Developing a Program for Preventive Substance Abuse Education at Marshall High School

Sara Sue Schaeffer
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DEVELOPING A PROGRAM FOR PREVENTIVE
SUBSTANCE ABUSE EDUCATION AT
MARSHALL HIGH SCHOOL

by
Sara Sue Schaeffer

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1975
My thanks go to Dr. Theima Urbick for her advice and support in the preparation of this project and to all the Marshall High School students who have served as Substance Abuse and Student Action Committee members over the past four years. Without them this project would not have been possible. Finally, I want to thank Kathy Yeates whose help, support, and friendship have been invaluable.

Sara Sue Schaeffer
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HISTORY OF SUBSTANCE ABUSE EDUCATION

The "Scare Tactic" Approach

During the 1960's the problem of substance abuse in adolescents became a cause for national concern. Distraught parents and communities began to turn to education for answers and solutions, and drug abuse education, once merely a subtopic in health and physical education classes, became a part of the curriculum in its own right.

No one knew very much about drug abuse education at that time. The majority of teachers knew far less about drugs than the students they were teaching. There were very few materials and teaching aids available on the topic of drug abuse. Nevertheless, programs were initiated in the hope of curbing the use of drugs in ever-increasing numbers by the student population.

In-service training was provided for teachers involved in drug education programs, and the underlying philosophy of the majority of this training followed the premises set down in 1963 by President Kennedy's Advisory Committee on Narcotics and Drugs. Students were to be made aware of the full range of harmful effects, physical and psychological, resulting from drug abuse. The goal of the drug education program was to have students understand that drugs were only a temporary means of escape and would, in the long run, destroy them and everything they hoped to do. This understanding, it was reasoned, would certainly scare students into
giving up drugs.

A barrage of materials for drug education soon hit the market. Almost none were evaluated or field-tested prior to production because of the great urgency felt by educators to have these materials. As a result, most were not only worthless but harmful. According to DeLone:

The National Coordinating Council for Drug Education, a Washington-based foundation funded consortium, has conducted a thorough review of drug films, and, in the words of its executive director, Peter Hammond, "about eighty percent of them contain factual errors. More than a third contain so many errors we label them scientifically unacceptable, and some are so bad we think they are more dangerous than drugs."

Effects of the "scare tactic" approach

The combination of poorly prepared instructors, inaccurate and misleading media, the "scare tactic" approach, and administrators who failed to recognize the problem rendered early drug abuse education programs ineffective. Many studies show that this approach actually increased drug usage. DeLone states:

A major study of New York City prevention programs just completed by the city's Addiction Service Agency found no evidence of any significant relationship between knowledge about drugs and their actual use. A similar conclusion was reached by a large

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2 loc. cit. p.3

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Pennsylvania Department of Health study in 1970. A Dallas, Texas, survey of drug-education programs in 1971 suggested that the only significant change in student behavior after a drug-education course was increased consumption of alcohol.

Studies of analogous prevention efforts in other fields turn up similar findings and add to the case against standard drug-education programs. The book Smoking, Health, and Behavior, for instance, reports studies of smoking-education programs in which the participants (contrasted with control groups) increased both their knowledge of the dangers of tobacco and their consumption of it.

It is difficult to say precisely why the initial drug abuse education programs failed. Perhaps the misinformation presented caused these programs to lose credibility with students. It is possible that information was presented in such a way that drugs were made to seem mysterious and dangerous thus making them attractive to the adolescent population. Perhaps the programs tended to stimulate rebellion in the adolescents involved.

At any rate, as more and more studies began to show that existing programs were ineffective and sometimes harmful, schools began to look for a new approach. Teachers, administrators and parents were forced to take a closer look at the nature of the problem. What caused students to become involved in substance abuse? As this question was explored some general trends were noted: drug users often came from families in which the family life had broken down; drug abusers were often alienated from their families and from social institutions; students involved in substance abuse had few coping skills
and were confused about their values; they tended to have only superficial friendships; and often behaviors such as low school performance, truancy and delinquency were exhibited by students prior to their becoming involved in substance abuse.

In a Coronado, California study poor self-concept, unsatisfactory relationships with peers and adults, lack of decision making skills, confusion regarding risk-taking activities, and the effects of advertising and drug-oriented music were found to be factors influencing young people to abuse drugs.

Redefining the Problem

Pinpointing some of the causes of substance abuse was an important first step in developing a more effective school program for combating substance abuse. However schools still had a long way to go. Goals needed to be redefined and made more realistic. Educators had to admit that they could not realistically prevent any and all illicit drug use. A distinction needed to be made between recreational users and high-risk users. Drug programs needed to focus on those students whose drug taking behaviors were keeping them from being happy, fully-functioning human beings.

Teachers and administrators needed to take a good, hard look at what schools were doing to hinder drug prevention (and perhaps stimulate drug abuse). The correlation between poor school perfor-

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mance and drug taking behavior had important implications for educators. The facts certainly indicated that working to create a more positive school climate was important in developing a successful substance abuse prevention program. It only made sense that student input into the programs would be important.

One thing was perfectly clear. Schools could not prevent substance abuse by teaching about it. A whole new approach was needed.
A VALUES CLARIFICATION APPROACH TO SUBSTANCE ABUSE

The Coronado, California Plan

In the late 1960's and early 1970's many schools began experimenting with new approaches to the substance abuse education problem. In Coronado, California a values-based program was initiated to help youngsters recognize and perhaps change their thinking in order that they might lead more happy, productive lives. The goals for the Coronado Plan, kindergarten through grade twelve, are:\1:

1. Developing and strengthening self-concept and interpersonal relationships so that a young person is able to relate well to his peers but still retain his own identity and values so that he can make decisions independent of the peer group. The peer group is one of the strongest influences in leading the young into drug usage.

2. Assisting youngsters to understand the valuing process and the effect of a person's values on behavior toward others and how others behave toward us as individuals. Young people are helped to see how deprivations and enhancements affect us.

3. Providing opportunities for students at all grade levels to clarify their values and develop skills that will encourage them to consider alternatives and consequences before making decisions. This should help eliminate or reduce high risk for low gain and encourage high risk if

\1Bensley, Marvin L., Teachers' Guide to the Coronado Plan for Preventive Drug Abuse Education, Coronado Unified School District, Coronado, California, 1971 pp. 10-11.
the consequence is likely to be of benefit to the individual and society. The relationship to valuing is also established.

4. Presenting accurate, factual information about drugs, their use and misuse, in such a manner that it does not "turn students off" and so that it actually contributes to a better understanding of the regular curricular material into which it has been incorporated.

5. Understanding the purpose, function, and techniques of advertising and mass media so that all advertising may be looked upon more objectively. Decision-making and problem-solving skills are developed to help accomplish this.

The Tempo, Arizona Program

A program similar to the one in Coronado was also set up in Tempe, Arizona. The goal of the Tempe Program was that at the moment of choice, a young person will decide that drugs are an inappropriate means of actualizing his/her values. It is assumed that accurate information about drugs is necessary in making wise choices; young people must be encouraged and assisted in exploring alternative ways of meeting the needs that drug abusing behavior meets for them; young people must be provided with experiences to develop their value systems and relate facts to values.

Carney outlines the desired outcomes of the Tempe Program, as follows:

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1. The risks of socially desirable behaviors should drop and the risks of undesirable behaviors should rise.

2. The reverse of the pattern for risks should hold for gains (good behavior gains rise, bad behavior gains drop).

3. Actual frequencies of desirable behaviors should rise while frequencies of undesirable behaviors should drop.

4. Predicted frequencies should follow the pattern in 3. This is the most important outcome from the point of view of the present program since the hope is to prevent drug abuse in the large majority of young people who have not yet actively abused drugs.

5. Value levels should rise and drives should drop due to both enhanced motivation and greater satisfaction of the motives.

6. At least some techniques for changing behavior should be seen as more effective, hopefully, those which involve the constructive elements of school, church, etc.

7. Motivation and expectancies for undesirable behaviors should rise relative to those desirable behaviors.

Preliminary Results of the Coronado Plan and the Tempe Program

Two instruments developed by Carney\(^1\), the Risk-Taking Attitude Questionnaire (RTAQ), and the Behavior Values Inventory (B-VI) were used in the Coronado and Tempe Programs to evaluate the effect of the programs on students' drug-taking behaviors.

\(^1\)loc. cit., p. 1a.

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One important outcome of these studies was that behavior could be reliably anticipated some years before it was likely to occur. This provides time in which preventive measures can be taken.

High school students indicated that drug involvement is likely to occur in dating situations involving automobiles and alcohol. An implication here is that there seems to be a need to help students explore social relationships which do not center around alcohol and the automobile.

In both the Coronado and Tempe studies it was found that there was a fairly consistent anti-drug attitude among younger pupils that seemed to erode as they grew older. The implications here are that a major goal should be to prevent change in an undesirable direction by helping young pupils to understand and express their professed values.

Carney found that the importance of values was the clearest predictor of drug abuse in the seventh grade. In the fifth grade behavior which met respect and skill goals was most relevant while value importance held little relevance. He interprets this to mean that major problems at the fifth grade level are proving competence and being respected (self-confidence). There seems to be little relationship between behavior and values. However, if, by the seventh grade, the problems of finding self-confidence and acceptable behaviors have not been solved, drug abuse and anti-social behavior begin to emerge. Therefore, prevention programs need to create a classroom atmosphere in the lower grades which will promote feelings of respect and a realistic sense of competence in young students.
Continuing emphasis on the maintenance of earlier values is necessary with the adolescent student while the same type of positive classroom atmosphere needs to be continued.

Additional Values Clarification Research

Early research in values clarification indicated, according to Kirschenbaum, that inconsistent, apathetic, flighty, over-conforming over-dissenting behaviors tended to change in the direction of purposeful, consistent, and rational behaviors. There was also a trend toward higher school achievement in students who had had value clarifying experiences, perhaps as a result of the students' increased clarity about goals and purposes.

Recent research confirms many of the findings of initial research in values clarification and comes mainly from two sources: graduate students conducting research in this area as a result of the emphasis on values clarification in teacher training programs; and drug abuse education projects using a values clarification approach.

A study conducted by Blokker, Glaser, and Kirschenbaum indicated that as a result of values clarification exercises 500 fourth through sixth grade students in New York showed improved decision making ability, increased belief in their personal control over their lives, and increased self-reliant behavior. All these behaviors have

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Kirschenbaum, Howard, Recent Research in Values Clarification, National Humanistic Education Center, Upper Jay, New York, 1974, p.2

loc. cit. pp. 4-5.
been shown to correlate with low drug abuse.

In a study done by Clarke\(^1\) in Visalia, California involving fifth through tenth graders, two groups of pregnant minors, two church groups and 65 youths on probation, it was found that, for the most part, as a result of values clarification experiences, all groups reduced their intake of all drugs (with the exception of alcohol in some groups).

One of the most extensive evaluations to date of the results of teacher training programs in values clarification done by Pozdol\(^2\) indicates that the course was successful, that teachers were using values clarification in the classroom, that they felt it helped them both personally and professionally, and that they hoped to continue their work and studies in this area.

Clearly, a review of the research in values clarification shows that this approach has a high potential for success when used in substance abuse education programs.

\(^1\)loc. cit. p. 6

\(^2\)loc. cit. p. 12
VARIOUS VALUES CLARIFICATION MODELS

The East Coast Model

The East Coast Model differs from some other approaches to values in that it is concerned with the process of valuing rather than with the content of values. This model, developed by Louis Raths, focuses on how people come to hold certain values and how they integrate these values into a pattern of behavior. Raths\(^1\) says that valuing is composed of seven sub-processes:

CHOOSING: (1) freely  
(2) from alternatives  
(3) after thoughtful consideration of the consequences of each alternative

PRIZING: (4) cherishing, being happy with the choice  
(5) willing to affirm publicly

ACTING: (6) doing something with the choice  
(7) repeatedly, in some pattern of life

The West Coast Model

The model known as the West Coast Model was developed by Laswell and Rucker\(^2\). Laswell traveled around the world studying various cultures and concluded that all people have the following eight basic

\(^1\)Raths, Louis; Harmin, Merrill; Simon, Sidney; Values and Teaching, Columbus, Ohio: Charles E. Merrill Publishing Co., 1966. P. 30.

needs in common:

1. Affection: Caring for others and having them care for us.

2. Knowledge: Knowing enough about ourselves and the world around us to live successfully.

3. Power: Influencing the decisions which affect our lives and the lives of others.

4. Respect: Giving and receiving personal regard and consideration.

5. Skill: Being able to do well those activities which are needed to participate successfully in society.

6. Responsibility: What one owes to others and to oneself in helping maintain and enhance human relationships.

7. Wealth: Having the goods and services we need to sustain and enhance life.

8. Well-Being: Maintaining good physical and mental health.

These value needs can be:

Enhanced: Any action that helps a student meet his needs in respect to the eight basic need categories.

Deprived: Any action which gets in the way of helping a student meet his needs in respect to the eight basic need categories.

This model is therapeutic in nature. For example, if one student in the class is beating up other students in the class perhaps he is deprived of power. The teacher can enhance this power need by allowing him to take roll, pass out books, etc. If the child con-
continues the behavior either the degree of power given him was not enough to make up for his deprivation or "power" was not his area of need. The instruments developed by Carney and used to evaluate the Coronado and Tempe programs are based on the Laswell-Rucker model.

The Millar-Yeates Model

The Millar-Yeates Model\(^1\) was the one most frequently used in the project at Marshall High School. In this model there are five steps, the fifth step being integrated throughout the model:

1. **Self Assessment:** What do I care about and why do I care? What do others care about and why do they care?

2. **Decision Making:** Being able to choose freely from among alternatives after examining the consequences for myself and others.

3. **Action:** After one makes a decision based on what one cares about, a person must act on that decision.

4. **Life Style or Pattern:** By acting on one's decisions, a person develops a consistent pattern of behaving or acting on a life style.

Kohlberg's Theory of Cognitive Moral Development

The work done by Kohlberg in the area of cognitive moral development is currently being used as a basis for many teaching ap-

approaches to values and moral dilemmas. Kohlberg\textsuperscript{1} says that people develop their thinking on social and moral issues in a logical, predictable sequence. Maturity increases as a more rational system of reasoning about situations involving moral conflicts develops. Constant examination of the reasoning behind reactions to moral conflicts is stressed. Kohlberg identifies three levels.

**Level 1: Pre-Conventional**

Stage 1. **Punishment-Reward.** The person's first concern is self and doing what keeps him/her out of trouble.

Stage 2. **Reciprocity.** You do this for me and I'll do this for you. The major concern is still self.

**Level 2: Conventional**

Stage 3. **Approval Seeking.** Groups and relationships become important. A good-girl, nice-guy attitude might get in the way of making decisions.

Stage 4. **Custom, Authority Roles.** Large groups, the community, laws, rules, social norms are important. People not only obey the law, but justify and maintain it.

**Level 3: Post-Conventional.**

Stage 5. **Social Contact.** Here is seen a social responsibility for self and others. Society and social justice are of concern, but it is realized that laws sometimes need to be changed, even broken, and consequences suffered.

\textsuperscript{1}Galbraith, Ronald E. and Jones, Thomas M., "Teaching Strategies for Moral Dilemmas: An application of Kohlberg's Theory of Moral Development to the Social Studies Classroom", Social Education (January 1975), Pp. 2-3. (Reprinted by permission by UpDate, Educational Information Services of the Wayne County Intermediate School District.)
Stage 6. Universal Principles: Beyond the perspective of society there are universal principles and cosmic rights that apply in all places, and at all times. A person in this stage empathizes with all points of view and makes the decision best for all even if it is not best for him personally.

Kohlberg points out that the majority of adults are at stages 3 or 4, and few people ever reach stage 6. In dealing with values issues and moral dilemmas teachers are urged to encourage students to express themselves at their own stage of reasoning and then to challenge them at the next higher stage to promote growth.
In early 1968, a Special House Committee on Narcotics authorized a study of drug abuse by Michigan high school students. The study was aimed at determining the frequency of use of marijuana and other substances among public high school seniors, determining correlates of drug utilization, and acquiring information relevant to drug education.

Eleven Michigan high schools were involved in the study, and attempts were made to see that these schools represented the economic, demographic and racial diversity of the state. It was pointed out, however, that except for a few patterns that were relatively consistent among all the schools tested, the results must be used with great caution.

The report concluded:

Use of drugs by young people appears to be expanding, and in the future there is even the likelihood of use of drugs which are unknown today. Drug use will no doubt be considered a greater "problem" in the future than it is today. Improved drug education may be of some help. Students can be warned first of all of the dangers of industrial-commercial chemicals. The hazards of opiate dependency can be easily portrayed since the life style of the "addict" is not very appealing. (Some compassion for

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1Warner, Dale (Chairman), Drug Dependence in Michigan, Part III: A Study of Attitudes and Actions of the Young People of Michigan, The Final Report of a Study Conducted for the Special Committee on Narcotics, under the auspices of the Michigan Department of Public Health, p. 48

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the drug-dependent individual might be in or-
der.\) Drug education relevant to marihuana is
difficult to conduct at best. The medical evi-
dence on marihuana is less than convincing, and
students may be aware of this fact. Overstate-
ment of the dangers of marihuana use may there-
fore serve to discredit the spokesman. Open-
minded and fair discussion of marihuana and its
potential effects might have very little effect
on marihuana consumption by students. Yet,
open discussion among students, teachers, school
administrators, parents, legislators, and law-
enforcement officials is consistent with the
ideals of a democratic society. Greater under-
standing by adults, of the needs and aspirations
of young people, could result in benefits to
everyone concerned.

It is interesting to note the posture taken by the Michigan
State House of Representatives toward drug education in 1968 as re-
flected by this statement. The emphasis was very much on "warning"
students of the dangers of drug abuse by teaching facts about drugs.
Yet there is some concern for making sure that facts are accurate,
and there is a passing mention that understanding the needs of
young people might be "beneficial".

Drug Education Guidelines in Michigan

In 1973, the Michigan Department of Education published their
Drug Education Guidelines. The Guidelines\(^1\) establish that the Michi-
gan Common Goals of Education provide the basis for drug education
programs, and cite the goals of morality; parent participation;
creative, constructive and critical thinking; physical and mental
well-being; self-worth; and social skills and understanding as...the

\(^{1}\)Letts, Richard (Chairman), Drug Education Guidelines, Michigan
Department of Education, 1973. Pp. 6-7,
areas of the common goals which should be included in drug education programs.

The Guidelines state that schools should stress decision-making and values clarification in their drug education programs, and should help youth explore alternatives to substance abuse. The importance of each school district developing a program to meet its specific needs and the needs of its students is stressed. Adequate preparation of teachers to teach drug education and preparation of counselors to handle drug-related problems are important aspects of a drug education program.

Substance Abuse Prevention Education

The Michigan Department of Education went a step further than merely handing schools a set of guidelines for substance abuse education and leaving them to fend for themselves. In five funded regions throughout the state, the Department has established supportive services for schools wanting to be involved in substance abuse education programs. The goal of these supportive systems is to help students learn to respect drugs for their medical value while arriving at personal decisions that there are better ways of living and coping with life than relying on chemicals.

The following assumptions are made:

1. Drug-taking behavior reflects unmet needs, but is more serious than most such behaviors because it affects the health of the individual, the community, and its institutions.

2. The program should encourage people to redirect their lives in ways that are conducive to healthy human growth and psychological and social health.

3. Alternatives which provide "natural highs" should be offered.

4. The affective and cognitive domains must be effectively integrated to improve personal decision making.

5. Schools need to identify barriers to effectively deal with drug-taking behavior that they, themselves set up.

6. Students need to be involved in setting up and maintaining drug education programs. Such programs will not be effective if they are perceived by students to be adult-developed and adult-operated.

7. A high priority should be given to developing the talents and skills of the staff so that they can be effective in drug education programs.

8. The "training of trainers" concept is feasible and should be employed.

The Region 12 Substance Abuse Education Program

The support service for the five county area which includes Marshall, Michigan is the Region Twelve Substance Abuse Education Program. Underlying reasons for substance abuse by students as developed by the Coronado, California study are cited and used as one of the rationales for the Region 12 Program's Approach to sub-
stance abuse. These reasons are, in order of importance:

- curiosity
- peer group pressure
- insecurity
- boredom
- affluence and permissiveness
- escape
- rebellion
- failure at school or at home
- absence of meaningful standards
- mental, emotional, or physical problems

Using this data and other studies plus their own experience with working with students, the staff of the Region 12 program has developed the following conclusions:

- Substance abuse is symptomatic. It is one of the many "acting out" behaviors through which a student may express underlying difficulties with himself, his peers, or with the adult world that surrounds him.

- While substance abuse is one of many problematic student behaviors, we are justified in giving it special attention for two reasons: first, abuse is potentially an exceedingly costly symptom for both the student and for the larger community; and second, a program dealing effectively with the underlying reasons for substance abuse is at the same time addressing the source of many other problematic student behaviors.

- To address student substance abuse effectively, schools must engage with students in the area of student feelings and attitudes because this is where they say the problems are. Programs which stress factual information about drugs and other substances simply fail to address the reasons students give for abuse.

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2 Ibid.
-Many of these reasons students give for substance abuse arise from unsuccessful efforts to cope with homes and schools which are failing in some respect to provide them with a supportive, satisfying context for growing up. This suggests strongly that the most helpful schools will be those which are prepared to engage in genuine institutional self-appraisal and are open for thoughtful change.

Taking into consideration these conclusions, the Region 12 staff has developed a model which I found to be very effective in relation to the program we developed at Marshall High School. The model includes programs for parent education; appraisal of a school's policies and general educational climate; providing K-12 learning experiences in values-education, decision making, and non-chemical alternatives and including substance use and abuse information as part of the K-6 curriculum; professional skill development for teachers; development of student service centers at the secondary level; access to drug analysis services; and evaluation of program benefits and costs.
In the early 1970's the Marshall Board of Education developed a set of guidelines regarding substance abuse. This policy stated that the use, possession, sale or trafficking of any narcotic drugs or hallucinatory agents on school grounds would not be tolerated and spelled out procedures for dealing with these situations. It was also stated that in cases of drug abuse the school's role must be rehabilitational and non-punitive. Confidentiality was to be maintained between students, teachers, counselors and administrators concerning information about drug abuse, but the actual possession, passing, using, and selling of drugs on school grounds was to be reported to the police. The school reserved the right to search lockers, but not the person of a student, as this was seen as a police function. Liaison with the police was to be maintained. Students were not to be questioned by police without first being advised of their rights, and parents were to be present if possible. Finally, these guidelines stated that schools were to maintain an on-going educational program on substance abuse at all grade levels, and work was begun on curriculum guides for the program.

The Marshall High School Drug Curriculum Guide was completed during the 1971-72 school year. It was recommended that a required Health Education course be initiated to deal with the drug question
as soon as possible. Until that time the biological aspects of drug abuse were to be covered in the ninth grade science courses, the social and psychological aspects in eleventh grade U. S. History classes, and the legal aspects in twelfth grade Government classes. There was a strong emphasis on teaching drug information and a wide variety of materials suggested for use.

Formation of the Student Substance Abuse Committee

During the 1971-72 school year the Marshall Public Schools were asked by the Region 12 Substance Abuse Program to assist in the planning of a series of workshops on substance abuse for the Marshall Community. I was asked to form a student committee to work with Mr. Charles Millar, director of the Region 12 Program, on this project. My goal in selecting these students was that the group be as diverse as possible. I tried to include students from each clique as well as users and non-users. Two students from each grade were chosen to make a total of eight committee members.

Awareness Program for the Marshall Community

After several meetings and a good deal of discussion with the student committee, it was decided that an awareness program should be planned that would include three workshops: the first was entitled "Overview of the Substance Abuse Program". Speakers were Morey Fraser, Director of Continuing Education at Albion College and Raymond Mercier, M.D., Ph. D., from Lafayette Clinic in Detroit. Mr. Fraser's topic was "Misuse of Drugs by Teenagers and Adults". Dr.
Mercier spoke on "Effects of Drugs on the Mind and Body".

A week later the second session was held dealing with "Subst-
stance Abuse and the Schools" which was presented by Charleen Foote,
Director of the Drug Resource Center at Portage Northern High School.
John Rae, a Battle Creek attorney, addressed himself to "Substance
Abuse and Legal Implications".

The third and final session, held the following week, was en-
titled "Local Agencies Identify Their Services". Representatives
were present from the Alcohol and Drug Information Center, Help and
Information Resource (HAIR), Listening, Inc., The Battle Creek
Sanitarium, Drug Analysis Lab, Pegasus, Willard Library, The Albion
Drop-In Center, and the Veterans Administration Hospital.

In addition to the programs, many excellent hand-outs were
available to parents and students on the subject of substance abuse.
Although the programs were not as well attended as the committee had
hoped, participants were enthusiastic, and the project was judged a
success.

Dr. Mercier's Visit to Marshall High School

The most exciting part of the project for me was the students' reaction. They were excited about the outcome of the project and
even more excited about the prospect of doing further work in the
area of substance abuse. They decided that they wanted to continue
to work as a committee within the school setting to try to do some-
thing about the substance abuse problem and asked me to be their fac-
culty advisor. The administration approved the idea, and Mr. Henry
Cunningham, then curriculum director, offered to work with the students. The students decided to call themselves the Substance Abuse Committee (S.A.C.), and eagerly began work on their first project.

The S.A.C. had been most impressed with the presentation of Dr. Mercier of Lafayette Clinic at the Awareness Program. They decided to see if he would be available to spend some time at Marshall High School "tapping" with students about drugs. With the help and financial support of the Region 12 Program and a Battle Creek industrialist, the S.A.C. was able to secure Dr. Mercier's services for a day. Dr. Mercier was scheduled to speak in the auditorium at two large-group presentations and for informal individual or group sessions throughout the rest of the day. He not only had the background to present students with accurate factual information as a result of his research, but because of his background in psychiatry was able to deal with other concerns students had: family problems, poor peer relationships, insecurity, boredom, etc. Teachers were asked not to attend any of the sessions so that students would not feel inhibited by their presence. Dr. Mercier spoke to the staff at a special after-school session.

This program was well attended by the student body, and was well received by the students. The reaction of the faculty was mixed, but most faculty members were able to see some benefit in the program. At the end of the day, I met with Dr. Mercier to get his evaluation of the day and of the situation at Marshall High School. He told me that most of his conversations with students dealt with the kinds of personal problems mentioned in the preceding paragraph.
These problems, he felt, were the underlying causes of substance abuse among Marshall High School students. His recommendation was that an effective drug program had to deal with these underlying causes and should involve parents and the community.

The Quaalude Episode

In 1973 young people throughout the state of Michigan began experimenting with a drug called methaqualone. A significant number of Marshall High School students were known to be using this drug. In January of 1973 C. Patrick Babcock, director of the Governor's Office of Drug Abuse and Alcoholism of the State of Michigan, sent a letter to high school administrators around the state. The letter warned of the dangers of the use of methaqualone, or quaaludes, and indicated that the situation had reached such a critical stage that Governor Milliken had requested a special report assessing the extent of the problem and recommending new treatment methods which could be used.

Further information on quaaludes revealed that they are addictive and that their effects are multiplied when taken with other drugs. When alcohol and quaalude are taken together (a popular combination) the fatal dosage level drops from an average of 8000 mgs to 2400 mgs. Death from quaalude poisoning may occur from gastric hemorrhagin or shock and collapse of the heart. Quaaludes are more

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dangerous than heroin if a "cold turkey" withdrawal is attempted, for not only is it physically painful, but convulsions, delirium, and death could result. The withdrawal procedure, which must be done only under a doctor's care, involves readdicting the patient to barbituates and then slowly withdrawing him/her from the barbiturate addiction.

The S.A.C. felt that it should take some action to deter the use of quaaludes by Marshall High School students. They launched a campaign to inform students of the dangers of quaalude addiction. They felt that this was a case where accurate factual information, provided by a source which was credible to the student body, was needed at once. A poster campaign, spelling out the dangers of methaqualone, was begun. The S.A.C. also served as a core group of students to provide word-of-mouth information to students which could be backed up by facts. I believe that the success of this effort by the S.A.C. can be determined by the fact that although many students were experimenting with quaaludes, not one serious instance of drug abuse involving methaqualone was reported.

Self-Awareness Day

The S.A.C. felt that Dr. Mercier's visit had been helpful, and pursued the idea of having him return during the 1973-74 school year. However, it was found that this would be impossible due to a lack of funds. The students decided to try to plan a program which would key in on the same areas of concern as Dr. Mercier had (family problems, peer relationships, boredom, insecurity, etc.), but which
would be relatively inexpensive. They came up with the idea of a Self-Awareness Day which would offer special programs to allow students to explore these areas of concern. Resource people from outside the school staff were sought who would be willing to donate their services.

Self Awareness Day began to take shape in the form of four program offerings. How To Live With Your Parents was a program presented by Ms. Jill Hankison, a recent graduate of Western Michigan University's Counseling and Personnel Program. A panel of students and parents discussed common problems with Ms. Hankison serving as moderator. Following this discussion, students who attended asked questions and shared their feelings with the panel.

Mrs. Doris Dolson of the Calhoun Intermediate School District presented an introductory program on Transactional Analysis. Students were given an opportunity to take a closer look at their behaviors, to understand them better, and to explore alternatives to behaviors they had decided to change.

A Student's Rights panel consisted of Ms. Valerie Ernst of the Calhoun County Youth Services and Resource Bureau; Mr. Karl Beyseigel of the Calhoun County Juvenile Court, Officer Car. Goeman, State Police Youth officer; and Mr. John Kendall and Mr. Tom Schaeffer, attorneys. This program was very popular with the students as they had an opportunity to explore their rights as students and minors as well as possible legal consequences of certain behaviors.

A workshop in Values Clarification was presented by Mr.
Charles Millar of the Region 12 Substance Abuse Program. The emphasis was on getting students to take a look at their values and to understand the process by which value choices were made. Two movies were also shown: *Kids, Parents, and Pressures* and *Future Shock*.

Questionnaires were given to students attending the various workshops and the Substance Abuse Committee made themselves available the last hour of the day to hear comments and to discuss the day with their fellow students. Appendix A contains the results of the students' evaluation of Self-Awareness Day.

**Personal Psychology Course**

As indicated in the evaluations of Self-Awareness Day, students felt a need for more opportunities to discuss and explore their feelings. The second S.A.C. project for the 1973-74 school year was to write a proposal for a new course at Marshall High School which would meet this need. We met, discussed our ideas about what should go into the course, and with the help of Mr. Henry Cunningham, assistant principal, wrote a proposal for the course. This proposal can be found in Appendix B.

S.A.C. members felt that the following areas should be included in the course: decision-making, communication, values clarification, relationships with parents, the law as it affects young people, peer group relationships, boyfriend/girlfriend relationships, appropriate ways of expressing emotions, body language, and self-defeating behavior.

In May of 1974 the S.A.C. students and I presented this propo-
sal to the curriculum council. Many council members commented to me on what an excellent job the students had done. The council unanimously accepted the proposal. In September of 1974 the class began with Ms. Kathy Yeates of the Region 12 staff as teacher.

The two major goals of the personal psychology class were to provide experiences for students that would enhance their personal growth, and to decrease the incidence of the high-risk, low gain behavior in students taking the course. (There is a high correlation between the frequency of high risk, low gain behavior and involvement with drugs.)

The Region 12 staff administered two instruments to the class, made up of Juniors and Seniors, to determine if the goals had been met. A Senior Government class was used as a control group.

The Personal Growth Inventory developed by Blansfield and Lippitt, and the Risk-Taking Attitude-Values Inventory (RTAVI) developed by Carney were administered in September and again in January to both the Personal Psychology Class and the control groups. (It should be noted that the RTAVI is a refinement of the instruments used by Carney in the previously cited Coronado and Tempe Studies.)

The Region 12 staff reported that the results of the Personal Growth Inventory were inconclusive.

The RTAVI is based on the Laswell-Rucker model for values clarification cited earlier, and tests for changes in the importance of and values nearness to the eight basic needs identified by this model. The RTAVI also tests for changes in Socially Disapproved Be-
behavior (S.D.B.), Masculine Aggressive Behavior (M.A.B.), and Socially Approved Behavior (S.A.B.). This instrument also tests the credibility of interpersonal sources for help (Inter.) and institutional sources of help (Insti.).

The Region 12 staff concluded that there were no significant differences in the patterns of change between the control and experimental groups.

Evaluations given to students in the class yielded the following information:

1. The class was not structured enough for some students.
2. The distracting behavior of one student kept the class from accomplishing many of its goals.
3. Students had a better understanding of some of their behaviors as a result of the class.
4. Students liked the feeling of openness and acceptance in the classroom.
5. The units on Values Communication, and Self-Defeating Behaviors were helpful.
6. All students felt the class should be offered again.

Kathy Yeates of the Region 12 staff and teacher of the course, and I feel that the following factors kept the class from being as successful as we had hoped.

1. Students should have been screened before being allowed in the class. This would have provided a more workable group, and would have eliminated the problem we experienced of having one student who set out to sabotage the goals of other class members.
2. Kathy's other commitments kept her away from the class to the extent that it was sometimes difficult to maintain continuity.

3. More time was needed after the acceptance of the proposal to prepare for the class.

4. More support for the class was needed from the administration.

5. The class was not put into the master schedule until after the schedule was completed. Therefore, students could not sign up for it during the registration procedure. This produced a multitude of problems.

6. More effective communication regarding the goals of the class was needed between the students, teacher, and principal.

The Personal Psychology Class was dropped after the first semester mainly because Kathy Yeates' commitments within the Region 12 program kept her from teaching it again, and a suitable replacement could not be found.

The Student Action Committee

The Substance Abuse Committee felt that it needed a new image in beginning the 1974-1975 school year. The students decided that they wanted to broaden the scope of their program and work on improving the total school climate. They no longer wanted to be identified only as a group which dealt with problems of substance abuse. It was decided to change the group's name to the Student Action Committee.

The first semester was spent defining goals and outlining projects. The students decided that a program which would be like the
Self-Awareness Day Program but broader in scope would be a top priority. At the principal’s request they added a Freshman Orientation Program to their list of priorities.

The students felt that these projects would require more time than their regular meetings after school hours. They also wanted some opportunities to enhance their own personal growth. They requested that they be allowed to meet on a daily basis during the regular school day with me as their “teacher”. We would use this time to work on exploring and clarifying their values and improving their ability to communicate while working on the various projects we had outlined for ourselves. The request was approved by the principal, and we met each day of the second semester during the last hour.

M. A. Y. Day

The S.A.C. had three major goals in mind in planning a program to follow Self-Awareness Day. They wanted students to have an opportunity to explore subjects of interest to them; they wanted to provide personal growth experiences for students; and they wanted to get as many students, administrators, and teachers involved as possible. (Teachers and administrators had been asked not to attend the Self-Awareness Day Program. It was feared that students might be more reluctant to share personal experiences and feelings with the staff present. This year, however, a major focus of the program was to be improving communication between students, teachers and administrators.)
The S.A.C. chose the name Me and You Day (M.A.Y. Day) for the program emphasizing the idea of understanding each other better. Regular classes were cancelled for the day, and outside resource people volunteered their time to present thirty different programs.

The day was well received by students and the majority of the teaching staff. Appendix C details the M.A.Y. Day program offerings and includes student and teacher evaluations of the day. Comments from resource people were also very favorable. All in all, the S.A.C. judged the M.A.Y. Day program to be a success.

Freshman Orientation

There had been a good deal of concern among the teaching and administrative staffs about the number of adjustment problems the incoming freshmen students seemed to have. The high school offered a situation where students had to assume a good share of the responsibility for their own behavior. A new attendance policy allowed students only twelve absences per semester. Any student having more than twelve absences in a particular class failed that class unless there were extenuating circumstances. There seemed to be an unusually large number of freshman who failed classes this year due to attendance. Also, the number of freshmen involved in smoking and drug-taking behavior seemed to increase from the previous year.

The high school principal asked the S.A.C. to address itself to this problem by devising an orientation program that would help to make the transition from the middle school to the high school easier. In the past, orientation programs had been presented by the
administrative team and the counseling staff with a very limited amount of student involvement. The idea of a student-sponsored, student-run program was exciting.

The S.A.C. members asked that we do a unit on improving communication prior to the orientation program. They felt a major emphasis in the program should be simply talking to the incoming freshmen to help them explore their thoughts and feelings about coming to the high school. But in order to do this, the S.A.C. members felt a need to learn appropriate ways of listening and responding. The communication unit not only met this need, but had a lot of value in their personal lives, according to S.A.C. members.

The Orientation Program lasted three hours each day for five days. A different group of incoming freshmen came each day. Students were first introduced to the principal who had a few words to say to them. Then I gave them an overview of what they would be doing, introduced them to the S.A.C. members, and divided them into small groups with one or two S.A.C. members assigned to each group. S.A.C. members first took their groups to lunch. This provided them an opportunity to get acquainted as well as letting the new students experience the lunch procedure at the high school which is different from the one at the middle school.

Following lunch the incoming freshmen were given the opportunity to attend a class of their choice. S.A.C. members felt that it was important to give new students a chance to see what classes at the high school would be like. The final hour was spent giving new students a tour of the building, and just "tapping". One room
was set aside as a display area for extra-curricular activities, and a student representing each club or organization was on hand to answer any questions the incoming freshman might have. This seemed to work well, for it not only gave the new students a chance to see what extra-curricular activities were available to them, but it gave the high school clubs and organizations a chance to recruit new members.

Reactions from middle school students, teachers and administrators were very positive. S.A.C. members felt it was a good learning experience for them. Being responsible for a group of thirteen year olds for three hours gave them a real understanding and appreciation for some of the problems teachers face.

The S.A.C. Class

It seems to me that one of the most positive experiences of the year for the S.A.C. was our meeting daily as a class. The nine S.A.C. members were very different individuals and came from different cliques within the school. Yet the group was able to develop a real feeling of closeness and cohesiveness, and as a result students were able to work together successfully on projects. Friendships developed between students who would probably not have known each other otherwise. The atmosphere within the group was open and honest. Communication was good, and students were able to share feelings and ideas without hesitation. In short, we established within the committee an open and accepting atmosphere which promoted communication, good will, self-esteem, and personal growth. Our long-range goal is to achieve this kind of atmosphere throughout the
total school. I am proud that the committee can serve as a model for what we are trying to accomplish.

Appendix D contains the daily log I kept outlining my impressions of the class. Also included are excerpts from papers written by S.A.C. members giving their feelings about the class.

Where Do We Go From Here?

There is still much that needs to be done before the Student Action Committee achieves its long-range goal of creating a school atmosphere which is open, accepting, conducive to learning, self-growth, and developing positive relationships and which is free of attitudes, behaviors, and situations which sometimes thwart these goals. Some important items on the S.A.C. agenda for next year are continuing the work begun with the M.A.Y. Day and Freshmen Orientation Programs and working to establish a Student Service Center at Marshall High School. Students in the center, following the Region 12 model, would be trained in listening and empathy skills to help students share feelings and concerns and deal with problems. Eventually it is hoped that the center could be expanded to include other services for students such as career planning and placement.

Another goal is to get more teachers and administrators involved in working to create a more positive school climate. Two encouraging things have happened to date: a Values Curriculum Committee, made up largely of teachers, has been meeting this year to develop strategies for implementing values clarification in the
K-12 curriculum, and has planned in-service sessions for teachers who were not part of the committee.

A group of Marshall teachers also enrolled in a Teacher Training Workshop sponsored by the Region 12 Substance Abuse Program. This workshop covered such areas as communication, values clarification, transactional analysis, and eliminating self-defeating behavior in the school system. Teachers were encouraged to apply this material in their classrooms.

I am pleased with what the S.A.C. has done so far at Marshall High School toward humanizing the educational process which as studies have indicated, seems to be the most effective means of dealing with substance abuse in the school setting. I am encouraged by the direction student and teacher groups are taking to further the work that has already been done. I am anticipating many new and exciting projects in the future which will carry us closer to our goal of creating a school climate where every student, teacher, and administrator can work in an atmosphere of mutual respect and acceptance.
BIBLIOGRAPHY


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In an attempt to determine the value of Self Awareness Day, the following questionnaires were given to students attending the various workshops, and the Substance Abuse Committee met as a panel 6th hour to hear reactions and comments from students. I would like to share with you the results from these evaluations. Every evaluation handed in and every comment made has been included. Quotation marks have been omitted from those comments which I paraphrased; otherwise the comments are verbatim.

Sue Schaeffer
General Comments

1. "I wish they'd have some kind of class concerning this area."
2. "I have found the programs to be helpful and interesting. I would enjoy having another S.A. Day and would be happy to help in any preparations."
3. "I think S.A. Day went real well and should be done maybe 2 times a year."
4. "I think S.A. Day was very valuable because it shows concern for the students."
5. "I think that this S.A. Day has a lot of value. A lot of people don't have anyone to talk to or tell their problems to and this just might be their chance to do that. I think it will help a lot of kids and that people will get a lot out of the workshops."
6. "It's a good break from usual classroom work day in school."
7. "I think we should have these Awareness Days more often. It helps students think and be helped with their troubles, and it lets them get away from the same classes and same people."
8. "I think they should have these S.A. type programs a couple of times a quarter. But I think there should be some way that every student could get to see them."
9. "I think we should have another day like this."
10. "I think this whole idea of a S.A. Day was great. It really worked out well- all the various workshops were good and I think everyone (even ones who don't have problems) learned a great deal. There should be another one before the year's through."
11. "I thought the day went well and was worthwhile."
12. "I think we should do this more often."
13. "I think we should have more S.A. Days this year. I think some of the kids learned something."
14. "I would like to see more of this kind of thing."
15. "It shows people care about us."
16. "We should have something like this more often."
17. "I like Self-Awareness Day and think we should have some more sometime this year. I learned a lot!"
18. "Let's have another one but with different topics."
19. "We should have them more often."
20. "Good-whole day could be organized better. (Put room no. on tickets)."
21. Movies were good.
22. "We ought to have more of these."
23. "I liked S.A. Day and think we should have more this year."
25. Announce the lunch periods for the various workshops.
26. Didn't like movie Kids, Parents and Pressure.
27. Did like Future Shock.
28. It would be helpful to get out a pamphlet to students indica-
ting the different places they can go for help with their
problems.
29. Group size was good.
30. Topics for additional S. A. Days:
   students' rights
   sex
   drugs
   curfews
   decision making
   guidance and correction of mistakes
   living in apartments
Values Clarification Workshop
[80 Evaluations turned in]

1. This workshop was:
   - very good: 43
   - good: 29
   - fair: 6
   - poor: 0

2. The leader (or leaders) was:
   - very good: 51
   - good: 26
   - fair: 2
   - poor: 0

3. How much do you think this workshop will help you in your personal life?
   - very much: 24
   - some: 39
   - a little: 14
   - not at all: 13

4. How valuable is a Self Awareness Day?
   - very valuable: 47
   - somewhat valuable: 25
   - not much value: 2
   - no value: 1

5. Additional comments:
   1. "Good class!"
   2. "Tell the group to leave space in the margin (20 things you love to do). You didn't seem to bring out all of the things you listed at the beginning."
   3. "Should be held twice a year so one can tell how he changes."
   4. "A good idea to involve everyone in the different types of activities."
   5. "Very good!"
   6. "I dug it. It may have helped a lot of people. I hope so."
   7. "I liked the activities."
   8. "I liked it very much. It was quite effective."
   9. "I liked it!"
   10. Fun
   11. "The speaker was helpful in helping me to know myself better... I learned about myself and I think this knowledge will assist me in becoming a happier individual."
   12. "I like this program better than any yet. It gave me basic information on understanding me."
   13. "I think this is a neat thing."
   14. "This is the best one I've been to all day. It made me realize a lot of things that really helped me."
   15. "It was good because he got the whole class involved."
   16. "I found out things I didn't realize."
   17. "Interesting man and lecture. He didn't take all the time. He let the kids get involved."
18. Good workshop—helped students become more aware of their values and not just their friends.
19. Helped you straighten out things—made things clearer.
20. He had an excellent understanding of material—workshop very good.
21. "I sort of found out who I was."
22. "The workshop was really good. Presented a good way."
23. This really helped me.
24. It will help me in the future.
25. "It was very interesting. I learned a lot about myself."
26. "Excellent!"
27. "The speaker was very organized and he knows what is happening."
28. "Really learned something about myself."
How To Live With Your Parents Workshop
(127 Evaluations turned in)

1. This workshop was:
   - Very good: 47
   - Good: 56
   - Fair: 24
   - Poor: 1

2. The leaders (or leader) was:
   - Very good: 45
   - Good: 59
   - Fair: 21
   - Poor: 3

3. How much do you think this workshop will help you in your personal life?
   - Very much: 9
   - Some: 62
   - A little: 47
   - Not at all: 13

4. How valuable is a Self Awareness Day?
   - Very valuable: 71
   - Somewhat valuable: 54
   - Not much value: 5
   - No value: 1

5. Additional comments:
   1. "Didn't talk loud enough."
   2. "They should have opened up the discussion more to the students... too many interruptions. Valuable to some but not so much for me."
   3. "I enjoyed being part of the discussion."
   4. "It was a nice experience. Thank you."
   5. "Some parents (not Mr. Stulberg) seemed a little closed minded."
   6. "Nothing was discussed that I hadn't heard before."
   7. "Speak louder."
   8. "Too bad we didn't have more time."
   9. "Need more time."
   10. "I think this one needed a lot more time."
   11. "More things could have been discussed if it was longer."
   12. "Good-I enjoyed the discussion."
   13. "Good comments were brought out. Both sides (parents & students) were discussed. This was a worthwhile program."
   14. "Showed both sides well, the parents understood the matters very good."
   15. "I don't feel that this will help me with my parents because we have established a good relationship. But it may help someone else."
   16. "I thought the comments & discussions were very good."
   17. "Most of the talk was based on respect. This is good, but you have to have communications before you can have respect. The parents kept referring to past references. This is now we're talking about not then."
   18. "I liked the comments very much."
   19. "This workshop I think was quite an educational experience."

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20. "I won't get much value out of this because my parents are different."

21. "Parents wanted to look good, so they didn't talk about what happens when they lose their tempers or get upset."

22. Should have been more on how to cope with parents-don't call us children.

23. Too much of their own opinion.

24. Parents sounded just like mine. Didn't answer student's questions.

25. Too much of their own opinion.

26. Parents need to put themselves in our place-don't stereotype.

27. It's not just guys who need jobs-I have to help the family out.

28. Good idea-let's kids say what they want.

29. "If the person listened he'd get something out of it."

30. "Having a panel with both students and parents helped-explained both sides of the problem."

31. Wasn't worthwhile because it didn't solve my problem-my mom.

32. Need more kids besides student gov't involved-their not the ones with the big problems.

33. We need more discussions like this-need to be more open in relationships with our parents. I can relate the feelings discussed to my own parents and I think it will help my relationship with them. In a smaller group students could be more open.
Students' Rights Workshop
(82 Evaluations turned in)

1. This workshop was:
   - Very good: 49
   - Good: 52
   - Fair: 5
   - Poor: 0

2. The leader (or leaders) was:
   - Very good: 57
   - Good: 24
   - Fair: 4
   - Poor: 0

3. How much do you think this workshop will help you in your personal life?
   - Very much: 27
   - Some: 52
   - A little: 8
   - Not at all: 1

4. How valuable is a Self Awareness Day?
   - Very valuable: 54
   - Somewhat valuable: 32
   - Not much value: 0
   - No value: 0

5. Additional comments:
   1. "This was the best one."
   2. "Leaders come better prepared."
   3. "O.K."
   4. "It was very good. I liked it."
   5. "This was the best class that I've gone to today. It was very interesting."
   6. "We should have many more this year. It's very good help for later years' knowledge."
   7. "This is a very good program."
   8. "This is a really good program. I've learned some things I didn't know and was aroused at some of the things others said."
   9. "It was interesting."
   10. "Really interesting?"
   11. "The attorneys were good."
   12. "I think we should have more discussions about students' rights more often."
   13. "I think too many of the kids in this school are apathetic and really don't care about the future or what rights they have. They're just happy about the present and could probably care less about what happens in the future. Many kids just used this to get out of school. I think it's very valuable."
   14. "Good discussion, questions and answers. It was interesting and I learned a lot that I hadn't heard before."
   15. "The panel was very complete and helpful."
   16. "Needed a chairman, needed more and different people to ask questions."

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17. "Legalize pot."
18. "Panel was good."
19. "Too many hypothetical cases."
20. "Why don't they enforce laws on drinking and smoking (when under 18)? Why do they just let the people who get caught go? I think something should be done about this!!"
21. "Great chance for kids to be aware of what laws concern them."
22. "The panel guests were well informed and quite helpful. The questions raised were common ones but ones that many students don't understand the answers to. The workshop was humorous while dealing with serious problems."
23. "Bring back Kendall and Schaeffer!"
Transactional Analysis Workshop
(91 Evaluations turned in)

1. This workshop was:
   - very good: 29
   - good: 37
   - fair: 25
   - poor: 2

2. The leader (or leaders) was:
   - very good: 45
   - good: 27
   - fair: 21
   - poor: 1

3. How much do you think this workshop will help you in your personal life?
   - very much: 16
   - some: 42
   - a little: 30
   - not at all: 4

4. How valuable is a Self Awareness Day?
   - very valuable: 50
   - somewhat valuable: 34
   - not much value: 4
   - no value: 1

5. Additional comments:
   1. "She knew what she was talking about and she was interesting. She shouldn't look at her watch so much. It looks as if she was bored. She shouldn't have read some of the stuff off the paper. She gave you a lot to think about. I think she was very interesting."
   2. "The most effective workshop I've been to . . . I'm anxious to try and find out about myself."
   3. "It got better as she got into her speech more. Could really see a lot of people when she was explaining the games."
   4. "One hour was not enough for a complete understanding. Too much was crammed into a short space and it proved to create a confused atmosphere. I plan on reading I'm O.K.-You're O.K. I think it will help me."
   5. "It was very interesting. Clarified things for me."
   6. "She made me think. Some of the information is confusing. She is an excellent speaker and very well prepared."
   7. "Interesting, especially revealing the games students play. This is an area that needs pursuing. The idea I'm O.K.-You're O.K. is a good one. If more people had this attitude school would be better."
   8. "I did it just to get out of class."
   9. "This workshop was a little boring."
   10. "This workshop is somewhat above our level. I didn't understand hardly anything she said."
   11. "Very interesting—everything she said is true."
12. "I think more people should use T.A."
13. Should have a smaller group-more questions & answers.
14. "I agree with everything which was said. I am trying to communicate with my mother."
15. Very good workshop-its going to help me.
16. "Very good!"
17. "Good. The analysis seems sound. I'm not sure that I would choose the same responses though."
18. More student involvement is needed.
APPENDIX B

TO: E. Kent Esbaugh, Principal
FROM: Substance Abuse Committee
DATE: April 18, 1974
RE: Proposed new course in Personal Psychology

Background:
The request for this course is the direct outgrowth of the Self Awareness Day held at the High School. Dozens of students told us that the sort of things discussed on this day should be the content of a semester course. It is the unanimous recommendation of the Substance Abuse Committee that the course be offered next year.

Rationale:
It now seems a quite well established fact that any direct attack on the substance abuse problem does not work. The inability of young people to solve their personal problems causes some people in their distress to resort to drugs or alcohol, as an "out". The fact that we live in a troubled time heightens the need of students to get help in coping with life today.

A number of studies bear out our reasoning. Until recently, when a drug problem was realized in communities, people turned to schools to "do something". Schools taught pharmacology courses to students, many of which included scare tactics. Recent studies such as the Ford Foundation study of school drug courses and the Richard Stuart report from the University of Michigan in Ann Arbor reported that increased knowledge increased use. It was pointed out that lack of information is usually the last reason why students use drugs. Studies such as the ones that are being done in Coronado, California (1968-continuing), and Tempe, Arizona (1971-continuing), show that values clarification and classes or class activities promoting positive self-esteem and mental health are effective in reducing high risk-low gain behavior such as drug abuse.

Further, the current Drug Education Guidelines of the Department of Education bear out our approach. It is not too much to say that our approach is the philosophy of the recommended procedures. We quote from the Guidelines.
Issue I

1. Background
Parents, civic leaders, legislators, other citizens and professional people have demanded that schools institute drug education programs to stem the epidemic of drug abuse in the young.

Schools are being urged to assure parents and the community that if they finance a comprehensive drug education program this will solve the problem.

1. Guidelines
There is no clear evidence at this time that drug education programs will diminish drug abuse in children and youth. Schools should not be pressured into promises of success on which they may not be able to deliver.

2. Background
Most schools have a statement of philosophy which declares, in effect, that the purpose of the school is to assist children and youth to grow in knowledge, skills, responsibility for self and others, self-discipline, and to acquire vocational and social competencies for effective citizenship.

What philosophical basis is there then for drug education programs in schools?

2. Guideline
Schools have an ethical and legal obligation to assist pupils to grow in knowledge and understanding of themselves and their environment which will produce the insight needed for them to make the critical decisions of their lives.

3. Background
The statement has long been accepted that telling is not teaching, listening is not learning, and facts do not guarantee change in behavior. Human motivation is related to deep-seated convictions based on individual experience. Conceding these points, what justification can be made for drug education and counseling programs?

3. Guideline
Schools have insisted that human behavior can be changed through education, if the education program deals with human feelings, with human experience, and with factual knowledge. The drug education area provides an appropriate realm to interrelate these three and test whether or not they can be effective.

Schools should provide for each student's "right to know" in regard to drugs. He has a right to know what the probable effects will be on his physical body, his mental health and his legal (or criminal) status as a citizen before he makes a decision on how he will use drugs in his life. Schools should focus on decision making as a process.
4. Guideline

The following goal statements are excerpted from the report on "Common Goals of Michigan Education" and relate to school drug programs:

I. Citizenship and Morality

Goal 1 - Morality
Michigan education must assure the development of youth as citizens who have self-respect, respect for others, and respect for the law.

II. Democracy and Equal Opportunity

Goal 5 - Parental Participation
Michigan education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities in this regard.

III. Student Learning

Goal 4 - Creative, Constructive, and Critical Thinking
Michigan education must foster the development of the skills of creative and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling and responsible manner.

Goal 6 - Physical and Mental Well-Being
Michigan education must promote the acquisition of good health habits and an understanding of the conditions necessary for physical and mental well-being.

Goal 7 - Self-Worth
Michigan education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals in terms of the needs of society.

Goal 8 - Social Skills and Understanding
Michigan education must provide for each individual an understanding of the value systems, cultures, customs and histories of his own heritage as well as of others. Each student must learn to value human differences, understand and act constructively upon current social issues, parti-
cipate in society and government while seeking to improve them, and seek a society where every person has equal access to the lawful goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.

5. Background
General education goals are useful but the school should have specific goals which describe definitely what it is trying to achieve.

5. Guideline
The following specific goals should provide a basis for the school's approach to problems related to drugs. The school should work:

a. To teach decision making as a process and to provide opportunities for development of this skill.

b. To provide children and youth with opportunities to clarify their values to select life goals, to evaluate alternatives for personal life styles and to learn to enjoy life.

c. To provide children and youth with information in a factual and unbiased manner to make intelligent decisions regarding drugs and their lives.

d. To counsel and when appropriate refer youth who have problems with drugs for the solution of their problem.

i. To motivate youth to assume a personal responsibility for the behavior of their peers and thus to become responsible to help them adopt positive views of their worth and to help them avoid self-destructive courses of action.

j. To present viable alternatives to the use of mood modifying drugs.

6. Guideline
Citizens have a right to influence the program of their schools. The school must take into account in its planning and programming all points of view on the drug problem. Where compromise is possible this is, of course, desirable. The overriding principle should, however, be the welfare of the child. If the interest of the student are considered first this will usually provide a guide to action.

Issue II

3. Guideline
Teacher and pupil aids and other essential resources materials for drug education must be available in the schools and in sufficient supply to teach about drugs. Schools must make the purchase of adequate audio-visual, textual, teacher's guides, and other drug educa-
cation materials and resources a high priority item.

4. Guideline
School staff, having a counseling responsibility, must be ade­quately prepared to counsel drug-using children and youth as well as those who are seeking guidance about the decisions they are try­ing to make about their own and their friends' involvement with drugs.

3. Guideline
Teaching specific facts about the drugs of abuse alone will likely prove ineffective in combating drug abuse. However, the program should provide the information sought by students and an­swer the questions they have about drugs. The content of the edu­cational program should be defined by the needs of the pupils as identified by the students, school staff, parents and other citizens in each program or school. The school's educational program should be based on a set of concepts which can be con­sistently applied without contradiction at any level.

4. Guideline
a. Students and parents, especially at junior and senior high school level should be involved in identifying what is to be studied, how information will be presented or shared, and in interpreting the meaning of facts.
b. Teachers should expect to learn with youth as they test the accuracy of drug information accepted by the students or believed by adults.

A. It is proposed that a new semester course be implemented. A possible name for the course is Personal Psychology.

The following topics have been suggested by the students serving on the Substance Abuse Committee:

1. Decision making - (it is suggested that some college students talk to the class about their personal problems in making decisions to better prepare the class for decision making after high school).

2. Understanding other people, why they are what they are. Also, how to be better able to reach out to other people.

3. Value Clarification.

4. How to build a better relationship with parents.

5. How the law affects young people. Included is the matter of community awareness.
6. Boyfriend/girlfriend relationships (Use of a comment box is indicated.)

7. Peer group relationships, how to develop better relationships, and yet retain one's own identity and integrity.

8. How seriously should advice be taken, and from whom should it be taken.

9. How to better express emotions, including ways to cope with anger, fear, frustration, etc.

10. Body language

11. Self-Defeating Behavior

B. No letter grades to be given. Students to receive a pass/fail grade. Credit toward graduation would be given.

C. The selection of the teacher is of utmost importance. If possible, the teacher should not be a regular high school staff member. The key quality needed is openness. The committee would like some input in the selection process.

D. The class to be limited to students in grades 10 through 12.

E. A limit of 20 students to be admitted to the class.

F. An informal room environment to be maintained, with 'Graffitti Boards' so students could show pictures and articles that excite them or express their ideas and feelings.

Proposed Implementation:

The Region 12 Drug Abuse Program is interested in our proposal since it so closely follows the State Guidelines. They are, in fact, offering one of their staff members, Kathy Yeates, as the teacher for the course. Mrs. Yeates has a MA in counseling from the University of Michigan. She also has a Michigan teaching certificate. Her time would be offered free, but we would need a budget (to get materials-reference books, films, slides, etc.) of several hundred dollars.

Long Range Outlook:

It is the belief of the committee that the demand for this course will be so great that in a few years we will need a full time teacher for the course.
APPENDIX C

Me and You Day
May 2, 1975
Marshall High School

Program Offerings

1. Creative Problem Solving

Learn how to get the most out of your brain power, how to turn hassles into challenges, how to get where you want to go, and have fun!

Resource person: Ms. Sid Delaney, Gryphon Place

2. Substance Abuse Panel

A look at the problem of substance abuse and what can be done about it. Where to go for help, what kind of help is available.

Resource people: Ms. Lynn Cotless, H.A.I.R.
Mr. Brett Baird, Alcohol Abuse Services
Pegasus Program
Mr. Ralph Liang, Pharmacist

3. Human Services Panel

Do you have problems or know someone who does? This session will provide you with valuable information on what kind of help is available and where to go to get it.

Resource people: Mrs. Pat Slayton, R.N. Health Department
Mr. Dave Schultz, Youth Services Bureau
Ms. Sandy Metcalf, Juvenile Court
Mr. Fennimore Johnson, Albion Family Clinic
Officer Carl Goeman, State Police Youth Officer

4. Self-Defeating Behavior

A chance to examine the behaviors you want to change, become aware of things you do to keep those behaviors, and learn how to make choices which are non-defeating.

Resource people: Mr. Tony DeRose, Marshall High School
5. **The Changing Roles of Men and Women in Society**

Here's a chance to look at what it's like to be a man or woman in today's society and to discuss what changes can be expected and how this affects you.

Resource people: Mr. Jon Swanson, Ms. Kathy Swanson, Ms. Chris Vadino and Mr. Dave Blair, all of Albion College.

6. **Values Clarification**

A chance to examine your values, discuss values with others, and get involved in activities which will help you better understand your values.

Resource people: Mr. Jim Vachow, Marshall Middle School

7. **Athletics**

What is the future of athletics? Looking at men's and women's athletics. How is an athletic schedule made, etc.

Resource person: Mr. Dick Cronk, Marshall High School

8. **Movie: Cipher in the Snow**

This movie will make an impression on you! Followed by discussion.

Resource person: Ms. Eddy Houdeck, Region 12 Substance Abuse Program

9. **Movies: Joshua in a Box, A Place in the Sun**

Two thought provoking movies followed by discussion.

Resource person: Ms. Laurie Lancaster, Region 12 Substance Abuse Program.

10. **Games Students and Teachers Play**

Some ideas on how students and teachers can relate to each other more honestly and avoid playing games.

Resource person: Mrs. Vonnerie Wright, T.A. therapist.
11. **How to Choose a Career that Fits You**

Looking at some things you should consider in choosing a career considering your needs, interests, abilities, etc.

Resource person: Mrs. Betty Christianson, Calhoun Intermediate School District

12. **Affecting Your Fate**

How can you improve your chances of survival? Are you controlled by luck? Attend this session and experience the outcome of chance versus self control. Learn how you can be more effective in controlling your own destiny.

Resource people: Mr. Dave Tigertt, St. Joseph Intermediate School District  
Mr. Tom Cutler, Marshall High School

13. **Vocational Exploration Group**

Have you ever thought about what would be the best job for you or what job wouldn't fit you at all? Here's an opportunity to begin doing this and get feedback and information.

Resource person: Dr. Thelma Urbick, Western Michigan University

14. **Who's Who and What Do They Do?**

Who are the decision makers in the Marshall Schools? How do they make decisions? How can you have in-put?

Resource people: Mrs. Anne Schneider, School Board  
Mrs. Sandra Burris, School Board  
Mr. Gordon Van Wieren, Superintendent  
Mr. Henry Cunningham, High School Assistant Principal  
Mr. Dennis Brooks, Business Manager

15. **Rapping with Counselors**

What services do counselors offer? How can they help you? How do you make a schedule that really fits you? What about college, jobs? Here is an opportunity for you to get answers to these questions and more.

Resource people: Mr. Ivan Fleser, Guidance Director  
Mr. Bill Crumrine, Counselor  
Mrs. Helen DeFinta, School Social Worker

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16. The College Scene Today

What is it like on the college campus today? Here is your chance to find out. Talk with college students, admissions representatives, college counselors.

Resource people: Mr. Bob Maurovich, Michigan State University
Mrs. Julie Johnson, Kellogg Community College
Mr. Bob Eggleston, Albion College
Mr. Jo Liebherr, student
Ms. Beth Niehaus, student

17. Death and Dying

A chance to explore your feelings and share your concerns about death. What effect does dying have on the living?

Resource people: Mr. Bob Hegerberg, Funeral Director
Rev. Jim Wallace, Westlake Presbyterian Church

18. Now You're Eighteen - What Does that Mean?

A look at the responsibilities and privileges of becoming an adult.

Resource people: Mr. John Kendall, Attorney
Mr. Al Kramer, Insurance Salesman
Mr. Bob Bredice, Real Estate Salesman
Mr. Jim Bosserd, Banker

19. Karate

If you're interested in Karate here's your chance to find out all about it and what opportunities are available for further study.

Resource person: Mr. Charles Howard, Karate Instructor

20. Judo

Here's your chance to experiment with Judo. You will do actual exercises so dress appropriately. At the end of the session you should be able to flip anyone in the class!

Resource person: Mark Crape, Judo Instructor

21. Stop Smoking
A seminar for people who really want to "kick the habit"

Resource person: Rev. Charles Mackintosh

22. **Dream Analysis-Self Hypnosis**

An opportunity to experience and discuss these two psychological techniques.

Resource person: Mr. Paul Denniston, hypnotist

23. **Card Reading**

What do your cards say about you? Attend this session and find out.

Resource person: Mrs. Esther Neufer

24. **Palmistry**

Do those lines in your hands really mean anything? Come to this session and find out.

Resource person: Mr. Robert Graham

25. **Para Psychology**

Do you know what a medium is? Do you believe in reincarnation? Can we communicate with "the other side"? Attend this session for answers to these questions and more.

Resource person: Mrs. Geraldine Graham

26. **Marriage**

Should you get married or not? What do you need to consider? How do you know when you have found "the one"?

Resource person: Mr. Neil Finley, Certified Marriage Counselor

27. **Child Care**

How much does it cost to have a child? What should you think about before you make this decision? What is the best way to bring up children?

Resource person: Mrs. Pat Bradley, R.N. Health Department

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28. Growth Songs for Self-Awareness

Group songs, songs about relating to others, understanding self, living in the present, celebrating life. You will have a chance to express yourself through music, writing, etc. Come prepared to participate!

Resource people: Mr. Chick Morman and Ms. Dee Dishon
Kalamazoo Valley Intermediate School District

29. Student Service Centers

What is a student service center? What do student listeners do? See how students effectively help each other to solve problems.

Resource people: Mr. Dave Potts, Student Service Center Director, Portage Northern Students

30. How to Communicate

A program presented to help you listen and communicate more effectively.

Resource persons: Staff of H.A.I.R.
### Student Evaluation of Me and You Day

#### I. This workshop was:

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<thead>
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<th>Workshop</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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### II. Leaders were (continued)

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<td>18. Now You're Eighteen</td>
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<td>29. Student Service Center</td>
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<td>30. How to Communicate</td>
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### III. Did you enjoy the workshop? 

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<td>6. Values Clarification</td>
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<td>16. The College Scene Today</td>
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III. Did you enjoy the workshop? (continued)

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IV. Value in Personal Life.

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<td>6</td>
<td>1</td>
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</table>
The following are selected comments from the student evaluations:

I liked it very much. I think this has helped me very much. I like the classes they offered us and the way the leaders put on the classes.

It took the monotony out of going to school for once.

It was valuable to me in that it showed me ways to cope with different problems.

I really enjoyed it. It was much better and more interesting than last year’s Self-Awareness Day. Very good program selection.

Very valuable. Much more interesting than last year’s. Enjoyed it very much. Speakers were good and topics great.

It was a change in the everyday hum drum. Thanks for having it.

I think today has introduced many new concepts to me. It has been a help. I enjoyed it. It was a nice break from the regular routine.

Overall, I didn’t think M.A.Y. Day was very valuable or important to me. Although some of the programs were interesting, I didn’t get much out of it.

I think whoever got this program together did a really great job because most of the instructors did a really good job and I learned a lot.

M.A.Y. Day gave me insight to many things I wanted to know about. It helped to make me think—and share it with others. M.A.Y. Day should be continued.

The day was rather nice. I encountered a lot of new experiences and ideas. I expanded my knowledge into new areas.

The M.A.Y. Day program was not attended by teachers to the extent that we had hoped. Approximately one-third to one half of the staff participated in the M.A.Y. Day Program. The response of the staff members who did attend was positive. The following are some typical comments:
The S.A.C. should be commended for the time, effort, and thought that went into the day. It was quite a task and was handled very smoothly.

I really enjoyed the day. I found it stimulating and enjoyable. Would like to see it again next year.

I think that having a day like this is very valuable to students and teachers. If nothing more, it gives both a chance to meet together informally and also gives a break from the normal school day.
### APPENDIX D

**S.A.C. Class, Second Semester 1974-75 School Year**

**Daily Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 20 - 22:</td>
<td>Organizational, generating ideas, goals.</td>
</tr>
<tr>
<td>Jan. 23:</td>
<td>Principal came in to share ideas. Talked at kids. Mostly approving, but non-committal. Students felt somewhat let down, discounted.</td>
</tr>
<tr>
<td>Jan. 24:</td>
<td>Share feelings about previous day.</td>
</tr>
<tr>
<td>Jan. 27:</td>
<td>Teacher asked us to work on problem of girls' bathroom. Girls smoke against the rules and it is very dirty. Much talk about how to &quot;punish them&quot; lock door, take door off. One S.A.C. member made the comment &quot;All those girls have names and faces&quot;. This generated discussion. Committee decided to talk with some of the girls who abuse the bathroom to find out why. Two girls agreed to speak with the S.A.C. until they found there were several &quot;richies&quot; on the committee. This brought up many questions. What is their attitude? What is ours? How do they perceive us? How do we perceive them?</td>
</tr>
<tr>
<td>Jan. 28:</td>
<td>I was gone.</td>
</tr>
<tr>
<td>Jan. 29:</td>
<td>We did role play exercises aimed at answering some of the above questions using a fish bowl technique.</td>
</tr>
<tr>
<td>Jan. 30:</td>
<td>I was gone.</td>
</tr>
<tr>
<td>Jan. 31:</td>
<td>New awarenesses: Problem ownership is an important key in problem solving. Body language is important in communication. Much frustration over the difficulty in communicating. A request to do a unit on learning communication skills. Some really important things happening—a lot of learning taking place!</td>
</tr>
<tr>
<td>Feb. 5:</td>
<td>I was at a conference. Group continued role play on their own.</td>
</tr>
</tbody>
</table>
Feb. 4 - Feb. 7: Practiced non-verbal communication skills-dealt with problem ownership, roadblocks to communication.

Feb. 10: Practiced active listening. It did not go well. Students still want to give solutions, make people feel better by reassurance. Lots of roadblocking responses.

Feb. 11: The administration decided to remove the door from the girls' bathroom. About 10 girls discovered it before 6th hour and were furious. They wanted to talk to me. I invited them into the committee. A very interesting dialogue followed. The girls insisted this will not solve the smoking problem; they would continue to smoke in the bathroom. The division of the two groups ("we and they") was obvious, yet some communication does take place. The girls were angry, defensive. The committee tried hard to make them feel at ease, tried not to give advice but sometimes couldn't resist.

Feb. 12-14: Discussed faculty council's reaction to Self Awareness Day-very positive. (We proposed it at their Feb. 11 meeting.) Listened to tapes to help students understand and learn to use the concept of active listening.

Feb. 17: Class cancelled because of bad weather.

Feb. 18 - 20: Listened to tapes to learn active listening and practiced active listening skills.

Feb. 21: Began to deal with the "I own a problem" area. Worked on values area by using values clarification exercises. Students presented with a simple model for valuing. Initial exercises were aimed at the self-assessment phase of valuing.

Feb. 24: I was ill. Free day for students.

Feb. 25: Continued self-assessment exercises in the process of valuing and began to work on the decision making phase of the process which emphasizes choosing freely from among alternatives after considering the consequences for self and others. Students seemed to enjoy it-asked to stay after class to finish an exercise.

After school met with several faculty members and an administrator to discuss plans for an Awareness Day aimed at improving student-faculty-administrative relationships.
Feb. 26: Continued with decision making phase of valuing process and did more strategies. The strategies have had an extra impact—instead of just helping the students to clarify values, they have aided greatly in building group cohesiveness. The trust level was really high today—the students even remarked about it. A really good day.

Feb. 27: Concluded valuing study with a series of exercises aimed at acting on values and choosing a lifestyle based on one’s value system. Positive feedback from students on exercises.

Feb. 28: In-service. Group did not meet.

Mar. 3-7: Began working on plans for this year’s Self Awareness Day. A decision was made to change the name, and a list of suggestions was prepared to be discussed at the student-faculty planning committee meeting.

Mar. 10: Brainstormed list of names for the day to be presented at the student-faculty planning committee meeting.

Mar. 11: Brainstormed list of suggested programs to be presented at student-faculty planning committee meeting.

Mar. 12: Planning committee meeting was held. The name chosen was Me and You Day (M.A.Y. Day). A list of 33 programs was finalized.

Mar. 13 & 14: Committee did not meet because I attended a Statewide Substance Abuse Education Program on the Student Service Center Concept—an excellent workshop.

Mar. 17: I reported on the Student Service Center Workshop to the committee. Students who attended the faculty-student planning committee reported results to students who could not attend. Three students visited Lakeview High School on Mar. 14 to observe a Special Interest Day Program. They reported to the committee on ideas which might be incorporated into M.A.Y. Day.

Mar. 18-20: Brainstorming sessions to determine possible resource people for M.A.Y. Day.

Mar. 21: Meeting scheduled with high school principal to get final O.K. on plans for M.A.Y. Day.
Mar. 24 - 27: The students and I and two other teachers spent this time contacting resource people for our M.A.Y. Day Program. Enthusiasm was high, and resource people came up with some creative ideas we had overlooked. We left for spring vacation on Mar. 28 with commitments for about half of our programs.

Mar. 28 -
Apr. 6: Spring Vacation.

Apr. 7 - 11: This week was spent contacting resource people for the remainder of the programs we want to offer. At the end of the week nearly 100 people had made commitments to participate in the program.

Apr. 8: Reporter from local newspaper is doing a series of articles on substance abuse and asked to interview the S.A.C. Committee. The students handled themselves well during the interview. They were open and honest in their answers, and it was interesting to hear their perspective of the substance abuse problem in our school system. I was particularly pleased with their responses to the questions dealing with the purpose of the committee and its value. Every one spoke about the personal growth they had experienced as a result of the communication unit we had gone through. Also they talked about the fact that they had developed a close relationship with each other as a result of their participation in the committee, despite age and grade differences and the fact that they belong to different cliques.

Apr. 14: Finalized program offerings for M.A.Y. Day Program.

Apr. 15: Met with faculty to explain M.A.Y. Day Program.

Apr. 15: Began to prepare letters to send to resource people and to develop a scheduling procedure for students.

Apr. 17 & 18: Mailed letters to resource people, finalized scheduling procedure, made up student selection sheet, assigned room numbers to programs.

Apr. 21: Practice run through of scheduling procedure. It took us one hour to schedule the 9 of us from the S.A.C. Committee!

Apr. 22 - 25: Scheduled student body. Hectic, hectic, hectic... but we did it!
April 28 - 30: Tallyed number of students in each program and found we had to cancel four and reschedule two. This was due to the fact that the band was going to be gone all day on M.A.Y. Day for a concert. This means 100-150 less students each hour, so some of the programs did not fill up. We also had to schedule approximately 150 students who were absent during the previous scheduling days!

May 1: A final check to make sure there were enough chairs in each room, lunch procedures were arranged, etc.

May 2: After a few last minute details (such as a program cancellation, no coffee and rolls as we had ordered, a mistake in a room assignment and one resource person being one-half hour late) things ran smoothly. It was exciting to have experts in so many different areas at our school at one time! Students seemed to be really enjoying themselves. (Two girls who are chronic skippers told me they had attended all their classes and wished school could be like this every day.) The only disappointment was the lack of participation by some of the teachers. Other teachers were great however-they voluntarily went to programs and assisted in whatever way they could. All in all, a real success I feel.

May 5 & 6: Wrote thank yous to M.A.Y. Day resource people. Received much positive feedback on the program. The only negative response so far has been from one of the staff members who left a very strongly worded anonymous note in my mailbox.

May 7, 8 & 9: Planned Orientation Program for In-Coming Freshmen. Students will arrive at 11:45 and will spend about a half hour in an introductory session where they will meet the principal. Then they will divide into groups of 10-12 with a S.A.C. member assigned to each group. S.A.C. members will take students to lunch and then drop them off at the class of their choice. (This is a new idea-to let incoming freshmen attend a high school class to see what it's like.) After class the S.A.C. members will pick up students in their group for a tour of the school and a look at displays to acquaint them with extracurricular activities at the high school. We will wind up the day with a short discussion session.

May 12: Finalized plans for Freshman Orientation.
May 15 - 20: Freshman Orientation. This was an eye-opening experience for the S.A.C. members. Many felt the same frustrations teachers do in dealing with discipline. Of course there were good experiences too. S.A.C. students used their communication skills quite effectively, I thought. Feedback from incoming Freshmen indicated that they enjoyed the half day very much and found it helpful. The principal commended the S.A.C. students on the planning, organization, and carrying out of the program.

May 21 - 22: Began tabulating the results of the M.A.Y. Day survey.

May 23: A free day—we were invited to the home ec room for a snack.

May 27: Planned out end-of-the year party.

May 28: I met with the principal today to suggest that the members of the S.A.C. Committee be given full credit for the work they have done this semester. He agreed, but told me he planned to combine the S.A.C. Committee with a class in Student Government which is being planned for next year (Student Government has been unsuccessful this past year.)

The S.A.C. students reacted very strongly to this suggestion. They felt discounted by the principal, rather than having been praised and rewarded for their outstanding efforts this year. They feel that their goals of creating a more positive school climate and the methods they use to achieve them (self-awareness, emphasis on communication, etc.) are not necessarily compatible with the goals of student government, which seem to be more social in nature.

They feel that their success has been due to the fact that they have no officers but are "equals working together", and as a result they have been able to create an atmosphere of openness and honesty that they feel would not be possible if the group was open to anyone and members changed each quarter.

They are proud of their accomplishments and do not want to lose their identity by being combined with another group.

I agree with their thoughts and feelings, and could not help but be pleased and proud of their sensitivity and perceptiveness. I feel that my goals of help-
ing them achieve cohesiveness and develop a sense of ownership for the group have been accomplished. What a great group of kids!

After giving some more thought to the philosophy behind the S.A.C., our goals, and our reasons for wanting to maintain our own identity and getting these thoughts down on paper, we hope to meet with the principal to attempt to resolve the problem.

Excerpts from final S.A.C. papers

I thought Student Action Committee this year was wonderful. At first it was slow—kind of boring. But then we visited the different schools, and I really saw how we worked. I thought being a class was the best idea. When we became a class is when things picked up. I thought active listening was helpful. (Freshman Student)

This class has really been fun for me. We've had some real successes and a good feeling of unity between the members and Ms. Schaeffer. (Junior Student)

I feel that S.A.C. has not only been helpful to me, but also a help to a nice cross-section of people. It brought a lot of people closer to me that I never thought it would... I think our group is unique. It's a special clique that isn't necessarily the same kind of clique that a lot of people associate with the word. We all share something in common, and that is knowing that you are accepted. (Sophomore student)

S.A.C. has helped me a lot this last semester of the year. I've learned to express myself better and to share my ideas with others. I've found myself learning that to achieve a goal you have to work for it. We've succeeded in everything we have worked for and had a lot of fun doing it... I don't know much about other committees, but from what I do know I think that our committee has been the most successful and the closest. (Sophomore Student)

I feel I got a great deal out of S.A.C. this year. I learned how to understand myself and my values. I also learned how to actively listen. I feel that this group had a cross-section of students who learned to interact and respond to each other. I also feel that we gave something to the school, especially with M.A.Y. Day. This group has helped each individual within it become a more rounded person. We learned how much facial communication relates to verbal communication. All the exercises we did...
were of value to me and will help later in my life. S.A.C.
has been an asset to my schedule. (Sophomore Student)

In comparing S.A.C. to other committees in school, I see a
huge difference. S.A.C. is not only beneficial to the in-
dividuals that are in the group, but S.A.C. contributes so
much to the betterment of our high school. S.A.C. has had
an objective of wanting to improve the difficult situations
that can develop for the insecure student. Additional
goals that were reached were very helpful. With the com-
bined interests and helpful things the S.A.C. does, I
find it a very worthwhile class. Personally, S.A.C. has
helped me to better understand people as individuals, to
understand their feelings and emotions. My major in college
is going to be psychology, and the S.A.C. will probably be
the most beneficial class I take in high school. (Junior
Student)

After being on the S.A.C. for four years, I have noticed
and am overjoyed about the group effort to achieve any
goal we set out to do. We are a committee of many dif-
ferent backgrounds and personal beliefs. To become such
a close and unified group of people, we had to learn to
respect the others' feelings and convictions. . .What I
believe to be most important is the self-growth which I
have experienced as a member of this committee. Other
committee members have told me they feel this too.
(Senior Student)