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## Students . . . and Marijuana

Linda J. Behrins  
*Illinois Wesleyan University*

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STUDENTS . . . AND MARIHUANA  
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SPECIAL COLLECTIONS

By  
Linda June Behrens  
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April 27, 1970  
Date

Mary D. Shank  
Department Head

April 27, 1970  
Date

Bernadine L. Drake  
Project Adviser

April 15, 1970  
Date

Ronola L. Lanning  
Academic Adviser

April 26, 1970  
Date

Sam C. Jensen  
Out-of-Department Reader

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## INTRODUCTION

Perhaps one of the most controversial issues in our society today concerns the current use of hallucinogenic drugs by young people, including students. It may be relevant to ask why we are reacting so violently to the students' use of drugs when there are four to eight million alcoholics in the country. Why the uproar about the use of hallucinogens when self-prescribed use of stimulants and depressants is far more widespread? And what about Americans' consumption of cigarettes despite evidence strongly suggesting a relationship between smoking and both cancer and heart disease? These questions, and others, were asked by Dr. Helen H. Nowlis, Director of the National Association of Student Personnel Administration Drug Education Project under contract with the U.S. Food and Drug Administration.<sup>1</sup>

Other questions and statements asked by Dr. Nowlis were:

Why do so many gifted and privileged young people defend the right of their fellow students to use drugs and why are a few of them making the use of drugs and the culture that surrounds them a central, if temporary, factor in their lives? A first impulse is to say they are sick--but who defines sick and how? A second impulse is to say they are rebelling--against what? Or to say that they are immoral--according to what values? Miserable--why? Searching and exploring--for what?

Why do so many people think of student drug use as exclusively a medical or legal problem and delegate

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<sup>1</sup>Helen H. Nowlis, "Why Students Use Drugs," American Journal of Nursing, 68:8 (August, 1968), p. 1681.

responsibility for its solution to the physician, the legislator, and the law enforcement officer? Is this a convenient way to avoid our own responsibilities?

These are few of the many questions asked every day about the nature and use of marihuana, one of the hallucinogenic drugs in circulation among student populations throughout the country. It appears that marihuana is the predominant drug in use, seemingly due to its lack of physiological damage to the human organism, this being based on current research data. This is not, by far, the only drug in use. Others, LSD (Lysergic Acid Diethylamide), the amphetamines, stimulants, narcotics, sedatives, alcohol, and tobacco are but a few.

Who, what, where, when, and why are the big questions that we must ask. But I think Dr. Nowlis has appropriately summed up the issue in one of her statements: "The real problem is not drugs, but the people who use them."<sup>2</sup>

It is becoming increasingly evident that people with problems--personal, social, intellectual--use drugs and it is the individual with his reasons for using drugs who is the key to understanding current drug use. Research done on this nationwide controversy has indicated that some students have turned to drugs because they are bored, cannot enjoy life, or cannot tolerate stress and frustration of everyday living. He finds those things that were difficult to do while sober are made easier under the influence of drugs. This seems to be the seductive aspect of

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<sup>2</sup>Ibid., p. 1682.

drug use for young people, particularly those who are dependent, unsure of themselves, or unhappy.

This is the focus of the material presented; a gathering of information from numerous sources researching student drug use, as well as a personal research project done on a private, midwestern university campus regarding the problem and use of marihuana by its students. The widespread anxiety and confusion about the nature and use of marihuana has stimulated the presentation of this paper dealing with the student . . . and marihuana.

PART I  
SURVEY OF THE LITERATURE



## SURVEY OF THE LITERATURE

### The Student and his Culture

It has been said that the key to understanding drug use lies within the individual user. We know that just as students differ, students who use drugs differ, and it is a great mistake to get overenthusiastic about any one explanation. There are, however, some general observations about the student which may be useful in understanding his behavior.

In their statement on Cannabis, the Council on Mental Health has said it is in the nature of adolescence to "seek new and exciting experiences, to question self, family, and society, to try on and discard new guises of behavior . . . and to act like child and adult." Such experiences contribute to personal growth and ultimately to intellectual development and social progress, though in some instances the behavior may appear to some viewers as thoughtless, irresponsible, or rebellious. "The activity of adolescents assumes forms and patterns unique to each generation, each having its own values, totems, and taboos."<sup>3</sup>

Dr. Helen Nowlis has commented that,

All college students are at one or another stage in growth and development from childhood to adulthood. This growth process involves both the unlearning of

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<sup>3</sup>Council on Mental Health and Committee on Alcoholism and Drug Dependence, "Dependence on Cannabis (Marihuana)," Journal of American Medical Association, 201:6 (August 7, 1967), p. 109.

modes of behavior which were appropriate and rewarded in childhood and the learning of new modes of behavior in accordance with society's definition of the adult role, a definition which is neither clear nor consistent. Becoming adult not only involves substituting independence for dependence and individual identity for borrowed or assumed identity, but also involves acquiring the ability to postpone immediate gratifications in the interest of long-range goals. Becoming independent may also involve rebellion. Developing an identity consistent with one's talents and abilities, hopes and dreams, requires hard work and experimentation which may be unsuccessful more often than it is successful. Tolerating the frustrations involved in postponing gratifications can make other frustrations seem greater. 4

Is this growth process a major factor in making the young person susceptible to the ever increasing drug use? Is assumption of the adult role in life so demanding that it forces the student to turn for "help"? Are we placing so much emphasis on growing up at too early an age so that it is becoming overwhelming for the adolescent?

There are other reasons why students use drugs, and one major influence is that we live in a drug-oriented culture. Americans of all ages, from birth to death are ingesting drugs in greater variety and greater numbers than ever before. These drugs are used by a variety of people for a variety of reasons: for a change of pace, to change mood, to reduce anxiety, for a pick-up, to combat fatigue, to relieve tensions, to relieve boredom, to facilitate social interaction, to stay awake, to go to sleep, and just for fun. The main difference in adult and student drug use is that these substances are socially acceptable

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<sup>4</sup>Helen H. Nowlis, Drugs on the College Campus, Anchor Books, (Garden City, New York: Doubleday and Company, Inc., 1969), pp. 21-22.

and are fairly easily available, whereas marihuana and the other drugs used by students are not. Man has used drugs throughout the ages to escape from discomfort and misery, both physiologically and psychologically. And it is interesting to note that in our society misery is a condition familiar not only to the socially and economically depressed, but also to those who are in the midst of "success."

Has there ever been a society in which drugs were more widely available than in current American society? It is a society dedicated to progress through chemistry. Man has made strenuous efforts to find mind-altering substances and techniques. Today's individual uses medication as a kind of "magical protector" and depends on medication rather than people to handle certain emotional drives and needs.<sup>5</sup>

Another important aspect of current society is its attitude toward risk. Students have grown up in an atmosphere which takes risks for granted and assumes that there is little that can be done without risk. "Risk-taking ideally involves rational decisions which are based on informed estimates of both the value of the goal and the probability of gain or loss, of reward or disaster."<sup>6</sup> But risk-taking is more often based not on rational decisions, but on irrational thinking, habit, hunch, impulse, mood, or information that is inadequate and erroneous. A temporary feeling of invulnerability may lead the individual

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<sup>5</sup>Ibid., pp. 23-24.

<sup>6</sup>Ibid., p. 25.

to believe "it won't happen to me." He may have feelings of hopelessness or of being discriminated against which may lead him to believe he has very little to lose and much to gain. Thus, an adequate description of the risks involved in drug use may serve as an effective deterrent to some but have no effect or even the opposite effect on others.<sup>7</sup>

It has been frequently pointed out that ours is an achievement-oriented, environment-dominating society which values and rewards intellectual performance almost to the exclusion of emotions and feeling. It is a society which often measures success and prestige in terms of material possessions. Far more young people than those who turn to drugs are uneasy in this climate. Some of them look at eminently "successful" parents and do not like what they see or sense. They think, "there must be something else."

We as a nation subscribe to the Puritan moral theory that if we live now, work hard, save, and be good we will be rewarded in the after life. Many of the young people today do not find this to be an acceptable philosophy, primarily because it is materially oriented, which may well account for the growing acceptance of eastern religions with their stress on the spiritual rather than the material side of life.<sup>8</sup>

Students feel the need for deep and meaningful experience

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<sup>7</sup>Ibid.

<sup>8</sup>Joseph Oteri, "Marihuana, Morality and the Law," Paper Presented at the Illinois State Medical Society National Symposium on Psychedelic Drugs and Marihuana, (Chicago, 1968), pp. 1-2.

in an increasingly secular society. Because the church, as organized religion, seems to reflect so many of the trends in society which they find distasteful, they are attracted to the eastern religions with their emphasis on mysticism and personal religious experience. They want a personally meaningful part in a world which seems so full of aggression, discrimination, poverty, famine, alcoholism, divorce, and hypocrisy that the individual seems superfluous. They want a "frontier" in which to find adventure, challenge, love, and an opportunity to prove themselves. They are in the midst of a technological jungle which they are rejecting; they seem to find more meaning by withdrawing into an inner world.

The institutions of higher learning often parallel these trends in society. They have responded to the pressures of increasing knowledge and specialization, growing in size and complexity. As a result the students encounter increased impersonality and dehumanization, becoming a number on an IBM card and fed into a computer.

This impersonality and dehumanization come at the very time in development when they need recognition from the social environment and desperately want meaningful relationships with important adults, although on their own terms and at their own times. They are concerned with varying degrees of self-discovery. By this they mean their own search for their own identity in the world as they perceive it; a search which goes beyond the mere acceptance of a pattern to which they are expected to conform.

They are preoccupied with being themselves, but since they are not yet sure just what that means, they may temporarily settle simply for not being what society expects them to be so that they may go on with the search. They want recognition that this search is an important and worthwhile endeavor and they want help, but help with the questions that have meaning for them at a particular stage in their search, not advice about where they should be.<sup>9</sup>

These are just a few of the general observations of the student in today's society. We must realize that he has not developed and matured overnight by himself, but that this is an ever-continuing process from birth to death. He has many influences and however minute they may seem, they all play an important role.

One of the great myths of the day is that if a child goes wrong, becomes a drughead, for example, this must be due to parental failure. If the cause is not deprivation or neglect, it must be overprotection or possessiveness. Somewhere between "I don't care" and overprotection is the parental attitude which best permits the child to develop and grow up. He grows by solving problems, by learning from failure and defeat as well as from success and reward. This opportunity to become resilient by encountering and coping should not be denied any growing creature. When help is needed, the parent-child relationship

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<sup>9</sup>Nowlis, Drugs on the College Campus, pp. 26-28.

ought to be so open and trusting that it is used for assistance, information, and advice. This is just as true for the issue of drug-taking as for every other problem.<sup>10</sup> So often parents or guardians are heard saying they will "disown" their child if he is found using drugs. There seems to be no room for explanation and little opportunity for rationality in these instances.

Parents and others seem to perennially forget the cyclic nature of a man's development. A young person is more curious, less cautious, more impulsive, more willing to take a chance, and certainly more idealistic. Many youths are fascinated by mind-changing drugs, especially the new ones. Their elders are appalled by the dangerous exploration of insufficiently studied chemicals. As the young grow and mature, they tend to withdraw from the chemical roulette. When they become parents, they are dismayed in turn by the actions of their children. Dr. Sidney Cohen has said, "The generation gap is the distance between the parents' forgetting and their childrens' not knowing."<sup>11</sup>

Following, on the next page, is a presentation of vectors contributing to illicit-drug use by students as found in Blum's Students and Drugs.<sup>12</sup>

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<sup>10</sup>Sidney Cohen, The Drug Dilemma, (New York: McGraw-Hill Book Company, 1969), pp. 115-116.

<sup>11</sup>Ibid., p. 6.

<sup>12</sup>Richard F. Blum and Associates, Students and Drugs, (San Francisco: Jossey-Bass, Inc., 1969), p. 369.

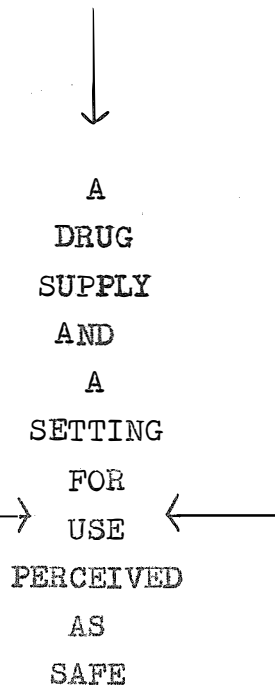
Presentation of Vectors Contributing to Illicit-Drug  
Use by Students

Parent-Child Interaction Styles: Permissive; close to mother; disagreements within family on values; not child- or family-centered life styles; father-child aloofness; intellectual ideals of relationship not put in practice; parent's teaching of drug use.

Social Class and Family Background: Wealth; liberal Protestant or Jew; mobile; values stress adjustment; independence; non-traditional life.

Personality and Interests, Including Early-Life Experiences: Interests in aesthetics, in the mind; shows regressive experience and feelings; is open-minded, intuitive, undisciplined, rebellious, insecure spontaneous, guileful, sympathetic, unreliable, nonconforming, flamboyant.

Peer Groups on Campus: Friends who use illicit drugs; respected older students who show and teach drug use.



School Milieu: Liberal urban campus; intellectual emphasis; non-denominational; close ties with drug sources in metropolitan areas; faculty sympathy with student quests and challenges.

Mass Media with Information on Drug Use: Specialized literature on drug effects; sensationalism; appeals through publicity to exhibitionistic drug use.

Culture: A drug-using society optimistic about effects of drugs in controlling mind and tolerant of insulated adolescent cultism and faddishness.

STUDENTS EXPERIMENTING  
WITH ILLICIT DRUGS



### Professional Viewpoints

"To most psychiatrists, the increase in marihuana smoking represents not so much a search for new thrills as the traditional, exhibitionistic rebellion of youngsters against adult authority."<sup>13</sup> These students are also looking for changes in personality, they lack communication, and feel isolated; when they smoke, there is a certain togetherness.

Chicago Child Psychoanalyst, Ner Littner, argues that for the emotionally stable youngster, its /marihuana's use is just part of "the developmental phase of being a college student." But University of Chicago Psychiatry Professor, C. Knight Aldrich points out that "the emotionally susceptible person can get psychologically dependent on anything--cafein and coffee, nicotine and cigarettes, alcohol, or marihuana."<sup>14</sup>

University of Wisconsin Psychiatrist, Seymour L. Holleck said, "smoking marihuana has become almost an emblem of alienation. The alienated student realizes that the use of 'pot' mortifies his parents and enrages authorities. Unable to change a flawed world, the alienated also seek a quick, autoplasic adjustment in themselves."<sup>15</sup> They can create a new inner reality simply by taking a pill or smoking a marihuana cigarette.

Dr. James Carey, a sociologist at the University of California in Berkeley, mentions two trends supporting the growth of

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<sup>13</sup>"The Pot Problem," Time, 85:11 (March 12, 1965).

<sup>14</sup>Ibid.

<sup>15</sup>"Potted Ivy," Time, 89:20 (May 19, 1967).

drug use on college campuses. He states that the spread is a result of: 1) the "scientific breakthrough, creating a host of new and inexpensive hallucinogenic drugs," and 2) "experiencing a rapid period of social change."<sup>16</sup> This rapid pace assumed in the changing period seems to be increasing the "generation gap," thus prohibiting the amount of understanding between youth and adult.

Dr. Helen Nowlis, in a presentation at Illinois State University comments, "all is not well with our young people. We have too long equated student with child. . . . There is a cultural lag--we're moving faster, our social institutions (education, government, religion) are getting bigger and no longer able to respond to needs of the present generation. We are unable to keep pace with the change."<sup>17</sup>

University of Indiana Sociologist, Alfred R. Lindsmith, who has spent nearly thirty-five years studying drug use contends with a measure of grim humor: "If a kid goes to college these days and never develops an interest in marijuana, he's got a problem and you should worry. He may be a loner or not accepted by his peers."<sup>18</sup>

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<sup>16</sup>James T. Carey, "Drugs in Student Society," Illinois State University, Olympus Symposium, Normal, Illinois, (November 17, 1969).

<sup>17</sup>Helen H. Nowlis, "Drugs--Social and Psychological Effects on the Student," Illinois State University, Olympus Symposium, Normal, Illinois, (November 24, 1969).

<sup>18</sup>Alfred R. Lindsmith, Time, (September 26, 1968).

## Marihuana

For a variety of reasons the term marihuana (or marijuana) has become, in this country, synonymous with cannabis and all of its products and derivatives. Originating in Asia and the Eastern Mediterranean basin, the drug spread via Africa and South America to Mexico. Only within the past sixty years has marihuana been used in the United States.<sup>19,20</sup>

The term "cannabis" is used in international language according to these definitions:<sup>21,22</sup>

- "Cannabis" means the flowering or fruiting tops of the cannabis plant (excluding the seeds and leaves when not accompanied by the tops) from which the resin has not been extracted.

- "Cannabis plant" means any plant of the genus cannabis.

- "Cannabis resin" means the separated resin, whether crude or purified, obtained from the cannabis plant.

The cannabis plant grows wild in most temperate climates in the world. The fibers of its stalks are widely used for the manufacture of rope. The substance cannabis is derived from a resin exuded by the female plant. This resin is primarily concentrated in the tops of the plant, but is also present to some degree in its leaves and flowering shoots. The potency of cannabis is a function of the climatic and soil conditions under which the plant grows, the time and method of harvesting.

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<sup>19</sup>Council on Mental Health, "Dependence on Cannabis," p. 108.

<sup>20</sup>Cohen, The Drug Dilemma, pp. 49-50.

<sup>21</sup>Council on Mental Health, "Dependence on Cannabis," p. 108.

<sup>22</sup>Lindsmith, Time.

and the part of the plant from which it is derived.<sup>23</sup>

Much of the controversy about the effects of marihuana is a result of the tendency to use this term indiscriminately referring to cannabis of all kinds and potencies. The term "marihuana," used primarily in the Americas and England, refers almost exclusively to the preparations of the leaves and flowering tops of the cannabis plant, which are dried, sometimes mixed with tobacco and then typically smoked in cigarettes. In the vernacular of the street, they are called reefers, joints, or sticks containing hay, grass, pot, weed, or tea. The inhaled smoke has increased effect when the cigarette is reduced to a short butt, because the active ingredients concentrate there during smoking.<sup>24</sup>

The resin from the flowering tops of the female plant, whether smoked or eaten, is called hashish or charas. Ganja is less potent, being a mixture of resin, tops, and leaves. A third and still less potent product used in India is bhang, which is tea made from the dried leaves and shoots. In strength, bhang is the equivalent of the American marihuana, having approximately one-sixth the strength of hashish.<sup>25</sup>

Legally, the preparations of cannabis are dealt with in international treaties and within the western countries (including the United States) in the same general manner as the narcotics.

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<sup>23</sup>Nowlis, Drugs on the College Campus, pp. 92-93.

<sup>24</sup>Council on Mental Health, "Dependence on Cannabis," p. 108.

<sup>25</sup>Ibid.

In the United States they are controlled under the Marihuana Tax Act, administered by the Federal Bureau of Narcotics. The Legality aspect of marihuana will not be discussed at this time, but will be considered at a later point.

Classification--Reactions of Marihuana: Marihuana acts as a mild euphoriant and sedative somewhat like alcohol, although in comparable doses it is probably more disruptive of thought processes. In larger doses marihuana effects more closely resemble those of the hallucinogens than any other group of drugs. Most of the phenomena experienced with LSD (lysergic acid diethylamide) such as depersonalization, marked visual and temporal distortion and hallucinations have been observed with sufficiently large amounts of marihuana and especially with hashish. The effects are much milder and easier to control than those of LSD. Marihuana produces no physical dependence and virtually no tolerance.<sup>26,27</sup>

Marihuana is unique in the reactions it produces in its users, although its physiological effects have been likened to those of alcohol. The following is a clinical picture of the sequence of events resulting from the ingestion of marihuana. The sequence of events is the same whether the drug is ingested or inhaled, but the latter produces its effects more rapidly.

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<sup>26</sup>William H. McGlothelin and Louis Jolyon West, "The Marihuana Problem: An Overview," American Journal of Psychiatry, 125:3 (September, 1968).

<sup>27</sup>Council on Mental Health, "Dependence on Cannabis," p. 111.

Within thirty to sixty minutes after the ingestion of marihuana the conjunctiva reddens, the pupils dilate, and react sluggishly to light; sensitivity to light, tearing, tremulousness of the eyelids, and nystagmus become evident. Ophthalmoscopic examination reveals nothing unusual in the optic nerve head, blood vessels, or retinal background. The vision for distance, proximity, and color changes but slightly. The tongue becomes tremulous and dry, and the mouth and throat parched, suggesting a decrease in salivary secretion. Cardiovascular changes consist of an increase in the radial pulse rate and a rise in the blood pressure which closely follows the pulse increase. The extremities become tremulous, and there are involuntary twitching, hyperreflexia, increased sensitivity to touch, pressure, and pain stimuli. . . . Not all of these phenomena occur in every subject but when any of them does, it lasts for about twelve hours.<sup>28</sup>

Mental phenomena arise two to three hours after ingestion or almost immediately after inhalation of the drug. It must be remembered that the psychological effects of cannabis are dependent on the personality of the user, his expectations, and the circumstances under which he takes the drug. The effects of marihuana are variable in different individuals as well as in the same individual at different times.<sup>29</sup>

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<sup>28</sup>David Solomon, ed., The Marihuana Papers, Signet Books, (New York: The New American Library, 1966), pp. 412-413.

<sup>29</sup>J. H. Jaffe, "Drug Addiction and Drug Abuse," in Goodman and Gilman, (eds.), The Pharmacologic Basis of Therapeutics, quoted by Helen H. Nowlis, Drugs on the College Campus, p. 96.

The subject admits being "high," a state characterized by a sensation of floating in air, a lightness or dizziness in the head, ringing in the ears, and heaviness in the limbs. Euphoria is first manifested objectively in volubility and increased psychomotor activity, and later subjectively in a delicious and confused lassitude.<sup>30</sup>

Distance and time intervals subjectively appear flexible. In three to six hours after ingestion of marihuana, hunger, manifested mainly in a craving for sweets, and a feeling of fatigue and sleepiness become prominent. The individual may sleep from one to six hours and on awakening no longer experiences the previous effects.

The mental status of a marihuana user usually reveals a hyperactive, apprehensive, loquacious and somewhat suspicious individual. He usually does not manifest such mental disorders as delusions, hallucinations, phobias, or autistic thinking. Attention, concentration, and comprehension are only slightly disturbed, as is evidenced by the fact that the results in his educational achievement tests are only slightly lowered.<sup>31</sup>

Marihuana use, however, may precipitate mental confusion, terrifying paranoid thoughts, and anxiety leading to psychosis in an unstable personality when it is taken in amounts greater than he can tolerate. He may experience false hallucinations in the forms of flashing lights and apparitions, and also

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<sup>30</sup>Solomon, The Marihuana Papers, p. 413.

<sup>31</sup>Ibid.

auditory hallucinations similar to those met with in the alcoholic psychoses, such as delirium tremens. The subject may assume grotesque, statue-like positions. Respiration may become labored accompanied by pallor and perspiration and also tachycardia.

The foregoing descriptions have been evidenced in subjects involved in the research project conducted in New York City in 1938 under the auspices of Mayor LaGuardia's Committee on Marihuana. It must be emphasized that there is not a characteristic marihuana psychosis. Should a psychosis be precipitated, it may last only a few hours or it may continue for a few weeks. It may be controlled by withdrawal of the drug and the administration of barbiturates. After a few hours of sleep following the episode, the patient may awaken with complete recall of his experience and with his insight unimpaired.<sup>32,33</sup>

Popularity--A Result of its Effects: In the case of marihuana, which is the most popular of the illicit drugs on campus, some presumptions have been made about its popularity that are linked to the drug's effects. The following discussion has been presented in Blum's Students and Drugs.<sup>34</sup>

For one thing, most students have said they expected their use of marihuana to be fun. Many students experience a state

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<sup>32</sup>Ibid., p. 414.

<sup>33</sup>Cohen, The Drug Dilemma, p. 53.

<sup>34</sup>Blum, Students and Drugs, pp. 370-373.



which they say they like and want to repeat. This in itself accounts for only a part of the drug's popularity. Consider how it is used--the most frequent being in the form of smoking. When tobacco smoking was introduced into Europe, it became epidemic and within one hundred years or so almost every society around the world had adopted it. Smoking was something special and today remains probably the most popular addiction in the world. The values of smoking are several: 1) absorption of the drug is immediate and effects are felt rapidly; 2) dosage is visibly controllable; one can choose to smoke as much as one wants, and for the mild drugs, such as tobacco and today's collegiate marihuana, the effects are not long enduring. Contrast that to the invisible contents of a pill, which once ingested, cannot be retrieved and whose effects may be felt for many hours.

Smoking has another strong attraction--oral gratification. For anyone who has smoked tobacco, it is easy to transfer the smoking habit to marihuana. The substitution of marihuana for tobacco is not only easy, but there are strong reasons for doing this, so the students say. In the last decade, there has been a strong campaign to educate the public to the dangers of cigarette smoking. Students know it is linked to cancer and they know it is an addictive drug. The students have grown up amidst public health warnings announcing that danger. Educators have believed they have responded. Students can respond to warnings about specific drugs if they believe these to be

scientifically sound. Yet if there is a culture of smoking around them, including their own early experience with parents who smoke, and the satisfactions to be derived from oral gratification, then a strong set of forces contributing to the desire to smoke are expected. Presto, tobacco is eliminated because it is unsafe, and a new drug, marihuana, believed not to be addictive and not to cause cancer, is substituted. Add to this that marihuana does, in fact, please many of the persons who try it, then a compelling set of reasons for using this drug are present.

Another reason has to do with alcohol. Students say alcohol has three disadvantages: its effects are long lasting, it is expensive, and it produces a hangover. Marihuana, they say, is quicker acting, even at illicit prices costs less to produce equivalent effects, and best of all, produces no hangover.

So, looking at these different points of view, marihuana seems to be quite appealing to the students on university campuses for a variety of reasons.

Learning the technique: The novice does not ordinarily get high the first time he smokes marihuana and several attempts are usually necessary to induce this state. One explanation of this may be that the drug is not smoked properly, that is, in a way that insures sufficient dosage to produce real symptoms of intoxication. It cannot be smoked like tobacco if one is to get high; you have to draw in a lot of air and get it down in your system and then keep it there as long as you can. Without the

use of some such technique, the drug will produce no effects.<sup>35</sup>

If nothing happens the user does not develop a conception of this drug as an object used for pleasure and use usually will not continue. Learning the proper way to smoke the drug may occur through direct teaching. But many new users are ashamed to admit ignorance and, pretending to know already, must learn through the more indirect means of observation and imitation. Only when learning the proper smoking technique can the drug become meaningful to the individual using it.

Even after he learns the proper smoking technique, the new user may not get high. Being high consists of two elements: the presence of symptoms caused by marihuana use, and the recognition of these symptoms as connected to the use of the drug.<sup>36</sup> It is not enough, that is, that the effects be present; alone, they do not automatically provide the experience of being high. The user must be able to point them out to himself and consciously connect them with having smoked marihuana. Without this recognition the individual might consider that the drug had no effect on him. These people may think that the whole thing is an illusion and that the user is deceiving himself into believing something is happening when, in fact, nothing is. These people do not continue using marihuana, feeling that it does nothing for them.

Typically, however, the novice has faith that the drug

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<sup>35</sup>Solomon, The Marihuana Papers, p. 71.

<sup>36</sup>Ibid.

actually will produce some new experience and he continues to experiment with it until it does. His failure to get high often worries him and he is likely to ask more experienced users about the drug. In such conversations he is made aware of specific details of his experience which he may not have noticed or may have noticed but failed to identify as symptoms of being high.<sup>37</sup>

With increasing experience the user develops a greater appreciation of the drug's effects; he continues to learn to get high. He examines succeeding experiences closely, looking for new effects, making sure the old ones are still there.

Users, as they gain experience, and a set of categories from which to differentiate the drug's different effects become connoisseurs. Like experts in fine wines, they can specify where a particular plant was grown and what time of the year it was harvested. Although it is usually not possible to know whether these are correct, it is true that they distinguish between batches of marihuana, not only according to strength, but also with respect to the different kinds of symptoms produced.

One more step is necessary if the user who has now learned to get high is to continue use. He must learn to enjoy the effects he has just learned to experience.<sup>38</sup> Marihuana-produced sensations are not automatically or necessarily pleasurable. The taste for such experience is a socially acquired one. The user feels dizzy, thirsty; his scalp tingles; he misjudges time

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<sup>37</sup>Ibid.

<sup>38</sup>Ibid.

and distances. Are these things pleasurable? He isn't sure. If he is to continue use, he must decide that they are. Otherwise, getting high will be an unpleasant experience he would rather avoid.

In addition, the novice's naive interpretation of what is happening to him may further confuse and frighten him, particularly if he decides that he is going insane. Given these typically frightening unpleasant first experiences, the beginner will not continue using marihuana unless he learns to redefine the sensations as pleasurable. This redefinition occurs in interaction with more experienced users who teach the novice to find pleasure in these experiences. Then, what was once frightening and distasteful becomes pleasant, desired, and sought after.<sup>39</sup>

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<sup>39</sup>Ibid.

### Marihuana Use and Social Control

Learning to enjoy marihuana is a necessary but not a sufficient condition for a person to develop a stable pattern of drug use. He still has to contend with the powerful forces of social control that make the act seem inadvisable, inexpedient, immoral, or all of these.

When deviant behavior occurs in a society one factor influencing its coming into being is a breakdown in social controls which have previously maintained the valued form of behavior. The term social deviation is given to "any failure to conform to the customary norms of the society."<sup>40</sup> Deviation may be individual, in that a person deviates from the normal behavior of his group; or it may be group deviation, in which the entire group deviates from social norms, so that the individual is a conforming member of a deviant group or subculture.<sup>41</sup>

These two types seem to merge as the individual deviant tends to seek out other individuals thus forming a group. This is the predominant type of deviation in which marihuana users are classified.

A number of potent forces have influenced and controlled the use of marihuana in our country. First, the act is illegal and punishable by severe penalties. Its illegality makes access to the drug difficult. Actual use can be dangerous, for arrest

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<sup>40</sup>

Paul B. Horton and Chester L. Hunt, Sociology, 2nd ed., (New York: McGraw-Hill Book Company, 1968), p. 135.

<sup>41</sup>Ibid., p. 152.

and imprisonment are always possible consequences. In addition, if a user's family, friends, or employer discover that he uses marihuana they may punish him with various kinds of informal but highly effective sanction, such as ostracism or withdrawal of affection. Finally, a set of traditional views has grown up defining marihuana use as a violation of morals, an act leading to loss of self-control, and eventual slavery to the drug. Such views are effective forces preventing marihuana use.

Although the user does not know what specifically to expect in the way of punishments, the outlines are clear: he fears repudiation by people whose respect and acceptance he requires both practically and emotionally. He expects that his relationship with nonusers will be disturbed and disrupted if they should find out. In this way he limits and controls his behavior. This kind of control breaks down when the user finds out through experience that these nonusers need never find out.

### Legislation

"Marihuana abuse is literally first and foremost a legal problem. However you may choose to describe it--as a sociological, as a psychological, or as a human problem--the fact remains that our society has decided to subject marihuana to controls through the use of criminal sanctions."<sup>42</sup>

The Marihuana Tax Act of 1937 is a system of registration, occupational tax, transfer tax, and transfer forms.<sup>43</sup> The regulations relate to the "importation, manufacture, production compounding, sale, dealing in, dispensing, prescribing, administering, and giving away of marihuana."<sup>44</sup> The law is designed to permit marihuana to be produced and used for industrial, scientific, and medical purposes only. In determining which persons may become registered, and thereby sell or acquire marihuana, the regulatory scheme requires as a condition precedent that the applicant be qualified to engage in the activity according to the applicable State provisions.<sup>45</sup>

The basic features of federal control are to make marihuana dealings visible to public scrutiny, and to render difficult the acquisition of marihuana for nonmedical and noncommercial

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<sup>42</sup>Donald E. Miller, "Legislative and Judicial Trends in Marihuana Controls," Paper Presented at the Illinois State Medical Society National Symposium on Psychedelic Drugs and Marihuana, (Chicago, 1968), p. 1.

<sup>43</sup>Ibid., p. 5.

<sup>44</sup>Solomon, The Marihuana Papers, p. 482.

<sup>45</sup>Miller, "Trends in Marihuana Controls," p. 5.



purposes. The Marihuana Tax Act requires all persons with legitimate need to handle marihuana to register and pay an occupational tax, requires that all marihuana transactions be recorded on official forms provided for that purpose, makes transfers to a registered person subject to a tax of one dollar an ounce, and makes transfers to an unregistered person subject to a prohibitive tax of one hundred dollars an ounce.<sup>46</sup>

The controls over marihuana under the federal and state laws are dissimilar. Under the federal law marihuana is not considered a narcotic drug. On the other hand, many states have covered marihuana by including it within the definition of "narcotic drug" since adoption of the Uniform Narcotic Drug Act in 1932. Marihuana is equated in many state laws with the narcotic drugs because the abuse characteristics of the two types of drugs, the methods of illicit trafficking, and the types of traffickers have a great deal in common.<sup>47</sup>

Persons violating federal law with respect to possession of marihuana are subject to penalties of from two to ten years imprisonment for the first offense, five to twenty years for the second, and ten to forty years for additional offenses. Suspension of sentence, probation, and parole are allowed only for the first offense.

Many state laws provide for comparable penalties. With respect to sale, penalties are even more severe. Penalties for

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<sup>46</sup>Council on Mental Health, "Dependence on Cannabis," p. 111.

<sup>47</sup>Ibid.

the first offense for possession and sale vary from two to twenty years and fines up to \$20,000.00. Second offenses carry penalties up to thirty years. In some states sentences are mandatory and probation and parole are denied. In several states the penalty for "sale" to a minor is death.<sup>48</sup>

Goddard, in commenting about marihuana legislation has said, "our laws governing marihuana are a mixture of bad science and poor understanding of the role of law as a deterrent force. They are unenforceable, excessively severe, scientifically incorrect, and revealing of our ignorance of human behavior."<sup>49</sup>

Mr. Joseph Oteri, Attorney, has quoted a famous Dutch philosopher, Benedict Spinoza, who wrote the following statements during the time when the founders of this nation were enacting a system of law which was designed to regulate moral conduct, both private and public, through the courts and prisons. Benedict Spinoza wrote:<sup>50</sup>

All laws which can be violated without doing anyone any injury are laughed at. Nay, so far are they from doing anything to control the desires and passions of man that, on the contrary, they direct and incite men's thoughts toward those very objects; for we strive toward what is forbidden and desire the things we are not allowed to have. And men of leisure are never

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<sup>48</sup>M. P. Rosenthal, "Proposals for Dangerous Drug Legislation," in Task Force Report: Narcotics and Drug Abuse, as quoted by Helen H. Nowlis, Drugs on the College Campus, p. 33.

<sup>49</sup>James L. Goddard, "Should it be Legalized? 'Soon We Will Know,'" Life, (October 31, 1969), p. 34.

<sup>50</sup>Oteri, "Marihuana, Morality, and the Law," p. 1.

deficient in the ingenuity needed to enable them to outwit laws framed to regulate things which cannot be entirely forbidden. He who tries to determine everything by law will foment crime rather than lessen it.

### Research on College Campuses

Numerous studies have been done on college campuses all over the country and conclusions have been drawn regarding the students' use of marihuana. Goldstein (1966) observed drug use on fifty campuses from the vantage point of a journalism graduate student. His casual interviews with students, police, and administrators led him to conclude that marihuana was used by one out of seven students, but that use of illicit or exotic drugs was rare. He considers most students simply to be occasional smokers, while only a few are "potheads," this meaning a heavy marihuana user.<sup>51</sup>

He views the latter to be psychologically disturbed individuals who are "ethnocentric, anti-authority, vulnerable to progression to more dangerous drugs, and preoccupied with being 'cool,' that is, with not being involved or emotional."<sup>52</sup> The most frequent goal for taking marihuana was pleasure seeking. Taking it out of curiosity to achieve status or prestige in a social group, to relieve boredom, to express rebellion, and to have intense personal experiences were also common.

The incidence of drug use varied greatly by campus and Goldstein attributed this to the location and orientation of the university or college and the composition of its student body. He noted that sophisticated urban schools initially had the highest student use of marihuana, but that there is now a spread

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<sup>51</sup>Blum, Students and Drugs, p. 373.

<sup>52</sup>Ibid.

to rural and less elite institutions.

The emphasis was on smoking as a social experience--one learned from others, done with others, and meaningful because it is a shared value and experience. Because it is a group activity and one which binds students together in expressing a style of living, any student group could use it. Smoking pot was not the prerogative of hippies on campus; instead, any strong in-group, whether an Ivy League residence house, a mid-western fraternity, or a California cooperative could take up smoking. Thus, he concluded, outward signs, beards or beads, were not enough to signal who may or may not use marihuana.<sup>53</sup>

Another sampling taken at the University of Michigan in Ann Arbor of 1000 of the university's 30,000 students concluded that 44% of the students have used marihuana, but relatively few have tried stronger drugs or narcotics. Of these 7.3% used marihuana only once; 21.4% used it seldom; and 15.3% used it often or frequently. Well under 1% of the sample professed to be regular users of narcotics, amphetamines, or hallucinogens. Also of interest was that 43% never used tobacco, while only 10.1% never used alcohol.<sup>54</sup>

Stanley F. Yolles, Director of the National Institute of Mental Health has reported on surveys of marihuana use in high schools and colleges. These studies indicate that approximately 20% of the college students questioned reported some experience

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<sup>53</sup>Ibid.

<sup>54</sup>Newspaper clipping, unidentified.

with marihuana. It is estimated that about 2,000,000 high school and college students have had some experience with marihuana.<sup>55</sup>

Generally, more men students reported involvement. Of those who reported having ever used marihuana, 65% had used it less than ten times with "once or twice" the commonest response.

One statement of particular interest in this study was that "fully 50% of those who have tried marihuana experienced no effects."<sup>56</sup> This finding was considered a result of four factors:

- 1) the agent may not have been potent.
- 2) frequently, effects are seen only after repeated use.
- 3) the expectation of the user had a significant effect on what he experienced.
- 4) the social setting in which use took place had an effect on the response.

It seems that the majority of research projects have been yielding the same or similar results.

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<sup>55</sup>Stanley F. Yolles, Recent Research on LSD, Marihuana and Other Dangerous Drugs, U.S. Department of Health, Education, and Welfare, Public Health Services.

<sup>56</sup>Ibid.

### Overview for Administrators

Dr. Helen Nowlis in her book, Drugs on the College Campus, and in a section of Blum's Students and Drugs has commented on the response of the educational institution and its administrators in dealing with their students and the students' use of drugs. She has said that, "the use of drugs by students and society's response to this use confront the college administrator and the educational institution which he represents with a multitude of problems--educational, ethical, legal, and professional. His dilemma highlights the difficult conflicts of values inherent in the problems."<sup>57</sup> The entire following section represents Dr. Helen H. Nowlis' view on the stand that she feels will be most useful and beneficial in dealing with situations involving drug use on the college campus.<sup>58,59</sup>

The thoughtful administrator recognizes that the institution's response to the use of drugs by students has serious implications for every aspect of that institution's relationship to society and to the student. It would be most convenient if the problem were simple and decisions about it could be made in a vacuum. To most adults, the answer to the problem seems to be as simple as stating that it will not tolerate the breaking of the law by members of its community. Implicit in this

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<sup>57</sup>Blum, Students and Drugs, p. 351.

<sup>58</sup>Nowlis, Drugs on the College Campus, pp. 53-76.

<sup>59</sup>Blum, Students and Drugs, pp. 351-358.

position are the assumptions that this approach will eliminate the use of drugs and that existing law-enforcement methods are the most effective way to accomplish this end.

Being faced with crisis and dilemma is nothing new for institutions of higher education. However, certain aspects of this particular crisis are unique: society's response to it is excessive and simplistic; the nature of the drug behavior labeled criminal is so private that detection of it requires informers, undercover agents, and the invasion of privacy; and such methods drive the whole problem underground, so that those students who do or may get into difficulty as a result of their drug use cannot be reached and helped until they are really in desperate trouble--or in jail.

The administrator must constantly be aware of the total climate of the campus as it affects all aspects of the student's growth and development. He, perhaps more than any other person, is continually impressed with the fact that there is no typical student, that each student is an individual with talents, abilities, experience, and ways of life which are unique. He knows that students bring with them a great diversity of attitudes, values, and goals. He knows that all students who show a given type of behavior cannot be treated in the same way, that failure, rebellion, depression, exploring the self, relieving boredom, facilitating social interaction, preparing for stress, and shutting out the world are not the same for everyone, and that uniform treatment of a specific type of behavior such as drug use



has little or no meaning. His only hope of helping students depends on searching out the reasons, the basic causes of the presenting behavior for each individual. If the student cannot seek counsel, either from a professional or from a faculty member, without threat of serious reprisals for both student and adviser, education in its broadest sense cannot occur.

It is clear that drug use may attract some who are troubled and emotionally unstable. These of all drug users need help with their basic problems, not punishment of its symptoms. Laws which label such symptoms criminal effectively shut these individuals off from professional help and leave them to the ministrations of those of their peers who fortunately care. The manifestations of these problems may happen to fall within behaviors which society, though not approving, does not consider criminal. Some of these students fail through no lack of ability, some sleep as much as eighteen hours a day, some drop out either literally or figuratively, and some resort to excessive eating or drinking. Some do what their elders do, and seek a chemical solution to their unhappiness and misery through legal chemicals, not the least of which is alcohol.

Most drug users and experimenters are not emotionally unstable or psychologically sick. Many of them are simply bored, unchallenged, disillusioned, and have a feeling of hopelessness as they see society failing to deal with urgent problems arising from man's inhumanity to man. Some of them are bright enough and well enough organized and disciplined to combine a

high level of responsibility and achievement in their academic work with occasional to fairly regular drug use. No marked dichotomy exists between those who use drugs and those who do not, between those who experiment and those who use drugs with some degree of regularity.

It is becoming increasingly evident that drug use does not cause but, rather, is caused by much of the behavior attributed to it and that drug use is only one manifestation of some fairly pervasive and basic problems which merit the attention of higher education.

Efforts at education ~~on~~ drugs and drug use are seriously hampered by current societal demands and by some institutional policies. Educators are in the uncomfortable position of knowing that most prevalent methods of drug education are ineffective and in many cases contribute to the very problem they seek to control. Most students simply will not accept as facts statements which are selected or reinterpreted to support a particular position. They reject moralizing discussion. Neither preaching nor scare techniques work. Students do not accept the proposition that the effects of prolonged use or excessive amounts of a drug are "the effects" that will be experienced by them. They know that millions of people use alcohol and that only a relatively small per cent become alcoholic. The use of marihuana has spread to the extent that they know of hundreds of people who use it with pleasure, with only a very small per cent showing any signs of the bizarre and horrible fate that is held before

them. To follow this kind of educational approach leads only to being labeled as stupid or hypocritical. Neither label helps in efforts to deal with other less controversial problems.

An important part of any drug-education program must be accurate descriptions of the legal risks involved in drug use and of the legal penalties attached to violation of drug laws. The laws that are in present effect today are almost impossible to enforce, and are an ideal target of rebellion.

Even the better methods of drug education are often misdirected to the symptom rather than the cause. If a student really wants to get high there are more things with which he can accomplish this than we can possibly legislate against, even after we have identified them. Alcohol is still the major vehicle.

College students have hostile and bitter responses and attitudes toward "education." They want factual information minus moralizing and an honest discussion of pros and cons. They want to communicate, not only about drug use but about their thoughts, feelings, disappointments, hopes and dreams, and doubts as well as their joys and small victories, and indeed, about their inability to communicate with parents and teachers.

The administrator, as the representative of an institution, by the kind of response he makes to the problems surrounding drug use--the policies, both written and unwritten, and the educational programs, both supported and unsupported--has an important impact on the institution's relationship both with

its students and its community.

Society seems to be asking that the administrator become an extension of civil authority; if he does, he loses his effectiveness as a counselor on serious intellectual and personal issues. Society asks that he, at the very least, force any drug user into compulsory therapy, even though he and his psychiatric colleagues have long since agreed that therapy should never be used as a disciplinary too, primarily because no real therapy is possible under edict. Society demands that he support the party line on drugs and drug effects; if he does, his students will consider him either ignorant or hypocritical and neither label will increase his effectiveness as a teacher and a counselor. Society demands that he establish policies consistent with public policies; if he does he drives users underground and loses all opportunity to educate, to counsel, to help, and to reduce risks for those who cannot be dissuaded. Society asks that he set up a system of detecting drug use; to use any of the means open to him or to introduce new agents would immediately dry up those channels through which he becomes aware of individual problems early enough to intervene. More than one tragedy has been averted because concerned individuals felt free to come to him in trust, confident that he, too, would be concerned and would see that appropriate help was found.

Perhaps the most worrisome aspect of the whole problem of student drug use is the increasing popularity which has developed in response to it. If one questions the appropriateness of

accepted methods of dealing with a problem, he is automatically and falsely charged with condoning the behavior involved. What the educational institution asks is that it be allowed to deal with student drug use as it deals with any other problem and with methods that do not violate its very existence and do not prevent it from serving its main function.

## PART II

### STATEMENT OF THE PROBLEM

## STATEMENT OF THE PROBLEM

An increasingly greater number of college students are using and experimenting with drugs, especially marihuana, in our society today. I have undertaken the task to find out what the Illinois Wesleyan University students know, think, and might do about the problem and use of marihuana.

### Assumptions

- 1) A complex set of factors within the student, his family, his peer group, his university, and society all have contributed to the student's present drug-using situation.
- 2) Just as students differ, students who use drugs differ. Their reasons for using drugs are varied and individualized. They cannot be classified into a single, unconventional, rebellious, or "sick" group.
- 3) The usage of drugs is accountable on all college and university campuses whether large or small, privately or publicly supported.
- 4) There is an accountable number of Illinois Wesleyan University students who have experimented with marihuana.

### Limitations

- 1) The general reactions of any group of students is often somewhat non-responsive toward participation in any research study for whatever purpose.
- 2) The topic of this particular research project automatically involves some hesitancy toward complying when there is a risk or fear of being identified with an illegal action.
- 3) Although a 25% sample was chosen to participate, a greater percentage would have subsequently involved a larger and more accurate return of the questionnaires.

Hypotheses

1) That there is a "problem" of marihuana usage on the Illinois Wesleyan University campus.

2) That approximately 25% of the students have had the occasion to try marihuana, but the total number of these students have not taken advantage of this opportunity.

3) That relatively few students have had experience with stronger drugs and narcotics.

4) That a greater proportion of students have not tried marihuana, but they know sources from whom they could obtain information or the drug itself, if they so desired.

5) That a majority of students would favor legalization of marihuana if, after more thorough research, the drug was proven to be safe.



PART III

THE RESEARCH PROJECT

## THE RESEARCH PROJECT

### Method of Research

It has been said that the safest inferences about populations are made from samples that are representative of those populations.<sup>60</sup> To achieve this goal of accurate representation, the random sample selection method of sampling was utilized. In the random sample every individual of the population has an equal chance of being selected.

A 25% sample was taken from the total student population of a private, mid-western university. The sample was drawn from the lists of registered students available in the Dean of Students Office. Included in the total population are full- and part-time students, graduate- and undergraduate students, and those living on- and off-campus.

The random sample included 50.5% men and 49.5% women. The number of off-campus students totaled 17.6% and of these 30.7% were women, while 69.3% were men.

The introductory explanation to the questionnaire assured the participating student of complete anonymity. As was stated, the purpose of the research study was not to uncover the identity(ies) of any person(s) using or experimenting with

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<sup>60</sup>Robert K. Young and Donald J. Veldman, Introductory Statistics for the Behavioral Sciences, (New York: Holt, Rinehart, and Winston, 1965), p. 168.

marihuana, but for the purpose of discovering the general attitudes of the university students toward the use of this drug.

Accuracy of the data obtained depended on the willingness of the students to report to the researcher--and to report accurately and truthfully.

A 29.5% return of the sample was received from the students. In raw numbers this accounts for 125 students of the 426 receiving questionnaires. This return is also approximately 7.4% of the total student population at this university.

On the basis of this information, statistical analysis cannot be an entirely accurate representation of the total population of students. However, an attempt will be made to give a generalized overview of opinions that this minority of students hold at this university.

The questionnaire, a copy of which is found in the appendix, sent to the sample of students consisted of twenty questions organized according to what the students know, think, and might do about the marihuana issue that is present in our society today.

### Analysis of Data

The first two questions asked were concerned with knowledge of other university students using marihuana. From the sample, 57.6% of the students admitted knowledge of others using marihuana, while 42.4% did not.

Concerning the number of persons they knew, answers varied from 1 to 100 persons. Of the 57.6% answering, 3/4 of them knew from 1 to 10 persons, while the remaining 1/4 knew over 10 persons from this university who were using marihuana.

Answers varied greatly to the next two questions which allowed unstructured answers. Students were asked their estimate of the number of persons on campus who have tried marihuana at least once. To this they responded:

Estimated Number Of Students	Per Cent
0 - 85	24.3 %
86 - 254	30.8 %
255 - 424	29.9 %
425 - 848	9.3 %
849 +	5.6 %

Responding to the question regarding their estimate of the number of frequent users of marihuana, the results were broken down into eight divisions with their corresponding percentages.

Estimated Number Of Frequent Users	Per Cent
0 - 17	15 %
18 - 34	34 %
35 - 68	17 %
69 - 102	16 %
103 - 170	6 %
171 - 254	3 %
255 - 424	7 %
425 - 509	2 %

Question #5 considered possible reasons for drug use. This was a question with structured answers based on the past research giving the following classifications as the major reasons for drug use. Additional space was given the participant if his reasons were other than those given.

Curiosity . . . . .	31.2 %
Boredom . . . . .	6.4 %
To go along with the group . . . . .	15.2 %
To get out of the "rat race" . . . . .	10.4 %
To reduce anxiety . . . . .	7.2 %
To change mood . . . . .	18.4 %

Among the other answers given by the remaining 11.2% of the students were: to expand reality, to feel high and good, to show off, to bring up their social status, to have peace of mind for awhile, to be cool, to forget, and to see new perspectives.

Knowledge of the penalties imposed upon the person possessing

marihuana in the State of Illinois yielded 45.6% affirmative answers and 54.4% negative ones.

Legalization was the subject of one question to which 37.6% of the participants responded positively, 50.4% negatively, and 12.0% declined an answer. All participants were asked to comment on why they gave a particular response. The following are various comments given to the researcher from those in favor of legalization of marihuana:

"Less harmful than alcohol or cigarettes."

"No more dangerous than alcohol or cigarettes.  
But some restrictions are necessary."

"It's not especially harmful and opens a new realm of experience."

"It's not habit-forming."

"For adults its use should be legalized through authorized sales agents to prevent rackets. /This would/ insure absence of dangerous drugs added to pot, and reduce societal hypocrisy."

"Any law which tries to regulate an individual's personal habits or way of life is an unjust law and a fascistic one."

". . . it is a law based on ignorance and irrationality. I know of no reason why it should be illegal."

"It hasn't done any good being illegal; I don't think it would hurt if it were legalized. It just shouldn't be openly advertised."

"Marihuana laws should be similar to alcohol laws."

"It is probably less harmful than many legal things and can't be stopped anyway, so legalization would allow quality control and not force marihuana to be associated with other drugs. . . . I have done considerable reading on the subject (both medical and legal) and strongly favor legislation."

"Why shouldn't it be--there's nothing wrong with it."

"It's been proven in studies time after time that marihuana is not a narcotic and is less dangerous than either alcohol or tobacco. If marihuana is illegal, then so should alcohol and tobacco."

"England has legalized it and it has stopped all the underworld organizations. It also cuts down on the number of users, since anyone can get it and there is no more mystery or coolness about using it."

". . . legalization would eliminate the 'pusher' who makes dirty money and promotes graduation to hard drugs."

". . . everyone should be free to make his own choice."

"At this point, we are in the same situation as alcohol and the 1930's--Prohibition. By concentrating on why people use it instead of stopping them from using it, more benefits are possible."

Some of the persons opposed to legalization of marihuana gave comments supporting their views:

"Not until further studies are made."

"If it is ever proven it has no permanent effect on the body, then it should be legalized."

"Just like driving after drinking--it's too dangerous for other 'innocent' citizens."

"Society has enough difficulty dealing with one intoxicant."

"Marihuana, itself, may not be so dangerous but it is fairly widely agreed that it does lead to use of stronger and more harmful drugs."

"No, but penalties are too stiff; more research is needed first."

"Marihuana has no proven effects which do an individual some good, but there are many harmful aspects of marihuana."

"If one wants to be creative, he must express himself within the structure of his social milieu in order to be effective. If one wants to express a thought, feeling, etc., he is restricted to space, time, cause--by means of these three, he can relate to others as well as himself."

"Legalizing it would imply that it was approved of by society in general and I don't think this would ever be the case."

"It is a socially harmful drug."

"Because it contributes nothing to the personality of the user or to the betterment of society in which it is used."

"It's a crutch and instead of taking people out of themselves, it makes them much more self-centered."

Questions numbered 8 to 18 were those regarding the personal experiences of the participants. The first of these questions asked if he or she had ever been approached by anyone to try marihuana. Answering "yes" were 44 students or 35.2%; 81 students or 64.8% had never been approached.

For those answering in the affirmative to the previous question, two questions were designed to identify the reason for accepting or rejecting experimentation with the drug. Students deciding to try marihuana numbered 17 or 37.8%, while 27 or 62.2% did not.

The 37.8% gave their major reasons for doing so as curiosity, to go along with the group, to change mood, or to reduce anxiety. Of those declining the opportunity to use the drug, over half had no desire, while the remainder were afraid of getting caught, or were morally against it.

The participants were asked if they knew contacts within



the university from whom they could obtain the drug or further information leading to acquisition of it. While 56 persons responded "yes" and 49 responded "no", 20 declined an answer. Percentages for these numbers were 44.8%, 39.2% and 16.0% respectively.

A question was asked regarding the number of times the participant had used marihuana. The answers were as follows:

108 persons had never tried marihuana - 86.4%  
 5 persons had tried it once - 4.0%  
 7 persons used the drug seldom - 5.6%  
 5 persons used marihuana frequently - 4.0%

Of the 13.6% who had used the drug at some time, 10 students or 58.8% said that they will continue to use marihuana, while 6 students, 35.2% will not; one person, 6.0% did not comment.

Of those who will continue to use marihuana, 80% of them will use it occasionally and 20% will use it frequently.

Those deciding not to continue any use of marihuana were asked to comment on what influenced their decision. The following answers were given:

"The effect is much like alcohol, but without the pleasure of alcohol consumption."

"It just never did anything for me and I don't need it to get high with because if I want to get high I would rather do it with alcohol."

"I received no kick from it and nothing unusual happened. Also, the risk of legal action is too great."

"With more liberal laws people who are using it and want to stop or receive some help will be more free to do so without the threat of severe punishment."

"Because #1, it's illegal; #2, possible harm to my health; and #3, I wasn't exactly impressed the one time I did try it."

"I felt no effect. Penalties for being caught. Cost. I know what it is to be drunk, but am somewhat afraid of my actions if high."

"The reality of life is exciting enough for me that I don't need further stimulants. The enjoyment I receive from living is more than I received from the experience."

Questions numbered 16 and 17 were designed to find out the types of experiences or feelings that the person had while under the influence of marihuana. They were separated and grouped according to previous descriptions of "pleasurable" experiences and "bad" experiences, these being defined in other research projects. Responses to the so-called pleasurable experiences were as follows:

Distortion of time, space, and distance . . . . .	25.6 %
Illusions (a fantasy type of thinking) . . . . .	7.0 %
Loosening of emotional and social restraints . . . . .	20.9 %
Feeling of excitement and euphoria . . . . .	11.6 %
Other . . . . .	34.9 %

The "other" answers given were:

"An awakening to nature, life, and music."

"A very subtle, drunken feeling--almost impossible to detect."

"Uncontrollable laughter; floating feeling; experienced unrelated thoughts about many unrelated things."

"Hunger, all over peace, better hearing, happiness."

"Got 'buzzed,' light, and loose/."

"Words come back slower."

"Artistic involvement with world, people, and person."

Responses to the question about bad experiences associated with the use of marihuana were:

Depression . . . . .	10 %
Mental confusion . . . . .	20 %
Terrifying, paranoid thoughts . . . . .	30 %
Anxiety . . . . .	0 %
Feeling like you're going to "blow your mind" . . . . .	0 %
Other . . . . .	40 %

The additional answers given for this question were:

"Fear--of getting caught."

"Sometimes I fall asleep, but that really isn't always a bad experience."

"Got sick once when I was drinking, too."

"Once I was alone, afraid, and paranoid--so I threw up."

The research questionnaire revealed that only 5.6% of the students had used stronger drugs or narcotics. Among the drugs used were LSD, heroin, opium, "hash," codeine, barbiturates, amphetamines, lighter fluid, glue, Morning Glory seeds, and opiated marihuana.

The last two questions of the questionnaire were asked to determine any relationship or connection between marihuana use, cigarette use, and alcohol consumption. Those persons having smoked cigarettes at any time numbered 52.0%, while 48.0% had never smoked before. These percentages, however, include both

persons who have used marihuana and those who have not.

As was previously mentioned, in order for the person to experience some of the effects of marihuana, he must smoke the cigarette properly. Perhaps, then a determining factor in having a successful experience with this drug would be having had previous skill in the smoking of a regular cigarette. The statistics of this study revealed that of those persons who have tried marihuana, 64.7% have smoked regular cigarettes before and 35.3% have used marihuana without previous skill in the handling of a cigarette.

Of those who have not used tobacco in cigarette form, 50% stated that they did receive effects from smoking marihuana and will continue to use the drug, and 50% experienced no effects and will not continue to use marihuana.

Of those who smoked cigarettes before, 63.6% of them will continue use of marihuana because they enjoy the effects they experienced, while 36.4% will not continue use, but for reasons other than not having had any of the effects.

The percentage relationship was much different regarding alcohol consumption; 82.4% of the participants in this study had consumed alcohol beverages at some time while only 17.6% had not.

Also, separating out the number of students who have used marihuana, 94.1% of them have consumed alcohol at some time, while only 5.9% claim never to have done so.

### Summary and Conclusions

The use of marihuana among the college students in our society today has evolved from a multitude of factors. The various influences that have played a role in the development of this phenomenon are the student's growth process and the transition from child to adult, the drug-oriented culture in which the student lives, the environmental attitudes toward risk and achievement, and the pressures of increasing knowledge and specialization.

Marihuana, the drug most popular among the college population, has gained in popularity from its so-called pleasant effects, its lack of physiologic danger, and its lack of producing a hangover.

It is fairly well understood that the person must learn the technique of smoking the marihuana cigarette as well as learn to perceive and identify the effects as something he likes and wants to experience before use will continue.

The student who uses marihuana will also have to risk the punishment from his illegal action and also that from his family and social acquaintances.

The results obtained from the study of a private, mid-western university indicate the presence of drug use on that campus. Returns indicated that one out of every seven-and-a-half students have tried marihuana at least once with only one out of every ten-and-a-half students using the drug more than once. Only a very small percentage have tried stronger drugs

or narcotics. This was slightly under the estimates of the participants who thought that one out of every four to seven students had tried marihuana at least once, with only two per cent of the population being frequent users.

The study has indicated a greater proportion of students having had the opportunity to experiment with marihuana than was hypothesized, but concurs with the hypothesis that relatively few students have had experiences with stronger drugs.

The study has also shown that a larger number of the student body have not tried marihuana, as was predicted, but they do know of sources from whom they could obtain either information and/or the drug itself.

The hypothesis most disproven by the study was that the majority of students would favor legalization. It seems that they do not and give somewhat familiar reasons for their opinion. Of particular interest is that less than one-half of the students answering the questionnaire had knowledge of the penalties imposed upon the person possessing marihuana in the State of Illinois.

### Recommendations

After completion of this study, I would recommend that a similar study be repeated, this time with more accurate representation of the total student population, this factor hopefully giving rise to a better response to the questionnaire. Perhaps an alternate method, for example, casual personal interviews on campus and during student activities would encourage more participation in the study. Also included in a repeat study would be a gathering of information about the participant in regard to age, sex, and class standing which would aid in evaluation of the information obtained.

As a result of this study I feel there is a need for some type of informal education regarding marihuana, the legalities concerning the drug, and the state or federal penalties incurred upon the person should he be identified with sale, purchase, or use of this drug.

## APPENDIX



WHAT THE ILLINOIS WESLEYAN UNIVERSITY STUDENTS  
KNOW, THINK, AND MIGHT DO ABOUT THE PROBLEM AND USE OF MARIHUANA

As a senior in nursing, I have become interested in the "problem" and concern that the use of marihuana by college students has presented in our society today. I have chosen to research this area and write a departmental honors paper based on this data. In this way I will enable myself and any other interested persons to become aware of the significance this matter plays on our campus today.

You, as a student of Illinois Wesleyan University, have been selected to participate in this study through a random sampling selection of the entire student population of IWU. The purpose of this study is not to uncover the identity(ies) of any person(s) using or experimenting with marihuana, but for the purpose of discovering the general attitudes of IWU students toward the use of this drug.

The answering of this questionnaire is entirely anonymous on your part. I will have no way of knowing which questionnaire belongs to you or any other person. No one need know of your participation in this study unless you choose to tell them. Anyone interested in the results of this study may feel free to contact me or to review the findings in the spring when the study is complete.

Please complete the following questions accurately and truthfully, as this will have a very significant effect on the total results of the research project. Please return the questionnaire to your residential hall desk or to me through campus mail by Monday, December 8, 1969. I will provide a sealed box in which you may place it in your housing unit. This is an additional effort to provide anonymity for all participating, so that no one may pick up your questionnaire and read it after you have completed it.

Thank you for your time and your cooperation.

Linda Behrens

WHAT THE ILLINOIS WESLEYAN UNIVERSITY STUDENTS  
KNOW, THINK, AND MIGHT DO ABOUT THE PROBLEM AND USE OF MARIHUANA

- 1) Do you know of any IWU students who have tried or are using marihuana? Yes \_\_\_\_\_ No \_\_\_\_\_
- 2) Approximately how many persons do you know of? \_\_\_\_\_
- 3) How many IWU students do you think have tried marihuana at least once? \_\_\_\_\_
- 4) How many IWU students do you think are frequent users of marihuana? \_\_\_\_\_
- 5) What do you think is their major reason for using marihuana? (Check one)
  - a) Curiosity \_\_\_\_\_
  - b) Boredom \_\_\_\_\_
  - c) To go along with the group \_\_\_\_\_
  - d) To get out of the "rat race" \_\_\_\_\_
  - e) To reduce anxiety \_\_\_\_\_
  - f) To change mood \_\_\_\_\_
  - g) Other (specify) \_\_\_\_\_
- 6) Do you know what the penalties are in the State of Illinois for being caught with marihuana in your possession? Yes \_\_\_\_\_ No \_\_\_\_\_
- 7) Do you think the use of marihuana should be legalized? Yes \_\_\_\_\_ No \_\_\_\_\_  
(Please comment on why for either answer if you wish)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8) Have you ever been approached by anyone to try marihuana?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 9) If you have been approached, and you tried marihuana, why did you decide to do so? (Check one)
  - a) Curiosity \_\_\_\_\_
  - b) Boredom \_\_\_\_\_
  - c) To go along with the group \_\_\_\_\_
  - d) To get out of the "rat race" \_\_\_\_\_
  - e) To reduce anxiety \_\_\_\_\_
  - f) To change mood \_\_\_\_\_
  - g) Other (specify) \_\_\_\_\_
- 10) If you did not try marihuana, why didn't you try it? (Check one)
  - a) No desire \_\_\_\_\_
  - b) Afraid of getting caught \_\_\_\_\_
  - c) Morally against it \_\_\_\_\_
  - d) Other (specify) \_\_\_\_\_

- 11) If you have never been approached by anyone, and you decided you wanted to experiment with marihuana, would you know who to contact to obtain it? Yes \_\_\_\_\_ No \_\_\_\_\_
- 12) How many times have you tried marihuana? (Check one)
- a) Never \_\_\_\_\_
  - b) Once \_\_\_\_\_
  - c) Seldom \_\_\_\_\_
  - d) Frequently \_\_\_\_\_
- 13) If you have used marihuana, do you think you will continue using it?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 14) If you continue using marihuana, how often do you think you will use it? (Check one)
- a) Occasionally \_\_\_\_\_
  - b) Frequently \_\_\_\_\_
- 15) If you decided not to continue using marihuana, what influenced your decision? (Please comment)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 16) If you have used marihuana, what type of experiences did you have? (Check any applicable)
- a) Distortion of time, space, and distance \_\_\_\_\_
  - b) Illusions (a fantasy type of thinking) \_\_\_\_\_
  - c) Loosening of emotional and social restraints \_\_\_\_\_
  - d) Feeling of excitement and euphoria \_\_\_\_\_
  - e) Other (specify) \_\_\_\_\_
- 17) If you have ever had any bad experiences using marihuana, what kind did you have? (Check any applicable)
- a) Depression \_\_\_\_\_
  - b) Mental confusion \_\_\_\_\_
  - c) Terrifying, paranoid thoughts \_\_\_\_\_
  - d) Anxiety \_\_\_\_\_
  - e) Feeling like you're going to "blow your mind" \_\_\_\_\_
  - f) Other (specify) \_\_\_\_\_
- 18) If you have ever tried stronger drugs or narcotics, what kind did you try? (Please state what kind) \_\_\_\_\_
- 19) Have you ever smoked cigarettes at any time? Yes \_\_\_\_\_ No \_\_\_\_\_
- 20) Have you ever used alcoholic beverages at any time? Yes \_\_\_\_\_ No \_\_\_\_\_

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