered, how many:

   Clock hours are spent in the classroom _____

   Clock hours are spent in observation in car _____

   Clock hours are spent in actual driving of automobile _____

   Clock hours are spent in the drivotrainer _____

7. Number of teachers teaching course _____

8. Clock hours of teacher or teachers teaching course per week.

   Teacher No. 1 _____ Teacher No. 2 _____

9. College preparation (quarter hours) teacher or teachers have had for teaching the driver's training course.

Teacher No. 1		Teacher No. 2	
General safety	_____	General safety	_____
Basic driver's education	_____	Basic driver's education	_____
Advance driver's education	_____	Advance driver's education	_____
First Aid	_____	First Aid	_____
Other courses:		Other courses:	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
Total	_____	Total	_____

10. Check each of the following methods in which students are chosen for the course in the order of their importance (1, 2, 3, etc.)

Legal driving age (15 yrs. in Montana) _____

Parent's request..... _____

Need:

Farm work..... _____

Financial..... _____

Sickness in family..... _____

Maturity of student..... _____

Hardship cases..... _____

Others..... _____

11. Do you issue certificates to pupils completing the driver's training course?

Yes _____ No _____

12. If state financial support should be given, what per cent of increase in enrollment would you expect for the year 1958-59?

    0% _____ 10% _____ 25% _____ 50% _____ 75% _____ 100% _____

13. In your opinion, whose duty is it to teach young drivers how to drive?

    Schools _____ Parents _____ Others _____

14. Do you have student failures in your driver's training classes?

    Yes _____ No _____

    If answer is yes, number each of the following list of reasons for failure in the order of its importance (1, 2, 3, etc.) as a general cause for failure in your classes.

    Mental attitudes.._____

    Physical handicaps_____

    Lack of ability..._____

    Absenteeism....._____

    Cockiness....._____

    Erratic behavior.._____

    Nontrustworthiness_____

    Lack of carry over of class instruction to the actual driving of automobile..

    ....._____

    Others (list)

15. Do you believe there should be a standardized course supervised by the State Department of Public Instruction for driver's training course in all high schools of the state of Montana? Yes _____ No _____

16. Should a special certificate be required of driving instructors in the state of Montana? Yes _____ No _____

17. Do you use the psychophysical testing devices in your driver's training course? Yes _____ No _____

If answer to No. 17 is yes, which ones:

Visual acuity _____ Field of vision _____

Night vision _____ Color blindness _____

Reaction test _____ Grip test _____

Hearing test _____

Others:

1. _____

2. _____

3. _____

18. Check the following audio-visual aids used in your driver's training classes:

16 mm films _____ Phonograph records _____

Filmstrips _____ Opaque projectors _____

Charts _____ Overhead projectors _____

19. If you use 16 mm films, list ten which you consider most valuable:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____