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A STUDY OF POSSIBLE  
MOTIVATIONAL FACTORS  
BEHIND THE NON-MEDICAL  
USE OF DRUGS

RICHARD NEWTON-SMITH

SHEILA NEWTON-SMITH

LINDA POPP

A THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF A  
MASTER'S DEGREE IN  
SOCIAL WORK

1970

UMI Number: EC52824



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R. G. Chandler, Chairman

W. Y. Wassef  
W. Y. Wassef

B. J. Kroeker  
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## CHAPTER I

### INTRODUCTION

#### Purpose:

The impetus to study the area of teenage drug use came not only from the personal contacts and experiences which the authors have had with teenagers who were experiencing personal difficulties as a result of drug use (two of the authors worked at the Addiction Research Foundation for one year as part of their graduate work and one did some volunteer work at the Drop-in Centre)<sup>1</sup> but from various theoretical approaches and previous writings which reinforced the authors' thoughts. An editorial in the January issue of *Clinical Pediatrics* 1967 reads:

"drug abuse has plagued human society through our recorded history. The urgency of the problem today is reflected in the flood of newspaper, magazines and medical articles. The greatest tragedy is that our younger citizens are most involved. To understand any teenager's turning to drugs, one must understand teenagers, their problems, aspirations and their complex emotions."<sup>2</sup>

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<sup>1</sup>Both Richard Newton-Smith and Linda Popp spent one year working at the Addiction Research Foundation, Windsor as part of their field placement while working towards a Master's degree in Social Work. Also Richard Newton-Smith did some volunteer work at the Drop-in Centre during the fall of 1969.

<sup>2</sup>Arnold Chanin, "Toward An Understanding of Teenagers' Alternatives to Drug Abuse," Clinical Pediatrics, Vol. 8 (January, 1967), p. 6.

Richard Blum, a Stanford University Psychologist, found that marihuana use had almost tripled in five California campuses over an eighteen month period ending December, 1968.<sup>3</sup> The Addiction Research Foundation in London, Ontario in 1969 found that thirteen percent of the high school girls and nineteen percent of the boys had used drugs for a non-medical purpose at least once.<sup>4</sup>

Therefore, based on the fact that earlier studies had dealt with the extent of drug use, the rise in the number of convictions for drug offenses, the increase in the number of young people going to the Addiction Research Foundation, the increased publicity concerning local schools and so forth, the authors decided there was no question that drug use was prevalent and that a further study of the extent of drug use at this time would be futile. Further exploratory study by the authors turned up an amazing lack of reliable studies concerning possible causal factors related to drug use.

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<sup>3</sup>Richard Blum, Students and Drugs (San Francisco: Jossey Basse Inc., 1969), p. 54.

<sup>4</sup>Preliminary Report of the Study of Student Drug Use Conducted by the Addiction Research Foundation's London, Ontario Office, (Toronto: Addiction Research Foundation, 1969).

By looking specifically at the three possible motivational factors of communication in the home, peer group dependency and attitudes towards school, the authors feel this study will help to clear up a great deal of the present confusion which has arisen as a result of an abundance of unsubstantiated literature found in many different places today. As E. Rosenfield writes:

"we know very little about how to control and prevent the spread of addiction and how to rehabilitate the teenage or adult drug user."<sup>5</sup>

P. Laurie, a British lawyer turned journalist, who has done extensive work with teenagers, goes further saying that:

"although perhaps 10,000 scientific papers have been published on this subject - 1,000 on hallucinogens alone - in the last fifty years, there is an amazingly small amount of information available. Among scientists as among laymen, this subject stimulates endless streams of subjective, narrative evidence, wild claims and repetitive accounts."<sup>6</sup>

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<sup>5</sup>William Bier, Problems in Addiction: Alcohol and Drug Addiction (New York: Fordham University Press, 1962), p. 169.

<sup>6</sup>Peter Laurie, Drugs: Medical, Psychological and Social Facts (Middlesex: Penguin Books, 1967), p. 7.

Therefore, the authors felt that the City of Windsor where the problem is rapidly increasing (as evidenced by the formation of a Mayor's Committee on Drugs, increase in number of students referred to Addiction Foundation and so forth) and where scientific research into possible causes of non-medical use of drugs is scarce is badly in need of this study and should definitely benefit from it. Further to this, the authors are of the opinion that, if relationships can be established between the cause and the effect (increased drug use), this should lead to the formation of beneficial treatment programs to begin to combat the problem.

#### Review of Related Literature:

The authors' review of the literature dealt only with those studies which had looked at motivational factors behind drug use. Materials dealing with the extent of use or the effects of certain drugs were not reviewed for this study. After visits to several libraries (including the Addiction Research Foundation head office in Toronto) and discussions with people involved in working with teenage drug users, it became apparent as was mentioned earlier, that there was a remarkable lack of concrete, objective information of possible causal factors in relation to drug use, and those studies which had been done, dealt extensively with the heroin problem in New York city.

After a review of the literature, it was decided to study the relationship between the non-medical use of drugs and three possible motivational factors, namely communication in the home, attitudes towards school and peer relationships. The selection of the three factors was influenced by the findings of the study conducted by the Addiction Research Foundation in Toronto High Schools which was designed to measure the behavior and attitudes of Toronto students in relation to drugs. One of their findings was:

"schools, churches or peer groups were shown to have varying degrees of influence on the students' decisions to use drugs. In the schools there was a significantly high number of non-users who achieved A grades while a disproportionate number of users reported failing."<sup>7</sup>

In a discussion of the pertinent literature which is to follow, there are three parts to the section: one dealing with communication, one with attitudes towards school and the third with peer relationships.

C. W. Wilson and Arnold Linken did a study of twenty cannabis users in 1968 and one of their many conclusions was that the use of cannabis by the individual was

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<sup>7</sup>Preliminary Report on the Attitudes and Behavior of Toronto Students in Relation to Drugs (Toronto: Addiction Research Foundation, January, 1969), p. 4.

caused by a separation of communication in his family.<sup>8</sup>

M. Glatt also looked at communication in relation to heroin users and concluded that the emotional relationships in the home during childhood had usually been unsatisfactory. The parents often had emotional problems that inhibited relationships forming between parent and child. The combination of the lack of a guiding hand by the father and an overly protective mother was frequently present.<sup>9</sup> This would reinforce the author's belief that where communication has broken down, there is a greater probability of drug use occurring.

Isidor Chein has done extensive work with narcotic addicts and from these experiences, he has formed some definitive conclusions. One of these is that individuals identified as addicts have experienced an inadequate home life and the father was absent in more than half the cases.<sup>10</sup>

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<sup>8</sup>C. W. Wilson and Arnold Linken, "Use of Cannabis in Relation to Adolescence," in Pharmacological, Epidemiological Aspects of Adolescent Drug Dependence, ed. by C. W. Wilson (Oxford: Pergamon Press, 1968) p. 123.

<sup>9</sup>M. Glatt, "Psychological and Social Aspects of Drug Dependence in Adolescence," in Pharmacological and Epidemiological Aspects of Adolescent Drug Dependence, ed. C. W. Wilson (Oxford: Pergamon Press, 1968), p. 166.

<sup>10</sup>Isidor Chein, "Status of Sociological and Social Psychological Knowledge Concerning Narcotics," in Narcotic Drug Addiction Problems, ed. R. B. Livingstone (Maryland: Health, Education and Welfare Office, 1958), p. 146.

Perhaps the strongest influence on this study was the work of Millard Bienvenu and his inventory for Parent-Adolescent Communication. He concluded that there are increasing numbers of indicators that this vital factor (communication) in the family is a significant problem facing Americans today. Although a few teenagers were found to report all their difficulties to their parents, most of them have trouble confiding in their parents.<sup>11</sup>

Further to this, the Toronto study on drug use conducted by the Addiction Foundation found that 12 percent of the users lived with only one parent and 16 percent lived with neither.<sup>12</sup> They found that 16 percent of the users' fathers did not work and this could be correlated with E. Bakke's study of the family disruptions caused by a non-working father.<sup>13</sup>

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<sup>11</sup>Millard J. Bienvenu, "Measurement of Parent-Adolescent Communication," Family Coordinator, (April, 1969), p. 118.

<sup>12</sup>Preliminary Report on The Attitudes and Behavior of Toronto Students in Relation to Drugs. (Toronto, 1969), p. 33.

<sup>13</sup>E. Bakke, "The Cycle of Adjustment to Unemployment," in The Family, ed. Norman Bell and Ezra Vogel (Free Press of Glencoe, 1960), p. 121.



Finally Rosenfield who works at the Human Relations Centre in New York City concludes that the young drug users come from disturbed families, broken by death, desertion or divorce. When both parents are at home, relations between them are overtly hostile or empty of warmth and mutual interest. Family cohesion is low: the father if present has failed to establish a warm relationship with his son and ther mother on the other hand is often possessive and domineering and at the same time erratic in her methods of rearing the child.<sup>14</sup>

The Toronto study did a rather extensive review of the adolescent and his relationships with his peer group. They came to the conclusion that the teenager tends to place more trust in the judgments of his peer group than those of his elders and that the peer group seemed to have a great deal of influence on his behavior such as in relation to drinking, drug taking and smoking. They found that 33 percent of the students who did smoke did so with their friends instead of alone and 69 percent were apt to drink with friends.<sup>15</sup>

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<sup>14</sup>William Bier, Problems in Addiction: Alcohol and Drug Addiction (New York: Fordham University Press, 1962), p. 171.

<sup>15</sup>Preliminary Report on the Attitudes and Behavior of Toronto Students in Relation to Drugs (Toronto, 1969), p. 61.

Livingstone, in his work with heroin addicts, found that initiation to drug use and the continuance of use is typically an outcome of the ordinary social relationships of the individual who becomes a user.<sup>16</sup>

Kenneth Leech and Brenda Jordan in their book on drug use by young people in England conclude that people start taking drugs under social pressures from their friends or their group.<sup>17</sup> In other words, one uses the drug if one's friends do because failure to do so will mean rejection from the group by your friends.

John Clausen writing on the subject of drug addiction in Merton's book on Social Problems noted that initially the experience of the drug user comes most often from the drug having been made available by a friend or a group in which the individual is a member. He goes on further to add that, studies of drug addiction over the past three decades, including recent studies of the young,

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<sup>16</sup>Robert Livingstone, Narcotic Drug Addiction Problems (Bethesda: National Institute of Mental Health, 1958), p. 150.

<sup>17</sup>Ken Leech and Brenda Jordan, Drugs for Young People: Their Use and Misuse (Oxford: Headington Hill Hall, 1967), p.

suggest that addiction is not primarily to be attributed to the drug peddler or to setting after drugs but most often the pattern is one of intimate association with one or more addicts.<sup>18</sup>

The Toronto study which was reinforced by the subsequent London, Ontario study has come to some definite conclusions with regards to school and the relationship to individual drug use. The Toronto study concluded that there was a significantly high number of non-users who achieved A grades while a disproportionate number of users reported grades of D and E. Of all the students reporting grades of 75 or better, only 6.6 percent reported drug use while 78.8 percent of those obtaining A grades were non-users.<sup>19</sup>

The Toronto study further found that drug users were significantly absent in non-academic activities and non-drug users were prominent in these activities. Of all

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<sup>18</sup>John Clausen, "Drug Addiction," in Contemporary Social Problems, ed., Robert Merton and Robert Nisbet (New York: Harcourt Brace and World, Inc., 1966), p. 209.

<sup>19</sup>Preliminary Report on The Attitudes and Behavior of Toronto Students in Relation to Drugs (Toronto, 1969), p. 61.

the students taking part in three or more non-academic activities only 8.1 percent reported any drug use while 74.9 percent classified themselves as non-users.<sup>20</sup>

Richard Blum is a psychologist in California who has done rather extensive work studying student drug users and their behavior. He concludes that the degree of dissatisfaction towards school was distinctly less among non-drug users. Also, the number of incomplete grades for the non-drug users within the year of his study was nil. He goes on further to add that regarding athletics, students for whom sports are of either very little or no importance, report proportionally more experiences with drugs.<sup>21</sup>

Mowrer and Vogel in their studies conducted at the Lexington Prison and Addiction Treatment Centre, concluded that the typical drug addict patient had left school after frequent truancy and had never finished high school.<sup>22</sup>

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<sup>20</sup>ibid., p. 31.

<sup>21</sup>Richard Blum, Students and Drugs (San Francisco: Jossey Basse Inc., 1969), p. 54.

<sup>22</sup>W. Maurer and Victor Vogel, "Drug Addiction and Youth" in Narcotics and Narcotic Addiction, ed., Charles C. Thomas (Springfield: , 1967), p. 302.

A study just completed by Dr. Herbert Berger in New York City where he studied the life ways of 343 addicted youths, concludes that the outstanding characteristics was a hatred for compulsory education. The student first tries to destroy his jail (school) and his neighbour's property and finally he attempts a chemical escape (drugs). He concludes that compulsory education engenders in the individual drug user a hatred for society.<sup>23</sup>

In the coming sections, Chapter 2 will deal with the research design and the steps used in selecting the sample. Further to this, there is a section describing the difficulties encountered which prevented the carrying out of the original research design. Chapter three is an analysis of the general identity questions which were at the beginning of the questionnaire and all three authors are responsible for this section. Chapter four is an analysis of the findings concerning the degree of communication in the home for the drug users and Richard Newton-Smith is responsible for this section. Chapter five is

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<sup>23</sup>Toronto Telegram, January 2, 1970, p.

the responsibility of Sheila Newton-Smith and deals with the findings concerning the degree of peer group dependency of the drug users. Finally, Linda Popp is responsible for Chapter six which deals with the degree of positive attitudes of the drug users towards school. Chapters seven and eight are the responsibility of all three authors and will deal with the limitations of the research and the actual findings and suggestions for further research respectively.

## CHAPTER II

## RESEARCH DESIGN

A. Hypothesis:

The greater degree of communication between parent and child, the more successful the participation in school related activities, the less the dependency upon social relationships with peers and the less the probability of drug use.

B. Working Definitions:

- communication - transmitting of positive feelings as measured by the operation mentioned below.
- successful - more positive attitude towards school, better marks and involvement in activities. As measured by the operation described in the definition below.
- school related activities - both academic and nonacademic.
- dependency - need for peers as measured by the operation defined below.
- social relationships - friendships, interaction with.
- peers - friends both male and female of comparable age.
- drug use - non-medical use of drugs.

C. Operational Definitions:

1. communication - as evidenced by the degree of positive feelings towards parent as measured by a rating scale. Optimum communication would be indicated by a score of 5 and the poorest communication by a score of 1.
2. social relationships with peers  
as evidenced by the degree of need for the respondents' group of friends as measured on a five point rating scale. Greatest dependency would be indicated by a score of 1 and least dependency by a score of 5.
3. participation in school related activities -  
involvement in both academic and non academic activities as measured by a rating scale designed to measure degree of activity and also questions concerning average academic marks. On the rating scale a score of 5 will indicate the most positive attitude towards school and a score of 1 a negative attitude.
4. drug use - degree of involvement with the non-medical use of drugs as evidenced by a rating scale which will range in degree from never having used through to regular and frequent use (once a week). See appendix.



## Difficulties Encountered When Seeking Permission to Conduct the Study in Windsor High Schools:

### Plan A:

It is necessary and appropriate at this point to inform the reader of certain difficulties which were encountered by the authors as they conducted the research and as a result the design needed to be changed.

The authors decided at the outset that the greatest need for research of the drug problem was in the teenage population (agreeing though that the problem certainly exists in other age populations) and thus three area high schools were selected for the study. The three were selected because it was felt that in the past, officials of these schools had expressed a concern for the growing drug problem and these three schools were also a good cross section of the total city high school population. Although individual principals have autonomy, it was decided that due to the nature of this project the authors would approach the Administration of the High Schools for permission to conduct the study in the designated schools.

After preliminary contacts, a letter was sent which fully and objectively explained the research and this was accompanied by a copy of the actual questionnaire to be used. With the favorable support of the

Superintendent of Special Services, the letter was forwarded to the Superintendent of Administration and Instruction. He presented the proposal to the city high school principals. However, no member of the research team was consulted or asked to explain any facet of the research to the principals. The Administration vetoed the study stating in a letter to the researchers that the principals did not want the study at this time because they had been bothered too much lately by University students doing papers and so forth.

Upon receipt of a negative response from the Administration the authors decided to approach the Board of Education and the elected members of the board rejected the proposal on the recommendation of the Administration because of the heavy load on the Administration and interference with studies. A motion from one Board member to have members of the research team explain their project was also defeated.

This decision to reject the study was questioned by the City newspaper and also by concerned citizens. As a result the Administration of Secondary Schools reconsidered their original decision.

The research consultant and research advisor of the study were finally able to meet with the principals

and school guidance personnel to outline fully the project. The result of the meeting was a compromise research proposal which would have included all the city high schools but the design would have remained essentially the same.

The Administration presented the Board of Education with the compromised proposal but the Board again rejected the study without giving any objective reason for doing so.

At no time in the process were the design or purposes of the study in question.

#### Plan B - Approach to the Separate School Board:

The Separate School Board was approached for their approval. Initial contacts were made to determine the procedure which would have to be followed. It was necessary to approach two boards since after grade ten the schools are no longer under the Separate School Board, but come under the jurisdiction of the Windsor Metro High School Board. Letters were again sent to the appropriate persons and arrangements were made to have the proposal placed on the agenda of the Separate School Board and the Metro High School Board.

The proposal was not placed on the agenda for the Separate School Board meeting and the Metro Board

while accepting the study placed some conditions on it which made it impossible to be conducted this year. One of the conditions was ~~that~~ the separate schools could be studied if the authors also studied three of the public high schools.

Place C. - Use of the Addiction Research Foundation's Facilities:

After the preceding two decisions ruled out any possible chance of using the schools for securing a sample, the authors decided to approach the Addiction Research Foundation for permission to use the members of their encounter groups as a sample. This permission was readily given, but unfortunately certain limitations arose which meant the original design had to be changed to its present form.

Population and Sample:

As a result of the difficulties encountered with the City School Boards, the authors were not able to use the high school students as a population to draw the sample from. Therefore the population from which the sample was drawn, was obtained through the cooperation of the Windsor office of the Addiction Research Foundation.

The population were members of ten small groups set up by the Addiction Research Foundation in the City of Windsor to help individuals experiencing difficulties in life which in many cases are leading to heavy drug use. Depending on different conditions, the number of group members from week to week may range from 90 to 120 members. The particular week that the authors interviewed the members, there was a total population of 91.

The group members could be identified as self-recruiting as they attend the group sessions on their own motivation and are not referred by another agency. Therefore, once contact was made with the individual group leaders to seek their permission, the authors decided to administer the questionnaire to all the groups within the space of one week. Each of the group sessions was attended by one of the authors to explain the purpose of the study, ensure anonymity, and administer the questionnaire to all members present. Therefore the conclusions from this study will be applicable only to this population and it will only be possible to note trends which may apply to all drug users as this population is not necessarily representative of all drug users.

Sample:

This study is based on a questionnaire (see appendix) which was administered to the above population.

After deleting the questionnaires which were improperly filled out, the sample was chosen from the remaining respondents. Also removed were those respondents who classified themselves as being non-drug users as well as those who listed themselves as having used drugs only once or seldom. The authors believe there is little difference for purposes of comparison between someone who has used a drug only once and someone who has never used drugs for a non-medical purpose. Therefore, the sample consisted of those respondents who classified themselves as having used drugs periodically, frequently or regularly.

Therefore the final sample consists of 67 drug users of which 19 are female and 48 males who by their own admission use drugs at least once or twice a month.

## CHAPTER III

## ANALYSIS OF THE IDENTITY QUESTIONS

This chapter will explain initially some factors which should be kept in mind while reading the results. Secondly, the authors will analyse the results of the identity questions which will help to create a mental picture of the typical drug user in this sample.

A brief analysis of the collected questionnaires revealed two which had to be eliminated due to inconsistencies in their answers and there then remained a sample of 19 females and 48 males. Each respondent in the sample had by his own admission used drugs at least periodically (once or twice a month). Further to this the authors found 8 respondents who had never used drugs and another 8 who had seldom used them.

When reading the individual chapters, one should keep in mind that the results relate to a very special population and some respondents were no longer in school and others no longer at home. Therefore, for analysis, the authors removed those respondents from the sections where their data did not apply ie., for the section measuring communication, those respondents no longer living at home were moved from this section.

Therefore the analysis of the following section deals with the general identity questions and involves a sample of 67 respondents (48 males and 19 females).

#### Age of Respondents:

The average age of the female respondents was 16.94 and for the males was 17.85. This is probably representative of the general drug taking population but may be slightly higher for both sexes because two of the groups were composed of an older population which may affect the average upwards.

#### Number of Siblings:

The female respondents had an average of 2.89 siblings, while the males had a slightly smaller number 2.33.

#### Parental Constellation:

Of the 19 female respondents, 12 lived with their real mother and father. This represents 66 percent of the females. One respondent was eliminated as she no longer lived at home. For the male respondents, 32 subjects lived at home with real mother and father. This represents 76 percent with 6 respondents eliminated for the same reason as the females.



Living with some combination of a broken family constellation ie., only with mother, mother and step-father etc., were 6 female respondents (33%) and 12 males (28%).

#### Socio-Economic Level:

One questionnaire was eliminated from this section as the respondent had left the question blank. The males and females were analyzed together for this section. There were 22 cases (36%) whose parents earned between \$5,000-\$10,000 and 24 cases (40%) whose parents were earning between \$10,000 - \$15,000. Thus, 76% of the respondents came from families where the income level was between \$5,000 and \$15,000. Further, there were 7 respondents whose parents earned between \$15,000 - \$20,000 and five whose parents were earning in excess of \$20,000.

One intervening factor here is that some respondents felt they honestly did not know how much money their parents earned but were only able to guess.

#### Extent of Drug Use:

Figure 1 is a graph which shows the extent of drug use for males and females by percentages. Periodic drug use which was the minimum or cut-off point for selecting the sample represents use of drugs at least once or twice a month; frequent use was defined as use

of drugs once or twice a week with regular use being once or twice a day. One can note from the graph and table that this sample are rather heavy drug users both male and female.

TABLE 1

## INCIDENCE OF DRUG USE FOR MALE POPULATION

| <u>Extent</u> | <u>Number</u> | <u>Percentage</u> |
|---------------|---------------|-------------------|
| Periodically  | 20            | 41.6              |
| Frequently    | 25            | 52.0              |
| Regularly     | 3             | 6.4               |

N - 48

TABLE 2

## INCIDENCE OF DRUG USE FOR FEMALE POPULATION

| <u>Extent</u> | <u>Number</u> | <u>Percentage</u> |
|---------------|---------------|-------------------|
| Periodically  | 12            | 63.0              |
| Frequently    | -             | -                 |
| Regularly     | 7             | 37.0              |

N - 19

Types of Drugs Used:

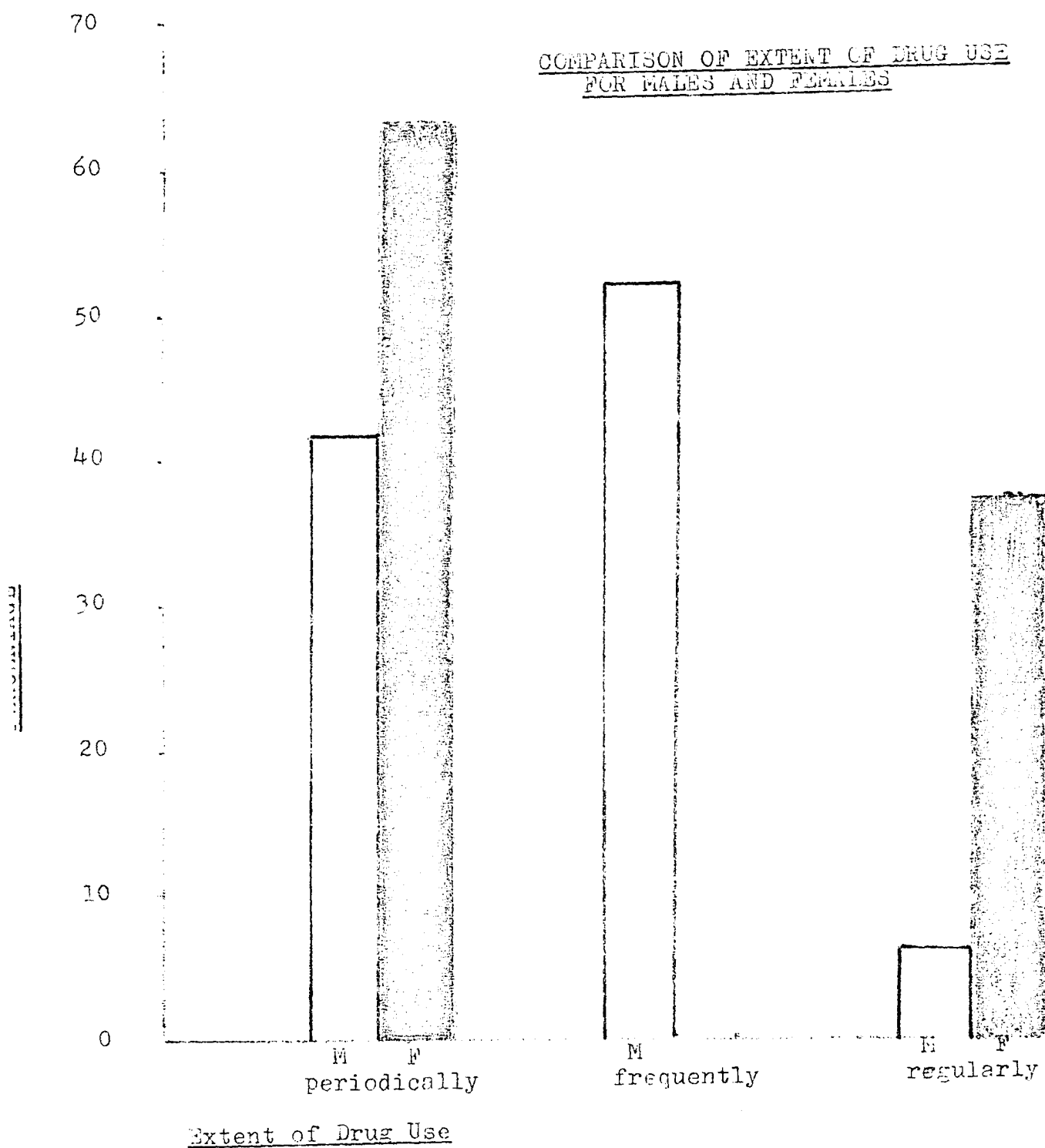
The authors prepared a list of all the drugs which have been in frequent use in Windsor. Figure 2 is

a graph showing the percentage of the male respondents who have experienced the various drugs and figure 3 shows a similar comparison for the female respondents. It was noted that many of the respondents had experienced five or more of the drugs, but there is no way of knowing if the experience with some of the drugs was experimental or whether they are all used regularly. The category ' other ' showed some interesting responses including 6 subjects who listed gravol as a drug used. In the questionnaire, codeine was further identified as ' B ' in order to facilitate identification since this is a term which is particularly popular in Windsor.

TABLE 3  
PERCENTAGE OF MALES EXPERIENCING THE DRUGS LISTED

| Drug Type                            | Percentage |
|--------------------------------------|------------|
| marihuana (hash, grass)              | 97.9       |
| L.S.D. (mescaline, acid)             | 87.0       |
| amphetamines (speed, methadrine)     | 70.7       |
| barbituates (tranquilizers, downers) | 77.2       |
| opiates, heroin (smack)              | 45.5       |
| codeine, ( B )                       | 86.0       |
| solvents (glue, nailpolish)          | 33.0       |
| others                               | 43.0       |

FIGURE 1 .



FEMALES - Shaded area .

FIGURE 2

100

28

PERCENTAGE OF MALE RESPONDENTS  
EXPERIENCING THE DRUGS LISTED

90

80

70

60

50

40

30

20

10

0

PERCENTAGE

MARIHUANA

L.S.D.

SPEED

BARBITUATES

OPIATES

CODEINE

SOLVENTS

OTHERS

PERCENTAGE OF FEMALE RESPONDENTS  
EXPERIENCING THE DRUGS LISTED

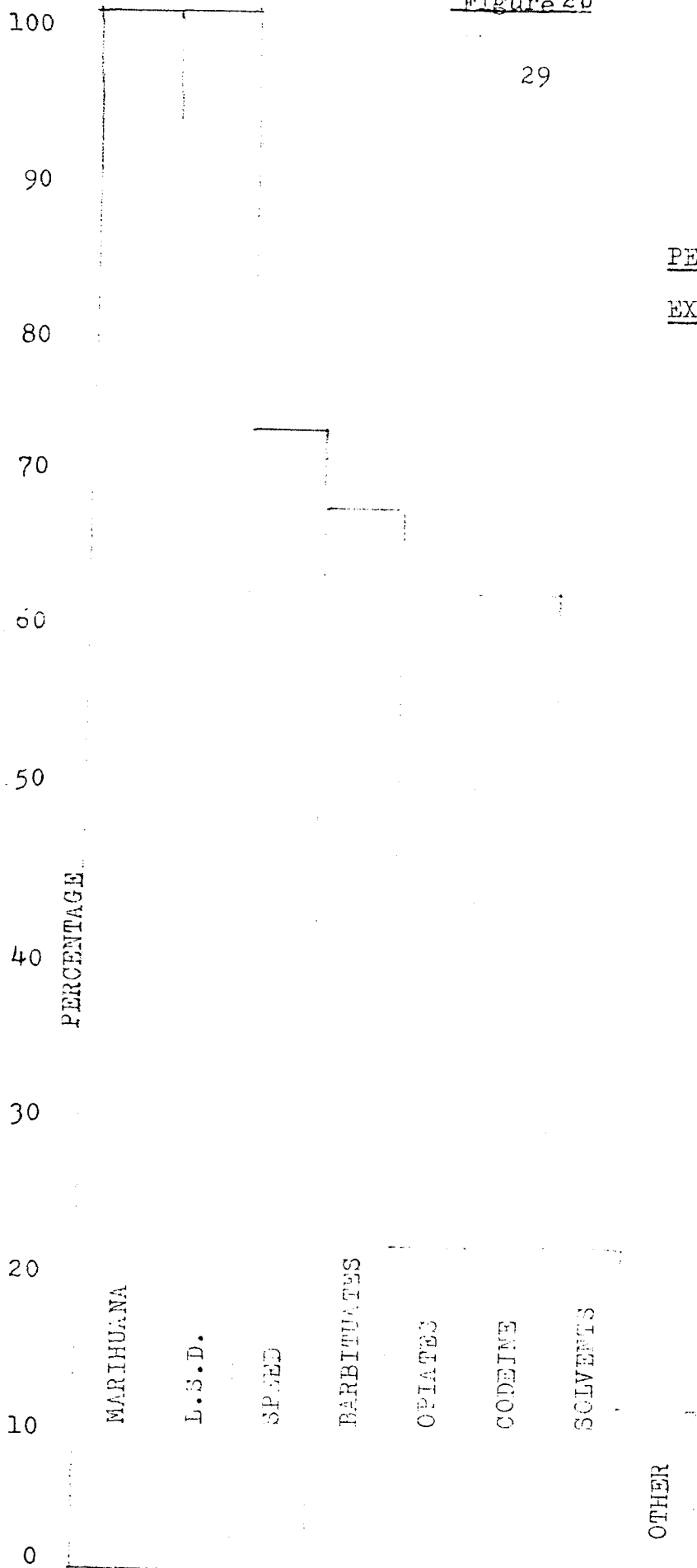


TABLE 4

## PERCENTAGE OF FEMALES EXPERIENCING THE DRUGS LISTED

| Drug Type                            | Percentage |
|--------------------------------------|------------|
| marihuana (hash, grass)              | 100.0      |
| L.S.D. (mescaline, acid)             | 100.0      |
| amphetamines (speed, methadrine)     | 73.2       |
| barbituates, tranquilizers (downers) | 68.0       |
| opiates, heroin (smack)              | 21.3       |
| codeine ( B )                        | 63.0       |
| solvents (glue, nailpolish etc.)     | 21.4       |
| others                               | 10.9       |

Conditions Under Which The Drugs Are Used:

In response to question 17 (see appendix) which was designed to find out under what conditions the person uses drugs ie., alone or with friends, etc., there were 11 females (57.8%) who replied they use drugs when with close friends. One respondent said she used them alone, two said they would use before, during or after a party while 5 other respondents said they would use drugs anywhere and anytime.

For the male response to the same question, 3 (6%) replied they used drugs when alone; with close friends was selected by 18 respondents (37.5%); before, during, or after a party by 5 males (10%); anywhere away from home by 10 (20.8%) and 12 responded anytime outside

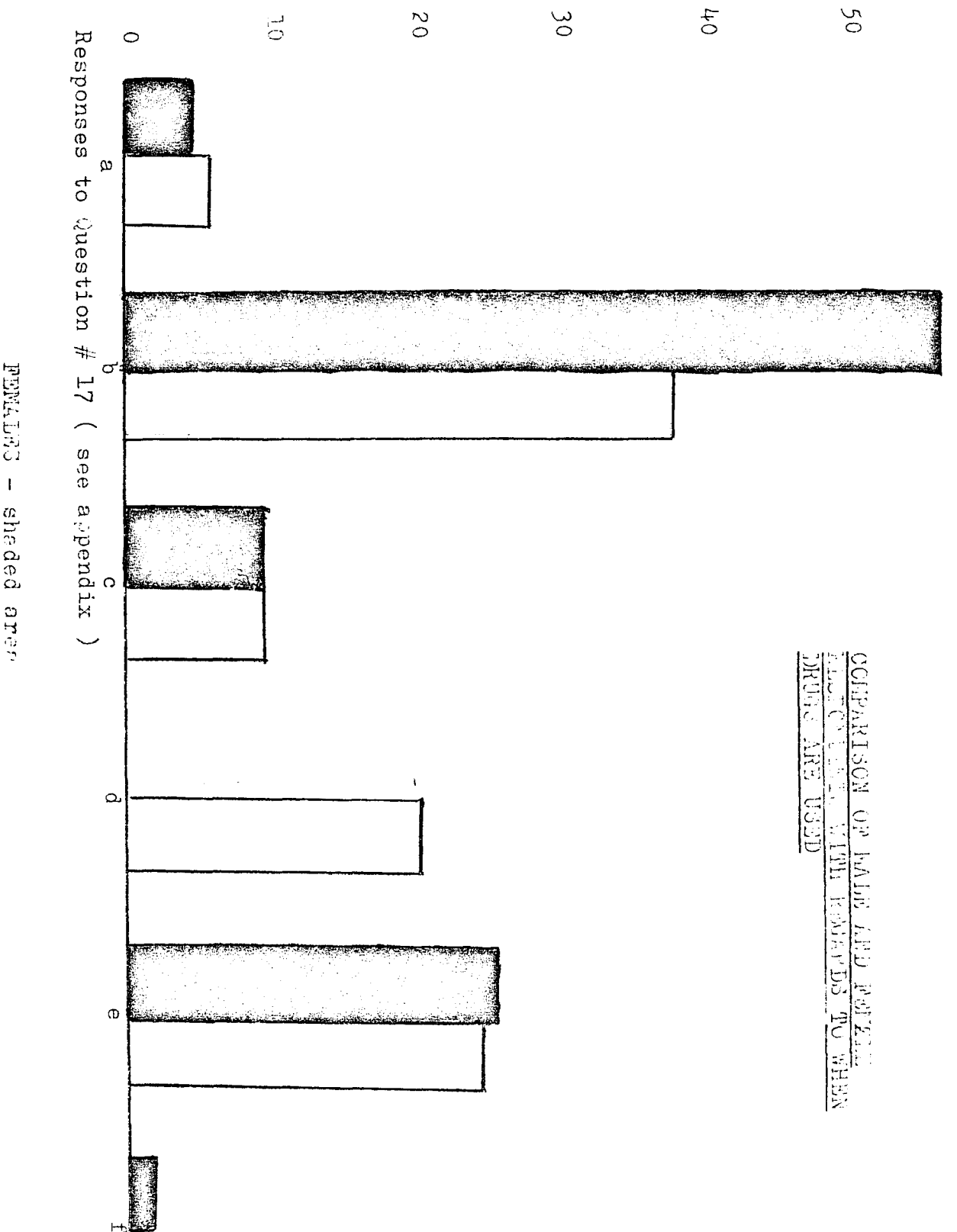
of school (25%). One male respondent replied he used drugs only when at home.

Reasons for Using Drugs:

For one reason or another, many of the 67 users did not answer this question. Of the female respondents, 11 answered the question by stating that they used drugs to feel more at ease; 3 felt drugs helped them to feel more at home with their friends; therefore, 54.5% of the female respondents used drugs to be able to get along better with others. Other reasons given by the female respondents included "it feels good", "nothing else to do", and one added she was using drugs "for research purposes."

For the male respondents, two answered the question by stating that they used drugs to help keep awake and alert; 10 felt drug use was an escape and relief from tension, school worries etc.; 4 felt drugs helped them to feel more at ease; 15 responded that they used drugs simply to get "stoned" and one respondent replied he used drugs because of group pressure.





## CHAPTER IV

## FINDINGS CONCERNING THE COMMUNICATION SCORES

Richard Newton-Smith

This chapter will concern itself with the relationship between the degree of communication in the home and the subsequent degree of drug use. The hypothesis is that:

' the greater the degree of communication between parent and child, the less the probability of drug use '

The dependent variable is the degree of communication and is measured by questions 20, 21, 23, 24, 29, 30, 31, 34, 36, 37, 39, 43, 45, 46, 55, 58, 61, 66, 69, 72 (total of 20) (see appendix) and all questions were taken from Millard Bienvenu's Inventory of Parent Adolescent Communication. Originally, question 49 was part of the analysis, but the author removed it because a preliminary review showed it was not measuring true communication.

Before analysis of the data could begin, the author removed six questionnaires from the male portion of the sample because they had commented that they were no longer living at home. Therefore, in order not to bias the results, they were not included in the analysis.

From the female portion, two were removed for the same reason and this left a sample of 42 males and 17 females.

The questions had five possible choices of response which ranged in degree from always to never. A value of 5 was assigned to those responses which indicated optimum communication existing in the home for the respondent and a value of 1 assigned to those choices which indicated communication to be almost non-existent. Thus with a total of 20 questions, a score of 100 would be an indication of complete free communication in the home, a score of 60 would indicate only fair communication and a score of 20 would show that there is little communication in the home.

The mean value for the communication scores was 52.5 for the female respondents with a standard deviation of 27.0.

For the male segment, the scores had a mean value of 57.4 with a standard deviation of 39.0.

TABLE 5

## SUMMARY OF COMMUNICATION SCORES FOR MALE RESPONDENTS

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 84 plus         | -         | -          |
| 68 - 83         | 9         | 21.3       |
| 52 - 67         | 19        | 45.2       |
| 36 - 51         | 11        | 26.4       |
| 35 or less      | 3         | 7.1        |

N - 42

TABLE 6

## SUMMARY OF COMMUNICATION SCORES FOR FEMALE RESPONDENTS

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 84 plus         | 1         | 5.8        |
| 68-83           | -         | -          |
| 52-67           | 9         | 52.9       |
| 36-51           | 4         | 23.5       |
| 35 and below    | 3         | 17.8       |

N - 17

Little conclusive evidence is shown by Table 6 except that the majority of both male and female respondents fall into the third or second lowest category which indicates poor communication (71% and 75% respectively). A trend might also be forming which shows the males tend to have better

communication at home than do females as evidenced by the 21% of male respondents in the top two intervals compared with only 5.8% for the females. Figure number 4 helps to illustrate this.

Findings for Respondents Experiencing Drugs Seldom:

As mentioned previously when the sample of heavy drug users was selected, there remained a sample of 8 respondents who had seldom experienced use of drugs. The author analyzed the scores for this group to see if a trend could be noted.

TABLE 7

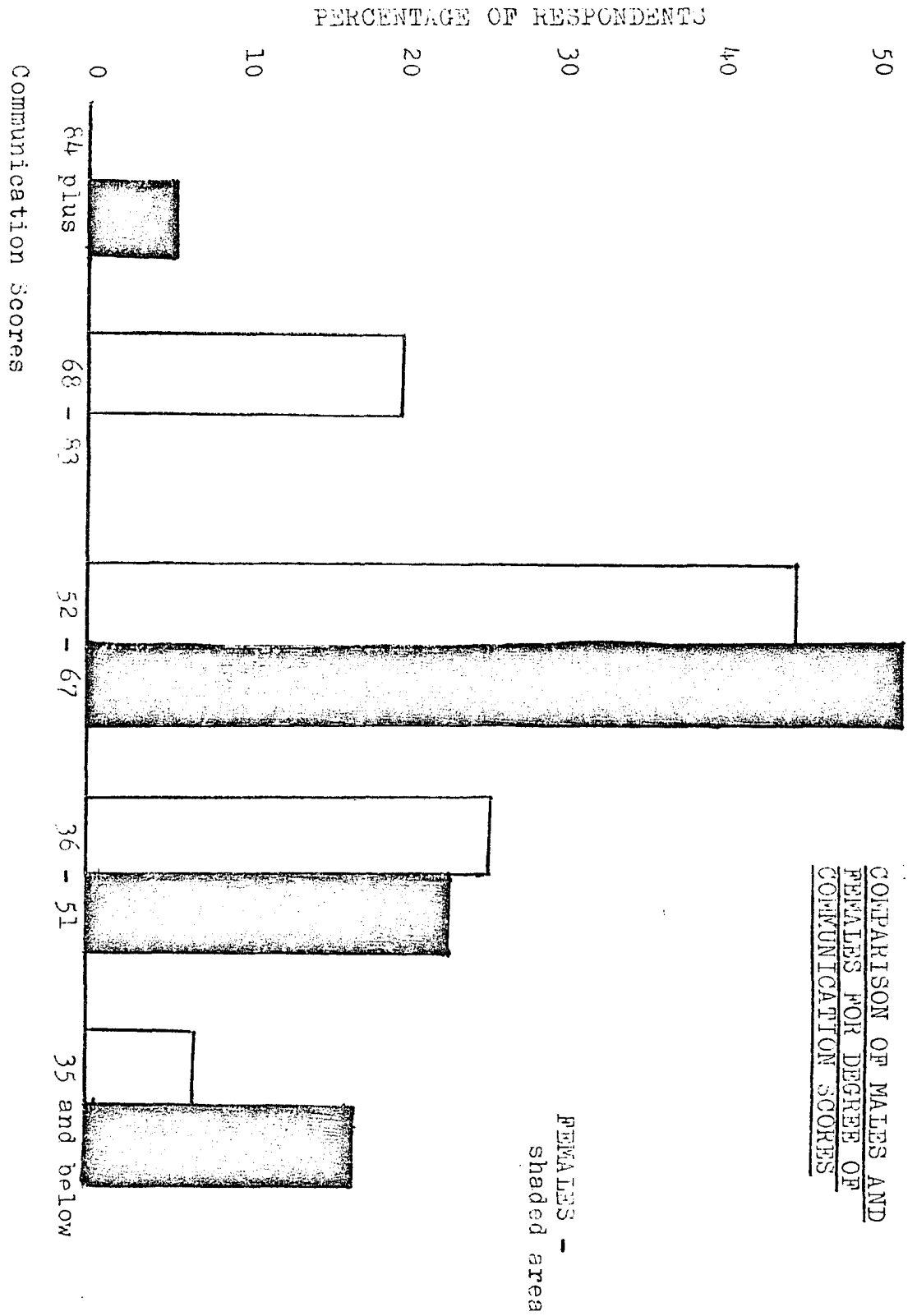
SUMMARY OF SCORES FOR SELDOM USERS  
OF DRUGS

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 84 plus         | -         | -          |
| 68-83           | 2         | 25         |
| 52-67           | 2         | 25         |
| 36-51           | 4         | 50         |
| 35 and less     | -         | -          |

N - 8

A small trend can be detected as shown by Table 7 towards greater communication for this group who are less involved with drugs. However, no definite results can be noted.

Figure 4



Findings for Non-Drug Users:

After the sample was selected there also remained 8 respondents who had never used drugs and their scores will now be analyzed.

TABLE 8

SUMMARY OF SCORES FOR NON-DRUG  
USERS

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 84 plus         | -         | -          |
| 68-83           | 4         | 50.0       |
| 52-67           | 4         | 50.0       |
| 36-51           | -         | -          |
| 35 and less     | -         | -          |

There appears to be a definite trend towards greater positive communication. There are no respondents in the two lowest categories and 50 percent are in the second highest category.

To see if this trend of better communication is associated with less extensive drug use, the author attempted a different breakdown of the sample. The drug-using sample was broken down into two groups differentiated by the number of drugs experienced. The author hoped to find one group who may have used only one or two drugs and another group which had used five or six but it was

necessary to make the minimum number of drugs five. Therefore for comparison, one group has experienced five drugs or less and the other group six drugs or more.

TABLE 9

## COMMUNICATION SCORES OF THOSE USING FIVE DRUGS OR LESS

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 84 plus        | -         | -          |
| 68-83          | 4         | 13.3       |
| 52-67          | 16        | 53.3       |
| 36-51          | 6         | 20.1       |
| 35 and below   | 4         | 13.3       |

N - 30

TABLE 10

## COMMUNICATION SCORES OF THOSE USING SIX DRUGS OR MORE

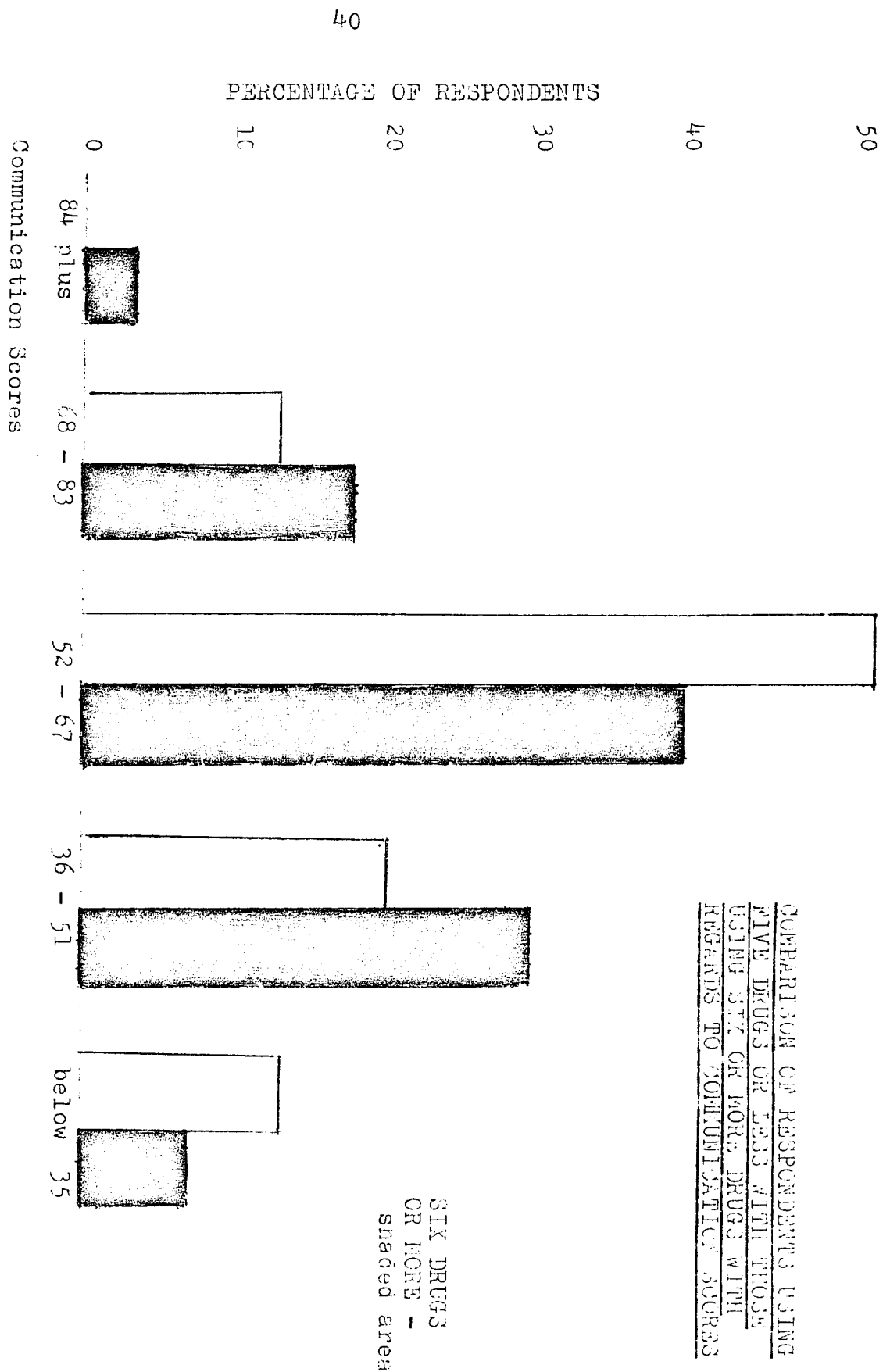
| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 84 plus        | 1         | 3.7        |
| 68-83          | 5         | 18.6       |
| 52-67          | 11        | 40.7       |
| 36-51          | 8         | 29.6       |
| 35 and below   | 2         | 7.4        |

N - 27

The only trend notable in Tables 9 and 10 is the one similar to the scores for the total sample as the larger percentage fall into the third and second lowest category (73%). But little can be said of this because



Figure 5



there is little difference between someone who uses five drugs and one who uses six. However the sample was such that a less extensive drug-using group could not be separated out.

#### Findings for Heroin Users:

Noting that heroin has always been classified as the most dangerous drug, the author took out a sample of heroin users to see if a trend could be noted. Although the heroin sample amounts to more than 60% of the total drug using sample, this use may be limited to one time, an experimentation etc.

TABLE 11

COMMUNICATION SCORES RECEIVED FOR THOSE IN THE SAMPLE WHO USED HEROIN

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 84 plus         | 1         | 4.4        |
| 68-83           | 4         | 18.0       |
| 52-67           | 7         | 31.7       |
| 36-51           | 7         | 31.7       |
| 35 and below    | 3         | 14.2       |

There appears to be little difference here as again the greater percentage are in the third and second last categories indicating poor communication. But there does appear to be a slight trend downwards for the heroin users

towards a lesser degree of positive communication.

The author felt that question 23 (see appendix) was a true indication of real honest communication in the home and thus decided to analyze this question alone and see in what intervals the scores fell.

TABLE 12

SCORES RECEIVED FOR MALE DRUG USERS IN RESPONSE TO QUESTION 23

| Choice of Responses | Frequency | Percentage |
|---------------------|-----------|------------|
| a) always           | --        | -          |
| b) usually          | 4         | 9.7        |
| c) sometimes        | 8         | 19.0       |
| d) seldom           | 14        | 33.3       |
| e) never            | 16        | 38.0       |

TABLE 13

SCORES RECEIVED FOR NON-DRUG USERS IN RESPONSE TO QUESTION 23

| Choice of Responses | Frequency | Percentage |
|---------------------|-----------|------------|
| a) always           | 2         | 25.0       |
| b) usually          | 1         | 12.5       |
| c) sometimes        | 4         | 50.0       |
| d) seldom           | -         | -          |
| e) never            | 1         | 12.5       |

There is a distinct trend here which shows 38% of the male drug users never discuss matters of sex with either parent and 33% seldom do. Therefore 71.3% (30 cases)

of the male users rarely discuss matters of sex at home. Of the non-drug users on the other hand, 25% always discuss matters of sex with one parent and 87% discuss sexual matters at least usually. Therefore despite the small number of non-users for this comparison, there seems to be a definite trend which show the non-drug users experiencing more true communication in the home.

#### Statistical Tests:

Since there was a control group, although small in number (8), the author randomly selected 8 cases from the drug using sample and compared the two small groups to see if there was a significant difference between drug-users and non-drug users with regards to communication in the home.

Using the test for two randomized groups with a level of significance of .05, the two groups were compared. The null hypothesis would state that there is no difference between the users and non-users with regards to the degree of communication.

The resultant value was .95 with 14 degrees of freedom which results in a probability of .40. Therefore in 100 cases, 40 would show no difference. Thus, the null hypothesis cannot be rejected and there is no difference

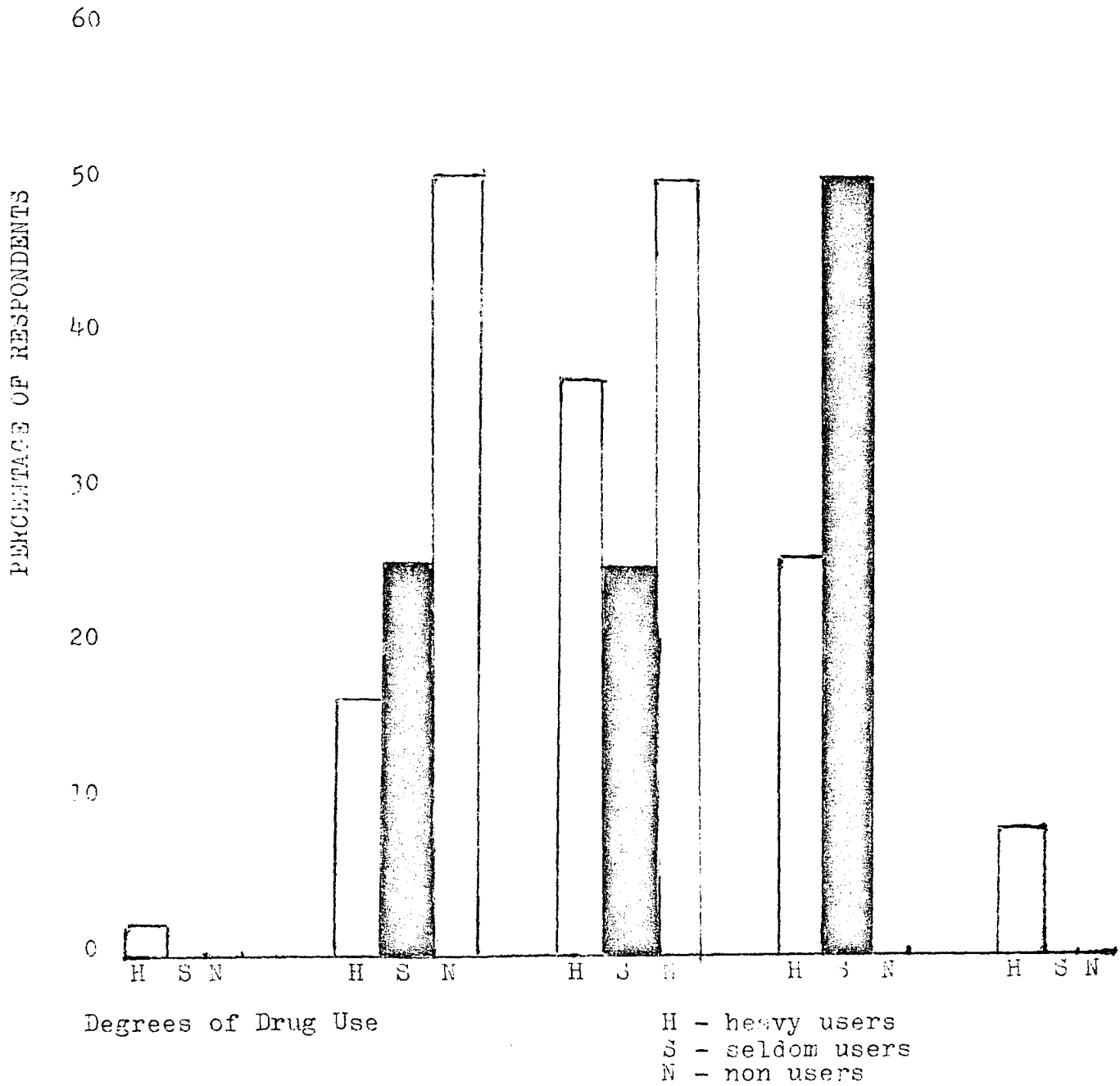
between the two populations. However the non-drug using sample was very small and are not really representative of the general population since they are associating with the heavy drug users in these group experiences.

The author using the Spearman Rank Correlation Method compared the scores received by the drug users on the communication scale with the scores received for peer dependency and attitudes towards school. This would show if there was a significant relationship between the different variables.

Correlating communication scores and attitudes towards school revealed a result of  $- .9$  and thus there is no significant relationship between the variables. The correlation score between communication and peer dependency was plus  $.56$  and at the  $.05$  level there is a significant relationship between degree of communication in the home and dependency upon peers.

Figure 6

COMPARISON OF HEAVY, SELDOM  
AND NON - USERS WITH REGARDS  
TO COMMUNICATION



## CHAPTER V

## FINDINGS CONCERNING PEER DEPENDENCY SCORES

Sheila Newton-Smith

During the adolescent years when the teenager is in the process of integrating a sense of identity, he tends to turn away from his family and is more influenced by the opinions and values of his peer group than those of the adult population. Therefore the author decided to investigate to what extent the peer group influences the adolescent with regard to drug use.

Hypothesis:

' The greater the degree of dependency upon social relationships with peers, the greater the probability of drug use '

The dependent variable is the degree of dependency upon peer relationships and is measured by questions 22, 25, 28, 32, 33, 40, 41, 42, 47, 48, 51, 52, 53, 57, 59, 64, 65 and 67 (see appendix).

For the purposes of analyzing the data, it was possible to utilize the questionnaires of all 67 respondents, 48 males and 19 females.

An informal analysis of the data indicated that two questions which were included in the administration of the test, did not directly measure the dependent variable and these were removed from the final analysis (questions 62 and 70). This is a result of no pretesting of the questionnaire which was not possible for this study since the group to be used originally for pre-testing became the actual sample.

Eighteen questions remained to be analyzed and for each there were five choices ranging in degrees of dependency from very dependent to very independent. Values were assigned to each of the five possible choices with a value of 5 being assigned to a response which was indicative of least dependency. The values decreased from 5 to 1 the latter being an indication of complete dependency upon peers. Thus a score of 90, which is the maximum possible, indicates that there is no dependency upon peers. On the other hand a score of 18 would indicate a great degree of dependency upon social relationships with peers.

#### Analysis of Data:

The mean score for the female segment for the peer group questions was 44.8 with a standard deviation of 25.6.



The mean score for the male respondents for the peer group was 64.6 and the standard deviation was 34.7.

TABLE 14

SCORES RECEIVED FROM FEMALE RESPONDENTS FOR PEER GROUP  
DEPENDENCY

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | -         | -          |
| 60-76          | 7         | 36.9       |
| 43-59          | 11        | 57.9       |
| 26-42          | 1         | 5.2        |
| 25 and below   | -         | -          |

TABLE 15

SCORES RECEIVED FROM MALE DRUG USERS FOR PEER GROUP  
DEPENDENCY

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | -         | -          |
| 60-76          | 15        | 31.1       |
| 43-59          | 32        | 66.6       |
| 26-42          | 1         | 2.3        |
| 25 and below   | -         | -          |

N - 48

In the process of selecting users, there were eight respondents who used drugs seldom and thus were eliminated. However, the author looked at their scores

to see if any trend could be noted for this group using drugs less extensively. No distinction was made between male and female since there were only the 8 respondents and 2 were female.

TABLE 16

## SCORES RECEIVED FROM RESPONDENTS EXPERIENCING DRUGS SELDOM

| Class Intervals | Frequency | Percentage |
|-----------------|-----------|------------|
| 77 plus         | -         | -          |
| 60-76           | 4         | 50.0       |
| 43-59           | 3         | 37.5       |
| 26-42           | 1         | 12.5       |
| 25 and below    | -         | -          |

As with the heavy users' scores, there is a heavy concentration of scores around the mean but there does appear to be a slight trend towards less peer dependency by these respondents experiencing less extensive drug use. This finding can only be considered a possible trend.

TABLE 17

## SCORES RECEIVED BY NON-DRUG USERS FOR PEER DEPENDENCY

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | --        | -          |
| 60-76          | 3         | 37.5       |
| 43-59          | 5         | 62.5       |
| 26-42          | -         | -          |
| 25 and below   | -         | -          |

N - 8

When the scores of the 8 non-drug users were considered, there is the same trend continuing as was established for the seldom use drugs category. None of the scores for the non-drug users falls in the lowest two categories, indicating little dependency upon peers. However the smallness of the sample must again be kept in mind.

To see if this trend towards less peer dependency is associated with less extensive drug use, the author divided the sample according to the number of drugs used and then compared to see if a trend existed. However before a substantial sample could be found, it was necessary to make the minimum category of drugs experienced 5 or less and the other category, 6 or more drugs.

TABLE 18

PEER DEPENDENCY SCORES FOR THOSE USING FIVE DRUGS OR LESS

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | -         | -          |
| 60-76          | 12        | 31.6       |
| 43-59          | 25        | 65.8       |
| 26-42          | 1         | 2.6        |
| 25 and below   | -         | -          |

N - 38

Figure 7

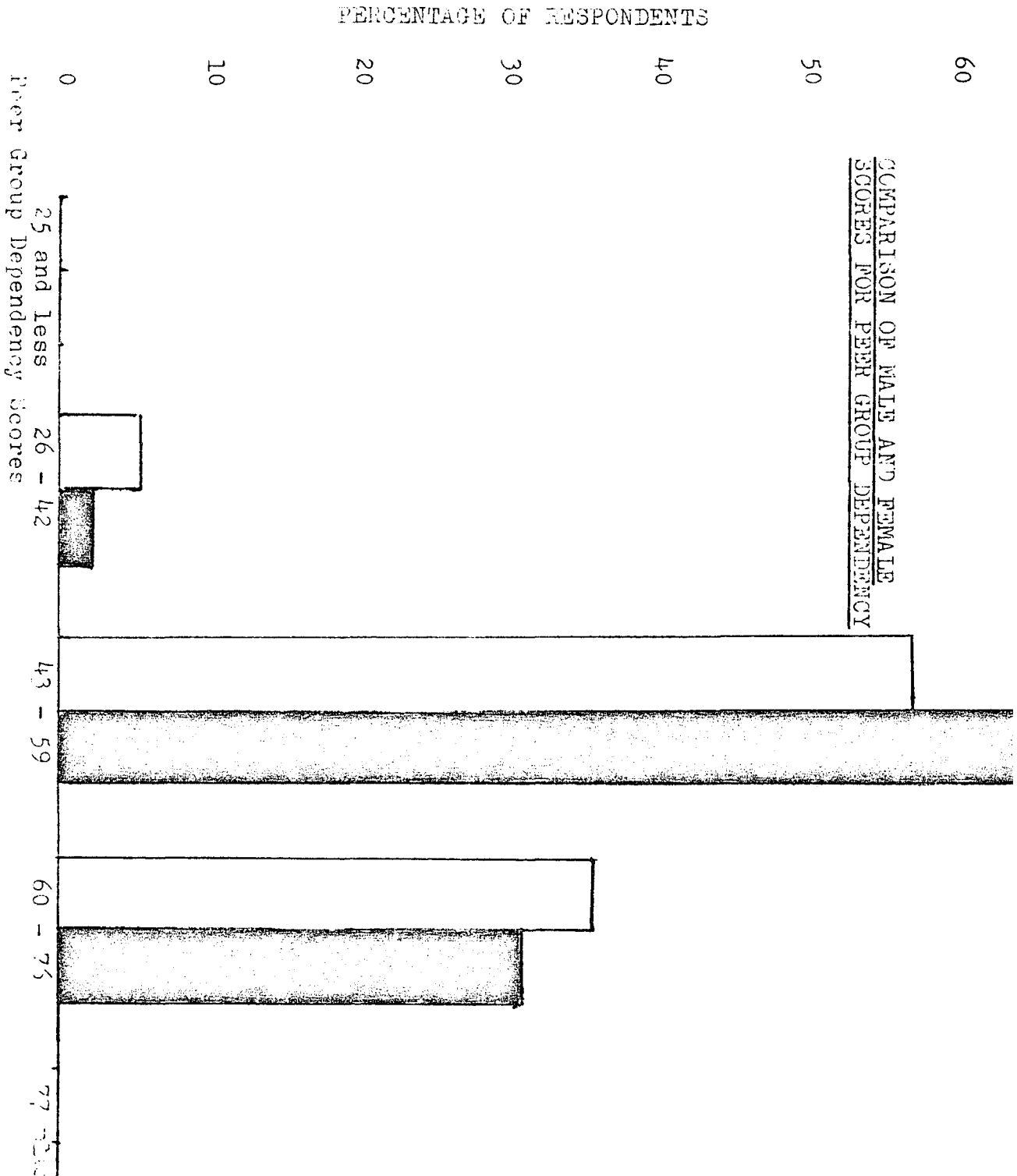


TABLE 19

## PEER DEPENDENCY SCORES FOR THOSE USING SIX DRUGS OR MORE

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | -         | -          |
| 60-76          | -         | -          |
| 43-59          | 19        | 65,3       |
| 26-42          | 10        | 34,7       |
| 25 and below   | -         | -          |

The above tables indicate that as one moves into more extensive drug use, there is a trend towards a greater degree of dependency upon peer relationships. In particular, the second lowest category involves 1.4% of the respondents using 5 drugs or less while the users of 6 or more drugs have 15% of the respondents in this category. However, it must be kept in mind that there is not that much difference between a youth who uses 5 drugs and one who uses 6.

Since heroin is classified by most authorities as the most dangerous drug, the author selected from the sample those respondents who indicated they had used heroin at least once in order to see if a significant trend would be established.

## PERCENTAGE OF RESPONDENTS

Figure 8  
40

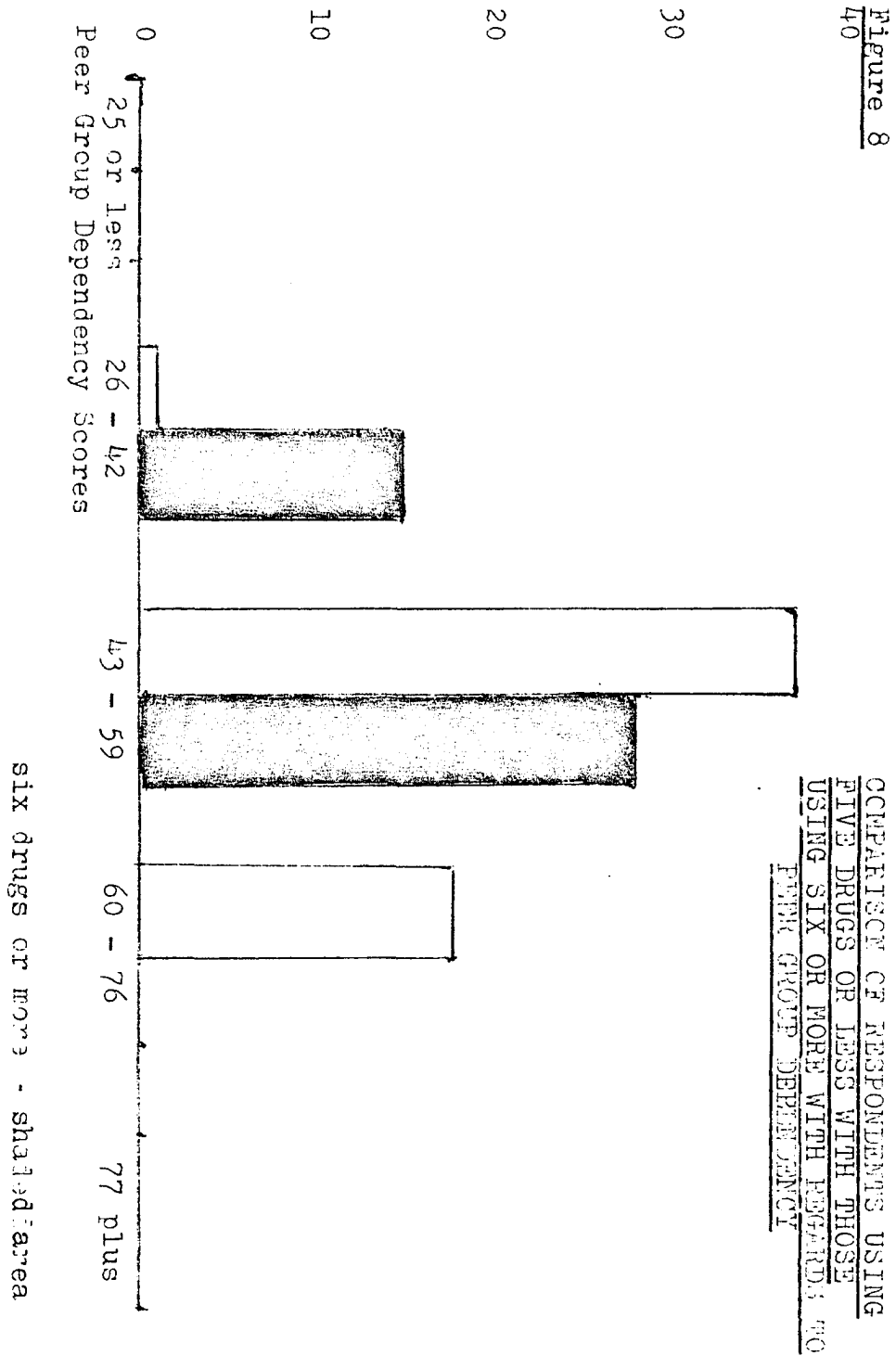


TABLE 20

## PEER DEPENDENCY SCORES FOR THOSE HAVING EXPERIENCED HEROIN

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 77 plus        | -         | -          |
| 60-76          | 6         | 27.3       |
| 43-59          | 16        | 72.7       |
| 26-42          | -         | -          |
| 25 and below   | -         | -          |

The only trend indicated in the above table is that, as in the scores for the general drug using sample, the majority of scores falls in the middle range.

In analyzing the questions and their results, it became apparent that there was a natural group of questions which could be analyzed together as a unit. These questions all measured feelings about being alone as against being with a group and thus would indicate degrees of dependency in more meaningful situations. The five questions were 47, 48, 51, 65, 77 (see appendix). The maximum score obtainable by a respondent on these five questions would be 25 which indicates a desire on the part of the respondent to be alone in most personal situations. For this analysis, only the male population was studied as the results for the females were not significantly different for this section.

TABLE 21

## PEER DEPENDENCY SCORES FOR MALE USERS IN RESPONSE TO FIVE QUESTIONS

| Class Interval | Frequency | Percentage |
|----------------|-----------|------------|
| 23 plus        | 2         | 4.2        |
| 18-22          | 9         | 18.5       |
| 13-17          | 21        | 43.6       |
| 8-12           | 14        | 27.5       |
| 7 and below    | 2         | 4.2        |

N - 48

Since these five questions were better constructed and more consistently answered, they could be considered true measures of peer group dependency. An analysis of them reveals a greater trend towards dependency since 29% of the male respondents fall in the second lowest category as opposed to only 2.3% of the males for the total group of eighteen questions.

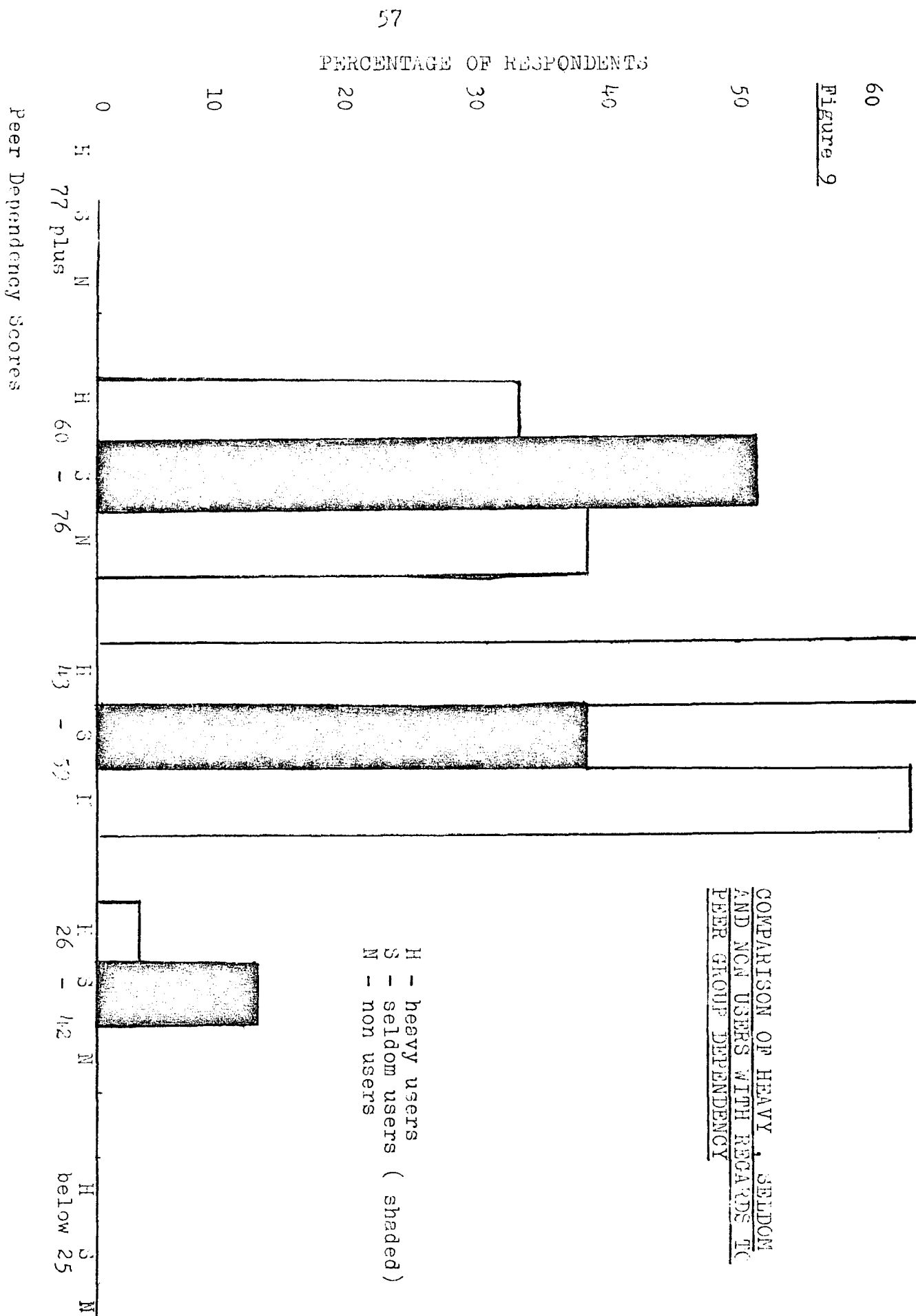
Statistical Analysis:

Using the t test for two randomized groups, the author compared the 8 non drug users with 8 drug users randomly selected from the total sample in order to see if there was a significant difference with regards to peer group dependency. The resultant t value was .13 with 14 degrees of freedom. Therefore the probability



is .9 and thus using the .05 level of significance, one must accept the null hypothesis which states there is no difference between drug users and non drug users for peer dependency.

Using the Spearman Rank Correlation Test, the author compared the degree of peer group dependency with the degree of communication in the home and the attitudes towards school. The resultant probability was - .992 and thus there is no significant relationship between the two variables. When comparing the degree of communication with the degree of dependency upon peers, the resultant probability was .56 and thus, at the .05 level of significance, there is a relationship between these two variables. In other words, an individual who experiences good communication at home with his parents, will also be more individualistic and less dependent upon his peers and vice versa.

Figure 2

## CHAPTER VI

## FINDINGS CONCERNING ATTITUDES TOWARD SCHOOL SCORES

Linda Popp

School is an important part of a teenager's life as approximately one-half of his waking hours are spent there. Many articles and essays have been written about poor school grades and negative attitudes towards school which are characteristic of drug users. Too often, a link between a poor attitude toward school and drug use is merely assumed. Originally, the author planned to compare the attitudes towards school of both users and non users to see if there was a significant difference. However as a result of the difficulties encountered as explained in Chapter Two, the author has a very small control group with which to compare. As a result the major part of this data refers only to drug users. Only a small part of the study is directed to comparing the attitudes of drug users with non drug users.

Hypothesis:

- ' the more positive the attitudes towards school, the less the probability of drug use '

Questions which were designed to measure the dependent variable attitudes towards school are 26, 27, 35, 38, 44, 50, 54, 56, 60, 63, 68, 71. (see appendix)

#### Analysis of Data:

In analyzing the data regarding school attendance and attitudes, the questionnaires of those respondents who had dropped out of school were removed and this constituted 8 males and 1 female.

Questions 8, 9, 10, 11 measured the approximate average of the school marks of the respondents for each of the past three years. The marks are almost evenly distributed in the bell-shaped curve over the five categories ranging from 50% to above 80% (see graphs). In every case except one, more students have marks between 61-70 percent than in any other category. The exception, the marks of the females 3 years ago, had 5 of the 18 cases (28%) in both the 51-60 percent and 71-80 percent ranges with only 4 cases (22%) in the 61-70% category. However, this exception may be due to the small sample of females and not to any real significant difference.

TABLE 22

## SCHOOL MARKS OF MALE AND FEMALE DRUG USERS THREE YEARS AGO

| Averages | Frequency |        | Percentage |        |
|----------|-----------|--------|------------|--------|
|          | Male      | Female | Male       | Female |
| below 50 | 2         | 2      | 6          | 11     |
| 51-60    | 10        | 5      | 25         | 28     |
| 61-70    | 16        | 4      | 40         | 22     |
| 71-80    | 9         | 5      | 23         | 28     |
| above 80 | 2         | 2      | 6          | 11     |

TABLE 23

## SCHOOL MARKS OF MALE AND FEMALE DRUG USERS TWO YEARS AGO

| Average  | Frequency |        | Percentage |        |
|----------|-----------|--------|------------|--------|
|          | Male      | Female | Male       | Female |
| below 50 | 5         | -      | 14.0       | -      |
| 51-60    | 8         | 7      | 21         | 39.0   |
| 61-70    | 16        | 6      | 43         | 33     |
| 71-80    | 7         | 4      | 19         | 22     |
| above 80 | 1         | 1      | 3          | 6      |

TABLE 24

## SCHOOL MARKS OF MALES AND FEMALE DRUG USERS THIS YEAR

| Average  | Frequency |        | Percentage |        |
|----------|-----------|--------|------------|--------|
|          | Male      | Female | Male       | Female |
| below 50 | 5         | 2      | 14         | 11     |
| 51-60    | 8         | 6      | 23         | 33     |
| 61-70    | 12        | 7      | 34         | 39     |
| 71-80    | 6         | -      | 17         | -      |
| above 80 | 4         | 3      | 12         | 17     |

Questions 12 and 13 (see appendix) measure the number of extra curricular activities in which the student engages. Question 12 deals specifically with athletic endeavors while 13 covers all other activities. The average number of school sports participated in was .72 for the females and slightly higher - 1.10 - for the males. Of the 18 females, 12 (66%) said they took part in no athletics while 21 (52%) of the 39 males reported no involvement in sports. Average participation in other school activities was .55 for the females and .97 for the males. Thirteen of the 18 females (72%) reported no participation in any activities and 18 of the (45%) 39 males reported no activities. (See figures 14, 15)

TABLE 25

PARTICIPATION OF MALE AND FEMALE DRUG USERS IN SCHOOL  
ATHLETICS

| No. of Sports | Frequency |        | Percentage |        |
|---------------|-----------|--------|------------|--------|
|               | Male      | Female | Male       | Female |
| none          | 29        | 12     | 49         | 66     |
| one           | 5         | 3      | 13         | 18     |
| two           | 10        | 1      | 25         | 6      |
| three         | 1         | -      | 3          | -      |
| four or more  | 4         | 2      | 10         | 10     |

Figure 10

COMPARISON OF MALE AND FEMALE  
DRUG USERS AVERAGE SCHOOL  
MARKS THREE YEARS AGO

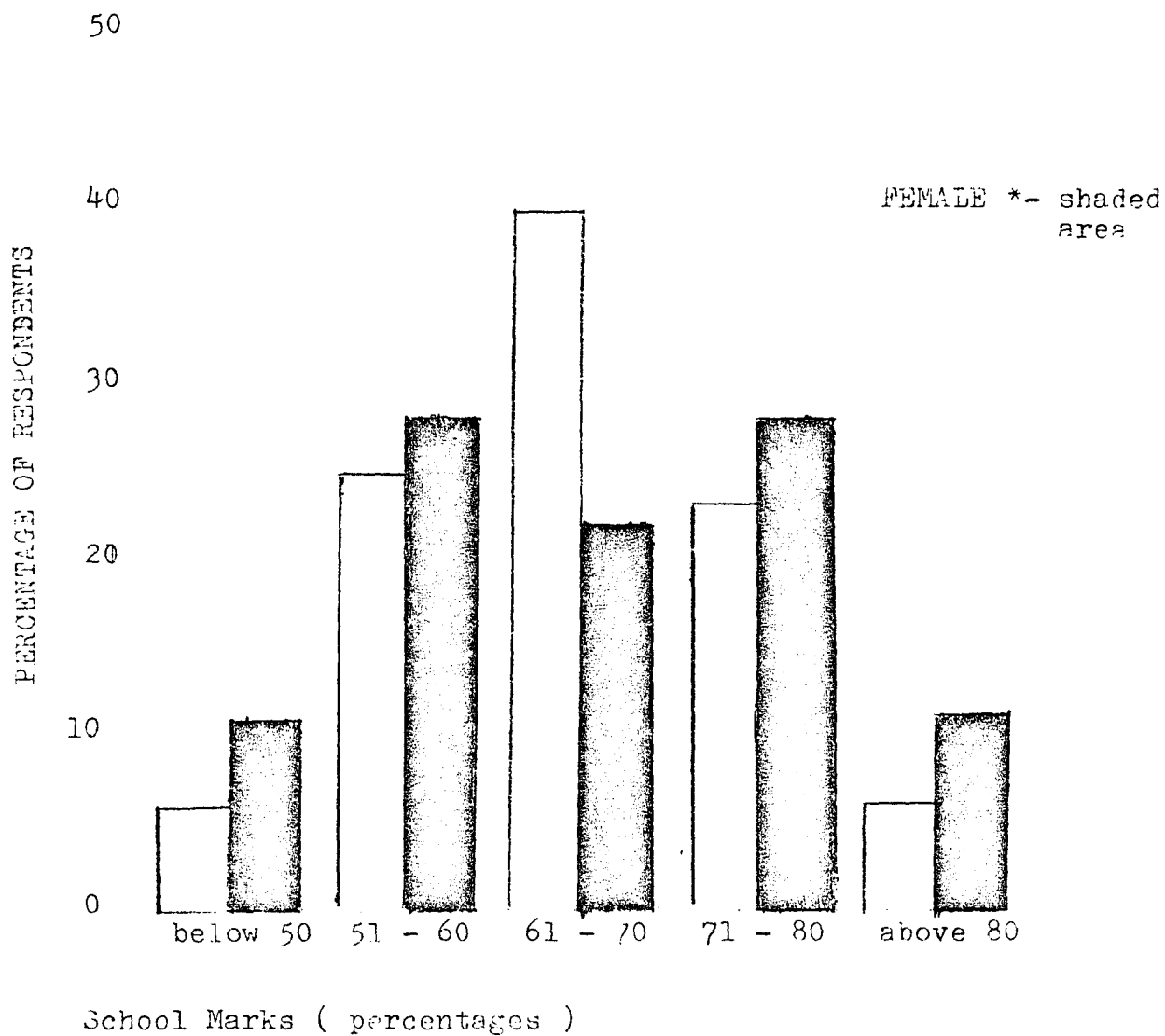


Figure 11

COMPARISON OF MALE AND  
FEMALE DRUG USERS AVERAGE  
SCHOOL MARKS TWO YEARS AGO

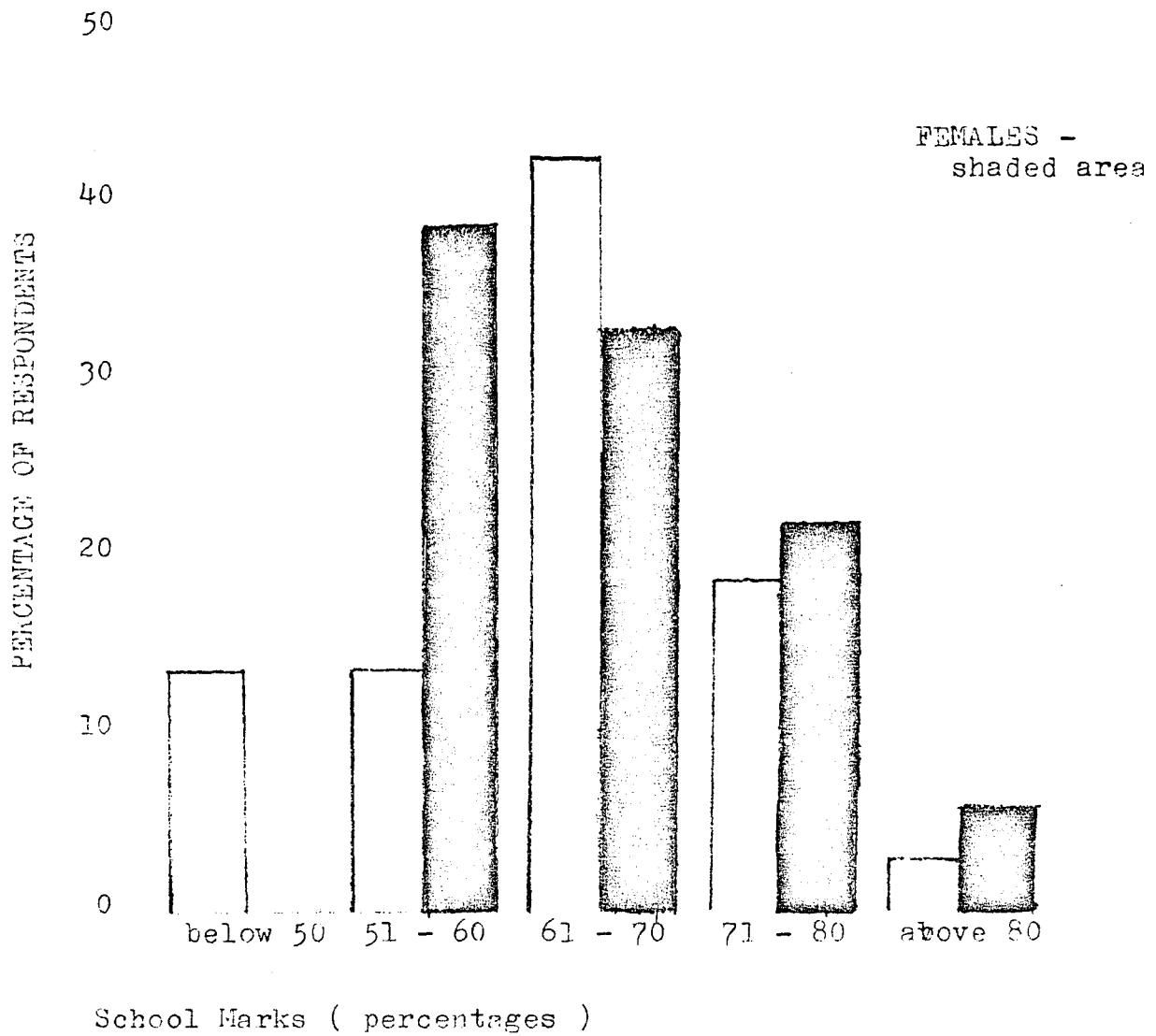




Figure 12

COMPARISON OF MALE AND  
FEMALE DRUG USERS AVERAGE  
SCHOOL MARKS LAST YEAR

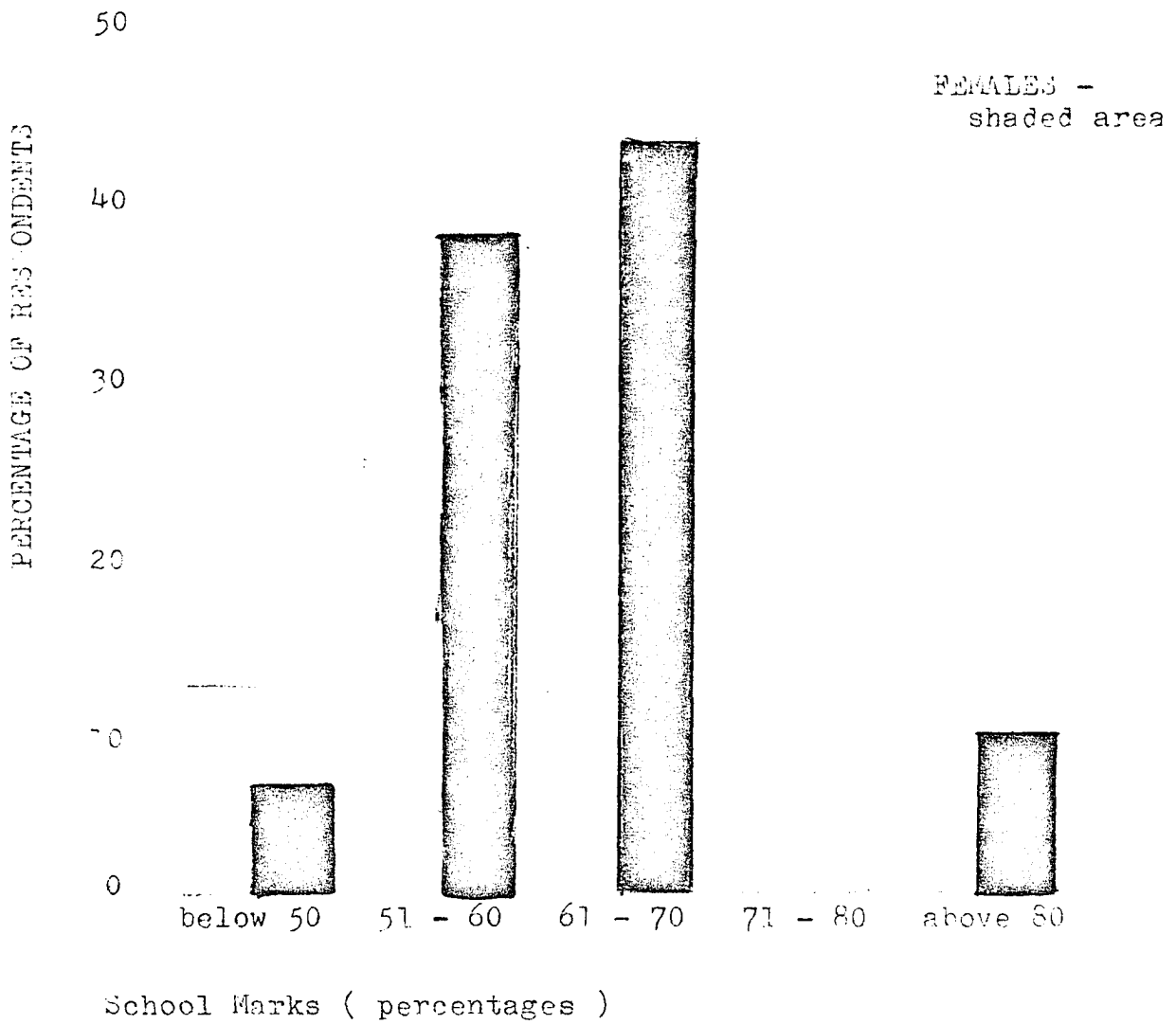


Figure 13

COMPARISON OF MALE AND  
FEMALE DRUG USERS  
ESTIMATED AVERAGE SCHOOL  
MARKS FOR THIS YEAR

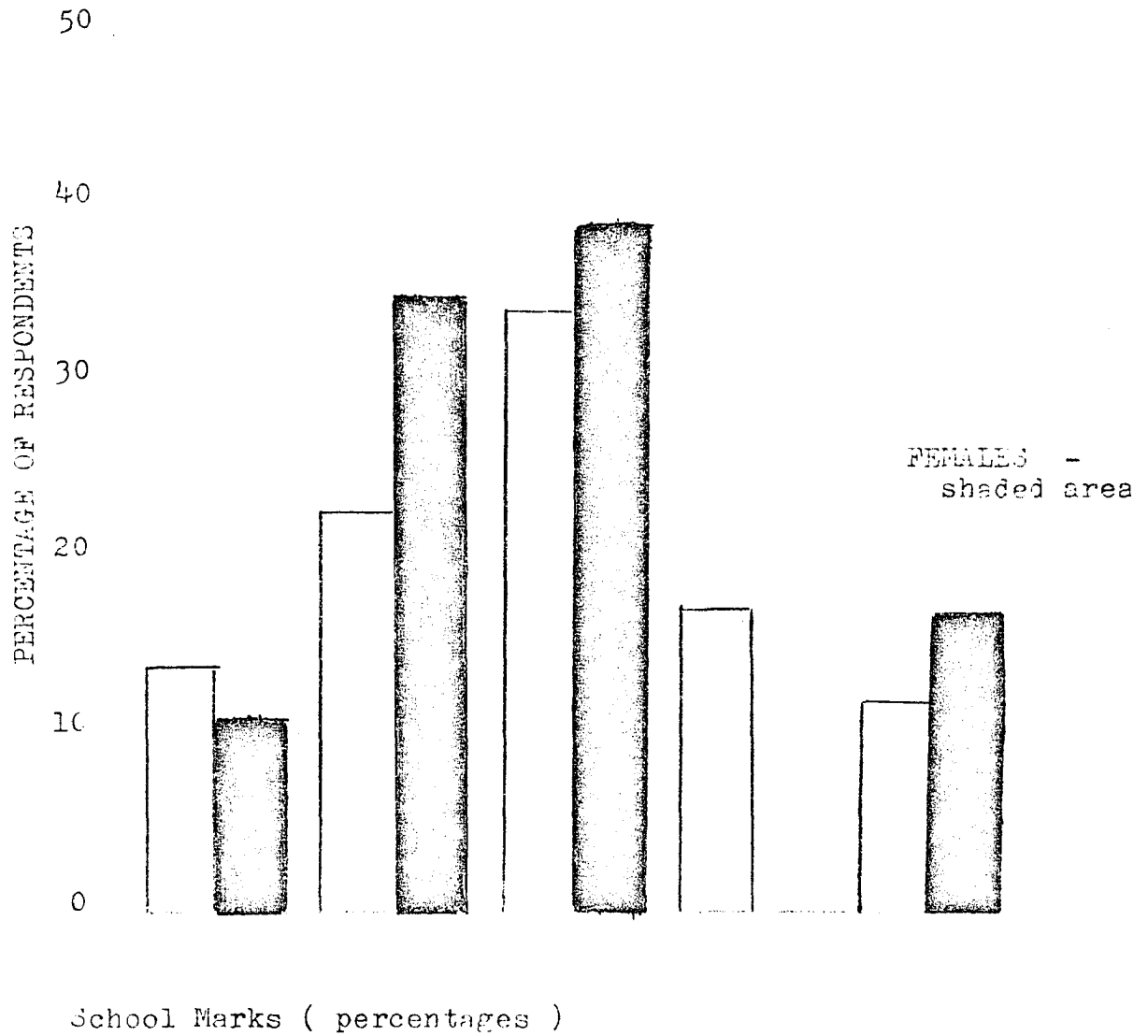


TABLE 26

## PARTICIPATION OF MALE AND FEMALE DRUG USERS IN NON-ATHLETIC ACTIVITIES

| Activities   | Frequency |        | Percentage |        |
|--------------|-----------|--------|------------|--------|
|              | Male      | Female | Male       | Female |
| none         | 17        | 12     | 44         | 66     |
| one          | 9         | 3      | 23         | 17     |
| two          | 11        | 2      | 28         | 11     |
| three        | -         | 1      | -          | 6      |
| four or more | 2         | -      | 5          | -      |

The questions measuring attitude towards school were scored separately for male and female users. The mean score of the male users was 37.1 with a standard deviation of 19.8. The mean score for the female users was 37.0 with a standard deviation of 11.7. For each of the attitude questions there were five choices for a response ranging from always to never. The highest value was 5 which was assigned to the response which indicated the most positive attitude towards school and a score of 1 which indicated a very negative attitude towards school. Therefore, the highest score attainable was 60 and the lowest was 12. Respondents who obtained a score of 20 or lower were considered to have very poor attitudes towards school; a score of 21 - 30 was rated as poor; 31 - 40 was average; 41-50 was considered a good attitude and above 50 was rated as very good. Of all the subjects, only one male (3%) had a very poor attitude and 17 males (31%) and

Figure 14

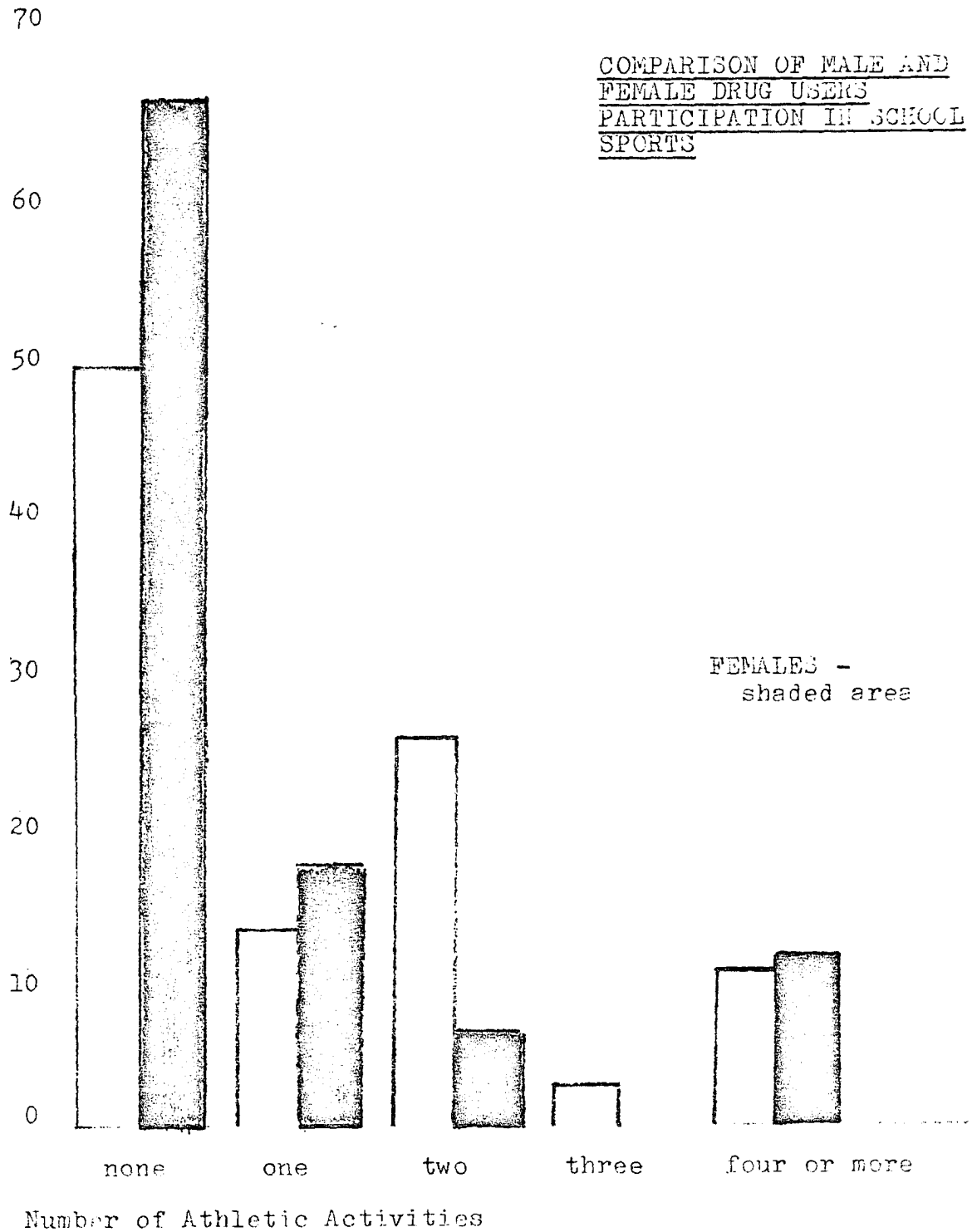
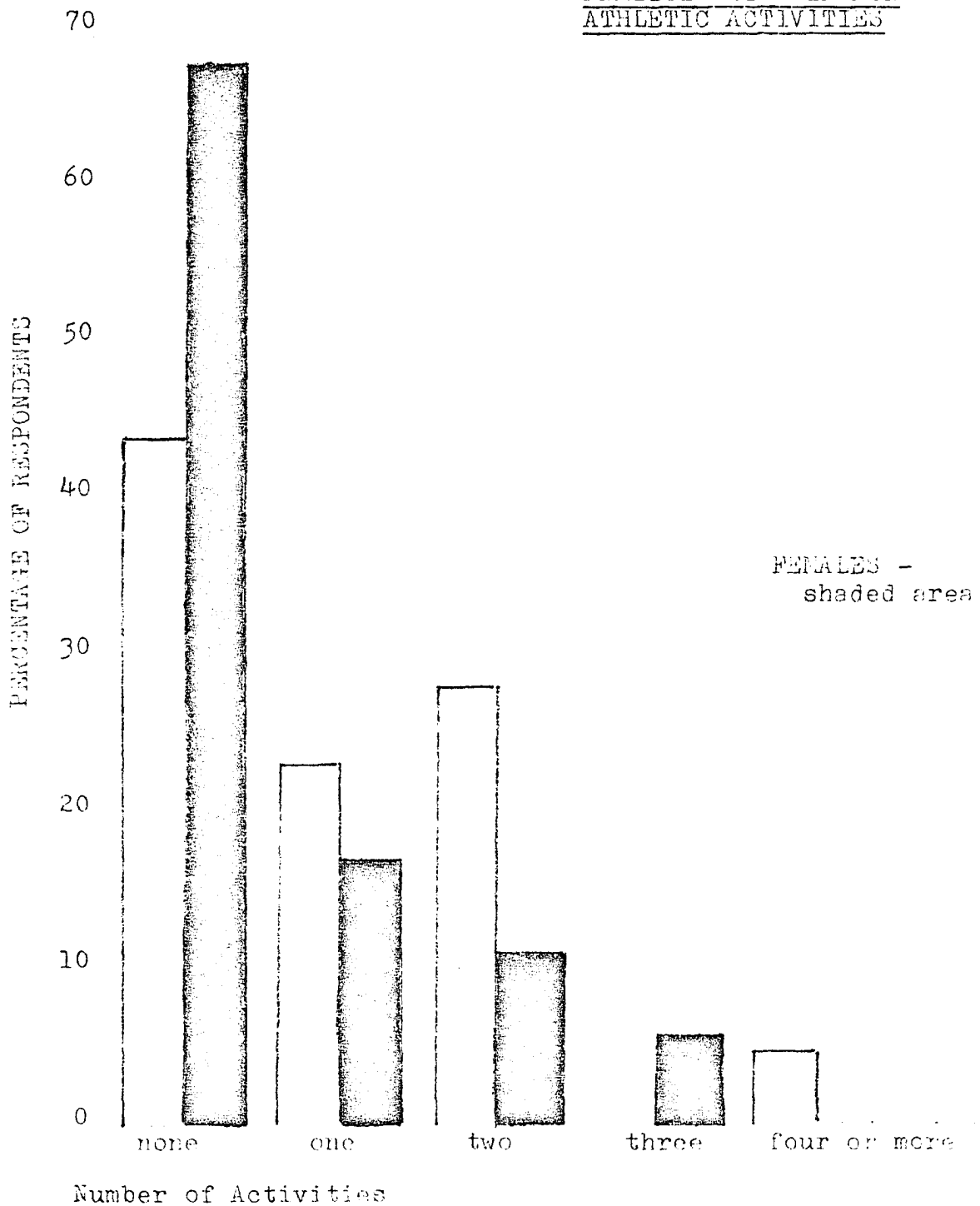


Figure 15

COMPARISON OF MALE AND  
FEMALE DRUG USERS  
PARTICIPATION IN NON \*  
ATHLETIC ACTIVITIES



5 females (28%) had poor attitudes. The majority of the drug users fell in the average category - 19 males (44%) and 11 females (61%). Measuring a good attitude were 7 males (17%) and 2 females (11%) and there were no respondents having a very good attitude. Seventy-five percent of the males and females fell on or below the median score of 36.

TABLE 27

SCORES RECEIVED FOR MALE DRUG USERS CONCERNING ATTITUDES  
TOWARDS SCHOOL

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | 1         | 3          |
| poor      | 12        | 31         |
| average   | 19        | 49         |
| good      | 7         | 17         |
| very good | -         | -          |

N - 39

TABLE 28

SCORES RECEIVED FOR FEMALE DRUG USERS CONCERNING ATTITUDES  
TOWARDS SCHOOL

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 5         | 28         |
| average   | 11        | 61         |
| good      | 2         | 11         |
| very good | -         | -          |

N - 18

The users were then separated into two groups, those who had used five or less drugs and those who had used six or more. The number of five drugs had to be chosen in order to get a large enough sample for comparison. In the group using five drugs or less, there was a total of 37 cases and in the other group 31. Those subjects in the 5 drugs or less category had no **poor** attitude scores while 12 (32%) had poor attitudes; 16 (43%) had average attitudes, 8 (21%) had good attitudes, and no respondent had a very good attitude. For this group there was only one dropout but for the group using six or more drugs there were 8. In this category, 1 person (3.3%) had a very poor attitude; 7 (23%) had poor attitudes; 14 (46%) had average attitudes and only 1 (3.3) had a good attitude.

TABLE 29

SCORES RECEIVED FROM THOSE USING FIVE DRUGS OR LESS CONCERNING  
SCHOOL ATTITUDES

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 12        | 32         |
| average   | 16        | 43         |
| good      | 8         | 25         |
| very good | -         | -          |

N - 36

TABLE 30

SCORES RECEIVED FROM THOSE USING SIX DRUGS OR MORE CONCERNING  
SCHOOL ATTITUDES

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | 1         | 3.3.       |
| poor      | 7         | 23         |
| average   | 14        | 70.4       |
| good      | 1         | 3.3        |
| very good | -         | -          |

N - 23

Due to the seriousness of the use of the drug heroin, the sample of heroin users was taken to see if a trend similar to that in Tables 27 and 28 could be found. There were 22 respondents listing themselves as having at least one experience with heroin and 8 of these (26%) were dropouts. Of the rest, 5 (23%) had poor attitudes and 9 (41%) had average attitudes. None of the students who had used heroin had good or very good attitudes towards school. Although the sample is very small there does appear to be a trend towards poorer school attitudes for the drug users who have tried heroin at least once.

When the sample was selected there remained 8 subjects who reported they had seldom used drugs and another 8 who said they had never used drugs. These people were used as a control group for comparison. For this sample the males and females were scored together. For the non users, 2 cases (28.5%) had poor attitudes



3 (43%) had average attitudes and 2 (28.5) had good attitudes.

For the group who seldom used drugs, little change was noticeable as 2 (25%) had poor attitudes; 4 (50%) had average attitudes and 2 (25%) had good attitudes. There does not seem to be a noticeable trend of difference between non drug users and drug users with regards to attitudes toward school.

TABLE 31

SCORES RECEIVED FOR NON DRUG USERS CONCERNING ATTITUDES  
TOWARDS SCHOOL

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 2         | 28.5       |
| average   | 3         | 43.0       |
| good      | 2         | 28.5       |
| very good | -         | -          |

N - 7

TABLE 32

SCORES RECEIVED FOR THE SELDOM DRUG USERS CONCERNING SCHOOL  
ATTITUDES

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 2         | 25.0       |
| average   | 4         | 50.0       |
| good      | 2         | 25.0       |
| very good | -         | -          |

N - 8

When analyzing the data, the author noted that there were questions which formed a natural group and which directly measured attitudes towards school. The questions grouped were 27, 60 and 68 (see appendix). The lowest possible score which could be attained was 3 and the highest was 15. Five categories of 3 or less, 4 - 6, 7 - 9, 10 - 12 and above 13 were set up and had the same equivalents as the total questions; very poor, poor, average, good and very good.

None of the male and female drug users, or the non drug users achieved the lowest score possible. Out of a total of 39 male users, 9 (23%) achieved a poor attitude score; 14 (36%) an average score; 15 (38%) had a good attitude and only 1 case a very good attitude. The female users scored slightly higher on their attitudes as measured by the three questions. Of the 14 cases 1 (7%) had a poor attitude; 7 (50%) had an average attitude; 3 (21%) had a good attitude and also 3 (21%) had a very good attitude.

For the 7 non drug users, none were in the lowest or the highest categories. 1 (14%) had a poor attitude; 2 (29%) had average attitudes and 4 (57%) had good attitudes.

TABLE 33

SCORES RECEIVED FOR MALE DRUG USERS IN RESPONSE TO THREE  
SPECIFIC QUESTIONS

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 9         | 22         |
| average   | 14        | 36         |
| good      | 15        | 39         |
| very good | 1         | 4          |

N - 39

TABLE 34

SCORES RECEIVED FOR FEMALE DRUG USERS IN RESPONSE TO THREE  
SPECIFIC QUESTIONS

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 1         | 7          |
| average   | 7         | 50         |
| good      | 3         | 21.5       |
| very good | 3         | 21.5       |

N - 14

TABLE 35

SCORES RECEIVED FROM NON DRUG USERS IN RESPONSE TO THREE  
SPECIFIC QUESTIONS

| Scores    | Frequency | Percentage |
|-----------|-----------|------------|
| very poor | -         | -          |
| poor      | 1         | 14         |
| average   | 2         | 29         |
| good      | 4         | 57         |
| very good | -         | -          |

On these three specific questions, there seems to be some improvement in the attitudes for both male and female. It is probable that some of the other questions which were designed to measure school attitudes are not doing so reliably. For example, question 35 (see appendix) may not be a reliable measure of attitude as even those students who are favorably disposed to school may dislike getting up in the morning and going.

#### Statistical Analysis:

Using the t test for two randomized groups, the author wanted to see if there was a significant difference between the attitudes of the drug users and the non users with regards to school. The t value was .29 with 12 degrees of freedom and thus the probability is .87. Therefore the null hypothesis which states that there is no difference between the groups, has to be accepted.

Using the Spearman Rank Correlation Test, the author attempted to correlate the school attitudes with dependency upon peers and also the degree of communication in the home. Comparing school attitudes with the degree of peer dependency, the probability was - .992 and therefore there is no significant relationship between

the two variables. Applying the test to compare the degree of communication in the home with attitudes towards school resulted in a score of  $-.9$ ; therefore, there is no relationship here either.

## LIMITATIONS OF THE STUDY

The greatest limitation placed upon the findings of this study is the lack of an unbiased substantial control group with which to compare the results obtained for the three different variables. In other words, are the results obtained in this study different from those one would get from a group of non-drug users in a high school or are they similar? Further to this, the small control group the authors did have was very biased, as for one reason or another, these respondents are associating with drug users at least in these groups and may well be individuals who were once users themselves.

Also in relation to this, the sample of users analyzed for this study are a very special population in that they decided themselves to come to the encounter groups and thus are different at least in this fashion from the countless number of drug users who never refer themselves.

A further limitation is that the questionnaire in some parts was not pre-tested to see if the questions measured what the author felt they were measuring. This was noticeable in a brief analysis at first and the author removed some questions from the particular sample in an attempt to make the results more reliable.

## CHAPTER VIII

## SUMMARY OF FINDINGS AND CONCLUSIONS

Independent Variable:

the less the probability of drug use.

Dependant Variables:

1. the greater the degree of communication in the home
2. the more successful the participation in school related activities.
3. the less the dependency upon social relationships with peers.

Findings:

The following findings are applicable as definite conclusions only to this group of heavy drug users which comprised the sample and any generalizations which are made to the larger general populations by anyone reading this study cannot be substantiated but can only be viewed as possible trends which would need further research before anything definite could be stated.

The average family size for the sample of users was 2.6 siblings.

The majority of respondents still live at home with their real mother and father (72%) of the males and females.

The users tend to come from the middle and upper middle socio-economic class as 64% of the respondents' parents earn in excess of \$10,000. The users listing their parents as earning between \$5,000 - \$10,000 probably have fathers who work at one of the auto plants and thus would probably fall in the upper level of the interval.

Females appear to use drugs more extensively than males. 37% use regularly as opposed to only 3% of the males. Both males and females have extensive drug experience and do not limit themselves to one or two drugs.

Marihuana was the most widely used drug (98% of respondents) while LSD (87%) and codeine (86%) were also very high.

Female drug users tend to restrict themselves more to just using marihuana and LSD with only 21% having experienced heroin.

Female drug users experience the drug generally when with close friends and the males are similar except that 45% of the sample would use drugs anywhere and any-time outside of the home and school. Thus drug use has



a socializing effect as this sample of drug users do not seem to enjoy using drugs alone.

Communication:

Males seem to experience better communication in the home than the females did. Forty-five percent of the males experience only fair communication and 26% have little communication. For the females, 53% have only fair communication and 24% have little along with 18% who feel they have no communication in the home.

When fewer drugs are used, communication in the home does improve. Thirty-eight percent of the male drug users never discuss matters of sex with either parent and another 33% seldom do. Of the non-drug users 25% always discuss such matters with either parent and 50% usually do.

Therefore taking whether one discusses matters of sex with a parent as a true indicator of optimum communication, the non-drug users do experience much better communication in the home.

There appears to be a significant relationship between the degree of communication in the home and the

degree of dependency upon peers. In other words a youth experiencing good communication in the home, tends to be more individualistic and less dependent upon his peers.

Peers:

There is no real difference between the degree of dependency upon peers for the males and females but the majority are moderately dependent upon their peers as most scores are around the mean.

When fewer drugs are used, peer dependency appears to decrease.

There appears to be little difference between the drug users and the non-drug users statistically, with regards to peer dependency in this sample, but further research is needed to verify this.

There is a positive relationship between the degree of dependency upon peers and the degree of communication experienced in the home. Thus a youth who tends to be more individualistic also experiences better communication with his parents or vice versa.

School:

Drug users both male and female tend not to be involved in sport activities in school (49% and 66% respectively). Those that are involved seem to be

engaged in one activity only. A similar percentage exists for those involved in non-athletic activities. As drug use decreases, the amount of school involvement increases.

The majority of the school marks fall into the 61 - 70% with little change over the three year period.

Female and male drug users tend to have an "average" attitude towards school as do the non users. However for the less extensive use of drugs, the trend seems to be towards more positive attitudes, as 28% of the non users and 25% of those seldom using drugs had good attitudes towards school.

There appears to be little significant relationship between the attitudes towards school and either peer dependency or communication in the home.

#### Suggestions for Further Research:

This study should definitely be done with a larger population of both users and especially non users and this is why the authors would encourage another approach being made to the school board next fall.

A study might also be conducted which would look only at the variable of communication in the home and this might be broken down into both mother and father separately. The comment was made by many respondents that something might apply for their father but

not their mother and vice versa. The authors feel this study was weakened by the fact that the policy of the School of Social Work was such that each individual needed to have his own separate hypothesis and the waiving of this rule would certainly produce much more beneficial research. The problem is that studying three variables means one has to spread the study too thin and its effectiveness is lessened.

Another study might also try to look for another possible variable which is leading to drug abuse since the trend in this study seems to show little difference in some cases between users and non-users and thus there may be another factor.

This study gives a picture of the typical drug user in the sample analyzed. He (the drug users, male or female) seems to experience only fair communication in the home, have an average not overly positive attitude towards school and is moderately more dependent upon his peers. He seems to come from an average size home and his drug use is extensive as opposed to using just one or two drugs.

The non-drug users seem to have better communication in the home but still not ideal; they also have an average attitude towards school but tend to be more

individualistic.

Therefore, young people seem to be experiencing difficulties at home and at school and many of them are turning to drugs as a relief. The authors feel this study is only a beginning and will be expanded upon by others, so that a real force can be mounted which will help combat this problem which is growing steadily. People working with troubled youth can now begin to realize that their problems are not all their own and there are things in the school set-up which trouble them and there are also difficulties in the home with their parents. Also many not only turn to drugs but are modeling their behavior after their peers for the support they are not getting at home.

APPENDIX

In the following questions, please fill your answer or circle one choice for each, whichever the question asks for. Thank you.

1. What is your age? \_\_\_\_\_
2. Please circle: a) your grade 9, 10, 11, 12, or 13  
b) other, please specify \_\_\_\_\_
3. What is your sex? Male \_\_\_\_\_ Female \_\_\_\_\_  
c) your programme 4 year or 5 year
4. How many brothers are in your home? \_\_\_\_\_ How many sisters? \_\_\_\_\_
5. At home do you live with your (please circle the appropriate answers)  

|                              |             |
|------------------------------|-------------|
| Real Mother                  | Real Father |
| Step Mother                  | Step Father |
| other _____ (please specify) |             |
6. Your family's income would fall into which of the following levels?  
 a) less than \$5,000  
 b) not less than \$5,000 - not more than \$10,000  
 c) not less than \$10,000 - not more than \$15,000  
 d) not less than \$15,000 - not more than \$20,000  
 3) more than \$20,000
7. The main source of your family's income is
  - savings and investments
  - profits and fees from business or profession
  - salary, commission or regular income (paid monthly)
  - wages (paid hourly)
  - odd jobs, seasonal work
  - social security, welfare, unemployment insurance

8. In which of the following categories did the approximate average of your school marks fall three years ago?
- a) below 50%    b) 51-60%    c) 61-70%    d) 71-80%
- 3) above 80%
9. In which of the following categories did the approximate average of your school marks fall two years ago?
- a) below 50%    b) 51-60%    c) 61-70%    d) 71-80%
- 3) above 80%
10. In which of the following categories did the approximate average of your school marks fall last year?
- a) below 50%    b) 51-60%    c) 61-70%    d) 71-80%
- 3) above 80%
11. In which of the following categories do you feel the approximate average of your school marks will fall this year?
- a) below 50%    b) 51-60%    c) 61-70%    d) 71-80%
- 3) above 80%
12. How many school extracurricular sport activities do you participate in (including both inter-school and intra-mural teams)?
- a) none    b) one    c) two    d) three
- e) four or more
13. How many school extracurricular non-athletic activities do you participate in? (clubs, band, choir, etc.)
- a) none    b) one    c) two    d) three
- e) four or more
14. If you chose the answer "none" for question 12 and question 13, which of the following do you do most often after school?
- a) go home to read, watch T.V., etc.
- b) go over to a friend's house



- c) go out and hang around with a gang of kids
  - d) have a job (please specify \_\_\_\_\_)
  - e) take part in activities not related to school  
i.e. YMCA, etc.
  - f) other (please specify \_\_\_\_\_)
15. Have you ever used one or more of the following drugs for other than medical reasons? (circle only the ones you have used.)
- a) marijuana (hash, grass)
  - b) L.S.D. (mescaline, acid)
  - c) Amphetamines (speed, methadrine)
  - d) Barbiturates, tranquilizers ("downers")
  - e) Opiates, heroin ("smack")
  - f) Codeine ("B")
  - g) Solvents (glue, nail polish remover, etc.)
  - h) Others (please specify \_\_\_\_\_)
16. To what extent do you use the above drugs?
- a) never
  - b) once
  - c) seldom (once or twice a year)
  - d) periodically (once or twice a month)
  - e) frequently (once or twice a week)
  - f) regularly (once or twice a day)
17. If you have used drugs, when would you mostly use the drug?
- a) usually alone
  - b) when with close friends
  - c) before, after, or during a party
  - d) anywhere away from home
  - e) anytime outside of school, it doesn't matter
  - f) at home
  - g) elsewhere (please specify \_\_\_\_\_)
18. If you have used drugs, but have stopped, why did you stop?
- a) thought it might be harmful or addictive
  - b) my parents forced me to stop
  - c) my friends wanted me to stop

- d) I was no longer interested
  - e) other (please specify \_\_\_\_\_)
19. If you have used or still do use drugs, the main reason for using is:
- a) keep awake or alert while working or studying
  - b) relief, escape from tension, school worries, etc.
  - c) be more at ease, less self-conscious
  - d) feel at home with my friends
  - e) other (please specify) ( \_\_\_\_\_ )
20. Do you ask your parents about their reasons for decisions they make concerning you?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never
21. Do either of your parents explain their reason for not letting you do something?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never
22. If your groups of friends wanted to go to a movie that you did not want to see, would you go anyway?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never
23. Do you discuss matters of sex with either of your parents?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never
24. Does your family talk things over with each other?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never
25. Are you easily influenced in your decision by your friends?
- a) always      b) usually      c) sometimes      d) seldom
  - e) never

26. Do you feel school authorities encourage you to express yourself as an individual?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
27. Which of the following best sums up your attitude toward your school subjects in general?  
a) very interested    b) interested    c) indifferent  
d) uninterested    e) very uninterested
28. If you have an emotionally upsetting experience, do you find the best way of recovering is to be alone rather than talking with friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
29. Do you find it hard to say what you feel at home?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
30. Is family conversation easy and pleasant?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
31. Do your parents laugh at or make fun of you?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
32. Is your choice of records, music you listen to, etc. influenced by your friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never

33. If at a party your friends offer you an alcoholic beverage, would you take a drink even though it is against the law?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
34. Does your family do things as a group?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
35. Do you look forward to going to school in the mornings?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
36. Are your parents sarcastic toward you?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
37. Do your parents try to make you feel better when you are "down in the dumps"?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
38. If you miss school, how often are your absences legitimate? (i.e. due to illness, appointment, or other excuse considered legitimate by School Authorities.)
- a) always    b) usually    c) sometimes    d) seldom  
e) never
39. Do you pretend you are listening to your parents when you actually have turned them off?
- a) always    b) usually    c) sometimes    d) seldom  
e) never

40. Do you make many of the decisions about what your group of friends are going to do some particular night?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
41. If your parents told you to be in by midnight, but your group of friends asked you to stay out until one o'clock, would you stay with your friends?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
42. Do you do your homework with your friends?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
43. Do your parents show an interest in your interests and activities?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
44. Do you volunteer for special class assignments?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
45. Do either of your parents allow you to let off steam?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
46. Do you help your parents understand you by saying how you think and feel?
- a) always    b) usually    c) sometimes    d) seldom  
e) never

47. Do you spend more time with your friends than alone?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
48. Do you try to avoid being by yourself?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
49. Do you hesitate to disagree with either of your parents?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
50. Do you get into trouble with school authorities?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
51. Do you enjoy being alone?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
52. Is your school behavior influenced by your friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
53. Are you concerned about what others think of you?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
54. How often do you participate in classroom activities (by this we mean asking and answering questions, joining discussions, etc.).  
a) always    b) usually    c) sometimes    d) seldom  
e) never

55. Do either of your parents believe that you are bad?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
56. Do you feel your school courses are relevant to what you would like to do later in life (in reference to a job, career, profession)?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
57. If your friends told you they did not like your boy/girlfriend, would this influence your opinion of him/her?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
58. Do your parents seem to respect your opinion?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
59. Do you hesitate to disagree with your friends?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
60. Do you feel your teachers in general are interested in you as a "person"?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
61. Do you fail to ask your parents for things because you believe they will deny your requests?
- a) always    b) usually    c) sometimes    d) seldom  
e) never

62. Do you respect the opinions and attitudes of your friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
63. Does your school leave enough room for personal freedom? ( i.e. clothes, hairstyle, etc.)  
a) always    b) usually    c) sometimes    d) seldom  
e) never
64. Are you happiest when you are with your friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
65. If most of your friends started taking drugs, would you try it also?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
66. Do your parents ask your opinion in deciding how much money you should have?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
67. During the weekend, do you spend more time alone than with your friends?  
a) always    b) usually    c) sometimes    d) seldom  
e) never
68. Would you skip school even if you did not have an excuse?  
a) always    b) usually    c) sometimes    d) seldom  
e) never



69. Do your parents seem to talk to you as if you were much younger than you actually are?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
70. If your parents disapproved of your group of friends, would you stop hanging around with them?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
71. If it was entirely up to you to decide, would you go to school each day?
- a) always    b) usually    c) sometimes    d) seldom  
e) never
72. Do your parents wait until you are through before "having their say"?
- a) always    b) usually    c) sometimes    d) seldom  
e) never

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## VITA

Richard Newton-Smith was born July 16, 1946 in Barrie, Ontario. While in Barrie, he attended Prince Edward Public School, but completed his primary education at Beverley Acres Public School in Richmond Hill, Ontario. He began his secondary education at Bayview Secondary School in Richmond Hill, but completed it at Perth Collegiate, Perth, Ontario. He graduated from Laurentian University in Sudbury, Ontario in 1968 with a general B.A. in Sociology-Psychology.

In 1970 he graduated from the School of Social Work, University of Windsor with a Master's degree in Social Work. He is presently working in both the out-patient and residential programs of Windsor Group Therapy.

## VITA

Shelia Newton-Smith was born August 13, 1945 in Sudbury, Ontario. She attended Alexander Public School and graduated from Sudbury High School in 1964. In 1968 she graduated from the University of Western Ontario with an honours B.A.

She received a Master of Social Work degree from the School of Social Work, University of Windsor in 1970. She is presently working at Maryvale Vocational School--a residential treatment centre for emotionally disturbed adolescent girls.

## VITA

Linda Popp was born in Montreal, Quebec on May 30, 1947. She was raised in Windsor, Ontario where she attended Central and Northwood Elementary Schools and Vincent Massey High School. She graduated from the University of Western Ontario in 1968 with a general B.A. in English.

In 1970 she graduated from the School of Social Work, University of Windsor, with a Master's degree in Social Work. She is presently employed at Maryvale Vocational School--a residential treatment centre for emotionally disturbed adolescent girls.

She is married with one son.