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**AN ANALYSIS OF PRINCIPALS' ATTITUDES REGARDING
DRUG ABUSE PREVENTION EDUCATION PROGRAMS IN
SELECTED PUBLIC SCHOOLS IN MICHIGAN**

By

James Otto Branson II

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction

College of Education

1974

ABSTRACT

AN ANALYSIS OF PRINCIPALS' ATTITUDES REGARDING DRUG ABUSE PREVENTION EDUCATION PROGRAMS IN SELECTED PUBLIC SCHOOLS IN MICHIGAN

By

James Otto Branson II

Purpose of the Study

The purpose of this study was to identify the attitudes of principals regarding drug abuse prevention education programs and their perceptions regarding the effectiveness of different drug abuse prevention education programs based on different philosophies.

The purpose of the study (which was descriptive in nature) was to provide answers to the following general questions: (1) does a relationship exist between the perceptions of principals regarding drug abuse prevention, and (a) size of the student body of a school, (b) location of the school, (c) level of the school, (d) type of school, and (e) the extent of drug use in the school, and (2) how do principals perceive differences in the effectiveness of drug abuse prevention education programs which are based on different philosophies?

Design of the Study

The population for this study was principals of selected public schools in the State of Michigan. A random sample of 250 principals selected from the elementary, junior high, and senior high school levels of the public schools of Michigan provided the basis for this study. Of the 250 principals contacted, 190 (76%) responded.

Each respondent was requested to complete a questionnaire which consisted of 17 questions and a brief description of the philosophies of three different drug abuse prevention education programs. Six additional questions were asked with regard to each philosophy's effectiveness. The instrument, designed by the Researcher and his guidance committee, was entitled, Drug Abuse Prevention Education Program Questionnaire. Chi-square tests for independence and repeated measures analysis of variance tests were used to analyze the results.

Major Findings

The statistical tests supported the following findings:

1. There is a significant relationship between the size of the student body of a school and (1) the percentage of the student body who are regular users of drugs, (2) the percentage of drug use in the school, (3) the seriousness of drug problems in the school, and (4) the existence of a written policy for drug users and drug abusers.
2. There is a significant relationship between the location of the school and (1) seriousness of drug problems in the school, and (2) principals' political beliefs.

3. There is a significant relationship between the level of the school and (1) the percentage of drug use in the school, (2) the number of students who are regular users of drugs, (3) severity of the drug problem, (4) the existence of a written policy for drug users, (5) how the written policy is distributed, and (6) whether or not drug abuse education units are taught primarily in one department.

4. There is no apparent relationship between the extent of drug use in the school and any of the 20 dependent variables considered in this study.

5. There is a significant difference in the way principals perceive the effectiveness of the three drug abuse prevention education programs which were considered in this study.

6. The respondents were most in favor of Philosophy III, value-clarification and decision-making skills and least in favor of Philosophy I, factual and legal information.

7. The elementary principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the elementary level. The junior high principals felt a program with this same philosophy would be most effective in reducing drug abuse if taught at the junior high level. The senior high principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the senior high level.

DEDICATION

Dora Ellen Smith

My Mother

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CHAPTER I

INTRODUCTION

A General Overview

Drug use is not uncommon in schools. It has become a problem that can no longer be ignored by educators. Though drug abuse is not a new phenomenon, the substantial number of young people currently involved is without precedent. The full dimension of the teenage drug problem is difficult to assess because of the illegal aspect. The Michigan Department of Education indicates a growing body of evidence exists that children even as young as seven in the elementary school, are finding access to abusive substances.¹

A pamphlet published by Kiwanis International describes the situation as follows:

The problem of drug abuse is not new, but in our Nation it is becoming more and more widespread. It occurs in the large city, in the small town, and even in rural areas. It is not limited to people of any particular area, age group, environment, or level of income.²

Statistics published on the number of drug users and abusers can only be estimated. Newsweek Magazine, on February 16, 1970, reported:

The use of drugs, particularly marijuana, is now an accepted fact of life for anywhere from 30 to 50 percent of all U.S. secondary school students.³

Estimates of marijuana usage in the United States are now as high as 20 million--on the other hand, estimates of heroin use in the United States are between 300 and 500 thousand, with large concentrations in New York, Detroit, Chicago and other large city slums and other low income areas.⁴

People compiling drug use and abuse data tend to lump all drug users together, from the first-time experimenter, to those who are addicted and dependent, into one category. This tends to make the information misleading and less useful to those persons attempting to study the degree of seriousness of the drug abuse problem. Though the data may not define the drug problem well, one only needs to select young people at random in most any community today and talk with them about drugs to get some idea of the extent of drug use and abuse.

The problem, however, is not one which is characteristic of only certain local communities or states, but one of national scope. In June, 1973, President Nixon included in the national budget a sum of \$248 million to educate communities, teachers and students about the dangers of drug abuse.

As with many of our social problems, people turn to the schools for a solution. According to Barrins (1969), the facts speak for themselves and indicate an obligation on the part of schools to arm youngsters early in life with knowledge of drugs. Although the federal government is considering a new bill to control drugs, only education will save the life or healthy brain of a child tempted to experiment. Barrins (1969) feels that if properly

educated in drug dangers, most youngsters will react with reason when the temptation arises.⁵

Most writers in the field agree that schools have an obligation to offer drug abuse prevention education. The federal, state, and local governments are allocating money for such programs in the schools. School administrators are suddenly charged with the responsibility of providing and designing an effective drug abuse prevention education program.

The programs which are offered have often been of the crash and piecemeal variety. Many programs consist of having police officers come into classrooms to tell the students what would happen to them if they were caught using drugs illegally. The program may also consist of assembling all the students in the school auditorium to show them a film designed to scare students--a film which many times gives inaccurate information. Schools may also offer a one or two day program which constitutes the entire drug abuse prevention program to which a youngster is exposed (Halleck, 1970).⁶

There is a struggle to determine where drug abuse prevention education should be taught. Since most teachers and administrators know little about the subject, subject areas and departments are reluctant to accept it as part of its curriculum, though most would agree that it should be taught. Some schools may include a unit on drugs in the homemaking department, others may place it in science, physical education, drivers' education, or even have a unit called drug abuse prevention education. In any event, the problem of the

placement of the drug abuse prevention education program in the curriculum must be considered.

The shortage of qualified teachers to teach drug abuse prevention education is another problem. School districts mandated to teach drug abuse prevention education and given money to do so are floundering because drug abuse prevention education calls for some expertise of which there is a limited supply. Usually one of the first things educators think about when a new course or subject is proposed is a curriculum guide. But such a guide presupposes some knowledge of the subject matter. There have been many drug abuse prevention education classes where the students lean back and snicker and laugh at the teacher because they know more about drugs and drug abuse from first-hand experience than does the teacher. This necessitates far more and better training programs for teachers concerning drugs, their use and abuse.

The tasks that face school administrators today are: (1) to become more knowledgeable about drugs themselves; (2) to assess the drug use and abuse problem in their schools; (3) to provide in the curriculum a drug abuse prevention education program based on assessed and identified needs; (4) and to provide adequate training for teachers so they will become more informed and more aware.

Statement of Purpose

The purpose of this study is to obtain, analyze, and compare data regarding the attitudes held by principals regarding drug abuse prevention education programs.

1. Compare the attitudes toward varied philosophies of drug abuse prevention education programs.
2. Determine if the attitudes of the principals reflect the type of drug abuse prevention education program that is offered in their school.

Assumptions

The investigator operates under the following assumptions:

1. The attitudes held by principals will determine the degree of implementation a drug abuse prevention program will have in a given school.
2. If the attitudes of the principals about the drug abuse prevention education programs are known, it will help in planning realistic programs through cooperating planning.
3. Information regarding the attitudes held by principals regarding drug education programs may be of value in bringing about changes in current practices of drug abuse prevention education.
4. Such information may also help others who may wish to institute drug abuse prevention programs in their schools and communities.

Definition of Terms

The reader may better understand this study if certain terms are initially clarified.

Drugs

Any chemical that modifies the function of living tissue, resulting in psychologic or behavioral change.⁷

Drug Use

Where the effects of a drug sought can be realized with minimal hazard whether or not used therapeutically, legally, or as prescribed by a physician.⁸

Drug Abuse

Where drugs are taken or administered under circumstances and at doses that significantly increase their hazard potential, whether or not used therapeutically, legally, or as prescribed by a physician.⁹

Drug Dependence

Drug dependence is a state of psychological or physical dependence, or both, which results from chronic, periodic, or continuous drug use.¹⁰

Habituation

The psychological desire to repeat the use of a drug intermittently or continuously because of emotional reasons.¹¹

Addiction

The physical dependence upon a drug.¹²

Drug Abuse Prevention Education

A planned program of instruction in the values, limitations and hazards of drugs as a force in students' lives.¹³

Community School

Community School--A community school provides preschool activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, offers technical services to community groups and provides a regular K-12 instructional program. The services may be provided at any time during any day of the week throughout the calendar year.¹⁴

Noncommunity School

All other schools which provide a regular K-12 instructional program.¹⁵

Attitude

Behavior representative of feeling or convictions, a disposition that is primarily grounded in affect and emotion and is expressive of opinions rather than beliefs.¹⁶

Narcotic

A narcotic is a drug that relieves pain and induces sleep. It is the group of drugs that are made from opium or opium derivatives.¹⁷

Hard Drugs

Heroin, morphine, codeine, cocaine, amphetamines, and certain sedatives.¹⁸

Soft Drugs

Marijuana, hashishs, glue-sniffing, LSD (Lysergic Acid Diethylamide), mescaline, psilocybin, psilocyn, other hallucinatory substances.¹⁹

In 1965 the World Health Organization recommended the term "drug dependence" to replace the two terms "habituation" and "addiction." The current trend in educational literature is to use only the term "drug dependence" to mean either or both habituation and addiction. For the purpose of this study the terms, "drug dependence," "habituation," and "addiction" will be used interchangeably.²⁰

Limitations of the Study

This study is a survey of the attitudes of school principals in selected schools in Michigan. The schools surveyed will be selected at random.

The attitudes of those selected will be measured by a Drug Abuse Prevention Education Program Questionnaire and will consider the principals' views as to content of three different models of drug abuse prevention education programs. No attempt will be made to generalize beyond the sample of this study as it is realized by the investigator that attitudes are transitory in nature. The

attitudes disclosed will be reported as perceived attitudes and not fact.

Research Questions

The researcher assumes that attitudes largely determine the actions educators will take in proposing and/or implementing drug abuse prevention education programs. It is reasonable to assume that these individuals have different and perhaps conflicting attitudes regarding drug abuse and drug abusers. Therefore, since all the selected principals, by the very nature of their job, are in leadership positions regarding programs and other physical and human resources which can be brought to bear on the drug abuse prevention programs, it is imperative that these concerned persons know the attitudes relative to drug abuse prevention education programs.

The logical questions are:

1. Is there a relationship between the size of the student body and the attitudes principals have regarding drug abuse prevention education programs?
2. Is there a relationship between the location of the school (urban, suburban, rural), and the attitudes principals have regarding drug abuse prevention education programs?
3. Is there a relationship between the level of the school (elementary, junior high, senior high), and the attitudes principals have regarding drug abuse prevention education programs?

4. Is there a relationship between the type of school (community or noncommunity), and the attitudes principals have regarding drug abuse education programs?

5. Is there a relationship between the extent of drug use in the school and the attitudes principals have regarding drug abuse education programs?

6. Do principals perceive differences in the effectiveness of drug abuse prevention education programs which are based on different philosophies?

The answers to the research questions would enable educators and others in a community directly concerned with the drug problem to:

1. Recognize the need of a drug abuse prevention education program for the school and community.

2. Assist those concerned with the drug problem to be more effective in planning a realistic drug abuse prevention education program based on assessed needs of their respective communities.

Organization of Subsequent Chapters

The content of Chapter I has included a general overview to the study, the purpose of the study, definition of terms, research hypotheses, methodology and organization of subsequent chapters.

In Chapter II a review of the literature related to the study is presented. It includes a discussion of the "drug scene" as it is in our society, the role of the school in drug education and an account of some on-going drug abuse prevention education programs.

Chapter III comprises a description of the methodology used in this study. The sample, chosen from the Michigan Education Directory, 1974, will be a proportionate random selection of elementary, junior high and senior high school principals in Michigan.

Chapter IV organizes, analyzes, and presents the data and findings of the study.

Chapter V presents the conclusions and recommendations of the study as based on the findings.

CHAPTER II

RELATED LITERATURE

Foreward

This review of the literature will serve to introduce the reader to a background body of knowledge which will make the study more meaningful. The literature regarding drugs will be directed primarily with:

1. The "drug scene" in American society.
2. The role of the school in drug education.
3. Drug abuse prevention education programs.
4. Drugs and the law.

The Drug Scene

"Americans live in a pill culture." This is a statement that is heard often these days along with, "What is the extent of drug use today"? It is difficult, if not impossible, to obtain valid data--estimates like, 20 million pot smokers in the United States alone, 1 of every 3 students either uses or has experimented with drugs in one form or another, are easy to obtain, but impossible to substantiate. These figures are increasing rapidly. Our high school, junior high and even elementary school students are increasingly using a variety of drugs and intoxicants.²¹

Some of the drug abusers in our schools use hallucinogens such as LSD, STP and Hashish when available. They sniff glue and freon; eat morning-glory seeds; experiment with ethyl chloride; drink paregoric and cough syrup; and smoke catnip and oregano. Some even inject milk, mayonnaise and peanut butter. When they become ill, they think that the feeling they have is a "high."

The "hippie" and the "slums" are two other facets of the drug scene. Other scenes are the business man and his three manhattan lunch, the acting community with its "uppers" and "downers" which make the day possible. The truck driver who has to have benzedrine in order to make his long runs. All this use of drugs suggests that the next generation may be more dependent on drugs than the present one.

A majority of our youth has no desire to radically change their way of life, but a minority believes that it must change by whatever means.

Students may be divided into six major groups with reference to drug abuse.

1. Chronic drug users who may or may not be members of a drug sub-culture.
2. Experimenters with drugs on the fringes of the sub-culture.
3. Students who associate with and socially accept drug users, but who are not users themselves.
4. Students who know drug users but do not socially accept them or otherwise associate with them.

5. Students who know drug use is a problem in their school, but do not personally know any people who are users.

6. Students who are unaware that drug use exists in their school.²³

The basic problem the schools face is how best to communicate with all six types of students, and to provide meaningful and attractive alternatives to the use of drugs, so that drug use can be eliminated rather than increased.

Drug Abuse Prevention Education Programs

When evidence began to accumulate that drug abuse was a serious problem among the children and youth, many concerned citizens expressed a belief that an education program, which could be easily ordered in all schools, would provide a quick and certain solution. Educators and other citizens are now realizing that a meaningful educational program on drugs is not easy to implement and the results are uncertain.²⁴

Among the earliest type of drug education program was what might be called the assembly type program. The entire student body is assembled in a large area and given exposure to films on drugs. They hear a talk by a physician regarding the harmful effects on the body if one misuses drugs. Following is a talk by a policeman regarding the law and penalties if one is convicted of illegal use of drugs. It is a real "scare the hell out of them" program. This type of program might be given annually, as the only exposure to

"drug education" the student would have that particular year.

According to Wold (1972), these programs are most prevalent and least effective.²⁵

The common pattern of having physical education or health teachers set aside one unit in the curriculum to lecture on the dangers of drugs is virtually useless.²⁶

Even some of the new well-motivated programs suffer from a "crisis" approach. An evaluation of programs conducted in four high school classes showed that "short-term programs, even though very sophisticated and intensive, may have little impact on the attitudes of students regarding the abuse of drugs." The study concludes that "the primary value of the project is that it adds a note of caution to those who would set aside a single day for drug education and be satisfied with the results."²⁷ Interviews with high school students in California reveal a strong dislike for repetitive programs focusing on information alone. The students greatly preferred continuing discussions on the reasons for drug use.²⁸

Dissatisfied with past results, many school systems are presently trying a variety of new preventive education methods to discourage drug abuse. The city of Saginaw, Michigan has adopted the following philosophy on drug use and abuse education within its school:

It recognizes that physical, emotional, mental, and social well-being are factors that enable students to fulfill their objectives in life. Individual objectives can, however, be impaired by the improper use of drugs, alcohol and tobacco. The need recognized, therefore, is that the Saginaw Public Schools must provide instruction to all regarding the effects of mood-modifying substances on the mind and body.

Central to the goals of our total drug curriculum is the need to develop in our schools an environment, where boys and girls can feel the security, develop the sense of personal dignity and adopt or acquire a value system that will support their desires to make responsible judgments and decisions regarding the proper use of drugs.²⁹

Another study recently reported suggests that the "easiest" type of drug education program--a factual accounting of drug effects and the use of lectures, discussions and audio-visual materials for ten weeks may actually be counter-productive. Stuart (1972) found that junior high students in Ann Arbor exposed to that type of drug education program showed an increased rate of experimentation, especially with marijuana, in comparison to a control group; and that anxiety about drugs was reduced. There was also a small increase in the selling of marijuana and LSD.³⁰

In a critical review of studies similar to Stuart's, Nowlis stated, "I am more and more reinforced in my conviction that information alone is not the answer and at times may be counter-productive."³¹

The STRIDE Program

The program called STRIDE (Students, Teachers and Residents Involved in Drug Education) is a training program for drug abuse prevention education serving Clinton, Eaton and Ingham Counties through the local community mental health boards.

STRIDE is an innovative drug abuse prevention program designed to enable individual communities and school districts to use local human resources and talents to establish and operate on-going,

independent, effective drug education programs within their own communities.

A majority of previous drug education efforts have concentrated a great deal of effort on relating factual information about drug effects, and have spent little time on other aspects of the problem. STRIDE feels that this is not enough, feeling that lack of trust, understanding, and communication between teachers, students and parents seems to thwart any drug prevention education program before it even begins.

Drug problems involve more than drugs. They involve people--people who have other problems which lead them to drug abuse.

STRIDE has also defined four causal areas of poor drug education and drug abuse: (1) lack of interpersonal communication skills and trust between various population segments, (2) lack of understanding of differing life-styles and value systems, (3) misinformation concerning both legal and illegal drugs, and (4) inadequate personal problem-solving skills to deal effectively with day-to-day problems. It is in these areas that STRIDE feels immediate and concentrated attention is required.

STRIDE works in the following way. It is a forty-five hour, multi-phase workshop with the following objectives:

1. Reach all segments of the community and school system population. Ideally, this would be equal numbers of parents, students and teachers participating in the program.

2. Convey concrete learnable skills which can be used to counteract the above listed causes of drug abuse. Each phase of the program represents a skill-oriented, mini-workshop concentrating on one of the previously listed causal areas. These phases include: (a) orientation, (b) communication skills, (c) values clarification, (d) drug information and crisis training, (e) problem-solving skills, (f) community development and conclusion.

3. Convey an environment where an optimum learning experience can take place in a short period of time. Most program phases take place in small skill-groups operated during school hours with teachers and students released from classroom responsibilities. The expense involved in releasing teachers from classroom responsibilities is a local level expense, while personnel from STRIDE are furnished free of charge.

4. Train interested local participants as instructors in all phases of the STRIDE program and thereby provide the community with the adequate human resources needed to operate self-sufficient local programs. Three on-going programs were implemented in local area schools for the 1972-73 school year. Both program participants and administrative personnel have firmly endorsed the STRIDE concept.

STRIDE workshops have been accredited for both undergraduate and graduate credit within the College of Education at Michigan State University.³²

The DARTE Program

The over-arching purpose of DARTE is the prevention of the destructive consequences of drug abuse among youth.

DARTE (Drug Abuse Reduction Through Education) is a program of the Wayne County Intermediate School District, with officers in the same building as the WCISD.

The main emphasis of DARTE's work has been its training of leadership teams comprised of students, teachers, administrators, counselors and social workers in various combinations. The training schedule is 30-35 hours of training, covering the following outline of materials:

1. Legal information about drugs, communications activities, action planning.
2. Pharmacology, identification of school district needs, action planning.
3. Values clarification, action planning.
4. Demonstrations of yoga and Tai Chi Chuan (alternatives to drugs).
5. Team planning to present action plans to mock "school board," session on games and role playing strategies, and presentations of action plans.

Several elements of the training need clarification. A primary goal of the work is that teams develop an "action plan" to implement in their home school districts. DARTE provides a carefully worked-out structure with appropriate materials to facilitate the

team's effort. "Values clarification" denotes a method by which participants can acquaint themselves with making choices and elaborating their positions on value-laden issues. "Communication activities" are structured individual and group exercises through which people can learn to be more open and honest with each other. The purpose of DARTE's training is to help participants trust one another more and be able to work together collaboratively.³³

DARTE provided a different type of training in a two-evening, "alternative clinic" which by lectures and demonstrations explored a large variety of alternatives to drug abuse including dance, Tai Chi Chuna, meditation and yoga.³⁴

DARTE officially came into existence on December 1, 1971. All of DARTE's activities had reached almost 2,000 people directly by February, 1973. Of these participants, almost 500 were students. Between July, 1972 and February, 1973, DARTE had direct contact with 45 different groups, including school districts, health centers, community groups, and other agencies. Activities with school districts have included value clinics, program planning and evaluation, planning retraining, meeting with all administrations, reviewing policies with local boards of education, and second level training.

DARTE has developed a variety of high-quality materials for drug abuse education for use in its own training program and to assist others. A brief description of each follows:

1. "Things to do to Build Communication and Trust."-- Contains twelve activities or experiences, along with a few guidelines for open communication.

2 . A Handbook of Values Clarification.--Provides a rationale for the values clarification process, instructions for sixteen different techniques, examples of the approach, and a resource kit.

3. DARTE Drug Education Resource Guide.--Sections include, (a) educational policies, (b) DARTE's philosophy, (c) pharmacological and medical information, (d) socio-cultural and psychological factors, (e) law and public policy, (f) programs-curricula for schools and community, (g) teaching and learning approaches (communication, alternatives), (h) consultant resources, (i) audio-visual material, (j) reading lists.

4. A Drug Abuse Education Demonstration Materials Kit.--Includes the Resource Guide, films, and a very large collection of other materials.

5. "Suggestions for Getting in Touch with Me and You and Us."--For elementary school teachers and children. Includes sections on values clarification, empathy, decision-making, group dynamics, communications, creativity development, and sensory awareness.

DARTE publishes an occasional newsletter for the purpose of keeping in touch and announcing new developments or information.³⁵

One measure of a program's success is the impact it has on other programs or policies. In a memorandum to the State Board of Education, dated March 25, 1972, a "Model for Training School Staff Personnel in the Area of Drug Education" was presented. The proposal calls for the development of regional drug education programs to be carried out by intermediate school districts across the

state. Public Act 85, 1972, gave the Department of Education money to set up three regional programs, and specifically named DARTE as the model to follow. The purpose of the memorandum was to explain DARTE to the rest of the state board. In effect, the DARTE process has been adopted state-wide.³⁶

DARTE's influence in education is reflected in their being invited to give a workshop on values clarification at a national festival on alternatives in learning. In the sphere of law enforcement, DARTE has recently been asked to provide training programs for Detroit police officers and paraprofessionals. It seems likely that this effort will have a substantive effect on police handling of youth involved with drugs.

A final index of DARTE's effect on other programs may be seen in the booklet, "A Handbook for Community-Based Drug Abuse Programs," distributed by the Office of Drug Abuse in Lansing. The introduction cites two principle sources for the booklet's ideas, one of which is DARTE.³⁷

The Role of the School in Drug Prevention Education

The school's role in discharging its responsibility for drug education is difficult to describe because schools must serve so many populations of various ages and stages of involvement or uninvolved with drugs. There are, however, certain fundamental considerations or principles which help to define the school's role. These include the following:

- (a) The primary charge to the school is education of the young entrusted to its care. This definition of education must embrace the affective (or feeling) as well as the cognitive (or knowing) domain of education and both must be measured by their impact on the behavior of the individual.
- (b) The school is legally and by tradition charged with counseling those children and youth it would educate, including problems with use of drugs.
- (c) The school is charged with protecting the health and safety of the youth who are placed under its jurisdiction.
- (d) The school is one of the institutions in society charged with the nurture and rearing of the young--not the only institution created for this purpose. The school must share with youth and other youth-serving institutions and agencies including the home and others the responsibility for the resolution of the drug problems of the young.
- (e) The school, to perform its primary task of educating the young, must assess its problem areas related to drug abuse, establish program goals, develop viable curricula, educate its staff and acquire the essential teaching tools to conduct drug education.³⁸

In simple language, the only real hope is education for prevention, and the schools must work effectively to alert the young to the known and suspected dangers of ingesting toxic substances.³⁹

The schools in dealing with the problems of drug use and abuse should also:

- (a) have an administrative policy--a written policy statement regarding the schools position when a student is detected in the use or abuse of drugs.
- (b) honest approach to tell the truth about drugs, have correct information.
- (c) provide perspective and context--the symptom of a rapidly changing society should be the context in which drug abuse is studied.⁴⁰

In each school it should be made clear who will and can guarantee confidentiality when a student is in need of counseling regarding drug problems and such guarantees should be respected.⁴¹

With respect to drug abuse the school can only support and reinforce the attitudes and behaviors that arise from home supervision, peer relationships, and the overall student environment, much of which comes to bear before the child enters school. The school can be a significant factor among all those forces that motivate young people to behave responsibly in terms of their own welfare and that of others. As a result of such instruction, perhaps today's school generation will be able to make better informed and more thoughtful decisions about current as well as future drug problems.⁴²

Drugs and the Law

Drug laws have provided severe penalties for violators since the early part of the twentieth century, yet during that time the problem in some respects has become more acute. It should be pointed out that the number of narcotics addicts in this country was sharply reduced, perhaps as much as 75%, after opiate drugs were brought under federal control.

The federal government has since the early 1900's passed legislation in an effort to control narcotics and dangerous substances.

1906 - Federal Pure Food and Drug Act.--Regulates the use of patent medicines containing opiates.

1914 - Harrison Narcotic Drug Act.--Regulates manufacturing and distribution of morphine, cocaine and other narcotics within this country. It is still the chief federal law controlling illicit narcotic traffic.

1922 - Narcotic Drugs Import and Export Act.--Provides heavy penalties for illegal importation and exportation of narcotic drugs.

1937 - Marijuana Tax Act.--Marijuana was placed under federal control through taxing power, providing the same type of controls over marijuana as the 1914 legislation placed over narcotic drugs.

1946 - Harrison Narcotic Act Amendment.--The 1914 law was amended to include synthetic substances having addiction-forming or addiction-sustaining qualities similar to cocaine or morphine.

1951 - Boggs Amendment.--Introduced mandatory minimum sentences for all narcotic drug and marijuana offenses and prohibited suspension of sentences and probations for second offenders.

1956 - Narcotic Drug Control Act.--Raised mandatory minimum sentences with the exception of first offenders for possession only. It prohibits suspended sentences, probation, and parole.

1960 - Narcotics Manufacturing Act.--Provides for licensing and establishment of manufacturing quotas for all manufacturers of narcotic drugs.

1965 - The Drug Abuse Control Amendment to the Federal Food, Drug and Cosmetic Act.--Provides for stronger regulation of the manufacturer, distribution, delivery, and possession of

stimulants, depressants and hallucinogens. They also provide strong criminal penalties against persons who deal in these drugs illegally. The Food and Drug Administration of the Department of Health, Education and Welfare was given stronger enforcement powers to prevent drug counterfeiting. The amendments were effective February 1, 1966.

1966 - Narcotic Addict Rehabilitation Act.--A significant step toward treatment and rehabilitation of narcotic addicts. This legislation provides for civil commitment.

1968 - Drug Abuse Control Amendments to Federal Food, Drug and Cosmetic Act of 1965.--Increase the penalties for anyone who illegally produces, sells or disposes of dangerous drugs, and imposes misdemeanor penalty for possession.

1969 - A Supreme Court Decision.--Removed two of the federal government's major legal weapons against the marijuana traffic when it held that the marijuana tax act is unenforceable when the accused claims Fifth Amendment privilege against self-incrimination. Also, it declared as unreasonable the law's presumption that a man with marijuana in his possession knows that it was imported illegally, thus violating due process of law.⁴³

Researchers in the field of drugs along with those who choose to violate drug statutes continually question the motives behind the drug laws. The questioners seek to know if the restrictions serve mainly to punish violators, to protect society from the ravages of a drug addicted population, to keep drugs under legal control, to protect man from his own weaknesses, to control the quality of drugs being dispensed, to prevent crime, or to assist the addict to recover

and become a responsible member of society. Unfortunately, many of today's youth view drug legislation as an attempt on the part of the adult world to deprive youth "the opportunity to express themselves in a mode of their own choice."⁴⁴

There is little doubt that drug laws lack consistency when it comes to making "the punishment fit the crime." Although the view that drug use is a medical-social problem and not a criminal activity is gaining in popularity, the simple use and possession of drugs remains a prison offense. In fact, in many states, the penalty for the sale of marijuana to a minor is death.⁴⁵

State laws on illegal drug activities differ greatly from federal laws and many times are more stringent. For example, under federal law marijuana is not considered a narcotic drug but it is under state laws. Each state has its own regulations dealing with dangerous drugs. Persons dealing with drug abuse education should learn their state laws and city ordinances on marijuana, narcotics and dangerous drugs.⁴⁶

Summary

The Michigan State Board of Education has been assigned the primary responsibility for providing substance-related education to Michigan youth. This responsibility dates back to Public Act 93, 1883, which required the public schools to teach the "effects of narcotics and stimulants on the human system."

The State Department of Education has recently taken two major steps toward developing comprehensive state-wide substance

abuse programs. In the fall of 1972, the Department of Education developed drug education guidelines which were adapted by the State Board of Education. These guidelines which are intended to provide local school districts with direction and support in the development of drug education programs, were recently released to the individual districts. Currently, the Department of Education is developing regional drug education training programs. These regional projects are designed to train teams of educators, community members, and youth from local school districts to assist students in making intelligent decisions concerning the use of drugs and in accepting responsibility for their own health and behavior.

It is important to recognize that there is no evidence that any drug education program, by itself, will diminish substance abuse among youth.⁴⁷

CHAPTER III

METHODOLOGY OF THE STUDY

Introduction

This section discusses the methodology used in conducting the study. The population and sample used are identified and defined, the data gathering procedure described, and the instrument employed with its administration and statistical treatment explained.

The questionnaire employed was designed by the researcher with the assistance and advisement of education research consultants and the graduate committee. The instrument is unique to this study; therefore, no opportunity for validation existed.

Selection of the Population and Sample

The population was comprised of principals of the elementary, junior high and senior high schools in Michigan.

The Michigan Education Directory and Buyer's Guide was used to identify the school principals, the levels of the schools, and the addresses of the schools.⁴⁸

The sample was a proportional random sample of elementary, junior high and senior high school principals. The sample was selected in the following manner:

1. A determination was made of how many schools of each level there were in the public school system in the state of Michigan. On the average, it was determined there were two times as many elementary schools as junior high schools and twice as many junior high schools as senior high schools.

2. It was also arbitrarily decided to choose only one school from each district regardless of location or size of the school district.

3. The total number of senior high schools selected was 40. The total number of junior high schools was 70. The total number of elementary schools was 140.

The selection method using the Michigan Education Directory and Buyer's Guide of 1973-74, follows: selections of the elementary schools started with district number three and the first elementary school listed in every third district was selected thereafter. The junior high school selection began with district number seven and the first junior high listed in every third district was selected thereafter. The senior high school selection began with district number five and the first senior high listed in every twelfth district was selected thereafter.

In making sampling selections in this manner only one school was selected from each district, with 250 school districts involved. Each of the 250 principals was mailed a questionnaire, cover letter and stamped return envelope. One hundred ninety questionnaires were received for a 76% return rate.

The cover letter requested only ten minutes of their time in answering the questions. The letter also assured them of complete anonymity (see Appendix I).

The questionnaire consisted of 17 questions and a brief description of the philosophies of three different drug abuse prevention education programs. Along with each philosophy, six additional questions were asked with regard to that philosophy's effectiveness and similarity to their current drug programs (see Appendix II).

Items 1 through 7 of the drug abuse prevention education program questionnaire gives data regarding the principal and his school, the ages of his children, number of years he has been a principal, the level of his school (elementary, junior high, senior high), the size of the student body, whether a community or non-community school, location of school/ (urban, suburban, rural), and principal's political belief.

Items 8 through 17 sought to determine the principals' feelings as to the degree and severity of penalties for marijuana use, drug use as a major social problem, drug use in the principals' own schools, severity of the problem of drug use in the principals' own schools, the existence of a written policy regarding drug use and abuse, to whom the written policy is distributed, and the primary focus of the drug abuse prevention education program in the relevant school.

Three types of drug abuse prevention education program philosophies were described. Philosophy I, Factual and Legal Information; Philosophy II, Biological Aspects of Drugs and Effects on the

Central Nervous System and Body Functions; Philosophy III, Value Clarification, and Decision-Making Skills. The same six questions were asked regarding each of the three philosophies. Items 1, 2, 5, and 6 dealt with principals' overall attitude about each program's effectiveness. Item 3 of each philosophy asked about the similarity of each program to their current program.

Item 4 asked each principal at which school level he/she felt each program's philosophy would be most effective in reducing drug abuse.

Method of Reporting Findings

The information recorded on each questionnaire was tabulated on a coding form. The information from each questionnaire was then key-punched on an IBM computer card.

The analysis of results was reported in the form of Chi-squares and repeated measures analysis of variance tables. The Chi-squares test for independence was used to test for a relationship between the variables. Repeated measures analysis of variance were used to test differences in the principals' perception of the effectiveness of drug abuse prevention education programs which are based on different philosophies.

Summary

This chapter has offered a description of the methodology involved in conducting the study.

The population was taken from selected public schools in Michigan. The sample consisted of public school principals selected randomly from the Michigan Education Directory and Buyer's Guide, 1973-74.

The questionnaire was developed by the researcher with the assistance and advisement of the guidance committee and Michigan State University College of Education Research Consultants Office.

The statistical procedures were designed in conjunction with the Michigan State University College of Education Research Consultants. The data is organized, presented and analyzed in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The study attempted to provide answers to the following set of questions:

1. Is there a relationship between the size of the student body and the attitudes principals have regarding drug abuse prevention education programs?
2. Is there a relationship between the location of the school (urban, suburban, rural), and the attitudes principals have regarding drug abuse prevention education programs?
3. Is there a relationship between the level of the school (elementary, junior high, senior high), and the attitudes principals have regarding drug abuse prevention education programs?
4. Is there a relationship between the type of school (community or noncommunity school), and the attitudes principals have regarding drug abuse education programs?
5. Is there a relationship between the extent of drug use in the school and the attitudes principals have regarding drug abuse education programs?

6. Do principals perceive differences in the effectiveness of drug abuse prevention education programs which are based on different philosophies?

Description of Instruments

The instrument used to measure principals' attitudes and to attempt to answer the above questions was the Drug Abuse Prevention Education Program Questionnaire (see Appendix I, cover letter and Appendix II, Drug Questionnaire).

Reliability of Instrument

Reliability of the Drug Abuse Prevention Education Program Questionnaire was computed using Hoyt's Analysis of Variance Method.

The first four items for Philosophy I had an internal consistency reliability coefficient of .8592.

The first four items for Philosophy II had an internal consistency reliability coefficient of .8497.

The first four items for Philosophy III had an internal consistency reliability coefficient of .8955.

The overall reliability of the three philosophies over twelve items combined was .7566.

Description of Statistical Computations

The same statistical tests were used for each of the Questions 1 through 5.

Some of the principals' attitudes regarding drug programs were measured by single items which were not intended to be combined with other items. In these cases a chi-square test for independence was used to test for a relationship between the independent variables (questions 1-5) and the dependent variables.

Independent Variables

1. Size of student body (less than 300, 400-600, 700-1000, 1000-2000, over 2000).
2. Location of the school (urban, suburban, rural).
3. Level of the school (elementary, junior high, senior high).
4. Type of school (community or noncommunity).
5. Extent of drug use in the school.

Dependent Variables

1. Size of the student body.
2. Location of school.
3. Level of school.
4. Type of school.
5. Number of years a principal has served.
6. Political beliefs of principals.
7. Existence of a written policy on drug use.
8. Distribution of written policy on drug use.
9. Schools having "assembly type" drug programs.
10. Drug education units taught primarily in our department.

11. Drug abuse programs offered as formal courses.
12. In-service training programs in drug abuse for teachers.
13. In-service training programs in drug abuse for parents.

Principals' Perceptions

14. Primary focus of present drug education program.
15. The extent to which drug abuse constitutes a major social problem.
16. Severity of penalties for marijuana use.
17. Projected frequency of drug use in the school.
18. Proportion of students who regularly use "hard drugs."
19. Proportion of students who regularly use "soft drugs."
20. Extent to which drug abuse is a problem in your school.

In an attempt to answer question 6, a repeated measures analysis of variance was computed to determine if there are significant differences in the principals' perceptions of the effectiveness of drug abuse education programs which are based on different philosophies.

Independent variables were (1) size of the student body, (2) location of the school, (3) level of the school, and (4) extent of drug use in the school.

Dependent variables were the combined responses to questions 1, 2, 5, and 6 of each Philosophy I, II, and III.

Results of Questions

Question 1

Is there a relationship between the size of the student body and the attitudes principals have regarding drug abuse prevention education programs?

Of the 20 Chi-squares which were computed for this question, none proved to be statistically significant. The interaction between size of student body and drug abuse prevention education program philosophies was not statistically significant when combined scores on questions 1, 2, 5, and 6 served as the dependent variable ($p > .254$).

Question 2

Is there a relationship between the location of the school (urban, suburban, rural), and the attitudes principals have regarding drug abuse prevention education programs?

Of the 20 Chi-squares which were computed for this question, two (2) proved to be statistically significant. The interaction between the location of the school and drug abuse prevention education program philosophies was not statistically significant when combined scores on questions 1, 2, 5, and 6 served as the dependent variable ($p > .779$).

Significant relations occurred between location of the school and the following dependent variables (see Tables 4.1 and 4.2).

Table 4.1. Location of school and principals' political belief.

Location of school	Strongly conservative	Moderately conservative	Moderately liberal	Strongly liberal	Neither liberal or conservative
Urban	7%	7%	64%	7%	14%
Suburban	0	47%	32%	4%	17%
Rural	5%	51%	34%	0	10%

Chi-square = 19.620; d.f. = 8; ($p < .05$).

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Table 4.2. Location of the school and perceived severity of the problem of drug abuse in the relevant school.

Location of school	Serious problem	Moderate problem	Minor problem	No problem
Urban	0	40%	7%	53%
Suburban	6%	19%	36%	39%
Rural	3%	10%	42%	45%

Chi-square = 14.959; d.f. = 6; ($p < .05$).

Question 3

Is there a relationship between the level of the school (elementary, junior high, senior high) and the attitudes principals have regarding drug abuse prevention education programs?

Of the 20 Chi-squares which were computed for this question, seven (7) proved to be statistically significant. The interaction between the level of the school and drug abuse prevention education program philosophies was not statistically significant when combined scores on questions 1, 2, 5, and 6 served as the dependent variable ($p > .319$).

Significant relations occurred between the level of the school and the dependent variables seen in Tables 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, and 4.9.

Table 4.3. Level of the school and projected increase in drug use in the school.

Level of school	Strongly agree	Agree	Neither	Disagree	Strongly disagree
Elementary	2%	14%	48%	17%	19%
Junior High	3%	27%	20%	38%	12%
Senior High	5%	18%	49%	28%	0

Chi-square = 24.541; d.f. = 8; ($p < .05$).

Table 4.4. Level of the school and percent of students who are regular users of "hard drugs."

Level of school	Less 1%	2-3%	4-6%	7-10%	Over 10%
Elementary	97%	3%	0	0	0
Junior High	93%	5%	2%	0	0
Senior High	71%	26%	3%	0	0

Chi-square = 19.987; d.f. = 4; ($p < .05$).

Table 4.5. Level of the school and percent of students who are regular users of "soft drugs."

Level of school	Less 10%	11-15%	16-25%	26-50%	Over 50%
Elementary	95%	5%	0	0	0
Junior High	84%	12%	2%	0	2%
Senior High	65%	20%	9%	6%	0

Chi-square = 27.879; d.f. = 8; ($p < .05$).

Table 4.6. Level of the school and severity of the drug problem in the school.

Level of school	Serious problem	Moderate problem	Minor problem	No problem
Elementary	0	8%	21%	71%
Junior High	7%	22%	51%	20%
Senior High	8%	26%	54%	12%

Chi-square = 57.805; d.f. = 6; ($p < .05$).

Table 4.7. Level of the school and existence of a written policy for drug users and abusers.

Level of school	Written policy with specific reference to drug use	Written policy w/no specific reference to drug use	No written policy
Elementary	24%	17%	59%
Junior High	56%	25%	19%
Senior High	64%	15%	21%

Chi-square = 34.600; d.f. = 4; ($p < .05$).

Table 4.8. Level of the school and distribution of the school policy.

Level of school	Distributed to faculty only	Distributed to students only	Distributed to both students and faculty	Distributed to neither students or faculty
Elementary	12%	2%	55%	31%
Junior High	6%	0	89%	5%
Senior High	0	0	94%	6%

Chi-square = 26.933; d.f. = 6; ($p < .05$).

Table 4.9. Level of the school and extent to which drug education units are taught primarily in one department.

Level of School	Yes	No
Elementary	60%	40%
Junior High	81%	19%
Senior High	90%	10%

Chi-square = 15.000; d.f. = 2; ($p < .05$).

Question 4

Is there a relationship between the type of school (community or noncommunity) and the attitudes principals have regarding drug abuse education programs?

Of the 20 Chi-squares which were computed for this question, one (1) proved to be statistically significant. The interaction between the type of school and drug abuse prevention education program philosophies was not statistically significant when combined scores on questions 1, 2, 5, and 6 served as the dependent variable ($p > .635$).

Table 4.10. Type of school and incidence of school assemblies on drug abuse.

Type of school	Yes	No
Community School	32%	68%
Noncommunity School	56%	44%

Chi-square = 3.868; d.f. = 1; ($p < .05$).

Question 5

Is there a relationship between the extent of drug use in the school and the attitudes principals have regarding drug abuse education programs?

Of the 20 Chi-squares which were computed for this question, none proved to be statistically significant. The interaction between the extent of drug use in the school and drug abuse prevention education program philosophies was not statistically significant when

combined scores on questions 1, 2, 5, and 6 served as the dependent variable ($p > .263$).

Question 6

Do principals perceive differences in the effectiveness of drug abuse prevention education programs which are based on different philosophies?

In an attempt to answer question six, analysis of variance tests were computed for each of five independent variables--type of school, size of student body, level of school, location of school, and extent of drug use in the school. The sum of scores on questions 1, 2, 5, and 6 of Philosophies I, II, and III served as the dependent variable.

Means and variances for each of the independent variables are presented in Tables 4.11, 4.13, 4.15, 4.17 and 4.19. The corresponding analysis of variance tests are presented in Tables 4.12, 4.14, 4.16, 4.18 and 4.20.

Table 4.11. Size of student body (4 levels).

Means and Variances	Philo. I	Philo. II	Philo. III	Grand means
Less than 300 (N=24)	$\bar{x} = 12.92$ $s^2 = 12.77$	$\bar{x} = 9.50$ $s^2 = 8.95$	$\bar{x} = 7.17$ $s^2 = 8.05$	$\bar{x} = 9.86$
400 - 600 (N=90)	$\bar{x} = 13.50$ $s^2 = 10.65$	$\bar{x} = 10.83$ $s^2 = 9.37$	$\bar{x} = 7.71$ $s^2 = 9.12$	$\bar{x} = 10.68$
700 - 1000 (N=45)	$\bar{x} = 12.91$ $s^2 = 11.94$	$\bar{x} = 10.31$ $s^2 = 8.53$	$\bar{x} = 7.58$ $s^2 = 7.75$	$\bar{x} = 10.26$
1000 - 2000 (N=11)	$\bar{x} = 13.00$ $s^2 = 20.40$	$\bar{x} = 12.27$ $s^2 = 10.81$	$\bar{x} = 6.64$ $s^2 = 4.65$	$\bar{x} = 10.63$
Grand Means)	$\bar{x} = 13.23$	$\bar{x} = 10.60$	$\bar{x} = 7.53$	

Table 4.12. Analysis of variance table.

Item	Sums of squares	df	Mean squares	F
Size of student body	45.12	3	15.04	1.37
Principals within group (error term for design factor of group)	1825.25	166	11.00	
Philosophies I, II, III	2767.16	2	1383.58	152.59**
Interaction of philosophies by school size	52.44	6	8.74	.96
Error (term for repeated measures and interaction)	3008.70	332	9.00	

**($p < .001$).

Table 4.13. Location of schools (3 levels)--means and variances.

School location	Philo. I	Philo. II	Philo. III	Grand means
Urban (N=14)	$\bar{x} = 12.71$ $s^2 = 10.06$	$\bar{x} = 10.86$ $s^2 = 10.13$	$\bar{x} = 8.50$ $s^2 = 6.73$	$\bar{x} = 10.69$
Suburban (N=58)	$\bar{x} = 13.00$ $s^2 = 16.45$	$\bar{x} = 10.98$ $s^2 = 12.22$	$\bar{x} = 7.00$ $s^2 = 8.77$	$\bar{x} = 10.32$
Rural (N=98)	$\bar{x} = 13.44$ $s^2 = 9.34$	$\bar{x} = 10.34$ $s^2 = 7.71$	$\bar{x} = 7.75$ $s^2 = 7.57$	$\bar{x} = 10.51$
Grand Means	$\bar{x} = 13.23$	$\bar{x} = 10.60$	$\bar{x} = 7.53$	

Table 4.14. Analysis of variance table.

Item	Sums of squares	df	Mean squares	F
Urban, suburban, rural schools	5.58	2	2.79	.250
Principals within group	1864.79	167	11.17	
Philosophies I, II, III	2767.16	2	1383.58	153.59**
Error	3008.70	334	9.00	

**($p < .001$).

Table 4.15. Level of the school (3 levels)--means and variances.

School level	Philo. I	Philo. II	Philo. III	Grand means
Elementary (N=82)	$\bar{x} = 13.35$ $s^2 = 12.50$	$\bar{x} = 10.11$ $s^2 = 9.18$	$\bar{x} = 7.26$ $s^2 = 8.14$	$\bar{x} = 10.24$
Junior High (N=54)	$\bar{x} = 13.41$ $s^2 = 12.54$	$\bar{x} = 11.26$ $s^2 = 10.12$	$\bar{x} = 7.57$ $s^2 = 7.90$	$\bar{x} = 10.74$
Senior High (N=34)	$\bar{x} = 12.65$ $s^2 = 8.90$	$\bar{x} = 10.74$ $s^2 = 8.13$	$\bar{x} = 8.12$ $s^2 = 7.80$	$\bar{x} = 10.50$
Grand means	$\bar{x} = 13.23$	$\bar{x} = 10.60$	$\bar{x} = 7.53$	

Table 4.16. Analysis of variance table.

Item	Sums of squares	df	Mean squares	F
Levels of schools	25.40	2	12.70	1.15
Principals within group	1844.97	167	11.05	
Philosophies I, II, III	2767.16	2	1383.58	153.43**
Interaction of philosophies by level of school	50.91	4	12.73	1.41
Error	3011.93	334	9.02	

**($p < .001$).

Table 4.17. Type of schools (2 levels)--means and variances.

Type of school	Philo. I	Philo. II	Philo. III	Grand means
Community school	$\bar{x} = 13.35$ $s^2 = 11.80$	$\bar{x} = 10.65$ $s^2 = 9.43$	$\bar{x} = 7.52$ $s^2 = 8.45$	$\bar{x} = 10.50$
Noncommunity school	$\bar{x} = 12.94$ $s^2 = 7.93$	$\bar{x} = 10.06$ $s^2 = 8.80$	$\bar{x} = 7.82$ $s^2 = 4.77$	$\bar{x} = 10.27$
Grand means	$\bar{x} = 11.43$	$\bar{x} = 9.37$	$\bar{x} = 8.09$	

Table 4.18. Analysis of variance table.

Item	Sums of squares	df	Mean squares	F
Community and noncommunity schools	2.49	1	2.49	.23
Principals within group	1751.21	167	10.68	
Philosophies I, II, III	2749.88	2	1374.94	150.93**
Interaction of philosophies by type of school	6.77	2	3.39	.37
Error	2988.01	328	9.11	

**($p < .001$).

Table 4.19. Extent of drug use in schools (2 levels)--means and variances.

Extent of drug use in schools	Philo. I	Philo. II	Philo. III	Grand means
Less than 1% (N=147)	$\bar{x} = 13.32$ $s^2 = 11.98$	$\bar{x} = 10.74$ $s^2 = 9.39$	$\bar{x} = 7.52$ $s^2 = 8.23$	$\bar{x} = 10.52$
2 to 3% (N=12)	$\bar{x} = 11.83$ $s^2 = 7.06$	$\bar{x} = 9.92$ $s^2 = 4.26$	$\bar{x} = 7.92$ $s^2 = 7.35$	$\bar{x} = 9.89$
Grand means	$\bar{x} = 13.20$	$\bar{x} = 10.67$	$\bar{x} = 7.55$	

Table 4.20. Analysis of variance table.

Item	Sums of squares	df	Mean squares	F
Students regular users of illegal drugs	13.61	1	13.61	1.26
Principals within school group	1694.12	157	10.79	
Philosophies I, II, III	2550.92	2	1275.49	141.21**
Interaction of philosophies by extent of drug use	20.16	2	10.08	1.12
Error	2836.20	314	9.03	

**($p < .001$).

Philosophy Effectiveness

This section will deal with principals' perceptions concerning the school level (elementary, junior high, senior high) in which different drug abuse education programs having different philosophies would be most effective in reducing drug abuse.

Each principal was asked to give a definitive yes or no answer to the following questions: Do you feel that Philosophy I will be effective in reducing drug abuse in the elementary, junior high, and senior high levels? Results for Philosophy I are presented in Tables 4.21, 4.22, and 4.23. Do you feel that Philosophy II will be effective in reducing drug abuse in the elementary, junior high, and senior high levels? Results for Philosophy II are presented in

Table 4.21. Philosophy I effectiveness if taught at elementary level.

School level	Yes	No
Elementary principals (N=87)	20%	80%
Junior high principals (N=55)	40%	60%
Senior high principals (N=35)	31%	69%

Chi-square = 6.271; d.f. = 2; ($p < .05$)

Table 4.22. Philosophy I effectiveness if taught at the junior high level.

School level	Yes	No
Elementary principals (N=87)	29%	71%
Junior high principals (N=55)	24%	76%
Senior high principals (N=35)	46%	54%

Chi-square = 5.171; d.f. = 2; ($p < .05$).

Table 4.23. Philosophy I effectiveness if taught at the senior high level.

School level	Yes	No
Elementary principals (N=87)	44%	56%
Junior high principals (N=55)	27%	73%
Senior high principals (N=35)	23%	77%

Chi-square = 6.617; d.f. = 2; ($p < .05$).

Tables 4.24, 4.25, 4.26. Do you feel that Philosophy III will be effective in reducing drug abuse in the elementary, junior high, and senior high levels? Results for Philosophy III are presented in Tables 4.27, 4.28, 4.29.

Table 4.24. Philosophy II, effectiveness if taught at elementary level.

School level	Yes	No
Elementary principals (N=87)	41%	59%
Junior high principals (N=55)	56%	44%
Senior high principals (N=35)	20%	80%

Chi-square = 11.675; d.f. = 2; ($p < .05$).

Table 4.25. Philosophy II, effectiveness if taught at junior high level.

School level	Yes	No
Elementary principals (N=87)	48%	52%
Junior high principals (N=55)	40%	60%
Senior high principals (N=35)	77%	23%

Chi-square = 12.613; d.f. = 2; ($p < .05$).

Table 4.26. Philosophy II, effectiveness if taught at the senior high level.

School level	Yes	No
Elementary principals (N=87)	19%	81%
Junior high principals (N=55)	15%	85%
Senior high principals (N=35)	29%	71%

Chi-square = 2.677, d.f. = 2; ($p < .05$).

Table 4.27. Philosophy III, effectiveness if taught at elementary level.

School level	Yes	No
Elementary principals (N=87)	69%	31%
Junior high principals (N=55)	38%	62%
Senior high principals (N=35)	25%	75%

Chi-square = 24.892; d.f. = 2; ($p < .05$).

Table 4.28. Philosophy III, effectiveness if taught at the junior high level.

School level	Yes	No
Elementary principals (N=87)	46%	54%
Junior high principals (N=55)	74%	26%
Senior high principals (N=35)	61%	39%

Chi-square = 11.507; d.f. = 2; ($p < .05$).

Table 4.29. Philosophy III, effectiveness if taught at the senior high level.

School level	Yes	No
Elementary principals (N=87)	44%	56%
Junior high principals (N=55)	45%	55%
Senior high principals (N=35)	64%	36%

Chi-square = 4.525; d.f. = 2; ($p < .05$).

The principals were asked to give their perceptions regarding the level where they felt drug abuse prevention education programs based upon three different philosophies would be most effective.

Philosophy I, primary focus on factual and legal information.

Philosophy II, primary focus on biological aspects of drugs.

Philosophy III, primary focus on value-clarification and decision-making skills.

Results of elementary principals' perceptions are presented in Figure 4.1. Results of junior high principals' perceptions are presented in Figure 4.2. Results of senior high principals' perceptions are presented in Figure 4.3.

Elementary principals (69%) perceive Philosophy III as most effective if taught at the elementary level. Junior high principals (74%) perceive Philosophy III as most effective if taught at the junior high level. Senior high principals (64%) perceive Philosophy III as most effective if taught at the senior high level.

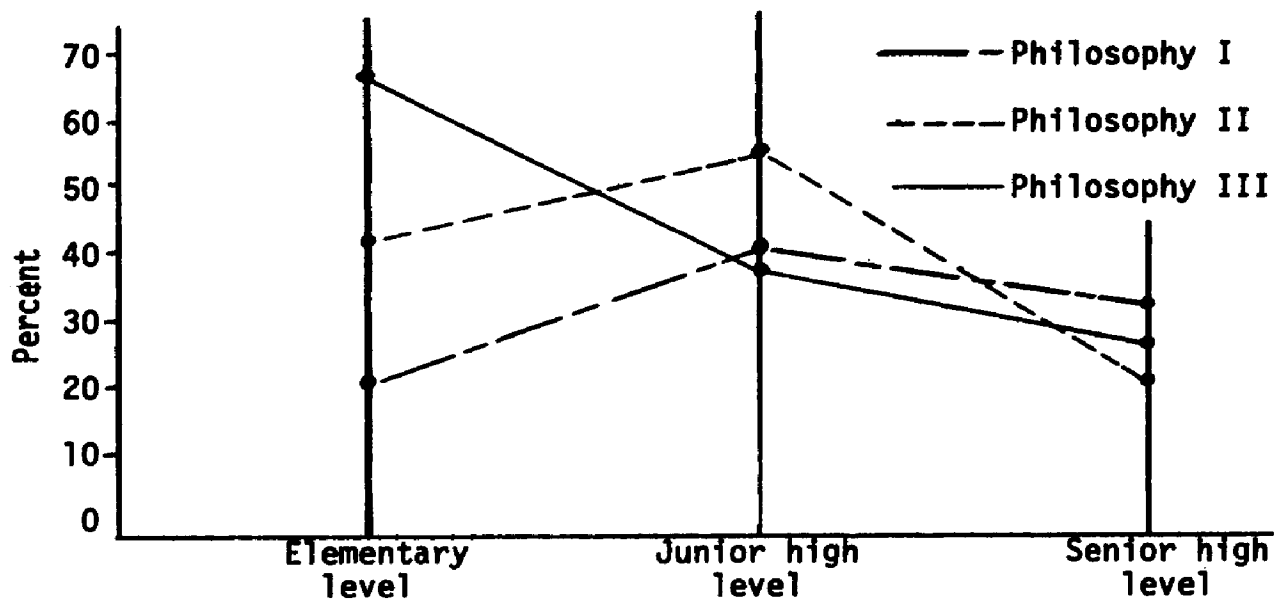


Figure 4.1. Elementary principals' perceptions of the three philosophies and the level where they perceived them to be most effective.

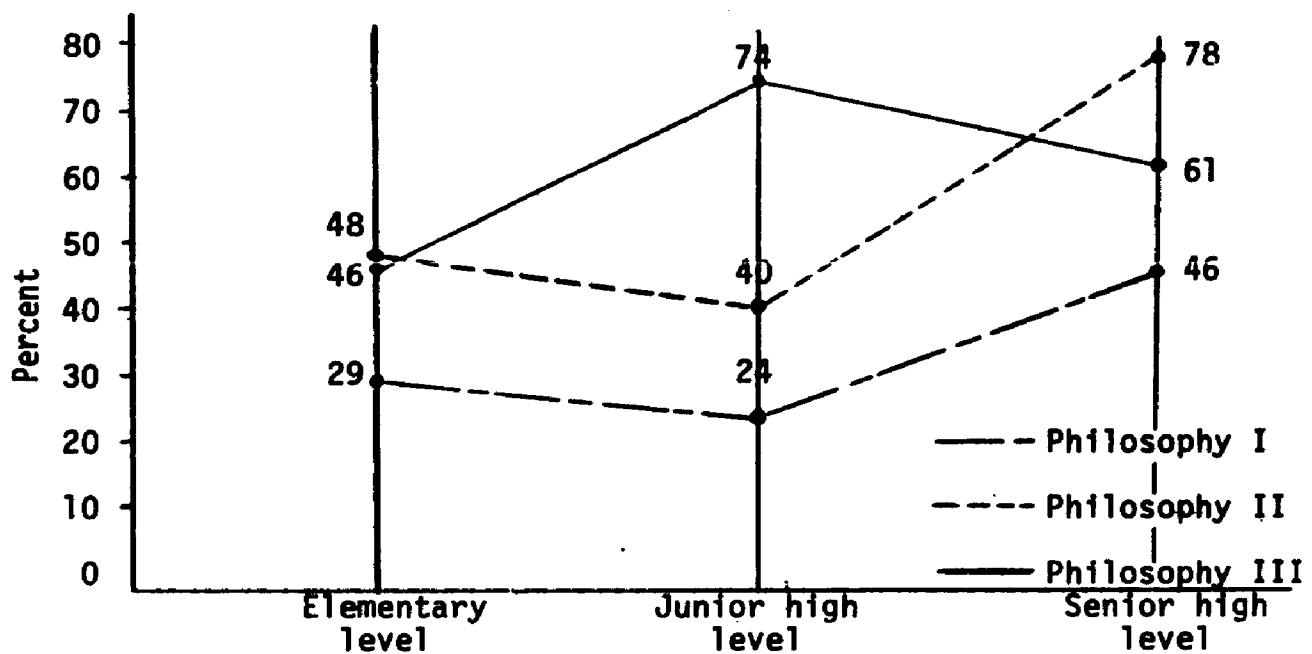


Figure 4.2. Junior high principals' perceptions of the three philosophies and the level where they perceived them to be effective.

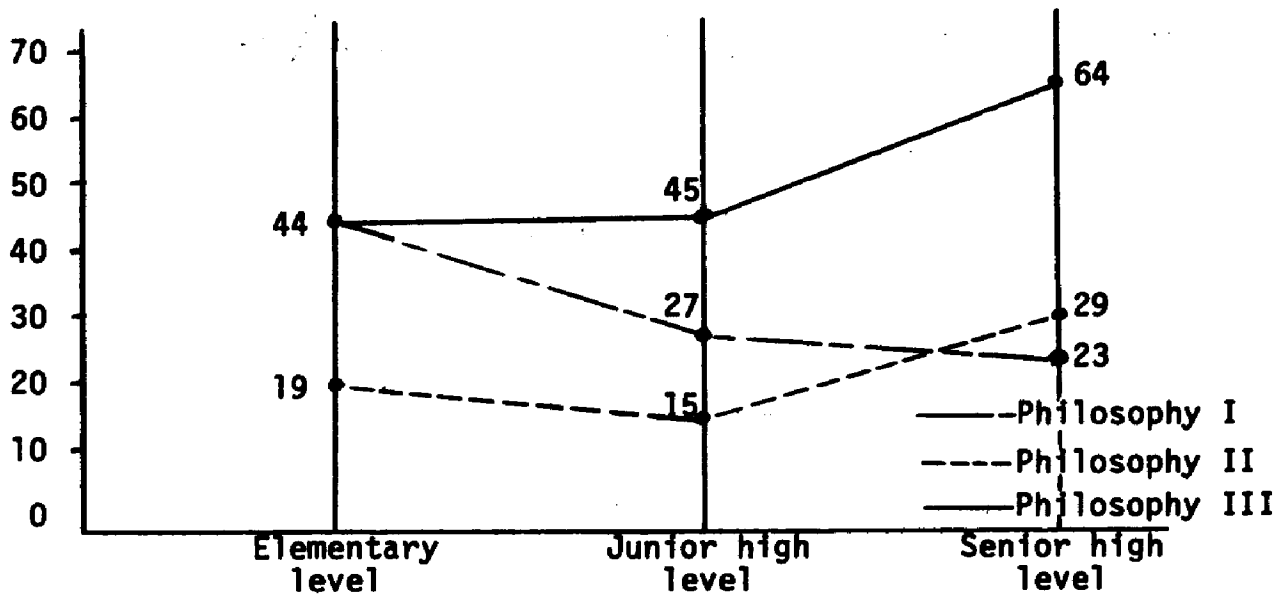


Figure 4.3. Senior high principals' perceptions of the three philosophies and the level where they perceived them to be effective.

Summary of the Results for Question Six

1. In analyzing the means of the repeated measures analysis, it can be concluded that respondents were most in favor of Philosophy III, value-clarification and decision-making skills and least in favor of Philosophy I, factual and legal information.

2. The elementary principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the elementary level. The junior high principals felt a program with this same philosophy would be most effective if taught at the junior high level. The senior high principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the senior high level.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

There seems to be agreement that the use of drugs by young people in our country has become a critical problem of national concern.

It would seem difficult to find anyone of reasonable ability who does not consider themselves knowledgeable and aware of drugs and the drug culture that drugs have spawned. It would appear even more difficult to find an individual who does not have an opinion as to what to do about drugs and drug abusers.

It seems that with very few exceptions the people by and large agree that the place to teach youngsters about drugs and drug abusers is in the schools. However, the manner in which this should be accomplished does not have full accord from those concerned.

Results

The major purpose of this study was to identify the attitudes of principals regarding drug abuse prevention education programs. The study attempted to determine the principals' perceptions concerning the school level (elementary, junior high, senior high) in which different drug education programs having different philosophies would

be most effective in reducing drug abuse. The research effort furthermore attempted to determine the relationship between drug abuse prevention programs and (1) size of the student body, (2) location of the school, (3) level of the school, (4) type of school and (5) the extent of drug use in the school.

The major findings based on the analysis of the data were:

1. There was a direct and significant relationship between the location of the school and principals' political beliefs.

2. There was a direct and significant relationship between the location of the school and the perceived severity of the drug problem. In general, principals of urban schools felt drug abuse was a more serious problem than principals of rural schools.

3. There was a direct and significant relationship between the level of school and the percentage of drug use in the school. In general junior and senior high schools have a higher evidence of drug use.

4. There was a direct and significant relationship between the level of school and the number of students who are regular users of drugs. The larger urban high schools, generally, the higher the incidence of regular drug users.

5. There was a direct and significant relationship between the level of the school and the perceived severity of the drug problem. In general, drug abuse was thought to be more serious a problem in junior and senior high schools than in elementary schools.

6. There was a direct and significant relationship between the level of the school and whether the school has a written policy

for drug users and drug abusers. In general, the large junior and senior high schools have the highest incidence of having a drug policy.

7. There was a direct and significant relationship between the level of the school and how the written policy regarding drug users and abusers is distributed. In contrast to the elementary school, the junior and senior high schools, generally, distributed the written drug policy to both students and faculty.

8. There was a direct and significant relationship between the level of the school and units on drug education taught primarily in one department.

9. There was a direct and significant relationship between the type of school and the use of assembly-type drug abuse prevention education programs. Assembly-type drug education programs were offered more frequently in noncommunity schools than community schools.

10. There was no significant relationship between the extent of drug use in the school and the 20 Chi-square tests compared for this question. There was no evidence from the data to indicate that extent of drug use in the school had any effect on principals' perceptions of drug abuse education programs.

11. There was a significant difference in the way principals perceived the effectiveness of drug abuse prevention education programs which are based on different philosophies. Sixty-nine percent of all the principals that responded perceived Philosophy III, value-clarification and decision-making skills, as being the most effective

drug abuse education program and Philosophy I, factual and legal information as being the least effective.

12. The elementary principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the elementary level. The junior high principals felt a program with this same philosophy would be most effective in reducing drug abuse if taught at the junior high level. The senior high principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the senior high level.

These findings suggest that the level of the school is the major factor in determining principals' attitudes regarding drugs in schools and drug abuse prevention education programs.

It can be noted that the size of the student body does influence the principals' attitudes regarding drug abuse in schools and drug abuse prevention education programs. However, since elementary schools are typically smaller in student size than either junior high schools or senior high schools, the results are felt to run parallel to the results shown from the findings for the level of the school.

It is interesting to note the results of the principals' attitudes regarding the level of the school where they felt the drug prevention education programs based on different philosophies would be most effective. Sixty-nine percent of the elementary principals feel that Philosophy III, as described in the drug abuse prevention program questionnaire, which places primary focus on

value-clarification and decision-making skills, would be most effective in the elementary school. Seventy-four percent of the junior high school principals feel Philosophy III would be most effective at the junior high school level. Sixty-four percent of the senior high school principals feel Philosophy III would be most effective at the senior high level.

On the average, sixty-nine percent of all the principals feel that Philosophy III, which is based primarily on value-clarification and decision-making skills would be most effective at the school level at which they were principal.

Recommendations

The review of the literature demonstrated the wide variety of drug abuse prevention education programs currently in use in the state of Michigan. Despite this fact, there appears to be no consensus among educators as to what is a good program and what is not. The major issue facing educators is the fact that we have great numbers of young people who are drug users and drug abusers and many more who are potential drug users and drug abusers. Society and educators in particular, are faced with the difficult problem of how best to educate the young regarding drug use.

The researcher concludes that there must be concerted efforts on the part of schools and communities to become involved in the process of developing and implementing effective drug abuse prevention programs for their own particular needs. The problems must be faced by all facets of the school and community. Our nation

is faced with a drug crisis and something more than what has been done in the past must be provided if we are to reduce the high incidence of drug abuse among our young.

Most problems are usually problems because of lack of knowledge and the reliance on stereotypes. Therefore, the school and community must, in a rational manner:

1. Become aware of the extent of the drug problem in the school and community.
2. Provide opportunities for training of school students and residents in drug abuse prevention education.
3. Concentrate on workable methods of combating drug abuse and provide socially acceptable alternatives for drugs.
4. Become aware that the major problem of drug abuse is not drugs, but people. We are dealing with a people problem.
5. Provide drug abuse prevention education sequentially in grades K-12.
6. Provide the necessary guidance and direction for the drug abuse prevention education programs so as to prevent their becoming of little value to the young people they are intended to help and assist.
7. Provide for frequent and systematic evaluation of the drug abuse prevention education programs that would allow for change when and where necessary in order to keep the programs functioning optimally.
8. Become aware of the need for good communication between the different groups vitally involved in the drug problems

and the vastly differing perceptions concerning drugs held by these groups.

9. Consider meaningful and effective ways the community and school can work and cooperate together that would promote greater consensus concerning drug abuse prevention education. And as the results of this study suggest--

10. Schools should initially consider a drug prevention program which stresses value-clarification and decision-making skills rather than being limited to the dissemination of factual information or scare tactics.

Implications for Educators

It would appear obvious that there are no easy answers to a situation as complex as the drug abuse problem. It might be argued that it is not a matter of whether or not we want drug abusers, it is a matter of fact that we have them. What we do with them becomes the crucial problem. The review of the literature demonstrated the many different types and styles of drug abuse prevention education programs. The results of the studies reviewed indicated that the programs of the past have not been effective in providing the desired results, namely, a reduction in drug abuse among the young of our nation.

The researcher believes, if there is to be a reduction in drug abuse, the logical means of accomplishing this is through education. The way to reach the most people that are prone to use drugs

is in the schools. Educators are already on the "scene" with the age group of people where drug abuse begins.

Educators, whether they like it or not, are in the position where they can do some very positive things that would be effective in the prevention of drug abuse.

The researcher suggests:

1. Educators should become informed regarding drug abuse in their school and community. This can be done through in-service training which is complete, thorough and on-going. Studies indicate that in-service training is very inadequate in our educational system when it comes to the drug abuse problem and that usually the students know more about drugs and drug abuse than the teachers (Sakomoto, 1971).
2. Educators should become involved in school and community action programs designed to assess the drug abuse problem in the area of their school.
3. Educators and community members should work together developing a program to help the drug abuser in the light of the assessed needs of their particular community. For a program on drug abuse to be effective, students must be included in the development of the program (Stride, 1972; Darte, 1972).
4. Some may argue that drug abuse programs should be uniform for each school district. The researcher believes that policies regarding drug abuse and many other factors of drug abuse prevention should be uniform for the entire school district but each individual school in the district has abuse problems that are unique to that

particular school. It is suggested that such things as ethnic make up of a school, socio-economic status, cultural level are all things that affect the problems of drug abuse in a given community and cannot be dealt with effectively on a uniform basis.

5. Drug abuse problems occur in all areas of our state (urban, suburban, and rural) and in the schools. The principal is the leader in each school and the liaison between the school community and the educators in the school. The principal is the logical person to be able to meet with all segments of the community, the parents, students, teachers, service groups and other interested groups to assess needs, develop objectives, develop curriculum and effectively assist implementation. The principle, therefore, should be the leader in promoting, developing, deisgning and implementing a drug abuse prevention education program within his school!!

6. It has been stated ("Victimless Crime Study," Michigan, 1973) that no education program by itself has been effective in preventing drug abuse. Drug abuse is not a drug problem but a people problem. The researcher believes that the most effective drug abuse prevention education program will focus on helping drug abusers resolve their immediate human problems. Thus, educators must deal with drug abusers on a concerned human level.

FOOTNOTES

¹Michigan Department of Education, A Teacher Resource Guide for Drug Use and Abuse for Michigan Schools, Lansing, Michigan, 1970, p. 24.

²Kiwanis International, Deciding About Drugs, Chicago, Illinois, 1969, p. 1.

³Staff Reporter, "The Drug Scene: High Schools are Higher Now," Newsweek, Vol. LXXV, No. 7 (February 16, 1970), p. 67.

⁴Frank M. Ochberg, "Drug Problems and the High School Principal," The Bulletin of the National Association of Secondary School Principals, Vol. 54, No. 346 (May, 1970), p. 55.

⁵Phyllis C. Barrins, "Drug Abuse: New Problem for Boards," The American School Board Journal, Vol. 157, No. 4 (October, 1969), p. 15.

⁶Seymour Halleck, "The Great Drug Education Hoax," The Progressive, The Progressive Incorporated, Madison, Wisconsin, Vol. 34, No. 7 (1970), p. 30.

⁷Samuel Irwin, "Drugs of Abuse, An Introduction to their Actions and Potential Hazards," Journal of Psychedelic Drugs (1970), p. 5.

⁸Ibid.

⁹Ibid.

¹⁰Michigan Department of Education, op. cit., p. 16.

¹¹U.S. Government, A Federal Source Book: Answers to the Most Frequently Asked Questions about Drugs, U.S. Government Printing Office, Washington, D.C. (1971), p. 1.

¹²Ibid.

¹³Michigan Department of Education, op. cit., p. 51.

¹⁴Act No. 258 of the Public Acts of 1972, Section R 388.281 (paraphrased) of the Michigan Compiled Laws.

¹⁵Ibid., Section R 388.281.

¹⁶Webster's Third New International Dictionary, G & C Merricam Co., Springfield, Massachusetts (1967), p. 141, Def. 4a.

¹⁷Michigan Department of Education, op. cit., p. 16.

¹⁸National Association of Blue Shield Plans, Drug Abuse: The Chemical Cop-out, Chicago Airlie Productions (1970), pp. 28-29.

¹⁹Michigan Department of Education, op. cit., pp. 23-28.

²⁰World Health Organization, Bulletin (1965), Vol. 32, pp. 721-733.

²¹Harrison Pope, Jr., Voices from the Drug Culture (Boston: Beacon Press, 1971), p. 7.

²²Anthony Lukas, "The Drug Scene: Dependence Grows," in Social Profile: U.S.A. Today (New York: Van Nostrand Reinhold Co., 1970), p. 386.

²³John Finlator, The Drug Scene: The Scope of the Problem Faced by the Schools (Washington, D.C.: U.S. Department of Justice, 1971).

²⁴Michigan Department of Education, Drug Education Guidelines (Lansing, Michigan, 1973), p. 12.

²⁵Seymour Halleck, op. cit., p. 31.

²⁶Patricia M. Wold and Annette Abrams, "Drug Education," The Ford Foundation (New York: Praeger Publishers, 1972), p. 131.

²⁷John D. Swisher and James L. Crawford, Jr., "An Evaluation of a Short-Term Drug Education Program," The School Counselor (March, 1971), p. 272.

²⁸California State Department of Education, "A Study of More Effective Education Relative to Narcotics, Other Harmful Drugs, and Hallucinogenic Substances," (a progress report submitted to the California Legislature as required by Chapter 1437, Statutes of 1968), Sacramento, California, (1970), pp. 16-27.

²⁹City of Saginaw, School District, (K-12), Drug Use and Abuse Curriculum Guide, Saginaw, Michigan (1972), p. 3.

³⁰Richard Stuart, "A Factual Accounting of Drug Effects Using Lectures, Discussions and Audio-Visual Materials, for Ten Weeks," Ann Arbor News (University of Michigan Study, Ann Arbor, Michigan, Nov. 1972), p. 1.

³¹Richard H. DeLone, "The Ups and Downs of Drug Abuse Education," Saturday Review, Vol. LV, No. 46 (November 11, 1972), pp. 27-32.

³²Bill Stevens, STRIDE Workshop Manual, Lansing, Michigan.

³³DARTE, Drug Education Resource Guide (June, 1971), revised edition.

³⁴DARTE, Program Designs, feedback sheets, other training materials (1970-72).

³⁵DARTE, Announcement of Drug Abuse Education Demonstration Materials Kit (no date).

³⁶John W. Porter, "A Proposed Model for Training School Staff Personnel in the Area of Drug Education," Memorandum: To Members of the State Board of Education (March 25, 1972).

³⁷State of Michigan Office of Drug Abuse, A Handbook for Community-Based Drug Abuse Action Programs (no date).

³⁸Michigan Department of Education, Drug Education Guidelines (Lansing, Michigan, 1973), p. 12.

³⁹Michigan Department of Education, A Teacher Resource Guide for Drug Use and Abuse for Michigan Schools, op. cit., pp. 1-2.

⁴⁰Frank M. Ochberg, op. cit., pp. 52-57.

⁴¹Helen H. Nowlis, Drugs on the College Campus (Garden City, New York: Anchor Books, 1969).

⁴²Fred V. Hein, "Health Education and Drug Abuse," American School Health Association, Kent, Ohio (1971), pp. 101-105.

⁴³Tom Steed, "Tribute to U.S. Bureau of Narcotics," Congressional Record, 90th Congress, 1st session (February, 1967).

⁴⁴Michigan Department of Education, A Teacher Resource Guide for Drug Use and Abuse for Michigan Schools, op. cit., pp. 44-45.

⁴⁵Ibid., p. 41.

⁴⁶Helen H. Nowlis, Drugs on the College Campus (New York: Doubleday Company, Inc., 1969), p. 33.

⁴⁷Office of Drug Abuse on Alcoholism, "Victimless Crime Study," Advisory Task Force Report (Lansing, Michigan, December, 1973), pp. 115-116.

⁴⁸Michigan Education Directory and Buyer's Guide (1973, 74), 701 Davenport Building, Lansing Michigan, pp. 121-220.

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APPENDICES

APPENDIX I

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48823

Mott Institute for Community Improvement
College of Education 517 Erickson Hall

December 4, 1973

I am a doctoral candidate at Michigan State University. I am engaged in making a study of principals' attitudes regarding drug abuse education programs used in selected public schools.

The purpose of this study is to evaluate the types of programs in various schools in Michigan. I would appreciate your taking the ten minutes it will take to complete this questionnaire.

To obtain the necessary information, a questionnaire has been devised to gain knowledge regarding principals' attitudes towards three different drug abuse programs. The names of the schools selected are irrelevant to the study, for this reason there is no need for any type of identification of your school.

Honest and accurate information is desired. The return will be anonymous so that you may feel freer to express your feelings and opinions. I would appreciate as complete a return as possible, since your total coverage of this questionnaire is needed to make the survey valid.

I would be most happy to send you a copy of the finished project or assist you in obtaining pertinent information regarding drug abuse programs. Since the questionnaire is anonymous, please drop me a post card if you desire the above information.

Enclosed is a self-addressed envelope for your convenience in returning the questionnaire. Your immediate attention will be most appreciated.

Sincerely,

James O. Branson

APPENDIX II

DRUG ABUSE PREVENTION EDUCATION PROGRAM QUESTIONNAIRE

Please provide requested information as it applies to you.

1. Ages of your children

- ☐ 1 - 5
- ☐ 6 - 10
- ☐ 11 - 15
- ☐ 16 - 20
- ☐ over 20

2. Number of years as Principal

- ☐ 1 - 5
- ☐ 6 - 10
- ☐ 11 - 15
- ☐ 16 - 20
- ☐ over 20

3. Level of school

- ☐ Elementary
- ☐ Junior High
- ☐ High School

4. School Classification

- ☐ Community School
- ☐ Noncommunity School

5. What is the size of your student body?

- ☐ Less than 300
- ☐ 400 - 600
- ☐ 700 - 1000
- ☐ 1000 - 2000
- ☐ over 2000

6. Would you classify your school,

- ☐ Urban
- ☐ Suburban
- ☐ Rural

7. Would you classify your political belief,
- ☐ Strongly conservative
 - ☐ Moderately conservative
 - ☐ Moderately liberal
 - ☐ Strongly liberal
 - ☐ Neither liberal or conservative
8. Do you feel that drug abuse is a major social problem?
- ☐ Strongly agree
 - ☐ Agree
 - ☐ Neither
 - ☐ Disagree
 - ☐ Strongly disagree
9. A user of marijuana may be penalized for up to 5 years in jail in Michigan. Should these penalties be:
- ☐ Increased considerably
 - ☐ Increased slightly
 - ☐ Decreased slightly
 - ☐ Decreased considerably
10. Do you feel that drug use among young people is increasing in your school?
- ☐ Strongly agree
 - ☐ Agree
 - ☐ Neither
 - ☐ Disagree
 - ☐ Strongly disagree
11. What percent of students are regular users of "hard drugs" in your school?
- ☐ Less than 1%
 - ☐ 2% - 3%
 - ☐ 4% - 6%
 - ☐ 7% - 10%
 - ☐ over 10%
12. What percent of students are regular users of "soft drugs" in your school?
- ☐ Less than 10%
 - ☐ 11% - 15%
 - ☐ 16% - 25%
 - ☐ 26% - 50%
 - ☐ over 50%

13. Compared to other student problems, how serious is the problem of drug abuse in your school?
- ☐ Serious problem
 - ☐ Moderate problem
 - ☐ Minor problem
 - ☐ No problem
14. Does your school have a written policy for drug users and abusers?
- ☐ Written policy with specific reference to drug use.
 - ☐ Written policy with no specific reference to drug use.
 - ☐ No written policy.
15. Is the school policy
- ☐ distributed to faculty only
 - ☐ distributed to students only
 - ☐ distributed to both students and faculty
 - ☐ distributed to neither students or faculty
16. Which of the following is included in the drug abuse prevention education program in your school?
- ☐ Assembly type program(s)
 - ☐ Units taught primarily in one department (phys. ed., science, drivers ed.)
 - ☐ Formal courses or seminars in drugs
 - ☐ Inservice for teachers
 - ☐ Inservice for parents
17. Which of the following is the primary focus of your drug abuse prevention program?
- ☐ Emphasis on biological aspects of drug use.
 - ☐ Emphasis on legal and criminality of drug use.
 - ☐ Emphasis on values and decision making regarding drugs.

PHILOSOPHIES OF DRUG ABUSE PREVENTION EDUCATION PROGRAM

Instructions: Following are examples of three drug abuse education philosophies, each emphasizing a different phase of the curriculum. Please read all three first, then complete the questionnaire. The same six questions are asked after each example.

Philosophy I

A well-rounded drug education program should consider personal values, legal facts and biological information. However, the primary focus of such a program should be with factual and legal information regarding drug use and abuse. We should provide students with the knowledge and facts as they pertain to federal, state and local laws and penalties for convictions for illegal drug involvement.

Philosophy II

A well-rounded drug education program should consider personal values, legal facts and biological information. However, the primary focus of such a program should be on the biological aspects of drugs, the effects on the central nervous system and body functions. We should provide students with knowledge about the potentially harmful effects of drug use on general body functions.

Philosophy III

A well-rounded drug education program should consider personal values, legal facts and biological information. However, the primary focus of such a program should be on value-clarification

and decision-making skills. We should encourage students to believe enough in themselves so they can deal with peer group pressures, boredom, frustration, and curiosity in constructive ways.

Philosophy I

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QUESTIONS

1. The above philosophy would be most effective in reducing the use and abuse of "hard drugs" in your school.

() Strongly agree
 () Agree
 () Neither
 () Disagree
 () Strongly disagree

2. The above philosophy would be most effective in reducing the use and abuse of "soft drugs" in your school.

() Strongly agree
 () Agree
 () Neither
 () Disagree
 () Strongly disagree

3. Is this philosophy similar to your present Drug Abuse Prevention Education Philosophy?

() Very similar
 () Similar
 () Dissimilar
 () Very dissimilar

4. Where do you feel the above program would be most effective?

() Elementary
 () Junior High
 () High School

5. Do you feel the above philosophy would be effective in discouraging future drug use and abuse in your school?

() Strongly agree
 () Agree
 () Neither
 () Disagree
 () Strongly disagree

6. Do you feel this philosophy should be an integral part of drug abuse prevention program?

() Strongly agree
 () Agree
 () Neither
 () Disagree
 () Strongly disagree

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