This is one of a series which focuses on contemporary issues in student personnel work. Intended for use by counseling practitioners to aid in the development of programs and attitudes, this monograph discusses drug abuse through the exploration of: (1) models of practice; (2) some generalizations; (3) suggested courses of action; and (4) methods of implementation. An extensive list of references, many of them annotated, is included. (CJ)
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PERSONNEL SERVICES REVIEW

Series 5
Contemporary Issues in Student Personnel Work

Programs on Drug Use and Abuse

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FORWARD

The Personnel Services Review is an ongoing publication series which has been developed by CAPS to inform personnel workers about new developments in a number of personnel services areas. There will be several different series of the Personnel Services Review. Each series will focus on a broad area of personnel work practice. Within each series there will be a number of specific issues (varying from five to ten depending on the series). Each of these issues will concentrate on a specific practice, procedure or method. The goal of these publications is to enable the reader to: (1) become aware of a practice, procedure or method; (2) learn about the ways in which this practice has been applied by others; (3) understand the underlying theory behind the practice; (4) consider possible applications of the practice in a variety of settings; and (5) consider ways that the practice might be implemented in his own personnel work program.

This particular Personnel Services Review Series is entitled, "Contemporary Issues in Student Personnel Work." Each individual paper in the series will focus on a particular issue in contemporary society and relate it to the work of student and pupil personnel practitioners. The use of similar programs and practices by student and pupil personnel workers will be projected, with particular attention given to the implementation and impact of such programs in a variety of situations. The series is intended to be used by counseling practitioners to aid in the development of programs and attitudes which deal with the constantly-emerging issues in society.
The use of drugs and the effect of drugs on the user has become a prominent subject of interest for parents, students, and educators. Educational and preventive programs on drugs have been started in many communities. However, there are many possible approaches to use, and no data exists to indicate what is the most successful approach. There is controversy over the ability of these special programs to arouse more curiosity in students — acting as catalysts to drug experimentation rather than as preventatives. On the other hand, counselors and other student personnel workers at all levels are being confronted with more drug-related problems among students. Such problems are not easily handled because of the unresolved questions surrounding legal and professional responsibilities, the lack of adequate, accurate information, the lack of resources for individual referrals, the varying interpretations of the causes of drug abuse, and an absence of institutional delineation of pressures upon schools to accept the responsibility of drug education.

MODELS OF PRACTICE

The following programs have been selected as representative of the various approaches to drug education now in existence.

Fort Bragg, California
Awareness House in Fort Bragg, California, is a funded project under the Education Professions Development Act now training ex-addicts to work as drug specialist counselor-aides in schools and communities. The program also offers consulting services to schools and communities interested in developing programs. Awareness House began in 1968 when a high school counselor recognized a serious drug problem in the community. Two ex-addicts were hired as counselor-aides. A drop-in center which offered various activities aimed at prevention of drug abuse in junior high and high school youngsters was established in the community. The center continues to provide the following services (Laing, 1970):

a. Group meeting of users and non-users with counselor-aides to improve communication and understanding
b. Counseling for parents who face family drug abuse problems
c. Referral agency for local physicians and others who are aware of individual drug abuse
d. Education to young people and others on drug abuse

Further information on the program is available from H. Bryce Brooks, P.O. Box 515, Fort Bragg, California 95437.

University of Chicago Laboratory School
During the 1968-69 school year a voluntary non-credit course was offered to interested high school students entitled, "Drugs, Society, and Self." The course was organized with a variety of materials, speakers, and visits outside the school. The class was restricted to a small group (20 students) and conducted on a seminar basis three times weekly during the 50-minute lunch hour. Two instructors taught the course. A science teacher presented factual material on the physiological and sociological aspects of drugs during the first five weeks. The director of guidance led the study of the psychological and legal aspects of drugs during the last six weeks of the course.

A pre-test was given to enrolled students
at the first class meeting to ascertain their factual knowledge about drug attitudes. This test was also administered at the final meeting as a part of the evaluation. Among the conclusions made at the end of the course were:

a. The range of students was too great when ninth through twelfth grades were included.

b. Units and topics of discussion should come from the group and not from the teacher.

c. Discussions about drug abuses must be based upon knowledge of the physiological and psychological effects of drugs. Such information should be part of the regular school curriculum for all students.

d. A change in adult group leader in the middle of the class proved unfeasible because it was difficult for him to reestablish the rapport and intimacy of the group.

e. The most informative and rewarding experience for the group was the opportunity to talk with former drug addicts their own age at a local drug rehabilitation center (Laing, 1970).

Further information on this program and others at the University of Chicago Laboratory School are available from Mr. Murray Hoxinsky, Science Department, University High, 1362 East 59th Street, Chicago, Illinois 60637.

Coronado, California

A Title III Project has been funded which involves students in the development, operation, and evaluation of a program. The program seeks to discover why teenagers use drugs, as well as methods of educating on drug use. Development of the first two phases of the program is now underway. The staff is working with outside consultants, and junior and senior high students are discussing the program in organized groups. These phases involve research and study on the current drug situation and the teen and subteen cultures. For example, one student group is compiling a dictionary of regional terms and colloquialisms, while another group is discussing the effects and kinds of drugs being used by local students. In the third phase of the project, a pilot program will be developed which will extend from kindergarten through twelfth grade and involve various curricular and extra curricular programs (Jordan, 1968). Further information is available from Herbert Brayer, Coronado Public Schools, Coronado, California.

New York State

The Narcotic Addiction Control Commission (NACC) recently established by the New York State Legislature is supporting local education programs as well as treatment and rehabilitation centers. The Commission has movies, tape recordings, consultants, and many other educational materials available without charge to schools and communities for drug education. Local sponsorship of educational programs is encouraged with supporting services available from NACC, Executive Park South, Albany, New York 12203.

Temple University, Philadelphia

Temple University held a one-day retreat on drug abuse for 150 students and staff. Participants were invited from the following areas: officers of student organizations, dormitory residence staff, freshman orientation leaders, instructors in psychology and sociology and others in related areas. The retreat participants rotated through five different workshops of one hour each. The workshops were designed to present information and discussions on various aspects of drug abuse and to offer University assistance in bringing programs to groups of students and classrooms. The retreat was evaluated on information gain and attitude changes of participants. The evaluation and followup showed significant information gains and attitude changes. It also showed that participants disseminated information to others on campus. The success of the program led to the establishment of a Drug Education Activities Project to serve as a resource center for those interested in developing drug education programs, for those seeking professional help for students with drug problems, and for on-going research on prevention techniques (Swisher and Horman, 1968).

Westfield, New Jersey

A comprehensive program was initiated through a large meeting of parents and community members invited by the Board of Education and school administrators, committees of teachers, parents, students, and other community members were each assigned one aspect of the drug abuse problem and asked to make recommendations for dealing with it. Curriculum committees are now writing a drug education program which will emphasize facts in the lower grades, and attitudes on the secondary level. A series of weekly meetings for parents and students has given the generations an opportunity to confront each other on opinions and attitudes. These group meetings have also provided feedback on ways to approach the drug problem (Miller, 1970).

Do It Now Foundation

A non-profit organization, Do It Now offers resources and training programs for school districts who wish to establish drug
education programs. The foundation is staffed by young ex-users who use the language and music of students for the drug message. Recently, they set up a program for the Paramount, California, school district which included films, assemblies, encounter groups, training for students, parents, and teachers, and group counseling. More information on the foundation and their available services may be obtained from Do It Now Foundation, P.O. Box 3573, Hollywood, California 90028.

GENERALIZATIONS

1. Drug education is needed in early years, later elementary, junior high, and high school levels.

2. Teachers and counselors must have accurate information and knowledge before talking to students.

3. Adults need to understand and be familiar with the language of the drug culture, especially local colloquialisms.

4. Cooperation with community agencies is necessary.

5. Educational institutions need to establish a clear, publicized policy on drug use. Faculty and students must be aware of how offenses can and will be handled.

6. Educators must recognize and respect peer group influences and student attitudes on drugs through student involvement in program planning.

7. The success of a given program depends on the age, source, attitudes, and drug familiarity of the students.

8. Ex-addicts used as authorities and aides in programs may prove more credible and reach students more effectively than other authorities.

9. Since much information is available on drug use and abuse, it needs to be screened and selected carefully as to accuracy, pertinence, and appeal to audience.

10. Feedback and evaluation of a technique or program is necessary to determine if students are being affected. Little evaluation has been conducted on existing programs.

11. A survey of student attitude, knowledge, and drug usage is necessary before attempting to get goals or devise program techniques.

12. The issues to be considered in the program must be clear and delineated, or all the larger social issues, of which drug usage is a part, can cloud the goals of the program (Nowlis, p.68).

13. The counselor, teacher, or program leader must assess his own attitudes and motivations so his position is clear (Nowlis, p.68).

14. Educational institutions must consider what alternatives in experience, self-insight, emotional growth, and development of interpersonal relationships can be offered to the drug user or experimenter (Cohen, 1969).

ACTION POSSIBILITIES

Louise Richards (1969) has described seven approaches to drug education which are in common use. Many programs use combinations of these depending on the audience and goals of the program.

1. "Scare Tactics" which use pamphlets, films or case histories showing the hazards of taking drugs in one approach. This approach tends to be rejected by students. Most react with the attitude that it can't happen to them. This approach may influence the young students or those who can relate it to actual experience. It is often used in combination with other information programs.

2. Lectures, films, and panels which present either one or two-sided arguments about drug use. This is basically an information giving approach which assumes that the decision to use or not to use drugs will be influenced by having accurate information. Such programs appeal to those who want arguments about usage. Panels or films which present two-sides of the problem are much more acceptable to older students than those which present only one side.

3. Use of professional authorities to present information is a common approach. These authorities may be doctors, lawyers, police, or pharmacists. More and more, the ex-addict is being used as an authority who students accept as giving relevant information. Any authority needs to be chosen with care so that his information is accurate and his presentation will appeal to the selected audience.
4. Giving increased status and responsibility to individuals in order to motivate learning is another approach. This approach assumes that students will learn more when they have a responsibility to convey information to an audience. Also involvement of students helps to insure the degree of relevance which the programs will have for all students. Often students can suggest the types of information which are needed in programs and help develop methods of communicating which are understandable and relevant to other students. Student involvement in planning and operation of the program, as in Coronado, California, is one example of this approach.

5. Presentation of information through an existing curriculum is another commonly used approach. In this method, drug information is presented through the logical structure of the curriculum, possibly in health education sequences as advocated by many educators. Curriculum packages and guides are available for use in this type of program from a number of sources (noted in the bibliography) and many school districts are presently compiling their own materials.

6. Encounter or sensitivity groups are being tried by a number of schools and other institutions. Such approaches move beyond the information giving approach by offering an opportunity for the exploration of feelings and attitudes by both users and non-users. This approach is currently being used for both prevention and rehabilitation. An important requirement of such an approach is specially trained leadership and careful planning.

7. The entertainment technique is a relatively new approach. Through dramatics, comedy or other ways of looking at drugs and the drug subcultures, information and attitudes may be conveyed which can be considered in the decision-making process. "The Underground Bird" by Rose L. Schiller is a play which can be performed by amateur groups of high school students and is illustration of this entertainment technique.

IMPLEMENTATION

As the individual or institution looks at the drug abuse problem and considers program possibilities, he is faced with a myriad of materials and approaches. The following steps are suggested as guidelines to consider in program development:

1. **Goals.** The policy of the institution and the goals of the program need to be clearly established and articulated to all concerned before any program begins. A program with the goal of providing information on legal and physiological aspects of drug use will differ from a program designed to deal with the attitudes of users and non-users of drugs.

2. **Program Design.** An effective program requires much time in planning and coordination and may only be successful with wide community support and involvement. Resources and consulting services are available to help in planning programs with an emphasis upon tailoring programs to meet the needs of the local community and student body.

3. **Staffing.** All adults or students who will be working in the program need accurate information on drugs and the ramifications of drug dependence. They also need to consider their own values and biases and how these will affect their work in the program.

4. **Program Initiation.** An anonymous survey of students is suggested as one way of gaining an understanding of the information, attitudes, and drug involvement of the local student population. Funding is also a necessary consideration in program initiation. Financial support may be obtained through community organizations, state programs, or federal assistance. There is presently a bill in the U.S. Senate which, if approved, would provide "funds for the development, testing, and dissemination of school curricula and the education of teachers and parents about drug problems" (Miller, 1970, p.24).

5. **Evaluation.** On-going evaluation of all aspects of the program is the only way to be assured that students are being reached and responding in accordance with the goals of the program.
REFERENCES

General Information on Drugs and Drug Use

Abood, Leo G. THE BIOCHEMISTRY OF PSYCHOACTIVE DRUGS. Detroit: National Association of Student Personnel Administration, 1966. (ED 030 132 MF-$0.25 HC-$0.45)

The effect of psychochemicals on the higher central nervous system, and recent theories regarding drug addiction are discussed.


This paper was written in an effort to separate marihuana facts from fallacies in a single comprehensive source which could be of help to those who seek to counsel students or have to talk on drugs.


Colleges can probably expect a highly sophisticated group of speed users on campus within the next two or three years. Our colleges and universities must lead the battle for rational drug laws relevant to scientific facts and today's mores.

Christian, Floyd T. ALCOHOL....NARCOTICS EDUCATION, A HANDBOOK FOR TEACHERS. Tallahassee: Florida State Department of Education, 1967. (ED 016 629 Not Available from EDRS)

This handbook which the teacher may use in planning courses of study is intended to supply factual data in regard to the uses of alcohol and narcotics.


Included here are some drug facts and reflections aimed primarily at college and high school youths, as well as parents, teachers, and administrators who realize that blanket condemnation is an ineffective technique.


In exploring the area of drug abuse and drug dependency, discusses numerous misconceptions and myths which are subscribed to and perpetuated by the abuser, the abuser's parents, society, and the people who are trying to treat the drug abuser.


The National Student Association (NSA) presents its position on student drug involvement in the first part of this collection. In the second part, papers presented at the National Association of Student Personnel Administrators Drug Education Conference are included.

Kitzinger, Angela, and Hill, Patricia J. DRUG ABUSE, A SOURCE BOOK AND GUIDE FOR TEACHERS. Sacramento: California State Department of Education, 1967. (ED 016 630 MF-$0.75 HC-$6.95)

This sourcebook contains information to help teachers instruct about drugs and discourage drug abuse. The information is applicable to any group or grade level, but it is primarily directed at a K-12 program.

This article is concerned with stimulants, with the purpose of reviewing for health educators who are not trained in medicinal chemistry and pharmacology, the most salient information about abuse of these drugs.


McGlothin, William H. TOWARD A RATIONAL VIEW OF HALLUCINOGENIC DRUGS. Washington, D.C.: National Association of Student Personnel Administration, 1966. (ED 030 131 MF-$0.25 HC-$0.75)

The enactment of California's "LSD Bill" is presented as an example of poor judgment in drug legislation of the state level.


Data on 344 college students (62 percent of whom have smoked marijuana) indicate that drug use is a sensitive independent variable which may prove fruitful in much needed educational research on an important subcultural student movement.


During the spring of 1966, health service directors at 80 United States and six Canadian colleges and universities commented in open-ended fashion on a number of questions pertaining to drug use among students on the college campus.

National Association of Student Personnel Administration. BIBLIOGRAPHY (ON DRUGS). Detroit: No date. (ED 023 127 MF-$0.25 HC-$0.40)

The book and paperback entries are annotated. Selected technical references are listed.

Nowlis, Helen H. DRUGS ON THE COLLEGE CAMPUS. A GUIDE FOR COLLEGE ADMINISTRATORS. Detroit: National Association of Student Personnel Administration, 1966. (ED 024 971 MF-$0.50 HC-$6.00)

This guide to drugs on the college campus provides accurate information to help administrators and other college officials understand and cope with the use of drugs by college students.


This is a report of a pilot effort to determine the prevalence of certain drug usage (without medical prescription) among seniors in a New York City college.


This review is intended to provide a contemporary perspective of marijuana use within the broader drug abuse situation that will have practical use for probation and parole officers.

Rice, Julius T. AN ADDRESS DELIVERED BEFORE SCOPE'S CONFERENCE FOR EDUCATORS ON NARCOTICS AND SMOKING. (TITLE SUPPLIED). Patchogue, New York: S.C.O.P.E., 1967. (ED 017 963 MF-$0.25 HC-$0.85)

A short history of narcotics usage is presented. The advantages and disadvantaged of various antidotes for opiate addicts are described. The effects of LSD and marijuana on physical purposes is discussed and an argument against legalization of marijuana smoking is presented.


This book provides a comprehensive picture of the "LSD hysteria," attempting to shed light on an area filled with much misinformation.

Yoiles, Stanley F. STATEMENT ON RECENT RESEARCH ON LSD, MARIJUANA, AND OTHER DANGEROUS DRUGS. Detroit: National Association of Student Personnel Administration, 1967. (ED 024 967 MF-$0.25 HC-$0.65)

The National Institute of Mental Health is continuing support of several studies designed to measure trends in the use of hallucinogens. Indications are that the evidence for persisting psychological and birth defect damage from chronic LSD use is minimal.
Position Papers on Drug Abuse

Borgatta, Edgar F. SOME PROBLEMS IN THE STUDY OF DRUG USE AMONG COLLEGE STUDENTS. Detroit: National Association of Student Personnel Administration, 1966. (ED 023 122 MF-$0.25 HC-$0.40)

Drawing on a longitudinal study conducted on the University of Wisconsin Madison campus on the nonintelectual factors in academic success, the author asserts that administrators should consider drug use on campus in terms of its place among other problems.


Explores drug use and abuse, defines drug abuse as part of mental illness and urges more preventive and corrective treatment.

Brotman, Richard. A MENTAL HYGIENIST LOOKS AT THE CURRENT VALUES AND CHANGING NEEDS OF YOUTH. FINAL DRAFT. Meriden, Conn.: 1966. (ED 015 483 MF-$0.25 HC-$0.65)

There are several types of drug use, one of which is conformist adolescent use. Development of improved, more successful diagnostic and treatment methods is being pressured for by concern over the increased use of drugs by adolescents and young adults in middle class and wealthy communities.

Blum, Richard H. NATURE AND EXTENT OF THE PROBLEM. Detroit: National Association of Student Personnel Administration, 1966. (ED 030 133 MF-$0.25 HC-$0.60)

Patterns of drug use on college campuses are studied. Characteristics of drug diffusion are presented.


Discusses with insight and historical perspective the issues of drug abuse in our society and on our campuses.


This book is a sympathetic account of the "hip" world of today's college drug scene. The author interviews hundreds of drug dealers and users to understand their life style.


Professionals working with adolescents must realize that education and punishment are not effective methods for changing behavior of young drug users. Drug abuse must be considered as one symptom of the larger problems of adolescence.


Discusses reasons for drug use from student viewpoint.

Fort, Joel. SOCIAL PROBLEMS OF DRUG USE AND DRUG POLICIES. San Francisco, Calif.: San Francisco State College, 1968. (ED 030 913 MF-$0.25 HC-$0.60)

The social and legal policies which control or prevent the use of mind-altering drugs are the main cause of the social problems arising from their use.

Fort, Joel. YOUTH — HOW TO PRODUCE DROP-INS RATHER THAN DROP-OUTS. RESEARCH RESUME NUMBER 38. Burlingame, Calif.: California Teachers Association, 1968. (ED 030 916 MF-$0.25 HC-$0.75)

The subject of youth in America lacks definition and young people are often given stereotyped labels. The institutions of society will have to become responsive to the individuality of young people and to allow the influence of youth to be a real force.


Keniston, Kenneth. DRUG USE AND STUDENT VALUES. Detroit: National Association of Student Personnel Administration, 1966. (ED 024 071 MF-$0.25 HC-$0.65)

In counseling, it is important to acknowledge that the question of drug use is not a medical issue, but an existential, philosophical, and ethical issue.

Psychedelic drug users found to manifest significantly lower superego strength than nonusers, to feel significantly more rejected by their families than did nonusers, and to perceive their total family interaction patterns as different than and less rewarding than did nonusers. On the delinquency scale drug users scored significantly higher (achieved a more delinquent score) than did nonusers.


This book deals primarily with the needs of the parent during the process of diagnosis.


The paper discusses drug-taking as an attempt to escape anxiety and conflict by narcotizing it. Therapy in a treatment situation is discussed.

McNair, Douglas M. THE INFLUENCE OF A PSYCHOLOGICAL FACTOR ON DRUG RESPONSE. Washington, D.C.: American Psychological Association, 1968. (ED 024 974 MF-$0.25 HC-$0.85)

The four studies summarized here involved the same psychological variable measured by an abbreviated version of the Bass Social Asquiescence Scale.


This paper seeks to help explain why such a flagrant and heavily penalized form of deviance as marijuana use should occur among otherwise conforming middle-class youth. The study tests the hypothesis that college-oriented high school students, perceiving marijuana use as part of a collegiate style of life, will be more likely to have used marijuana than will high school students not expecting to go to college.


The cause of addiction is reported by authorities to be not drugs but human weakness. Addiction is usually a symptom of a personality maladjustment rather than a disease in its own right.

Nowlis, Vincent. DRUGS, THE SELF AND SOCIETY. Detroit: National Association of Student Personnel Administration, 1967. (ED 024 969 MF-$0.25 HC-$0.55)

Our society and its colleges are ineffective in preventing and treating problems which arise from abuse of drugs.


It was the purpose of the writer to develop an evaluation instrument that might be used: (1) to assess the educational outcomes of existing relevant curricula, and (2) to appraise the present drug use practices of high school graduates and college students.


Three areas of adolescent drug use consequence are delineated: (1) the vulnerability of many persons who use LSD to marked panic states and psychoses; (2) the diversion of those in their middle and late teens from essential developmental tasks with longer range mental health hazards; and (3) the political deactivization of those youths most talented and sensitive to societal imperfections.


Interviews over a period of time with college students who had used LSD revealed general patterns of inhibited, non-violent, anti-establishment attitudes.

Scott, E.M. SOME CONSIDERATIONS AND A FEW REFLECTIONS ON YOUTHFUL DRUG USERS. Portland, Ore.: Oregon State Board of Control, Mental Health Division, Alcohol and Drug Section, 1970.

Describes the problems and psychological make-up of many young drug users.

Wolk, Donald J. MARIJUANA ON THE CAMPUS: A STUDY AT ONE UNIVERSITY. The Journal of the American College Health Association, 1968, 17(2), 144-149.

The present paper focuses on the use of marijuana at one university campus.
Programs; Procedures; and Practices


Suggestions include drug education in the regular course of study, e.g., health, biology, and social studies.


An informal survey of colleges and universities was conducted in the summer of 1967 to ascertain what positions they had taken with regard to the use of drugs by students.


The first part of this paper is concerned with a plan for working with the secondary school student who has been "busted". The six roles and functions of counselors organized by Dr. Harold Richardson have been redefined specifically for counselors with the above problem.


In this paper the author suggests a structured model for drug education and attitude change for students in colleges, universities, and secondary schools. He outlines some principles which can form the core of an education approach to the growing problem of psychedelic drug misuse.


Since the causative factors in drug abuse are varied, education must be a conglomerate of activities. Since the educational process should involve factual information, values, attitudes, behavior and other factors more than one agency, group or individual must be involved in the process.

Demos, George E. COUNSELING WITH THE DRUG ABUSER. Long Beach: California State College, 1969. (ED 032 569 MF-$0.25 HC-$0.50)

In search for a more effective method of working with drug abusers, twelve questions were devised. These are self-evaluative and directed at the counselor.


Special procedures were utilized to achieve a 90 percent return of an anonymous questionnaire dealing with the extent and use of marijuana and LSD by college students, and with attitudes of the students toward these drugs.


Most teenagers, and parents, are inadequately informed about drugs and respond positively to an open, educationally oriented approach that respects their right to have access to important knowledge and their ability to appropriately handle this knowledge.


Two major factors regarding the development of an educational program to relieve the drug abuse program are: (1) to involve students in the development, operation, and evaluation of the program; and (2) to find means and methods of discovering why some teenagers use drugs as well as the means and methods of educating teenagers concerning drug use.


Project in drug education was to help the students make rational and sound decisions about drugs. The objectives included providing accurate information and presenting a variety of views about drugs, drug use, drug users and their reactions to drugs.


Psychedelic therapy, as practiced in the present study, is a safe and effective short-term technique to accomplish goals consistent with general psychotherapeutic practice and warrants inclusion in the therapeutic counseling armamentarium.


Survey of students shows drug use begins before college. Education is needed earlier.


As a start toward determining the instructional needs about drugs, authors conducted a survey of state departments of education in an effort to determine something about their approach to health education.

Swisher, John D., and Horman, Richard E. EVALUATION OF TEMPLE UNIVERSITY'S DRUG ABUSE PREVENTION PROGRAM. Philadelphia: Temple University, 1968. (ED 032 570 MF-$0.50 HC-$3.65)

Temple University's concern for the problem of drug abuse culminated in a Retreat on the Hazards of Drug Abuse.


Purposes of the study were to construct an instrument with which to conduct attitude measurements and to employ the instrument in school situations.
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