

THE ATTITUDES OF STUDENTS FOLLOWING DRUG EDUCATION
EXPERIENCES IN UNSTRUCTURED HIGH SCHOOL SETTINGS

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CHAPTER I

INTRODUCTION TO THE STUDY

Today's youth finds himself living in a world of rapid change, bombarded by new discoveries, new opportunities, and new pitfalls. Because it is difficult or impossible for him to avoid involvement in these rapid changes, some individuals seek solace with unacceptable methods. The use of mind-altering drugs in the American society, one of the unacceptable methods available to youth, has caused public concern. Society at the national, state, community, neighborhood, and family levels, needs to become more aware of the drug problems and attempt to develop appropriate solutions. The development of proper attitudes toward drugs in all our citizens is one important aspect of the problem.¹ Although it is wise to remember that "the young adult of today is no different than when we were in the same age group in his attitude toward taking risk, although his reaction is

¹ U.S. Department of Justice, Bureau of Narcotics and Dangerous Drugs, Fact Sheets, V (Washington, D.C.: Government Printing Office, 1970), p. 14.

different."¹ To meet the challenge of risk taking drug behavior by high school students, various methods of control need to be tried on the campuses of our high schools. Schools must take up the challenge of developing meaningful strategies in education.

In recent years public school districts have become more highly concerned about the drug problem among school age youth and have initiated a number of drug education approaches to deal with the problem. In March, 1970, President Nixon released millions of dollars to school districts in a nationwide effort to alleviate the drug abuse problem, through the development and implementation of drug education programs.² Public and private agencies also reacted to the drug abuse problem by funding a wide variety of drug education programs. Few of these programs are subjected to even nominal evaluation.³ The government's interest in evaluating drug education programs has primarily been fourfold: (1) to make the wisest use of public funds, (2) to gain some insight into the process of drug

¹ Henry B. Bruyn, "Drugs on the College Campus," The Journal of School Health, XL (February, 1970), 92-96.

² Harold J. Cornacchia, David J. Bentel, and David E. Smith, Drugs in the Classroom (Saint Louis: The C.V. Mosby Company, 1973), pp. 4-5.

³ John Horan, Robert Shute, John Swisher, and Thomas Westcott, "A Training Model for Drug Abuse Prevention: Content and Evaluation," Journal of Drug Education, III (Summer, 1973), 121.

education, (3) to evaluate the effectiveness of new materials and methods of presenting these materials, and (4) to evaluate the results of drug education in a fast changing society and educational era.¹

Although a plethora of drug education programs have existed, there is a limited number of studies depicting the attitudes of high school students toward drug education programs. Globetti and Harrison² stated that "studies of the attitudes of young people toward institutional programs are virtually untouched." Because of personal feelings and community attitudes, superintendents and teachers frequently have been reluctant to embark on drug education projects. According to Nowlis³ many of the programs in our schools are ineffective due to the implementation of curricula materials which provide information about drugs with the major emphasis on drug use and behavior.

¹Louise G. Richards, "Evaluation in Drug Education," School Health Review, II (February, 1970), 22-26.

²Gerald Globetti and Danny E. Harrison, "Attitudes of High School Students toward Alcohol Education," The Journal of School Health, XL (January, 1970), 36-39.

³Helen H. Nowlis, Current Approaches to Education on Drugs, Report of the Thirty-third Annual Scientific Meeting of the Committee on Problems of Drug Dependence of the National Academy of Sciences, VII (Washington, D.C.: Government Printing Office, 1971), pp. 87-92.

It is believed that drug education should be presented to high school students in a manner that will provide students with opportunities for interpersonal growth. The intelligent approach is to create a positive attitude of self awareness on the part of the student, in an environment that is non-threatening, non-competitive, and conducive to learning. The goal of the drug education program is to "help young people develop attitudes that will cause them to abstain from drug abuse."¹ In order to reach this goal the development of a meaningful program of drug education should often include active participation of the students from the beginning of the program. It is current educational practice to hold that students learn more if they are responsible for their learning, and if they have some ownership regarding course content and methods of implementation.² Frances and Patch³ revealed in their study of the attitudes of students toward drug education programs that 58 percent of the students disapproved

¹ Angela Kitzinger and Patricia Hill, Drug Abuse: A Source Book and Guide for Teachers (Sacramento, California: State Department of Health Education, 1971), p. 81.

² Marlin Dearden and James Jekel, "A Pilot Program in High School Drug Education Utilizing Non-Directive Techniques and Sensitivity Training," The Journal of School Health, XL (March, 1971), 118.

³ John B. Frances and David Patch, Student Attitudes toward Drug Education Programs at the University of Michigan, Report to the Committee on Drug Education, Ann Arbor, Michigan, September, 1969.

of programs which provide information, 74.4 percent of the students wished to have programs sponsored by students, 34.6 percent wished to have programs sponsored by counseling agencies, and 33 percent wished to have programs sponsored by student-faculty administrative committees.

Since the attitudes of students toward an educational program can affect the outcome of the program much can be done through research in an attempt to find new alternatives and methods of planning and implementing future drug education programs. As Randall stated:

The increased use of illicit drugs by children and youth (primarily marijuana, barbiturates, and amphetamines) challenges us to establish better ways than those which now exist to help our young people.¹

Statement of the Problem

The focus of this study was on finding effective methods of implementing drug education programs. The objective of this study was to determine to what extent student involvement or non-involvement in planning and implementing drug education programs will reflect in the attitudes of high school students toward drug

¹ Harriett Randall, "Patterns of Drug Use in School Age Children," The Journal of School Health, XL (June, 1970), 300.

education. The study involved two hundred high school students between the ages of fifteen and eighteen who were enrolled in the Metropolitan Learning Centers in the Dallas Independent School District during the academic year 1973-1974. For the purposes of this study the Metropolitan Learning Centers will be referred to as School A and School B.

In School A approximately one hundred students participated in a drug education program planned and implemented by the drug education committee. This committee was composed of eighteen class representatives, two from each homeroom section. The drug education program consisted of eight one-hour sessions for a period of eight weeks and included: (1) a guest lecturer, i.e., pharmacist: question and answer period; (2) a mock trial with a lawyer as an interpreter; (3) large group sessions with a psychiatrist; (4) a panel discussion with an ex-addict, drug abuse counselor, and law enforcement agent; (5) a student-to-student rap session; (6) large group sessions with a psychologist; (7) large group sessions with medical students from Southwestern Medical School; and (8) presentation of research reports on the psychological and physiological effects of drugs on the body by student volunteers to a large group assembly.

In School B approximately one hundred high school students participated in a drug education program planned and implemented by the school nurse. These high school students participated in eight one-hour drug education sessions, during a period of eight weeks, which included: (1) the use of three films which provided factual information on marijuana, barbiturates and amphetamines; (2) small group activities; (3) a guest lecturer from the alcohol education program; (4) a field trip to a drug abuse rehabilitation house; (5) the use of film strips and cassettes on decision making, followed by small group discussions; and (6) a law enforcement officer to discuss the legal aspects of drug abuse in the United States and other countries.

As a result of the student drug committee's decision to banish the use of films and small group sessions, different approaches for implementation of the drug education program were considered. The drug committee reported that the students disapproved of films and small group discussions because "films cannot talk back, and in a small group session a student might feel compelled to participate in a discussion even if he had chosen not to participate." For this reason, in School A the drug program was geared to large group activities which placed emphasis on individual rights, policies on drug

use and abuse, historical background on the use and abuse of drugs, and community resources. In School B the drug program was geared to small group activities which placed emphasis on cognitive information, interpersonal relationships, and decision making activities (value clarification).

Definition and/or Explanation of Terms

For the purpose of clarification, the following definitions and/or explanation of terms have been established for use in the study:

1. Attitudes: Mental readiness or states which exist inside the person and which exerts some control over his overt behavior.¹

For the purpose of this study the Drug Abuse Student Opinionnaire will be used to determine the attitudes of high school students toward drug education following different experiences.

2. Unstructured School Setting: An educational environment suited to meet the needs of dropout students through individualized

¹Philip Zombardo and Ebbe B. Ebbesen, Influencing Attitudes and Changing Behavior (Reading, Massachusetts: Addison-Wesley Publishing Company, 1970), pp. 6-7.

instructions, flexible rates of progress, and accommodations for independent goals.¹

3. Drug Education: Education involving the interaction of drugs and an individual's physical well being, mental and emotional readiness, and the social complex in which he exists.²

4. Drug Abuse: The self administration of excessive quantities of drugs leading to tolerance, physical and psychological dependence, mental confusion, and other forms of abnormal behavior.³

5. Illicit Drugs: Those whose acquisition, sale, and (sometimes) possession are prohibited by law, such as LSD, marijuana, and heroin; also illicit drugs are those which are lawful to use under medical supervision or prescription but not privately, for example, the amphetamines.⁴

¹ Chauncey Hightower, "Comparing the Administration of Metropolitan West, An Open Area Unstructured School, with Sunset High School, A Structured School" (unpublished master's thesis, East Texas State University, 1972), pp. 1-6.

² Robert Mikeal and Mickey Smith, "A Positive Approach to Drug Education," The Journal of School Health, XL (October, 1971), 451.

³ Donald J. Merki, Drug Abuse: Teenage Hangup (Dallas, Texas: Alcohol Narcotics Education, Inc., 1970), p. 106.

⁴ Richard H. Blum, Students and Drugs (San Francisco, California: Jossey-Bass, Inc., 1970), p. 3.

6. Drug Education Committee: High school students acting as representatives of the entire student body in planning and implementing an eight-hour drug education program.

7. Class Representatives: Students chosen by their classmates from each homeroom section to represent the remainder of the class in planning and implementing an eight-hour drug education program.

Purpose of the Study

The overall purpose of this study was to determine the attitudes of high school students toward a drug education program planned and implemented by high school students, and a drug education program planned and implemented by the school nurse. The specific purposes were to determine the attitudes of high school students toward: (1) sources of drug information, and (2) material or program effectiveness.

The development of the study was based on the following:

1. A study of the attitudes of high school students may determine if negative attitudes exist among students toward drug education programs with either student involvement or non-involvement in planning and implementation.

2. A study of responses of high school students to an opinionnaire may determine if negative attitudes exist among students toward certain specific drug education materials and sources of drug information.

3. A study of the attitudes of high school students toward drug education may determine if specific methods of implementation of drug education programs are accepted by students.

Delimitations of the Study

The proposed study is subject to the following delimitations:

1. Approximately two hundred high school students between the ages of fifteen to eighteen enrolled in the Metropolitan Learning Centers, Dallas, Texas, during the academic year 1973-1974.

2. The degree of cooperation of the students in answering the opinionnaire.

3. The validity, reliability, and objectivity of the instrument to be used in the study.

Significance of the Study

Education and society are interdependent. Our social environment has changed at such a rapid rate that our educational programs may no longer meet student needs. One of the greatest

social needs today is to develop an educational system that will produce individuals who function responsibly and productively throughout life. Many authorities believe that education cannot be exclusively confined to planned educational programs. Most educational programs were not set up in such a way that their effectiveness could be evaluated. What any institution does, will and should depend upon: (1) its educational goals, (2) its typical manner of working with students both in and out of the classroom, (3) its total pattern of social control, (4) the emphasis it puts on the social growth of students, and (5) its tolerance for exploration and experimentation in the art of growing.¹

The principal factor which gives significance to this study of the attitudes of high school students toward drug education comes from the report of a study done by Byler.² This study reports that the basic keys to the problem of effectively teaching our students comes from a sentence a high school student wrote: "Don't teach us what you want to teach; teach us what we want to know." The major purpose of the survey was to identify student concerns. The writer

¹ Helen H. Nowlis, Drugs on the College Campus (Garden City, New York: Doubleday and Company, Inc., 1969), pp. 55-60.

² Ruth V. Byler, "Teach Us What We Want to Know," The Journal of School Health, XL (May, 1970), 252-255.

agreed with researchers that the interest should not be in a controlled scientific study but in gathering a wealth of information through a survey which would accept concerns of a single child as of equal importance as those of the majority. The information gathered would provide valuable resources to the classroom teachers and the curriculum writers.

Another primary reason for adopting this approach was substantiated by the numerous studies which reported drug education programs as being ineffective. Merki¹ indicated that schools should reconsider their past efforts in curriculum planning and teaching in order to provide a more effective approach to drug education. A critical evaluation of printed materials, films, and other sources of drug information should also be done to determine the appropriateness of the grade level for which the materials are intended. Indications are that there is a considerable need for obtaining these facts, to be readily available to serve as a guideline in planning and implementing future drug education programs. Programs of education in schools require very careful preparation. A well constructed program

¹Donald J. Merki, "What We Need before Drug Abuse Education," The Journal of School Health, XXXIX (September, 1969), 656-657.

should be subjected to continuous revision, experimentation, and updating.

Summary

Many school districts have incorporated drug education into their curriculum using a variety of approaches. Although few attempts have been made to evaluate the programs, many have been described by researchers as being ineffective. There is limited data in the available literature which identifies the attitudes of high school students toward drug education programs. As Globetti and Harrison¹ indicated, studies depicting the attitudes of high school students toward drug education programs are virtually untouched.

The purpose of this study was to determine the attitudes of high school students toward presentations of drug education materials, and sources of drug education materials. The study involved two hundred high school students enrolled in the Metropolitan Learning Centers in Dallas Independent School District during the academic year 1973-1974.

Chapter II presents a review of selected literature which was found to be pertinent to the investigation.

¹ Globetti and Harrison, "Attitudes of High School Students toward Alcohol Education," pp. 36-39.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

There are limited data in the available literature depicting the attitudes of high school students toward drug education programs. A review of the literature revealed that there are very few studies that are directly related which supply data of value to this study. This lack of data is substantiated by the results of a study conducted by Richards¹ which revealed that few drug education programs have contained any type of formal evaluation.

In order to simplify the data obtained, the review of literature has been divided into two headings. Each report cited is presented in chronological order under the following headings:

(1) evaluation in drug education, and (2) selected instruments used in similar research activities.

¹
Louise G. Richards, "Evaluation in Drug Education,"
School Health Review, II (February, 1970), 22-26.

Evaluation in Drug Education

1

In 1968 Grant conducted a survey of high school students to determine their factual knowledge of, attitudes toward, and experience with a variety of drugs. The purpose of the study was to gain information to be used in designing a drug education program. The population for the study consisted of forty-eight high school students enrolled in a private school in the Baltimore area. All of the students were given a small amount of drug information in the science classes, and a one-hour lecture by the school physician in the fall of 1967.

The instrument used to collect the data consisted of a pre-tested twelve-item questionnaire. The first five items were to obtain information concerning the students' factual knowledge about drugs and drug action. Item six dealt with sources of drug information; items seven and eight were designed to solicit a wide range of behavioral options when the student was faced with a situation involving personal decisions with regard to marijuana use; items nine and ten requested the students to give estimates of the drug habits of their peers and of college students; and items eleven and twelve invited

¹ John A. Grant, "Drug Education Based on a Knowledge, Attitude and Experiment Study," The Journal of School Health, XL (September, 1971), 383-385.

open responses to the general subject of drugs, and the students' opinion of the questionnaire.

The questionnaire was administered to the forty-eight students during a period of one hour, followed by a series of discussions on drugs and drug abuse. The questionnaires were scored by hand, using a frequency distribution of drug factual knowledge scores, percentages of correct responses to the factual drug knowledge questions, and a rank order for sources of drug information. An analysis of the questionnaire revealed that the vast majority of high school students exhibited a wide range of factual drug knowledge. Two-thirds of the students pointed out that words like "abuse" were unacceptable to some individuals, and that factual drug knowledge was no deterrent to drug abuse. The remaining one-third of the students appeared to have unaltered opinions about drug abuse, and appeared to be open to scientific discussions about the use of drugs.

The results of the questionnaire provided information for discussion on topics such as: (1) the contribution of factual knowledge alone to the prevalence of drug taking, (2) the importance of group consensus and group movement in antisocial acts, (3) the role of the educational process in mature decision making as it relates to drugs, (4) the similarities and differences among

marijuana, alcohol, and other drug use, (5) the need for drug control in society, and (6) the assignment of individual responsibilities for drug control. The principal use of the information obtained from the selected high school students was to describe the impact of the wide use of drugs, for social reasons, on their lives and to use this information as a guide to construct and evaluate a drug education program tailored to meet the needs of these high school students.

Globetti and Harrison¹ report the findings of a survey concerned with the perception of alcohol education among a group of high school students in a Mississippi Community. The investigators stated that:

Studies of the attitudes of young people toward institutional programs are virtually untouched, therefore there has been a lack of systematic research about the type and source of alcohol instruction offered in our schools.

The study involved a population of 440 high school students enrolled in grades seven through twelve, who were planning to enter an alcohol education program for the first time. The students were asked to concentrate on three areas. These areas were: (1) to report their exposure to what they recognize as alcohol education,

¹ Gerald Globetti and Danny E. Harrison, "Attitudes of High School Students toward Alcohol Education," The Journal of School Health, XL (January, 1970), 36-39.

(2) to indicate what they had learned about beverage alcohol as well as their opinions regarding the teaching about alcohol, and (3) to provide a description of the student's imagery of the alcoholic and alcoholism.

The data were collected by the use of a questionnaire. The results indicated that students were eager to learn about alcohol and felt that there was a need for formal classroom programs. Nine out of ten students replied that they should have the opportunity to learn more about alcohol and its use. One-half of the students stated that alcohol related problems existed in their schools. Sixty percent of these students perceive the problem as being that of excessive and abusive drinking. Only 16 percent felt that a systematic school program would fail to help these students. When asked what they wanted to know about intoxicants, 33 percent of the students felt that young people should be taught to realize the dysfunctional aspects of drinking, whereas 37 percent of the students felt that teenagers should be presented the objective facts with the purpose of letting them make their own decisions as to whether or not to drink. Despite the desire to learn about alcohol it was found that students were actually receiving little formal and organized information regarding alcohol and its use.

Richards¹ summarized the results of three unpublished reports and one published report of drug education programs conducted during the years 1969, 1970, and 1971. The writer states that the purpose of this report is to make suggestions that may help to move drug education forward a few notches. The first report involved an experiment conducted in the Boyle Heights area of Los Angeles. The experiment in classroom instruction and teacher training was conducted in two junior high schools by ex-heroin addicts from the local area. Two schools in a nearby area were used as control schools. Both experimental and control schools were given a pre-test and a post-test to determine the level of factual knowledge of drugs held by the participating students. Students in both areas had approximately the same factual knowledge of drugs before the experiment began.

The ex-addicts participated in units on narcotic education in the experimental schools. They appeared to stimulate interest and facilitate learning through giving accounts of their own addictive histories. The students asked many questions that indicated their concern with the personal problems that might affect others in

¹ Richards, "Evaluation in Drug Education," p. 22.

the community. The high school students appeared to be very motivated to learn.

The statistical analysis revealed that the students in the experimental schools rated the ex-addicts as the most worthwhile part of the unit. The students in the experimental schools revealed a higher level of drug knowledge than the students in the control schools at the end of the study.

The second report by Richards¹ involved an experimental drug education program conducted by the California State Department of Education in eleven junior and senior high schools. The purposes of the experimental programs were to: (1) assist students in developing healthier attitudes toward drugs, (2) assist students in developing alternatives to increase decision-making skills, and (3) evaluate the results through research.

The evaluation of the experimental drug education program consisted of a pre-post test design. The two tests were given a month apart to determine the student's attitude toward drug use and to measure change in the student's factual knowledge of drugs. The results of this study revealed that during the month the students'

¹
Ibid., p. 24.

attitudes toward drug use, and level of factual knowledge of drugs improved.

The third report presented by Richards¹ was the Pennsylvania Pre-Post Study of Drug Use, Attitudes and Knowledge. This study was done in a private school in Pennsylvania using a similar design to the one used in California, although the measurement of attitudes was emphasized more than information. Four grades, nine through twelve, were involved in the four-week study. The results of the study revealed that there was no change in attitudes toward drug use.

The last report presented by Richards² was an experiment conducted in the Coronado, California, schools to introduce a new approach to drug education. The Coronado Values-Oriented Drug Abuse Program was conducted in grades four through twelve. A pre-post test design was used to determine the frequency of drug use or non-use, and to determine the attitudes of students toward drug use. The results suggested that there was no significant change in attitudes toward drug use from pre- to post-test in grades four through six. Grades seven through twelve revealed an increase in

¹
Ibid., pp. 24-25.

²
Ibid., p. 26.

the use of alcohol and marijuana by students from pre- to post-test. The results also revealed that students in grades seven through twelve tended to move in attitudes toward a "drug culture."

In 1970, Hale¹ conducted a study to determine the students' attitudes toward and use of illicit drugs on the campus of the Texas Woman's University. The investigator's procedures were to explore the knowledge that students have concerning drugs and drug abuse; to explore the extent of drug knowledge with age, socio-economic background, population of hometown, and national norms; to investigate the kinds and frequency of drug use; and to determine the students' attitude toward drugs and drug abuse.

The data were collected through the use of two questionnaires. The first instrument was the Drug Knowledge Inventory, developed by McHugh and Williams,² and the second instrument was a "general information sheet," developed by the investigator. The investigator personally administered the questionnaire to 218 students enrolled in

¹Mary Lynelle Hale, "Drug Knowledge of Students at Texas Woman's University" (unpublished master's thesis, Texas Woman's University, 1971), pp. 55-57.

²Gelolo McHugh and Jay C. Williams, "A Drug Knowledge Inventory," Family Life Publications, Inc., Durham, North Carolina, 1969.

five different physical education classes at the Texas Woman's University. Only two hundred of the questionnaires were considered usable.

The Drug Knowledge Inventory was scored by hand with the scores representing the correct responses according to the mean score established by McHugh and Williams. Computer analysis was used to reveal the results. The Pearson product-moment correlation was used to show various relationships existing in the study. The mean score of the group was 22.39 correct out of a possible score of 44 points. The Texas Woman's University students fell below the mean of 22.5 established by McHugh on the Drug Knowledge Inventory. In expressing attitudes toward drug related statements, 59.9 percent of the students felt that marijuana should not be legalized; 75 percent felt that drug abuse is becoming an increasing problem for college students; 94 percent agreed that university students should be made aware of the dangers of drug abuse, whereas 60 percent believed that they were not well informed about the effects of drug use.

The investigator concluded that students have a lack of knowledge and/or confusion about the effects of various drugs. The findings suggest that an intensive drug education program is needed and desired by the students at the Texas Woman's University.

Dearden and Jekel¹ report the outcome of a drug education program conducted in a high school in Seymour, Connecticut. In the spring of 1969 the administration of Seymour high school requested assistance from the Health Education Project Staff of Griffin Hospital to initiate an experimental drug education program in their high school. The objective of the program was to develop a method of education based upon the group process. The students who took an active part in planning and implementing the drug education program were also involved in developing and administering a questionnaire to be used in the study.

The drug education program consisted of three phases:

(1) group discussion to assist students in exploring their own attitudes toward drug abuse, (2) creation of an atmosphere to stimulate interpersonal growth, and (3) evaluation of student response to the educational method used. The questionnaire was administered to the students at the completion of the program. The investigation revealed that a few students found the non-directive approach to drug education threatening and difficult to understand. Other students

¹ Marlin Dearden and James Jekel, "A Pilot Program in High School Drug Education Utilizing Non-Directive Techniques and Sensitivity Training," The Journal of School Health, XL (March, 1971), 118.

revealed an increase in empathy and a greater tolerance and acceptance of individuals. Frequency counts and percentages were used to tabulate the data. The overall analysis of the program revealed that the concensus among the students was that the drug education program was a worthwhile experiment with recommendations for faculty participation and organization of another student group to work out the details of the program for implementation.

In 1971, Swisher and Crawford¹ described the results of a research project conducted in a private school (school not identified) to evaluate the effectiveness of a short-term drug education program. The drug education program was conducted in grades nine through twelve. The students were divided into three groups for participation in the program. The program presented to the ninth-grade students consisted of three one-hour small group sessions taught by psychiatrists. Each one-hour session was led by the same psychiatrist. The program for the tenth and eleventh grades consisted of a large group session for the first hour and then was subdivided into three small discussion groups with one psychiatrist per group for the remaining two hours. The rationale was to stimulate discussion

¹ John Swisher and James L. Crawford, "An Evaluation of a Short-Term Drug Education Program," The School Counselor, XVIII (March, 1971), 265-272.

through dissemination of information and opinions about drugs in the first hour and then allow students to express their attitudes and feelings during the remaining two hours. The last program for the twelfth-grade students was similar to the sessions conducted for the tenth and eleventh grades, except that several patients from the adolescent drug unit at the hospital were involved in the group sessions.

In order to evaluate the drug program, four scales were used. These evaluation scales were: (1) a fourteen-item attitude scale to measure opinions about issues related to drug abuse; (2) a thirty-item knowledge scale concerning narcotics, marijuana, LSD, amphetamines, and barbiturates; (3) a thirty-item behavior scale to assess selected health habits of students and their motives for these habits; and (4) a seven-item evaluation scale to assess the student's perception of the drug education program. The scales were administered to all of the students participating in the drug education program two days before the last session and again one week after the last session. The seniors exposed to large group discussions rated their program extremely high relative to other school-wide programs. The sophomores and juniors who were exposed to lectures and then group discussions rated their program

as being more informative than the other grade levels. The freshmen who were exposed to group discussion only reported more discussion with the parents than the other groups.

The results of the study revealed that short-term drug education programs had little impact on the students' attitudes toward drug usage. Use of group counseling with information also makes no difference. In certain instances, in this specific study, giving information was related to increased drug abuse, increased interest in acquiring additional knowledge about drugs, and liberation of attitudes, but in general there was little evidence of beneficial effects. The authors concluded that drug education is an area that urgently needs research, development and demonstration of new ideas.

Schuman¹ conducted an experiment to determine the effectiveness of the use of "Trigger Films" on drug abuse. These films were produced for teenagers with emphasis on motivations of drug behavior rather than facts, since many of the films used in drug education have become so stereotyped they sometimes fail to communicate with the intended audience.

¹Stanley H. Schuman, "Drug Perception and the Student-Teacher Gap," Journal of the American Medical Association, 216 (April 26, 1971), 259-263.

Drug education materials including films have an essential role. "Trigger Films for Health" have been developed by the University of Michigan Television Center for the purpose of stimulating classroom discussion among secondary students. The first of three films, "Linda," is one of a mother-daughter conflict over playing the radio too loud in a middle-class home. The film was shown to 428 students and seventy-two teachers in a semi-rural community in Michigan. The students involved were seventh- and eighth-grade students in junior high school and ninth- and tenth-grade students in senior high school. To facilitate the showing of the trigger film, the two groups were further divided into twenty or twenty-five students per sub-group. A film was shown to the students followed by a brief discussion period. A questionnaire was then administered to determine the student's reaction to the film.

The survey revealed that the students were able to identify the suggested drug behavior by "Linda" in the film. Indications are that the use of films which are "melodramatically presented" with emphasis on behavior are an asset in creating an open-minded approach to drug abuse education. The authors concluded that drug education today which does not include drugs in the context of everyday living is somehow deficient.

In 1971, Jones¹ conducted a study at Mamaroneck High School in Mamaroneck, New York, to evaluate the level of factual knowledge of drugs held by high school students. The purpose of this study was to compare the results with what the author referred to as national norms, in order to determine the areas needing education in drugs in the high school curriculum. The sample population for the study was randomly selected from the physical education classes. The instrument used to collect the data was the Drug Knowledge Inventory, developed by McHugh and Williams.² The Drug Knowledge Inventory was administered to 741 high school students. The statistical analysis revealed that the high school students at Mamaroneck were better informed about drugs than the high school students who participated in the national study. The author suggested that there is a need for drug education programs that will provide students with knowledge as a basis for deciding what drugs to use and the reason for using them.

¹Marian Jones, "A Comparative Study of Drug Knowledge in an Urban School and Implications for Drug Education" (unpublished dissertation, Texas Woman's University, 1971), pp. 12-48.

²Gelolo McHugh and Jay C. Williams, "A Drug Knowledge Inventory," Family Life Publications, Inc., Durham, North Carolina, 1969.

Lym¹ conducted a survey through the Department of Research and Evaluation in the Dallas Independent School District to evaluate the effectiveness of three drug education programs. The major purpose of the evaluation was to assess the impact of the instructional programs on students' attitudes toward drugs and drug abuse. The instructional programs consisted of (1) a self-contained instructional package (drug decision) in drug abuse education for grades six through nine, (2) a Youth-to-Youth program concerned with positive peer communication for grades four through seven, and (3) a Value-Clarification program to reinforce the process through which values are determined for grades nine through twelve. The evaluation was done by using a pre-post test design. Random samples of various grades (seven through twelve) in certain geographic areas were tested. A drug abuse opinionnaire was administered to the students in the selected classes. The results suggest that students in all three programs displayed an increase in drug knowledge. Attitudes toward drugs and drug abuse also appeared to improve from pre- to post-test. The author concluded that educators

¹LaVon Lym, An Evaluation of the Drug Education Program (Department of Planning, Research, and Evaluation; Dallas Independent School District, 1973), pp. 3-67.

should maintain sufficient flexibility in program structure and content for exploring and evaluating different approaches to drug education.

Instruments Used in Similar Research Activities

In an attempt to assess the students' attitudes toward the drug education programs, a survey of research instruments was conducted, some of which are described below.

The "Drug Survey Questionnaire"¹ was used in a research project conducted by the Dallas Drug Data Working Group in the Dallas Independent School District. The purpose of the project was to obtain data of maximum reliability and validity from students regarding the extent of drug usage in both junior and senior high schools. The instrument consisted of seventy-eight items. Forty-eight of these items dealt with the respondent's present and past use of various drugs. The remaining items were included to obtain a variety of demographic and attitudinal data.

The "Drug Problem Attitude Inventory"² was used in a survey of 15,000 Louisiana junior and senior high school students.

¹ Jerry J. Lewis, Drugs and Dallas, Report of the Ad Hoc Committee on Drug Abuse, Dallas, Texas, 1970, Appendix A.

² Millard J. Bienvenue, Drug Problem Attitude Inventory (Family Study Center Publications: Northwestern State University, 1970).

The purposes of the survey were twofold: (1) to determine the students' attitudes toward drug abuse and drug education, and (2) to determine the communication channels of students. The instrument is a one-page, twelve-item inventory, specifically designed for the above-mentioned purpose.

"What Do You Think about Problems of Drug Abuse"¹ is an instrument used as a component of the Maryland Drug Education Training Program. The instructions for use of the instrument are included in a manual. This manual includes directions for outlining the program, on how to conduct a drug use study, on how to approach the community, and also guidelines for tabulation and interpretation of the data. The instrument consists of fifteen items designed to determine the attitudes of high school students toward current issues related to drug use and misuse.

The "Evaluation Questionnaire"² was used to evaluate the effectiveness of an undergraduate drug education program conducted

¹James T. Keim, Drug Abuse: An Inquiry Approach to a Community Problem (Maryland State Department of Education; Division of Research, Evaluation, and Information System, 1971), p. 5.

²Joel Goldstein and James H. Korn, Lecture Outlines and Ancillary Materials, and Evaluation Questionnaire for a General Undergraduate Course, as Offered, Spring, 1971 (Department of Psychology, Carnegie-Mellon University, 1971), pp. 34-61.

at Carnegie-Mellon University. The purpose of the survey was to obtain information to be used as guidelines for future content and improvement of drug education programs. The questionnaire consisted of three parts. Part I was designed to determine the students' recognition and recall of drug facts; Part II was designed to determine the students' attitude toward drugs and drug abuse; and Part III was designed to determine the students' attitude toward sources of drug information.

The "Drug Use Questionnaire"¹ was used in a survey conducted by the Young Adult Services in Gainesville, Florida. The purpose of the survey was to determine the effects of a factual drug education program on the attitudes of junior and senior high school students toward the use of psychoactive drugs. The instrument consisted of twenty pre-post test items. These items were designed to assess the attitudes of junior and senior high school students toward the use of psychoactive drugs.

¹Michael L. Mason, Drug Education Effects: Final Report (National Center for Educational Research and Development, Washington, D.C., 1972), p. 81.

The "Drug Education Evaluation"¹ was conducted by the Institute for Drug Education at Syracuse University. The purpose of the evaluation was to assess the impact of the drug education program on teachers, students, counselors, and parents, through the use of a questionnaire. The instrument used to evaluate the program consisted of a five-item questionnaire. The questionnaire was designed to collect information concerning the students' opinion of drug materials and methods of implementation.

The "Film Reaction Questionnaire"² was used in a survey conducted by the Communication Division at the University of Connecticut. The purpose of the survey was to obtain the students' evaluation of drug related film clips. The instrument consisted of eighty-two descriptor-type terms designed to assess student reaction to various drug-related film clips. The instrument was scored on a five-point scale from extremely well to does not apply at all.

The "Drug Abuse Student Opinionnaire" was used in a research project conducted by the Department of Research and

¹Michael V. Reagan, Ideas about Drug Abuse: Proceedings from the Institute for Drug Education at Syracuse University, 1972, p. 205.

²William J. McEwen and George Wittbold, Drug Abuse Information Research Project (Storrs, Connecticut: DIAR Report No. 2, 1972), pp. 2-18.

Evaluation in the Dallas Independent School District.¹ The purposes of the investigation were: (1) to obtain valid and reliable data from junior and senior high school students to assess the instructional impact of the program, (2) to provide information concerning implementation of the program, and (3) to examine various pilot projects within the program. The instrument consisted of three parts. Part I was designed to assess the attitudes of high school students toward drug education; Part II was designed to assess the students' opinions of selected approaches to drug education; and Part III was designed to assess the students' attitudes toward the use and abuse of drugs.

Summary

The review of related literature presented in Chapter II revealed that there are limited data predicting the attitudes of high school students toward drug education programs. There is virtually no research which establishes the attitudes of students' toward educational programs.

The literature indicates that drug education today is somehow deficient. To correct these deficiencies, it has been suggested

¹ LaVon Lym, An Evaluation of the Drug Education Program (Dallas: Department of Planning, Research, and Evaluation, Dallas Independent School District, 1973), Appendix F.

by researchers that drug education programs should (1) provide students with knowledge as a basis for deciding what drugs to use and the reason for using them, (2) include student involvement in planning and implementation, (3) provide flexibility in program structure and content for exploring and evaluating different approaches, and (4) provide research in the development and demonstration of new ideas.

In order to simplify the data presented, it has been presented under two headings which are: (1) evaluation in drug education and (2) instruments used in similar research activities.

Chapter III will present the procedures followed in the development of the study.

CHAPTER III

PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE STUDY

The present investigation entailed a study of two hundred high school students, between the ages of fifteen and eighteen, to determine their attitudes toward two different kinds of drug education programs. In this chapter sources of data, methods of collecting data, and procedures followed in the development of the study are discussed. The procedures are reported under these headings:

1. Preliminary Procedures,
2. Criteria for Selection of the Instrument,
3. Selection and Description of the Subjects,
4. Procedures Followed in the Collection of Data,
5. Organization and Treatment of Data, and
6. Preparation of the Final Report.

The chapter concludes with a summary.

Sources of Data

Human and documentary sources of data were utilized in the development of the present study. The human sources consisted

of a sample of two hundred students who participated in the study, between the ages of fifteen and eighteen, enrolled in the Metropolitan Learning Centers during the academic year 1973-1974. Other human sources were members of the faculty at the Metropolitan Learning Centers who provided assistance to the investigator in administering the test and selected authorities in the field of education, health education, and physical education at the Texas Woman's University who served on the thesis committee. The documentary sources consisted of theses, dissertations, microfilms, books, periodicals, and other reports of research related to different aspects of the study.

Preliminary Procedures

Prior to the actual collection of data, a number of preliminary procedures were executed. Permission was secured from the supervisor of Drug Abuse Education in the Dallas Independent School District and from the Human Research Committee of the Texas Woman's University to conduct the proposed study during the academic year 1973-1974. The investigator surveyed, studied, and assimilated information pertinent to the study from documentary and human sources of data. As a result of the documentary analysis, the investigator developed and presented her tentative outline for a research

study during a Graduate Seminar of the College of Health, Physical Education, and Recreation at the Texas Woman's University in Denton, Texas, on April 12, 1974. The outline was revised in accordance with the suggestions offered by members of the thesis committee and filed as a prospectus of the approved study in the Office of the Dean of Graduate Studies.

Criteria for the Selection of the Instrument

Prior to the selection of the instrument, criteria were established. The criteria established for the selection of the instrument to be used in the study were: (1) ease in administration, (2) readability level, (3) appropriate grade level, (4) appropriateness for purpose of this study, (5) the objective method of scoring, and (6) an acceptable degree of validity and reliability. As a result, the Drug Abuse Education Student Opinionnaire¹ was selected to be used in the proposed study.

Selection and Description of the Instrument

A survey of authoritative sources, as presented in Chapter II, suggests that the Drug Abuse Student Opinionnaire met the selected

¹Lym, An Evaluation of the Drug Education Program, Appendix F.

criteria used for instrumentation to determine the attitudes of high school students toward drug education. The Drug Abuse Student Opinionnaire consists of three parts. Only Part I, Attitudes toward Drug Education, and Part II, Approaches to Drug Education, were selected for use in the study. Part III, Attitudes toward Drug Usage, was not selected because it was believed that the information obtained from that section would not provide any data of value to the present study.

Part I of the opinionnaire consists of positive and negative statements designed to assess the attitudes of high school students toward drug education. Students were asked to indicate the extent to which they agree or disagree with each statement by circling the appropriate number.

1. = Strongly Agree,
2. = Agree,
3. = Undecided,
4. = Disagree, and
5. = Strongly Disagree.

Items 2, 4, 5, 7, and 9 were aimed at ascertaining the student's response to positive statements concerning drug education as indicated below:

2. The more a person is aware of the facts about drugs, the less likely he will be to use drugs. 1 2 3 4 5
4. I am interested in learning more about drugs and drug abuse. 1 2 3 4 5
5. The information presented to students is accurate. 1 2 3 4 5
7. An important source of help for a student with a drug problem is a teacher, counselor, or school nurse. 1 2 3 4 5
8. Students now have a more realistic attitude toward drug usage as a result of the program. 1 2 3 4 5

Items 1, 3, 6, 8, and 10 were designed to ascertain the student's response to negative statements pertaining to drug education as indicated below:

1. In school, teaching about drugs and drug abuse is a waste of time. 1 2 3 4 5
3. Teaching about drugs probably has little effect on students' abuse of drugs. 1 2 3 4 5
6. What is taught in school about drug abuse is usually unrealistic. 1 2 3 4 5
8. Bringing up the topic of drugs in school will only cause students to become interested in experimenting with drugs. 1 2 3 4 5
10. The time required to complete the drug program was inadequate. 1 2 3 4 5

The following scale was used to score the statements concerning the students' perception of the drug education program.

<u>Positive Items</u>		<u>Negative Items</u>
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

A score of 5 was high on the positive scale for any of the statements, and a low score of 1 was possible for any of the statements on the negative scale. Thus a score of 50 would indicate the most positive attitude toward drug education. A score of 10 or below would indicate the greatest degree of negativism toward drug education.

Since it is felt that in many instances drug education programs have been ineffective,¹ Part II of the opinionnaire was used to assess the students' perception of the different approaches to drug education. Students were asked to rate the following approaches to drug education by circling the response which best described their feelings.

¹ Nowlis, "Current Approaches to Education on Drugs," p. 87.

1. = Very Effective,
2. = Effective,
3. = Ineffective, and
4. = Very Ineffective.

The approaches considered were the following:

Small group discussions	1	2	3	4
Films	1	2	3	4
Question and Answer Sessions	1	2	3	4
Study Questions (written assignments)	1	2	3	4
Research reports and projects	1	2	3	4
Guest lecturers	1	2	3	4
Field trips	1	2	3	4
Audio-visual materials (posters, etc.)	1	2	3	4
Student-to-student discussion	1	2	3	4

The data were collected and broken down into two categories.

Very effective and effective responses were combined and reported as effective, indicating that the student held a favorable attitude toward those approaches to drug education. Ineffective and very ineffective were combined and reported as ineffective, indicating that the student held an unfavorable attitude toward those approaches to drug education.

Selection and Description of the Subjects

The research study was conducted during the academic year 1973-1974. The population studied was limited to two selected schools in Dallas, Texas. The schools selected were the two Metropolitan Learning Centers which are unstructured high school settings. The Learning Centers are designed to accommodate the drop-out student and students, for academic or behavioral reasons, who cannot achieve in structured high school settings. The total population of both schools consists of 426 students fifteen to twenty years of age with an ethnic breakdown of 70 percent Caucasians, 25 percent Blacks, and 5 percent Mexican-Americans. The one hundred students selected from each school came from low, middle, and upper socio-economic levels and were selected for participation in the study on the basis of age and sex. The age ranges from fifteen to eighteen years were chosen because of the reported increase of drug usage of students in this age group. There is an existing need for an evaluation of drug education programs to determine if materials presented are current, accurate, appealing, and accepted by the

intended audience.¹ Table 1 indicates the number of survey respondents according to age, sex, and school.

TABLE 1

TOTAL NUMBER OF SURVEY RESPONDENTS BY AGE AND SEX

	Age of Respondents	Number of Respondents		Total Responses/Participants
		Female	Male	
School A	15-16	9/25	25/25	34/50
	17-18	20/25	21/25	41/50
School B	15-16	14/25	16/25	30/50
	17-18	<u>22/25</u>	<u>24/25</u>	<u>46/50</u>
Total		65/100	86/100	151/200

The data presented on the survey respondents indicate the number of students who completed the opinionnaire/the number of students who participated in the drug education program in School A and School B, according to age and sex. In School A, seventy-five male and female students responded to the opinionnaire. In School B,

¹Randall, "Patterns of Drug Use in School Age Children," p. 289.

seventy-six male and female students responded to the opinionnaire. The total number of survey respondents for School A and B was 151 out of a possible two hundred.

Procedures Followed in the Collection of the Data

Prior to the collection of data two hundred high school students in the Metropolitan Learning Centers completed a drug education program which consisted of eight one-hour sessions for a period of eight weeks. For the purpose of analysis the Metropolitan Learning Centers are being referred to as School A and School B. The drug education program in School A was planned by the student drug education committee for one hundred participating high school students. The students were sub-divided into groups of fifty for participation in the study.

The drug education program in School B was planned and implemented by the school nurse in that particular school for one hundred participating high school students. The students were also sub-divided into groups of fifty for participation in the study. A list of components of the drug education programs is presented, followed by a brief discussion of each drug education session:

<u>School A</u>		<u>School B</u>
Lecture (Pharmacist)	Session I	Film (Marijuana)
Mock Drug Trial (students)	Session II	Film (Bartiburates)
Group Discussion (Psychiatrist)	Session III	Film (Amphetamines)
Panel Discussion (ex- addict, Drug Abuse Counselor, and City Detective)	Session IV	Decision-Making Activity (Bomb-Shelter)
Rap-Session (students)	Session V	Film-Strip Presentation (Alcohol and Drinking)
Group Discussion (Psychologist)	Session VI	Field Trip (Help-Is-Possible)
V.D. Program (Medical Students)	Session VII	Film Strip and Cassette (Smoking or Health)
Research Report on Drugs (student volunteers)	Session VIII	Lecture (Narcotics Agent)

In School A the first session consisted of a lecture by a pharmacist concerning the pharmacological properties of drugs in respect to their actions and effect on the human body. The lecture was followed by a question and answer period. Session II consisted of a mock trial planned and presented by the students, in which two high school students were on trial for possession of marijuana. Each character was portrayed by the writer of the specific script. A

defense attorney was invited as an interpreter and to explain the procedure in a real court trial. Sessions III and VI consisted of large group discussions with a psychiatrist (Session III) and a psychologist (Session VI) acting as facilitators for group discussions on the social problems encountered in everyday living. In Session IV a panel discussion was conducted by an ex-addict, a drug abuse counselor, and a detective from the local police force. The ex-addict discussed his personal experience with drugs, and his disappointments and accomplishments in society. The drug abuse counselor discussed her role as a counselor for high school students with emotional and behavioral problems, and the local detective discussed his role as an arresting officer for drug offenders.

Session V consisted of a rap session conducted by students to discuss the problems encountered in school, followed by a discussion of alternatives to selected problems that were given first priority by the group. Session VII consisted of a V.D. program conducted by medical students concerning the signs, symptoms, and treatment for different types of venereal diseases, followed by a question and answer period. The last session, VIII, consisted of a research report presented by two student volunteers on the psychological and

physiological effects of drugs on the body, followed by a question and answer period with the school nurse acting as a resource person.

In School B, Sessions I, II, and III of the eight one-hour sessions consisted of the showing of three twenty to twenty-five minute films on marijuana, barbiturates, and amphetamines. Following each showing of the films the groups were subdivided into small groups of seven to ten students with instructions to evaluate the film as a group with questions in mind such as: (1) Is the content of the film accurate? (2) Is the film well organized? (3) Are the objectives clear? and (4) Is the film a good source of information? Each group was asked to select a recorder to report the group's remarks concerning the films during the last ten minutes of the session to the entire group. Session IV consisted of small-group activities concerning decision making.

Students were instructed to complete the bombshelter activity individually first, then to form groups of ten to obtain a group decision of the activity presented. Individual students were permitted to state their opinions as to why they chose certain people to go in the shelter if they volunteered to share this information with the group. Session V consisted of a filmstrip presentation by a representative from the alcohol education program to discuss the hazards and legal

implications of drinking and driving. Session VI consisted of a field trip to a drug rehabilitation house. The students were given a tour of the facility by the counselor with an explanation of the services provided. Students were asked to form small groups of four and submit a written report following the tour, pertaining to the group's perception of the advantages and disadvantages of the rehabilitation house. Session VIII consisted of a lecture given by a local narcotics agent to discuss the legal aspects of drug abuse in the United States and other countries.

Data were collected through the use of the Drug Abuse Education Student Opinionnaire.¹ The opinionnaire was administered to 180 high school students in School A and School B one week following the last drug education session. The subjects were sub-divided into two groups within School A and School B for administration of the test. The investigator personally administered sixty-five opinionnaires to students in School A and sixty opinionnaires to students in School B during the second class period on two consecutive days. The remaining opinionnaires were administered to individual students by the homeroom teacher within a period of two weeks. Fifty-five of these

¹ A copy of the opinionnaire is found in Appendix A.

opinionnaires were returned. Twenty remaining opinionnaires were not completed because of continued absenteeism of students, fourteen of whom were dropped from the school rolls. From a total of 180 opinionnaires completed by the subjects, only 151 were considered usable.

Organization and Treatment of the Collected Data

The purpose of the investigation as previously set forth was to determine the attitudes of high school students toward drug education programs and sources of drug information. Data sheets were constructed to record the subject's age, sex, grade, and ethnic background. The information recorded on the sheet included the subject's response to each item on the opinionnaire. In order to tabulate the results, the opinionnaires were divided into four groups, according to age and sex for each of the two participating schools. These groups consisted of subjects fifteen to sixteen years of age, and seventeen to eighteen years of age according to the sex of the individual. Frequency counts and percentages were tabulated for each item on the opinionnaire. Simple Chi-square was used to show existing relationships within the study.

Procedures Related to Writing the Final Report

Upon completion of the statistical treatment of the data, the investigator summarized the report, stated a conclusion to the study, and discussed the implications of the study. The final procedures included making recommendations for further studies and compiling a bibliography.

Summary

The procedures followed in the development of the study were outlined in this chapter. These procedures included those related to sources of data, method of collecting data, and those which were preliminary to the collection of data.

The preliminary procedures also involved the selection of the instrument. The instrument selected for use in the study was the Drug Abuse Education Student Opinionnaire. The opinionnaire consisted of three parts; only Parts I and II were selected for use in the study because Part III was not considered to provide any data of value to the present study. Part I of the opinionnaire was used to assess the attitudes of high school students toward drug education. Part II was used to assess the students' opinions of selected approaches to drug education.

The subjects for the study included two hundred high school students between the ages of fifteen and eighteen, who were enrolled in the Metropolitan Learning Centers in the Dallas Independent School District. The two hundred subjects voluntarily participated in the study during the academic year 1973-1974.

Chapter IV will present the statistical treatment of the data.

CHAPTER IV

TREATMENT AND PRESENTATION OF DATA

The purpose of this study was to determine the attitudes of high school students toward a drug education program planned and implemented by high school students, and a drug education program planned and implemented by the school nurse. This chapter will present the statistical treatment of the data collected on 151 high school students between the ages of fifteen and eighteen to determine their attitudes toward drug education following eight one-hour drug education sessions based on the following:

1. A study of the attitudes of high school students may determine if negative attitudes exist among students toward drug education programs with either student involvement or non-involvement in planning and implementation.

2. A study of the responses of high school students to an opinionnaire may determine if negative attitudes exist among students toward certain specific drug education materials and sources of drug information.

3. A study of the attitudes of high school students toward drug education may determine if specific methods of implementation of drug education programs are accepted by students.

During the spring of 1973, the Drug Abuse Education Student Opinionnaire was administered to 180 high school students in two unstructured high school settings in the Dallas Independent School District. For the purpose of analysis these schools are being referred to as School A and School B. The interpretation of data will be reported under the headings of

1. Attitudes Expressed toward Drug Education, and
2. Students' Preception of Approaches to Drug Education.

The chapter concludes with a summary.

Attitudes Expressed toward Drug Education

In order to determine the attitudes of high school students toward drug education programs, frequency counts and percentages of option responses to each statement on the opinionnaire were tabulated, and individual scores were obtained. In obtaining individual scores on positive and negative items on the opinionnaire, a score of 50 would indicate the greatest possible degree of a positive attitude toward drug education. A score of 10 or below would indicate the greatest degree of negativism toward the drug education program.

The students in School A participated in a drug education program planned by the student drug education committee. In expressing attitudes about statements related to the drug education program, 87 percent of the students indicated a favorable attitude toward drug education, whereas 13 percent indicated a less favorable attitude. In School B students participated in a drug education program planned by the school nurse, and 79 percent of the students expressed a favorable attitude toward drug education, whereas 21 percent expressed an unfavorable attitude. Table 2 presents data relevant to the expressed attitudes of high school students concerning drug education in Schools A and B.

TABLE 2

EXPRESSED ATTITUDES OF DRUG EDUCATION PROGRAMS
BY SCHOOLS

Responses	School A		School B		Total	
	Number	Percent	Number	Percent	Number	Percent
Favorable	65	87	60	79	125	83
Unfavorable	<u>10</u>	<u>13</u>	<u>16</u>	<u>21</u>	<u>26</u>	<u>17</u>
Total	75	100	76	100	151	100

The data presented in Table 2 revealed that the majority of students who participated in the drug education program with student involvement and non-involvement in planning and implementation both displayed positive attitudes toward drug education. However, a breakdown of option responses to each statement revealed that 52 percent of the students in School A, 45 percent of the students in School B, indicated a desire to learn more about drugs and drug abuse; 28 percent of the students in School A, and 20 percent of the students in School B indicated that they were undecided about learning more about drugs and drug abuse. Table 3 presents the total number of option responses to statements about drugs in School A.

The data revealed that in response to the statement, bringing up the topic of drugs in school will only cause students to experiment with drugs, 40 percent of the students in School A disagreed, 31 percent agreed, and 25 percent were undecided. In School B in response to the above statement, 45 percent of the students disagreed, 25 percent agreed, and 21 percent were undecided. These findings suggest that the students in School A and School B hold more a favorable than an unfavorable attitude toward drug education. Although, one must take into consideration, the percent of students who indicated that they were undecided, expressing neither a favorable

TABLE 3

TOTAL NUMBER AND PERCENTAGES OF OPTION RESPONSES
TO STATEMENTS WITH NO BREAKDOWN ACCORDING TO
AGE OR SEX

Statement	School A N = 75							
	Agree		Disagree		Undecided		No Response	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	24	32	36	48	15	20		
2	37	49	29	39	9	12		
3	30	40	24	32	19	25	2	3
4	39	52	13	17	21	28	2	3
5	26	35	28	37	18	24	3	4
6	36	48	30	40	8	11	1	1
7	26	35	36	48	12	16	1	1
8	23	31	30	40	19	25	3	4
9	36	48	18	24	20	27	1	1
10	25	33	12	16	37	50	1	1

nor unfavorable attitude toward the statements pertaining to drug
education.

In response to a negative statement which suggested that teaching about drugs and drug abuse in schools is a waste of time, 32 percent of the students in School A agreed, 48 percent disagreed, and 20 percent were undecided. In response to the above statement 28 percent of the students in School B agreed, 52 percent disagreed, and 20 percent were undecided. The total number of option responses to statements pertaining to drug education in School B are presented in Table 4.

It is believed that the students in the high school age group sometimes respond negatively to drug education programs in schools. The data presented in Table 5 and Table 6 represent the percentages of expressed attitudes in School A and School B toward drug education according to age and sex.

The data presented in Tables 5 and 6 revealed that 41 percent of the students in the fifteen to sixteen year age group in School A indicated a positive attitude toward drug education, whereas 4 percent indicated a negative attitude. Thirty-four percent of the students in the seventeen to eighteen year age group in School A indicated a positive attitude toward drug education, and 9 percent indicated a negative attitude. In School B, 35 percent of the students in the fifteen to sixteen year age group indicated a positive attitude

TABLE 4

TOTAL NUMBER AND PERCENTAGES OF OPTION RESPONSES
TO STATEMENTS WITH NO BREAKDOWN ACCORDING TO
AGE OR SEX

Statement	School B N = 76							
	Agree		Disagree		Undecided		No Response	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	21	28	40	52	15	20		
2	29	38	34	45	13	17		
3	43	57	18	24	14	18	1	1
4	34	45	24	31	15	20	3	4
5	27	36	17	22	29	38	3	4
6	19	25	35	46	20	26	2	3
7	19	25	39	51	18	24		
8	19	25	34	45	22	29	1	1
9	29	38	19	25	27	36	1	1
10	15	20	13	17	45	59	3	4

toward drug education, whereas 4 percent indicated a negative attitude.

Forty-four percent of the students seventeen to eighteen years of age indicated a positive attitude toward drug education, and 17 percent

TABLE 5

PERCENTAGES OF EXPRESSED ATTITUDES OF STUDENTS
TOWARD DRUG EDUCATION BY AGE AND SEX

Age Group	Sex	School A N = 75			
		Positive		Negative	
		Number	Percent	Number	Percent
15-16	Male	7	9	2	1
17-18	Male	16	22	4	5
15-16	Female	24	32	1	1
17-18	Female	<u>18</u>	<u>24</u>	<u>3</u>	<u>4</u>
Total		65	87	10	13

indicated a negative attitude. The male students fifteen to sixteen years of age in School B all responded positively to statements pertaining to drug education. Simple Chi-square was calculated to determine the relationships existing in the study. The data are presented in Table 7. The Chi-square value of 1.51 does not exceed the table value of 3.8 at the .05 level, indicating that there is no significant relationship between the attitudes of high school students toward drug education and student involvement and non-involvement in planning and implementation.

TABLE 6

PERCENTAGES OF EXPRESSED ATTITUDES OF STUDENTS
TOWARD DRUG EDUCATION BY AGE AND SEX

Age Group	Sex	School B N = 76			
		Positive		Negative	
		Number	Percent	Number	Percent
15-16	Male	14	18	0	0
17-18	Male	19	25	3	4
15-16	Female	13	17	3	4
17-18	Female	<u>14</u>	<u>19</u>	<u>10</u>	<u>13</u>
Total		60	79	16	21

TABLE 7

CHI-SQUARE FOR EXPRESSED ATTITUDES TOWARD
DRUG EDUCATION BY SCHOOLS

School	Positive Responses	Negative Responses	Total
A	65	10	75
B	<u>60</u>	<u>16</u>	<u>76</u>
Total	125	26	151

$$\chi^2 = 3.8, df = 1, p < .05$$

Students' Perception of Approaches to Drug Education

Drug education programs conducted in schools have sometimes been deemed ineffective because of the use of films and materials which educators feel "stereotype" our youth. In terms of the students' perception of the approaches to drug education, these were the findings. In School A, 72 percent of the students felt that small-group discussions, films, and student-to-student rap sessions were effective approaches to drug education, whereas 28 percent felt that these approaches were ineffective. In School B, 64 percent of the students felt that films were effective, whereas 36 percent felt that films were ineffective. Students in School A and School B indicated that study questions (written assignments) were the least desirable approaches to drug education. The total number and percentages of option responses to approaches to drug education are presented in Table 8. The data revealed that 71 percent of the students in School A indicated that field trips were effective approaches to drug education, whereas 21 percent felt that field trips were ineffective. The students who participated in the drug education program in School B were the only students who went on a field trip. In School B, 68 percent of the students felt that field trips were effective approaches to drug education, whereas 32 percent felt that they were

TABLE 8

TOTAL NUMBER AND PERCENTAGES OF OPTION RESPONSES OF APPROACHES TO
DRUG EDUCATION

Approaches	Age Group 15-18 N = 151									
	School A					School B				
	Effective		Ineffective		Total Responses	Effective		Ineffective		Total Responses
	Num- ber	Per- cent	Num- ber	Per- cent		Num- ber	Per- cent	Num- ber	Per- cent	
Small-group discussions	54	72	21	28	75	50	66	26	34	76
Films	53	72	21	28	74	49	64	27	36	76
Question and answer ses.	43	57	32	43	75	39	53	35	47	74
Study questions (written assignments)	29	39	45	61	74	23	30	53	70	76
Research reports and projects	36	48	39	52	75	34	46	40	54	74
Guest lecturers	45	61	29	39	74	42	58	31	42	73
Lecture	31	43	41	57	72	37	50	37	50	74
Field trips	52	71	21	29	73	52	68	24	32	76
Audio-visual	38	52	35	48	73	38	51	36	49	74
Student-to-student	54	72	21	28	75	52	68	24	32	76

ineffective. Simple Chi-square was calculated to determine the relationship existing in School A and School B to the different approaches to drug education. Table 9 is a presentation of the Chi-square values of the different approaches, indicating their effectiveness or ineffectiveness.

TABLE 9

CHI-SQUARE FOR STUDENTS' RESPONSES TO DIFFERENT
APPROACHES TO DRUG EDUCATION

Approaches	School A		School B		χ^2
	Effective	Ineffective	Effective	Ineffective	
Small group disc.	54	21	50	26	.604
Films	53	21	49	27	.906
Question and answer sessions	43	32	39	35	.298
Study questions (written assign.)	29	45	23	53	1.350
Research reports and projects	36	39	34	40	.060
Guest lecturers	45	29	42	31	.149
Lecture	31	41	37	37	.703
Field trips	52	21	52	24	.153
Audio visual materials	38	35	38	36	.007
Student-to- student disc.	54	21	52	24	.227

$$\chi^2 = 3.8, df = 1, p < .05$$

The Chi-square treatment of the data reveals that there is no significant difference in the attitudes of high school students in School A and School B, following different drug education experiences, to the approaches to drug education. The majority of the students in School A and School B indicated that they had a favorable attitude toward drug education materials and sources of drug information. However, a very large number of students felt that each of the experiences was not effective.

Chapter V presents a Summary, Findings, Conclusion, and Recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter a summary of the investigation and the conclusions are presented. Based upon the results of this study, recommendations for further studies will also be made.

Summary of the Investigation

The basic aim of drug education in our schools is the development of a program that will provide students with opportunities for interpersonal growth. Meaningful educational experiences are geared to student behavioral patterns.

The purpose of the study was to determine the attitudes of high school students toward a drug education program planned and implemented by high school students and a drug education program planned and implemented by the school nurse. The Drug Abuse Education Student Opinionnaire was administered to 180 high school students, between the ages of fifteen and eighteen, in two unstructured high school settings located in the Dallas County area. A review of the related literature indicated that there are limited data

depicting the attitudes of high school students toward drug education programs. The literature indicated that there is a common agreement among researchers that drug education programs need continuous revisions in planning, implementation, and evaluations.

The instrument selected for use in the study was the Drug Abuse Education Student Opinionnaire. A copy of the instrument may be found in Appendix A. There are a number of limitations recognized by the writer in her attempt to evaluate the findings presented in this study.

The more serious limitations of comparative studies are the lack of common methods for measuring attitudes and a common definition of attitudes. For example, it is recognized by the writer that a student's response may be markedly different from one study to another because of the student's self-expectations or feelings toward the drug education program.

In order to evaluate the responses to statements pertaining to sources of drug information and material or program effectiveness, frequency counts and percentages were tabulated for each school. Responses from the positive and negative statements were tabulated and a single score was derived for individual students in both schools,

and a group score was obtained. Simple Chi-square was used to show existing relationships existing in the study.

Findings

On the basis of the results of this study the findings indicate that:

1. Students who participated in drug education programs with either student involvement or non-involvement in planning and implementation indicated a positive attitude toward drug education.
2. Research reports, lectures, and study questions were indicative of being the most ineffective approaches to drug education.
3. Students indicated that films, small group discussions, and student-to-student rap sessions were selected as the most effective approaches to drug education.
4. Students interested in learning about drugs and drug abuse would be receptive of any drug education program.
5. Student involvement or non-involvement in planning and implementing drug education programs does not reflect in the attitudes of the students who participate in the programs.

Conclusions

The data provided by this study revealed that contrary to other research findings, there is a general positive attitude among high school students toward drug education. Indications are that the students who participated in the drug education program with student involvement in planning and implementation do not reveal a more positive attitude toward drug education than do the students who participated in the drug education with non-involvement of students in planning and implementation. It is perhaps important to note that the students selected for participation in the study were not enrolled in a regular classroom setting. The population studied consisted of students enrolled in unstructured high school settings designed to meet the needs of drop-out students and students, for academic or behavioral reasons, who cannot achieve in structured high school settings. The rationale may be that the responses of students toward drug education in these unstructured school settings may be different from the responses of students in structured school settings. The differences may be because of the student's self-expectations, willingness to participate, and the allotment of time required for participation in the study. The author concludes that there was no significant

relationship noted between the attitudes of high school students toward drug education and either student involvement or non-involvement in planning and implementation.

Recommendations for Further Study

The following recommendations are suggested:

1. Replicate the study using teachers and students.
2. A study should be made to compare the attitudes of students and parents toward drug usage.
3. A study should be made to determine if a student's attitude toward drug education influences the use or non-use of drugs.

APPENDIX A

INSTRUMENT USED IN THE STUDY .

DRUG ABUSE EDUCATION STUDENT OPINIONNAIRE

General Instructions

This opinionnaire is designed to aid in planning future drug education programs. No attempt will be made to personally identify you. Therefore, you are asked to answer all questions in complete honesty.

The opinionnaire is divided into three parts. All answers should be marked according to directions for each part of the opinionnaire.

Please circle correct response:

My age is: 15 16 17 18

My present grade is: 9th 10th 11th 12th

My ethnic background is: Anglo Black Mexican-American Indian

Part I

Directions: Please indicate the extent to which you agree or disagree with each statement by circling the appropriate number.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Undecided
- 4 = Disagree
- 5 = Strongly Disagree

1. In school, teaching about drugs and drug abuse is a waste of time. 1 2 3 4 5
2. The more a person is aware of the facts about drugs, the less likely he will be to use drugs. 1 2 3 4 5
3. Teaching about drugs probably has little effect on students' abuse of drugs. 1 2 3 4 5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 4. | I am interested in learning more about drugs and drug abuse. | 1 | 2 | 3 | 4 | 5 |
| 5. | The information presented to students is accurate. | 1 | 2 | 3 | 4 | 5 |
| 6. | What is taught in schools about drug abuse is usually unrealistic. | 1 | 2 | 3 | 4 | 5 |
| 7. | An important source of help for the student with a drug problem is a teacher, counselor, or nurse at his school. | 1 | 2 | 3 | 4 | 5 |
| 8. | Bringing up the topic of drugs in school will only cause students to become interested in experimenting with drugs. | 1 | 2 | 3 | 4 | 5 |
| 9. | Students now have a more realistic attitude toward drug usage as a result of the program. | 1 | 2 | 3 | 4 | 5 |
| 10. | The time required to complete the drug program was inadequate. | 1 | 2 | 3 | 4 | 5 |

Part II

Please rate the following approaches to drug abuse education by circling the responses which best describe your feelings.

- 1 = Very effective
 2 = Effective
 3 = Ineffective
 4 = Very ineffective

- | | | | | | |
|-----|---------------------------------------|---|---|---|---|
| 11. | Small group discussions | 1 | 2 | 3 | 4 |
| 12. | Films | 1 | 2 | 3 | 4 |
| 13. | Question-and-answer sessions | 1 | 2 | 3 | 4 |
| 14. | Study questions (written assignments) | 1 | 2 | 3 | 4 |
| 15. | Research reports and projects | 1 | 2 | 3 | 4 |

16. Guest lecturers	1	2	3	4
17. Lecture	1	2	3	4
18. Field trips	1	2	3	4
19. Audio-visual materials (posters, etc.)	1	2	3	4
20. Student-to-student discussion	1	2	3	4

Part III

Directions: Items 21 to 30 are statements related to how you might feel about drug usage. To the right of each item are five choices for the extent to which you may agree or disagree with the statement. Read each statement and then circle the appropriate number to indicate how you feel.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Undecided
- 4 = Disagree
- 5 = Strongly Disagree

21. Becoming psychologically dependent on a drug is not a real problem.	1	2	3	4	5
22. I would be afraid of losing personal control under drugs.	1	2	3	4	5
23. I don't feel the "real me" could be changed by drugs.	1	2	3	4	5
24. Drugs are useful in controlling the way you feel.	1	2	3	4	5
25. I would be curious to know what effect a "mind expanding" drug would have on me.	1	2	3	4	5
26. When under the influence of drugs you would not do anything you would not normally do.	1	2	3	4	5

27. A person's real nature comes out when under the influence of drugs. 1 2 3 4 5
28. Laws against drug abuse should not be so severe. 1 2 3 4 5
29. Only drugs which are physically addictive should be controlled. 1 2 3 4 5
30. I would be suspicious of anyone who urged me to take a drug to get "high." 1 2 3 4 5

APPENDIX B

CORRESPONDENCE CONCERNING THE STUDY

6430 Humoresque Drive
Dallas, Texas 75241
October 5, 1973

Pennsylvania State University
Psychological Cinema Register
Audio-Visual Services
6 Willard Bldg.
University Park, Pa. 16802

Dear Sir:

As a graduate student at Texas Woman's University in Denton, Texas I am currently involved in a research project concerning the attitudes of high school students toward drug education programs. I am requesting any material that you have concerning research that has been done in the above area. Also, would you please send me copies of attitude scales, to be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thanks for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alice C. Rector".

Ms. Alice C. Rector

80

6430 Humoresque Drive
Dallas, Texas 75241
November 21, 1973

Dr. Millard J. Bienvenu, Sr.
Drug Abuse Institutes
Northwestern State University
Natchitoches, Louisiana 71457

Dear Dr. Bienvenu:

As a graduate student at Texas Woman's University in Denton, Texas, I am in search of an instrument to be used in a research project, concerning the attitudes of high school students toward drug education programs. Will you please send me a copy of your "Drug Problem Attitude Inventory".

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alice C. Rector".

Ms. Alice C. Rector

6430 Humoresque Drive
Dallas, Texas 75241
September 26, 1973

Mrs. Graciela Ramirez
Drug Coordinator
Laredo Public Schools
Laredo, Texas

Dear Mrs. Ramirez:

As a graduate student at Texas Woman's University in Denton, Texas, I am currently involved in a research project concerning the attitudes of high school students toward drug education programs. I am requesting any materials that you have concerning research that has been done in the above area. Also, would please send me copies of attitude scales or any information that you have concerning attitudes scales, to be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thank you for your immediate reply.

Sincerely,



Ms. Alice C. Rector

6430 Humoresque Drive
Dallas, Texas 75241
October 5, 1973

Mr. Ernest Roberts
Drug Education
Texas Education Agency
611 Congress Avenue
Austin, Texas 78704

Dear Mr. Roberts:

As a graduate student at Texas Woman's University in Denton, Texas, I am currently involved in a research project concerning the attitudes of high school students toward drug education programs. I am requesting any materials that you have concerning research that has been done in the above area. Also, would you please send me copies of attitude scales, to be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alice C. Rector".

Ms. Alice C. Rector

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

October 15, 1973

Mrs. Alice C. Rector
6430 Humoresque Drive
Dallas, Texas 75241

Dear Mrs. Rector:

Thank you for your letter of October 5, 1973, requesting information on research projects concerning attitudes of high school students toward drug education programs. To date, the Texas Education Agency has not conducted a statewide assessment of attitudes of high school students toward drug education programs; however, several school districts have initiated such surveys within their individual districts.

One such survey has been conducted several times by your own school district in Dallas. The Dallas survey was released under the title, "System-Wide Drug Survey Results, Research Report #73-132." A second report released by the Dallas ISD was titled, "Evaluation of Drug Education Program, 1972-73, Research Report #73-155." I would suggest that you contact the Research and Evaluation Department of Dallas ISD.

Another study was conducted by the Drug Education Committee of the Board of Education of the Houston ISD. This study was very similar to the one conducted by the Dallas ISD and was titled, "Drug Abuse: Impact on Education." Inquiries regarding this study should be addressed to Mrs. James A. Tinsley, Board of Education, Houston ISD, 3830 Richmond Avenue, Houston, Texas 77027.

Enclosed is a copy of the Sherry Borgers' "The Meaning of Concepts." This study was conducted by Sherry Borgers, a graduate student at the University of Houston. The study was conducted in the Laredo ISD utilizing sixth and tenth grade students.

I hope this information will be of help to you. If we can be of further assistance, please call on us.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Ernest L. Roberts, Jr.".

Ernest L. Roberts, Jr.

Program Director
Division of Crime Prevention
and Drug Education



6430 Humoresque Drive
Dallas, Texas 75241
September 26, 1973


National Clearinghouse For
Drug Abuse Information
5454 Wisconsin Ave
Chevy Chase, Maryland 20015

Dear Sirs:

Currently I am involved in a research project concerning the attitudes of high school students toward drug education programs. I am requesting any materials that you have concerning research that has been done in the above area. Also, would you please send me copies of attitude scales or any information that you have concerning attitude scales, to be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alice C. Rector".

Ms. Alice C. Rector

NATIONAL CLEARINGHOUSE FOR DRUG ABUSE INFORMATION

5600 Fishers Lane
Rockville, Maryland 20852

Telephone: (301) 443-4443

October 16, 1973

Ms. Alice C. Rector
6430 Humoreque Dr.
Dallas, Texas 75241

Dear Ms. Rector:

Thank you for your inquiry about attitude scales for research on high school students and drug education.

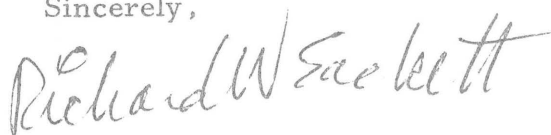
Enclosed is a bibliography which hopefully will be helpful. You may also wish to write the following for communications research information:

Drug Abuse Information Research Project
Communication Research Program, U-85c
University of Connecticut
Storrs, Connecticut 06268

A photocopy of the titles of some of their reports is enclosed.

If the Clearinghouse can be of further assistance, please let us know.

Sincerely,



Richard W. Sackett
Information Specialist
National Clearinghouse for
Drug Abuse Information
National Institute of Mental Health

Enclosure

PARTICIPATING AGENCIES

Department of Defense • Department of Health, Education, and Welfare: National Institute of Mental Health,
Office of Education • Department of Justice: Bureau of Narcotics and Dangerous Drugs • Office of Economic Opportunity

6430 Humoresque Drive
Dallas, Texas 75241
October 5, 1973

Fort Worth Independent School District
Drug Abuse Consultant
Fort Worth, Texas

Attention: Mr. Sharad

Gentlemen:

As A graduate student at Texas Woman's University in Denton, Texas, I am currently involved in a research project concerning the attitudes of high school students toward drug education programs. I am requesting any materials that you have concerning research that has been done in the above area. Also, would you please send me copies of attitude scales, to be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ms. Alice C. Rector".

Ms. Alice C. Rector

87
FORT WORTH PUBLIC SCHOOLS

Research and Evaluation Department

3210 West Lancaster

FORT WORTH, TEXAS 76107

CHARLES L. EVANS

Director

G. W. FISHER

Assistant Director

October 10, 1973

Mrs. Alice C. Rector
6430 Humoresque Drive
Dallas, Texas 75241

Dear Mrs. Rector:

We have not carried out any research in the area of drug education, and our only literature consists of two reports:

"Drug Education", PREP Report #36, HEW, National Institute of Education, 1972, Catalog No. HE5.212:12090

"Task Force Report: Narcotics and Drug Abuse", The President's Commission on Law Enforcement and Administration of Justice.

Both of these may be purchased from the U. S. Government Printing Office, Superintendent of Documents, Washington, D.C., or from the Dallas Bookstore in the federal building.

Sincerely,



Charles L. Evans, Ed.D.

CLE:ds

6430 Humoresque Dr.
Dallas, Texas 75241
November 21, 1973


Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

Dear Sirs:

As a graduate student at Texas Woman's University in Denton, Texas, I am in search of an instrument to be used in a research project, concerning the attitudes of high school students toward drug education programs. Will you please send me a copy of your instruments "Interaction Attitudes Inventory", and "Teacher Observation Form".

Thank you for your immediate reply.

Sincerely,



Ms. Alice C. Rector

Please see enclosed catalog

6430 Humoresque Drive
Dallas, Texas 75241
November 21, 1973

Drug Abuse Information Research Project
Communications Research Program
University of Connecticut
Storrs, Connecticut 06268

Dear Sirs:

As a graduate student at Texas Woman's University in Denton, Texas I am currently involved in a research project concerning the attitudes of high school students toward drug education programs. Would you please send me any material that you have concerning research that has been done in the above area, and copies of attitude scales that could be used in determining the attitudes of high school students toward sources of drug information, and material or program effectiveness.

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alice C. Rector".

Ms. Alice C. Rector

Mrs. Alice C. Rector
6430 Humoresque Drive
Dallas, Texas 75241
26 November 73

Dear Mrs. Rector,

I am enclosing a copy of two research project reports associated with the DAIR research undertaken over the past three years. The set of reports themselves have been acquired by the ERIC Clearinghouse and will be available shortly from them. Aside from the scales we have employed (to assess both sources of information and reaction to those information sources), a rather extensive compendium of scalar measures is available through:

Dr. E. W. Ferneau
Social Systems Analysts,
133 Mount Auburn Street
Cambridge, Massachusetts 02138

The SSA compendium lists a variety of structured drug abuse questionnaires available for a minimal copygraph reproduction fee.

If I can be of further assistance to you in your search, please contact me.

Sincerely,



William J. McEwen

encl
WJM/kc

6430 Humoresque Drive
Dallas, Texas 75241
November 21, 1973

Mr. James T. Keim, Director
Drug Education
Maryland State Department of Education
P.O. Box 8717
Friendship International Airport
Baltimore, Maryland 21240

Dear Mr. Keim,

As a graduate student at Texas Woman's University in Denton, Texas, I am in search of an instrument to be used in a research project, concerning the attitudes of high school students toward drug education programs. Will you please send me a copy of your instrument "What Do You Think About Problems of Drug Abuse".

Thank you for your immediate reply.

Sincerely,

A handwritten signature in cursive script, reading "Alice C. Rector".

Ms. Alice C. Rector



92
MARYLAND STATE DEPARTMENT OF EDUCATION

P.O. BOX 8717
FRIENDSHIP INTERNATIONAL AIRPORT
BALTIMORE, MARYLAND 21240

December 14, 1973

Mrs. Alice C. Rector
6430 Humoresque Dr.
Dallas, Texas 75241

Dear Mrs. Rector:

In response to your request of November 21, I am enclosing a "Manula For Drug Use and Attitudes Study" which includes the instrument "What Do You Think About Problems of Drug Abuse."

If you have any questions concerning this information, please contact me.

Sincerely,

Marilyn McKay
Assistant Director
Drug Education Programs

MM:cs

Enc.

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BIBLIOGRAPHY

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