



Spring 1987 Newsletter

ISHA Smoking Policy Survey

reported by Blair Jenkins
Dean of Students, Dana Hall School

ISHA conducted a survey last spring of its members' smoking policies. Thirty-six schools responded. In evidence in all of the returned surveys was an awareness of the smoking issue as an important health concern.

Of the thirty-six schools responding, fourteen have "no smoking" policies, and four other schools are in the process of phasing out smoking. The fourteen schools which completely prohibit smoking by students are:

Albany School for Boys • Andover • Bancroft School • Deerfield Academy • Kildonan School • Kimball Union Academy • Loomis Chaffee School • Mercersberg Academy • Miss Hall's School • Poly Prep Country Day • Stuart Hall • Vermont Academy

The four schools in the process of phasing out smoking are Dana Hall, Emma Willard, Masters School and Millbrook.

With the exception of Vermont Academy, which has banned smoking on campus for both faculty and students, faculty are permitted at most schools to smoke either in a faculty lounge or in their offices when students are not present. At one school, faculty smoking in the presence of students is not allowed at any time, in any place. Schools report very few smokers on their faculties.

Three schools responding allow 9th and 10th graders to smoke with parental permission. Most schools who do allow



smoking use the guideline of sixteen years of age and over, with parental permission required. Most schools have designated smoking areas for use by only those students with smoking permission. Ten schools allow smoking in outdoor areas only. Two schools report that they allow smoking only in a student's own dorm room, in order to avoid the "butt room" mentality and to keep smoking "above ground."

The disciplinary responses to smoking infractions among the schools vary, but usually include some sort of initial warning, which might include a work or service element, then probation, then suspension. Smoking violations occurring in a dormitory generally result in more serious consequences including expulsion.

The decision to ban smoking has, in most schools, been the decision of the faculty or the head of the school. The decisions have met with the widespread approval of nonsmoking students, faculty and especially parents. The major arguments against banning smoking have been the fire safety concerns about surreptitious smoking and civil liberties issues.

Schools offered the following comments which they felt might be helpful to other schools who are formulating smoking policies:

- girls outnumber boys as smokers (one school, in a recent survey, put the ratio at 2:1—67% to 34%)
- it's best to make the phase-out time brief
- contact all interest groups before putting the new policy into effect
- include a ban on "smokeless" tobacco in the policy
- provide a "smoke-enders" type of program for all faculty, students and staff
- do not justify smoking as a "privilege"
- know that it is very difficult to enforce the rules and impossible to change student opinion due to pressure from ads and society
- work with a core group of students who will "own" the no-smoking policy
- be aware that faculty smoking behavior is of critical importance in terms of example
- establish a simple automatic response to smoking rule infractions in order to avoid inconsistency and judgmental decisions
- realize that the transition, for a short time, will not be easy, but it is important for a school to be strong and to emphasize the policy's basis in health concerns.

The ISHA Council thanks those schools who participated in the survey, and we hope that schools having additional thoughts about smoking policies will continue to share those through this newsletter. Information about health programs which support a no smoking policy is of particular interest to us.

Raising Self-Esteem: A Guide to Inner Fitness

by Nan Gingher, M.Ed.

Anyone who has created and maintained a solid physical fitness program knows the effect it can have on their self-esteem. Invariably, as muscles tone up and the body firms and strengthens, the sense of self gets stronger. One way to describe this process is "working from the outside in." The more physically fit people become, the better they feel about themselves in general. But so often there still remains a lot of "unfinished business" in the area of self-concept. I can be physically healthy, strong, maintaining a regular fitness program and somehow still feel like the jerk of the century. I still have toxic patterns of behavior; I still get in my own way. How come?

It is a lot more difficult to strengthen our self-esteem than it is to trim down a waistline or add extra kilometers to a running program. One reason is that many people believe that they are stuck with their self-esteem, in the same way they are stuck with their height or eye color. They assume that the way they feel about themselves is a permanent disability.

Another reason is that exercising psychological muscles is certainly more subtle and difficult than exercising physical muscles. We resist change, and inner adjustments often seem to be the hardest.

It is not true that we are stuck with our self-concept. People *learn* how to feel

Nan Gingher, M.Ed., is a psychotherapist in private practice near Rhinebeck, NY and a counselor at Dutchess Community College in upstate New York. She has wide experience as a wellness consultant at the local, state and national level and recently appeared in a national cable television show Alive and Well produced in California. She is presently starring in a play about her life, Smile Pretty, Nancy Jane, which is touring across the country. She serves as a consultant to the Millbrook School, where she conducts self-esteem workshops for students. Gingher can be reached at: Shenanigan Farm, Stauffordville, NY 12581, (914) 758-8412.

about themselves based on how they are treated. If we are loved, respected and honored as children, we learn that we are lovable and worthy of respect. If we are treated with disdain and negativity, we learn to feel that we are worthless. If we are criticized excessively, we feel "I can't do anything right." If we are over-protected, we learn to fear risks and growth.

As the negative messages continue to have their impact, we can feel trapped in a quagmire of self-doubt and self-denigration. The poor self-concept becomes a constant companion, and we emerge into adulthood needy and emotionally underprepared for life.

We *learn* to feel this way through the messages we receive from those around us, especially our parents. It is a painful legacy to be given a low opinion of one's self.

But the secret is—if we agree that self-concept is learned—that we take it on as the patterns unfold, like so much heavy baggage. Then too we must agree that self-concept can be unlearned and relearned. And this relearning a new way to feel about ourselves is the heart of self-esteem psychology. I call it scraping off the barnacles.

It is not true that we are stuck with our self-concept. People learn how to feel about themselves based on how they are treated.

Just as our bodies adjust slowly to a fitness program, our psyches can begin the process of renewal. We can start with self-awareness: tuning in to how we got this way, "assessing the damage." We can proceed to self-acceptance: learning to honor ourselves, love our humanness, enjoy the way we are. At this early point, we might consult a therapist or counselor, like having a lesson with a favorite tennis or golf pro. We can begin to raise our self-esteem through taking risks and encouraging ourselves to move forward.

One of the most dramatic ways to raise self-esteem is to develop a physical fitness program and stick with it. We all have endless stories of how people with poor self-concept began with physical fitness and emerged more solid, more secure emotionally. This is not an

accident, an incidental by-product of physical fitness. The self-esteem psychologists tell us that a major building block for raising self-esteem is having an actual achievement, a real success. The maintenance of a regular exercise program and the progressive and obvious improvement of our bodies, represents that success. We have positive proof that we are doing something, and this links directly to heightened self-esteem.

Remember how you felt when you first learned to tie your shoes? Tell time? Drive a car? These moments of new freedom and empowerment are central to improved self-concept.

An even more dramatic fitness program can combine work on both the inner and outer planes. While exercising, for example, we can create a mental list of ways we nourish ourselves. This can include activities we love, traveling to special places, spending time with friends. We can look at how we could take our own needs into consideration more frequently without feeling guilty. We can list our ten most treasured activities and create a specific plan to carry them out.

Often we know what is on our list, but we rarely do any of the activities. An internal wellness program should include a timetable for each activity: when I will do it, how I will rearrange my schedule to accommodate it.

Just as our physical fitness program should be designed to meet our capacity, we can plunge into a self-esteem program which will give us room to grow. We can list, for example, the incredible collection of excuses we use not to nourish ourselves. Remember these: I have no time, no money (does everything you do have to cost money?), no one with whom to do it? These are blocks we use to avoid getting started.

There is little doubt that the person who is willing to design such a program and carry it out, can benefit immeasurably. And just like physical fitness, raising self-esteem is a lifelong process. It begins with some warm-ups, preparing the system for movement and expansion. It thrives on repetition, and it will not work unless we maintain it consistently.

The essential ingredient is our commitment to becoming a healthier, more fully functioning human being, and our willingness to trust ourselves enough to get started down a new path.

PIN Is Established

Reported by Mary Frost, past parent, Middlesex School

The Parents' Independent School Network (PIN) began in October 1985, with a meeting of parent council presidents at Rivers School in Weston, MA. The idea for this organization arose when we considered how useful a dialogue among parent groups could be. It seems only logical that getting together to exchange ideas and successes, rather than continually "re-inventing the wheel," could be beneficial to the effectiveness of our parent organizations, particularly when we share similar concerns, tasks and challenges. One goal for the organization emerged quite clearly: to work to improve the quality of nonacademic life at our schools through cooperative exchange between parent delegates.

Since its inception, with seven original members, PIN has grown steadily. We have had three meetings, our agenda is growing and there are now sixteen member schools. At this point, the PIN board is becoming familiar with its member schools' strengths, differences and goals, and then taking the best ideas and making them available to each other.

PIN has an impressive list of projects for its first fully operational year. Plans are under way for at least two interscholastic social events for students and one lecture/workshop for parents and for the compilation of a summer job directory. In addition, PIN was invited to participate in the ISAM (Independent School Association of Massachusetts) fall conference held at Buckingham, Browne and Nichols. The afternoon session focused on what a collaborative group of parent councils can do and included a workshop for PIN members.

Parent group presidents or an appointed representative may serve on PIN. The 1986-87 dues are \$100.00 per member school. Anyone interested in learning more about PIN can call Joan Walter, president, at (617) 444-1254.

PIN Members as of Fall 1986

Bancroft School • Beaver Country Day
• Belmont Hill • Brooks • Buckingham, Browne, and Nichols • Concord Academy • Dana Hall School • Middlesex • Newton Country Day • Noble and Greenough • Rivers School • St. Mark's • St. Sebastian's • Thayer Academy • Windsor

REVIEWS

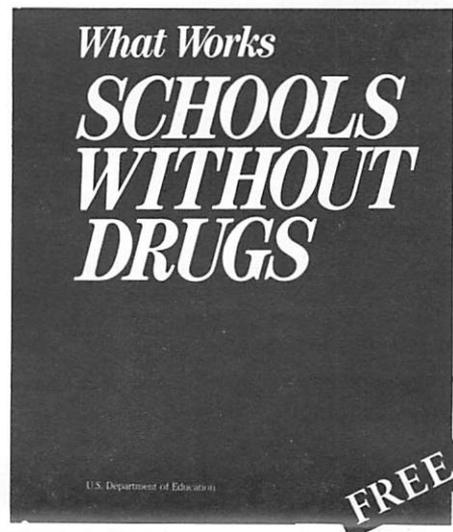
by Joe Keenan,
Director of Counseling,
Millbrook School

What Kids Need to Know: An article by Sol Gordon, the keynote speaker at the ISHA conference last spring at St. George's School, has recently been featured in *Psychology Today* "What Kids Need to Know" (October, 1986). His article outlines his essential ideas on the subject of adolescent sexuality and sex education. His address at the St. George's conference, on that subject and on the subject of the "vulnerable" students in our schools, is available from ISHA on videotape, and I had the chance not long ago to view it. I found it just as captivating as his speech that day, and I realized that it could be quite valuable as an educational tool for faculty. At \$25, it's certainly a bargain (available only to ISHA members), and it would be ideal for an in-school workshop on these subjects. It can be obtained by writing to Mary Conway, R.N., St. George's School, Newport, RI 02840.

Sol Gordon has also written a book entitled *When Living Hurts*, on the topic of suicide prevention, geared specifically to young people. It is written as much for the friend of the depressed adolescent as it is for the adolescent who is troubled. I have found it useful as a training manual for student dorm staff and as a book to "leave around" for kids to see. A student in my office for counseling recently asked to borrow it on reading the title and found that it spoke to him in a way he could easily relate to. It is available for \$8.95 (plus \$1.25 p&h) from UAHC Order Department, 838 Fifth Avenue, NY, NY 10021.

Finally, I have discovered a film on adolescent pregnancy and birth control that both I and my students found to be very valuable. The film, entitled *Baby Bound*, presents differing views on adolescent sexuality through a series of clips from interviews with adolescents themselves. My students liked it because, as they themselves said: "It answers the questions teenagers actually have." "It lets the kids really speak for themselves, from experience." "You can judge from other kids' opinions." "It's candid and honest, and there's more reasoning presented, not just advice and opinion." "Most films like this are trying to scare you. This one is *not* trying to scare you, but it does."

The film addresses crucial questions through the words of the teenagers themselves, including teenage mothers, boys, and, to a lesser extent, their parents. I recommend it to you highly. The film, first place winner in the 1986 National Educational Film Festival, is 28 minutes long, allowing ample time for discussion within the standard class period. It is available from Public Films, Inc., P.O. Box 13528, Suite 1986, Houston, TX 77219, or by calling (713) 880-2604.



by Char Davidson
Choate Rosemary Hall

Schools Without Drugs is a booklet prepared by the U.S. Department of Education (1986). It provides findings about the extent and nature of drug use among young people plus current information about all recreational drugs, including designer drugs and crack. Surprisingly, there wasn't a segment on alcohol, which is the most pervasive drug of choice in this country. It was a major omission in this substantive, well-presented publication. Besides facts, this booklet offers a variety of interesting segments and practical ideas about how students, parents, schools and communities can help prevent drug use. This is an informative, thought-provoking resource and can be obtained by calling 1-800-624-0100. In the Washington, DC metropolitan area call 659-4954. Or send your name and address to: Schools Without Drugs, Pueblo, Colorado 81009. They are sent in groups of ten.

Is Your Community Healthy?

October 17 Dana Hall School Wellesley, MA

Leavy Addresses Dana Hall Conference

reported by Joe Keenan,
Director of Counseling,
Millbrook School

The second featured speaker of the ISHA fall conference was Ms. Jane Leavy of the Harvard University Health Services and the Northfield-Mount Hermon and Fountain Valley Counseling Institutes. Her topic was "Current Issues in Adolescent Development; Looking at Supportive Services."

Leavy began her talk by reminding us of two precepts to keep in mind when we consider adolescence: 1) that we maintain a *balanced view* of the process, despite the concerns and worries raised by extraordinary events such as those reported in the press, and 2) that we try to understand adolescence as it is for *them* not just for *us*. By doing this we will know more easily what kind of supportive services schools might provide.

Leavy drew our attention first to the ways in which adolescence is different from what it used to be. The main difference is evidence of a premature, undeveloped adulthood; adolescents are doing adult things without really understanding what an adult is. Two factors especially contribute to this trend: 1) More families are splitting up, often resulting in looser relational ties and more unsupervised time; 2) there is a greater availability of drugs and alcohol to kids at the younger end of adolescence. Adolescents are being expected to supervise themselves and not need us; it shouldn't surprise us that they want the "fun parts" of being grown up, too, such as alcohol, drugs and sex.

Though it is long past the point where parents can simply "rope in" an adolescent and seek to control all behavior, it is important nevertheless to find ways to negotiate with one's child and meet half-way. Leavy describes the function of parents as providing a "backstop" for adolescents at this stage in their development; without that protection—

gradually internalized through the exercise of limit setting—a child or adolescent can drift into dangerous behaviors without any sense of their danger. Moreover, the "backstop" also engenders an important sense of "belonging" to someone.

An essential developmental task of adolescence is the process of separation from the family to become an autonomous individual, but this process optimally takes place over a period of years, with a good deal of coming and going in family and peer relationships. The process *should* involve some tension, as a result of the child's remaining connected at the same time as personal boundaries gradually become defined and expanded. The issue is not merely one of "Who am I?" It is also one of "Whom do I belong to?"

Conference Coordinator
Blair Jenkins

Faculty
Mark Barlow
Jane Leavy
Ann Bliss
Felicity Pool
John Gardner
Dolores D'Agostino

When a divorce is "familywide" a child can lose this sense of belonging or never acquire it. Divorce itself is not the cause of the developmental problems; they are caused by problems in relationships before, during, and after the divorce and by the way feelings are handled during a divorce. An uncertain sense of belonging can result from a divorce which is followed by no strong relationship with either parent or by a general lack of supervision, where neither parent takes a strong interest in seeking to place boundaries on the child's activities. One parent at least must keep a strong connection with the children so that they can struggle through the process described above.

Another difference now faced by many adolescents is the problem of under-supervision. The age for making responsible decisions has dropped (for instance, babysitters are getting younger and younger), and young teenagers are not equipped to make important judgments. This is where the "backstop" idea becomes so important: "Mom will kill me if I do that," or "I have to call home first to see if it's OK," are important messages for a child to have internalized, which aid in the process of responsible decision making. The need for these "backstops" varies from kid to kid, and even from day to day. Development during this time is uneven and roundabout and influenced by experience as well as chance. What they can handle is difficult to gauge, yet they need to know the "backstop" is there, and we have to be smarter than they are and able to look past their way of wanting to say they can do things they're not sure about. We can't leave them first.

It is also important for parents and teachers to realize that adolescents see through us; "our ambivalent selves keep showing them ways to be." It should be obvious that they will learn more from how we behave than from what we say.

Leavy believes that the use of drugs and alcohol, as the symptom of a problem, is beginning to be as dangerous as its underlying causes. Because of this, schools are using the issue to bring into focus the too grown-up behavior of adolescents. Schools, through their programs, are trying to set the clock back, so to speak.

The first thing school personnel must do is look at how they mix their own messages. Leavy and her colleagues have agreed that there is no place for alcohol at any school function, that the school cannot condone intoxication by anyone anywhere and that the stands taken must be consistent and carefully worked out. Schools have to examine their values and discover any ways in which they are contradicting their own messages about drug and alcohol use. (continued on next page)

Assessing Institutional Health

reported by Char Davidson,
Choate Rosemary Hall

address presented by Mark Barlow,
headmaster
St. Mark's School

How does one knowledgeably assess whether a school is functioning in a way that can be considered beneficial and healthy for its members? Mark Barlow, headmaster of St. Mark's School, offered insight into this question in the opening presentation at the fall ISHA conference. His discussion focused on the faculty experience in the boarding school environment—a twenty-four hour community—from the administrative position of hiring teachers. He explored the spoken and unspoken values that are operating for the school as an institution and for the individual teacher, and the potentially conflicting expectations that can exist.

Starting from the school's perspective, Barlow pointed out that, "a strong independent school may be the last bastion of liberal education, and because of this has the right to expect from its faculty sound academic credentials." He also believes that a school has the right to expect a commitment toward professional development from its faculty and an identification with its guiding philosophy. The unspoken expectations that play a subtle but powerful role include the hope that a faculty member truly values teaching and may have even felt something akin to a calling to it. There is also the hope that the adult sitting across from you during the interview process genuinely

likes kids and has the emotional capacity to relate to adolescents. Schools want adults who can function well as role models in the variety of ways they come in contact with students, as teachers, house advisers or coaches.

A faculty member in turn has the right to expect to be treated with respect and dignity and not to be exploited financially. The need to be appreciated can be met through finding creative arrangements or alternatives for facing the economic realities of owning a house, educating children and planning for retirement. In addition, encouraging work toward advanced degrees, creating sabbatical programs and recognizing excellence through the awarding of academic chairs also functions as ways of appreciating and inspiring faculty to remain in teaching.

In his role as headmaster, Mark Barlow has found that more and more faculty are expecting help in dealing with students' problems that transcend the classroom and playing field. "The nature of adolescent problems that house advisers cope with today are radically different from twenty years ago. The issues and concerns are more complex and it is common for faculty to feel inadequately equipped to deal with them. If an adviser feels consistently overwhelmed and unsupported by the school, this can lead to a highly stressful state that may eventuate in burnout." Barlow suggests that schools incorporate counseling programs and student support groups in order to attempt to meet the needs of adolescents. Clearly, individual schools would have to decide what is appropriate and useful to their environment without diluting their educational purpose.

"How do we deal with the frustration, anger, tension and animosity that occurs if the mutual expectations of the school and the adviser are not met?" Barlow's belief is that the conflicts and misunderstandings need to be talked out, and in order for this to happen, some level of trust has to exist. It is imperative that heads of school be approachable or that a system be in place so that faculty have access to an assistant head or dean of faculty in order to create workable solutions. "It is crucial for the adults to feel there is someone in administration who is there to walk through the problem with them." He suggests that faculty living with students have the most input and control about dorm policies, guidelines or rules since they are in the situation. This is a message to faculty that their judgment is trusted and valued, and that they can exert control in the important aspects of school life they are directly accountable for.

What if an adult in a school community runs into real psychological or emotional difficulty? Here again, Mr. Barlow believes that the school appropriately can step in and offer help. This kind of help would depend on the specific situation but could come in the form of protecting the individual's position or utilizing discretionary funds in order to supply the kind of care needed.

When returning to the question about how to determine the health of your school, Barlow felt that he could not speak for everyone. He has discovered through his own school experience that, "If a community is struck with real tragedy and has the ability to rally around and deal with it, then this suggests to me that a community is functioning well."

(Leavy continued)

Leavy stated that the best programs schools can have are those which come out of a school itself, rather than those which are grafted onto it. Schools ought to use their own native resources and develop an ongoing interest by all involved. This will take time and patience, as the matter of substance abuse goes very deep.

The first principle Leavy articulated regarding a school's program in drug and alcohol education is that all regular teachers should be taught to identify, suspect and get help for students who need it. Regular teachers should be eligible to perform a visible role in

substance abuse education, and all teachers should know how to get a student to get help, and not just get them in trouble. Furthermore, there must be access to confidential, privileged communication for students within the school, and the system of confidentiality must be fine-tuned on a regular basis.

The more the system of education and intervention is separated from the rest of school life, the easier it is for kids to ignore it. There needs to be ongoing parent education, with parents involved in running it—not just in day schools, but in boarding schools, too—maybe especially in boarding schools. Make it

mandatory that parents attend: they need to know how alcohol use is passed on from parent to child, and that if they are drinking too much, they can expect their children to do so as well.

Leavy spoke in favor of peer programs, through either peer counselors or student dorm staff. A vital aspect of the program should be the opportunity for the students to air their true feelings about drug and alcohol use, to deal with their feelings about being hypocritical, to disagree with each other and look at their own behavior. Let them define for themselves what they see as a
(continued on page 11)

Workshops

The Reluctant Athlete

workshop presented by
John T. Gardner,
Director of Athletics,
Avon Old Farms School
reported by Bud Gouveia,
Athletic Trainer,
Avon Old Farms School

Who is the reluctant athlete? How do we assure ourselves that he or she is physically healthy? How do we prevent students from becoming reluctant athletes? What programs in our schools will encourage students to participate?

These are just a few of the questions that were raised by John Gardner in his workshop. The reluctant athlete is the student who shows a lack of interest in sports, perhaps because of a low self-image. It may also be the student who is always visiting the school nurse or athletic trainer regarding a nagging injury that just doesn't seem to get better. Or it may be the student who has a medical excuse from a doctor who is a friend of the family. Finally, there are the students who claim that athletic activities interfere with their studies, and the ones who say they just don't like sports and we don't know why.

Members of the health and athletic staffs at our schools must identify these students and work to try to get them involved. Once identified, what kinds of programs are most likely to encourage these students to participate?

It was suggested that recreational programs may offer the student a chance to develop skills in an unpressured environment. At Avon Old Farms School, a recreational program of social sports such as tennis, skiing and golf offer these reluctant athletes the chance to keep physically fit and active. Recreational programs may also allow the athlete the chance to practice at his or her own pace. This may eventually encourage the student to go out for a lower level sport. Gardner noted that even students who tend to shy away from competitive sports may at a certain point resort to competition simply to alleviate boredom.

Community service activities may be another alternative. Raking leaves, chop-



Photo by Sven Martson, courtesy of Millbrook School

Millbrook's Trevor Zoo offers reluctant athletes a unique opportunity for service and physical activity.

ping wood or even taking care of zoo animals, as some students do at Millbrook School, offer physical activity for certain students and may benefit the school as well. Some schools offer dance as an alternative to competitive athletics.

At Emma Willard School, an "I Hate Sports" program was instituted in which the students, led by a faculty member, began by simply taking walks and gradually increased their activity level to jogging around the track. Through systematically desensitizing these students to the idea of physical activity, they began eventually to enjoy the experience of feeling their bodies "pick up the pace."

How do we assure that our reluctant athlete is healthy physically? It was suggested that no matter what extracurricular programs our students choose from, be it photography, painting or drama, each student might be required to participate in a 45-minute aerobics class prior to any other afternoon commitment. At Avon Old Farms School, students not taking part in an organized sport are required on alternating days to participate in a rigorous Nautilus conditioning program, supplemented by running or swimming.

Finally, how can we prevent a student from becoming a reluctant athlete? Trying to get students to feel good about exercising and getting them to take pride in their physical well-being is the key. Role models, including teachers and coaches who are themselves physically fit, may have an impact on the

reluctant athlete. Positive reinforcement from these same adults, or comments such as, "You look good," or "You've lost weight," can have a great impact on a student.

Gardner noted that varsity athletes do not usually become reluctant athletes. It seems to be more prevalent on the lower level teams. To combat this, more emphasis on lower level teams may encourage student interest. Good uniforms and equipment may give those athletes a feeling of importance. Avon Old Farms School has instituted the "Athlete of the Week" program. This program is open to all levels. In doing so, it gives the lower level teams more notoriety.

Last, the coach plays an important role in keeping the reluctant athlete interested in sports. The coach on a lower level team who is enthusiastic as well as caring will more likely keep the athlete interested. The idea of having fun playing the game—win or lose—may also be key to giving the student a good experience of involvement in competitive sports.

Gardner concluded his workshop with the thought that if students enjoyed being involved in athletics, and perceived them as having some importance, then they would be more likely to continue to be involved through school and into adulthood. With the strength of the recent research describing the importance of regular physical activity to good health, this appears all the more important.

Living in a 24-Hour Community

workshop by Dolores L. D'Agostino, Consultant, New York, NY reported by Marilyn Spencer, R.N., Loomis Chaffee School

In her workshop at the ISHA Fall Conference, Dolores D'Agostino began by asking each of us to list a major concern we have about the life we are living in our respective 24-hour communities. The overwhelming response: No time. No time for husband, for wife, for children; no time for singles social life; and most important, no time for self. No time was by far the stress factor most often listed.

D'Agostino then described from a sociological perspective our boarding school communities as total institutions, which she defined as places where all life activities are conducted in one limited area, under the direction of a single authority. The inhabitants work together, socialize together, eat the same food together and live by the same schedule.

D'Agostino emphasized the importance of making our own choices as a way of feeling a sense of fulfillment in our lives. She reminded us that healthy human beings must be conscious of their own choices and develop a sense of purposefulness, a breadth of friendships and depth and completeness in relationships. In areas of incongruity, where we feel angry or resentful about our life circumstances, she encouraged us to explore the sources and the causes. She went on to say that stress generally stems from doing things that are at odds with our feelings, or from sensing that we do not have enough time to do what we *want* to do as opposed to what we *have* to do. Realizing that everything we do is ultimately of our own choosing and learning to pay conscious attention to the choices we do make can lead to a happier, less stressful existence. In light of this, it is therefore important in choosing one's life work and life space to identify one's personal working style. She then described various personal working styles in terms of the amount of time spent at home or at work, the amount of personal choice involved, the amount of enjoyment involved and the groups of people who make up one's social sphere.

We then broke into small groups to come up with a personal existential

question related to these issues. The first step is to face the issue and learn to ask ourselves the questions *that are right for us*. It was of interest, and perhaps indicative of the difficulties we face, that most groups resisted this assignment and instead used the time for interpersonal support. It isn't clear why this happened; perhaps the need for support is so great that asking ourselves questions about how to improve our condition becomes of secondary importance. In any case, the workshop highlighted the reality of our deep concern with the issue of stress and personal time.

The workshop ended on an upbeat note as we brainstormed about the advantages of the lifestyle we've chosen by entering a 24-hour community.

Resources:

Asylums by Erving Goffman
The Total Institution edited by Samuel Wallace
Preparing for Power by Peter Cookson and Carolina Persell

Counseling Services in the Independent School

workshop conducted by Ann Bliss, R.N.; M.S.W.

reported by Suzanne Casey, Bancroft School

The workshop "Think Your School Needs More Counseling Services? Think Again" was presented by Ann Bliss, R.N., M.S.W., assistant professor at Yale University School of Medicine. She approached the subject in her own inimitable style: direct, concise, and factual.

Four patterns of counseling services were presented. The first avenue explored was the area of *on-campus counseling*. The team approach is deemed important if one accepts the treatise that psychological issues are an integral part of the development and functioning of the whole person. The school then sees itself as a therapeutic as well as an academic community. In the ideal situation, the school employs a team of professionals: M.D. supervisor who should be the school physician, coun-

seling psychiatrist, testing psychologist, professional therapists (psychiatrists, psychologists, clinical social workers, psychiatric nurse clinicians), faculty designated and trained as counselors, peer counselors and support groups (divorce, bereavement, eating disorders, children of alcoholics, homesickness).

The advantages of this mode of counseling include the availability and convenience of professional staff who know the school and who understand the school's role in working toward the resolution of emotional and behavioral problems. Included in the disadvantages would be the disproportionate outlay of money, time and energy spent on a few people.

The second approach to providing counseling services is through *off-campus counseling*. This type of service is provided through referral to private psychiatrists, psychologists, social workers and nurse clinicians. It allows for quality services while maintaining the educational mission of the school separately. The parents assume the financial burden for mental health services, as well as the responsibility for identifying problems and securing treatment. It can present a hardship in the time spent in travel, people not being in tune with the school and issues of confidentiality.

The third method is *emergency evaluation only* in which the school provides no services with the exception of prompt evaluation in emergencies and the return of the students to their homes for treatment. The fourth method is *no education or counseling*. Students are sent directly home if they present problems in the emotional, behavioral or academic spheres and become the total responsibility of parents. In these last two modalities, the school maintains the role of a strictly academic institution, has no financial outlay and removes problems from the environment. It involves the parents immediately in the care and treatment of the child, which may or may not be beneficial.

Bliss emphasized the importance of psychological testing to the counseling process in identifying problems and course of treatment and compared the procedure to the importance of diagnostic testing in internal medicine. A discussion followed her presentation, focusing on the cost to the school (\$10,000-\$25,000), legal issues and the importance and methods of record keeping.

Notes From a Wilderness Gardener

by Mary E. Anderson, RN
(former ISHA president)

On my retirement as President of ISHA, the Council presented me with a trowel and a pair of gardening gloves that are ISHA blue with white polka dots. Both items have been regularly used since our return to England, our cottage and our wilderness garden.

Looking at the garden that had not received attention in over a year reminded me of the opening day of school. There were a lot of plants that I couldn't identify—no plan, no history, just everything all in together and, after a very wet spring, flourishing and with obvious potential. Looking at a new student body had affected me in much the same way, I remembered—a motley looking crew with no names, no records, but plenty of potential.

I donned my gardening togs, my blue polka-dotted gardening gloves, and, ~~armed with my trowel, I began to tackle~~ the wilderness. First, I had to define which were weeds and which were not and soon I decided that any plant that was where it should not be was a weed. For example, a hollyhock, lovely though it was, did not belong in the middle of the driveway. It had to be classified as a weed. These errant plants I uprooted and transplanted. For a while it was touch and go as to whether the plant would survive in its new environment. How like the difficult student, I thought. Even though propped and nourished, my hollyhock drooped for days, and just as I was beginning to decide that it had commanded enough of my attention, it settled down and began to grow. It won't bloom this year, but by next year I sense it will be strong and healthy. How many students, transplanted from their normal environment to a school, droop, command a lot of attention, and just when all concerned are ready to give up, settle down and eventually bloom.

All the plants that I transplanted have not bloomed; some hung their heads and, despite attention, eventually expired. I let them go—I recognized when I was licked. Do we always recognize when a student is not going to settle down? Such recognition can be

painfully wrenching, for on admission to a school a commitment has been made; letting a student go can be a difficult decision for all concerned. It is often hard to accept that ultimately separation is the kindest action. Transplanting is a risky business.

Some of the students, like the forsythia, had grown exuberantly in every direction, pushing out shoots that were not where they should be. How like the adolescent—growing physically and seemingly not emotionally, sending out shoots in every direction, some good, some bad. My gardening book told me to cut back hard—root out the center and restrict the outside growth, and next spring the shrub will bloom with renewed vigor.

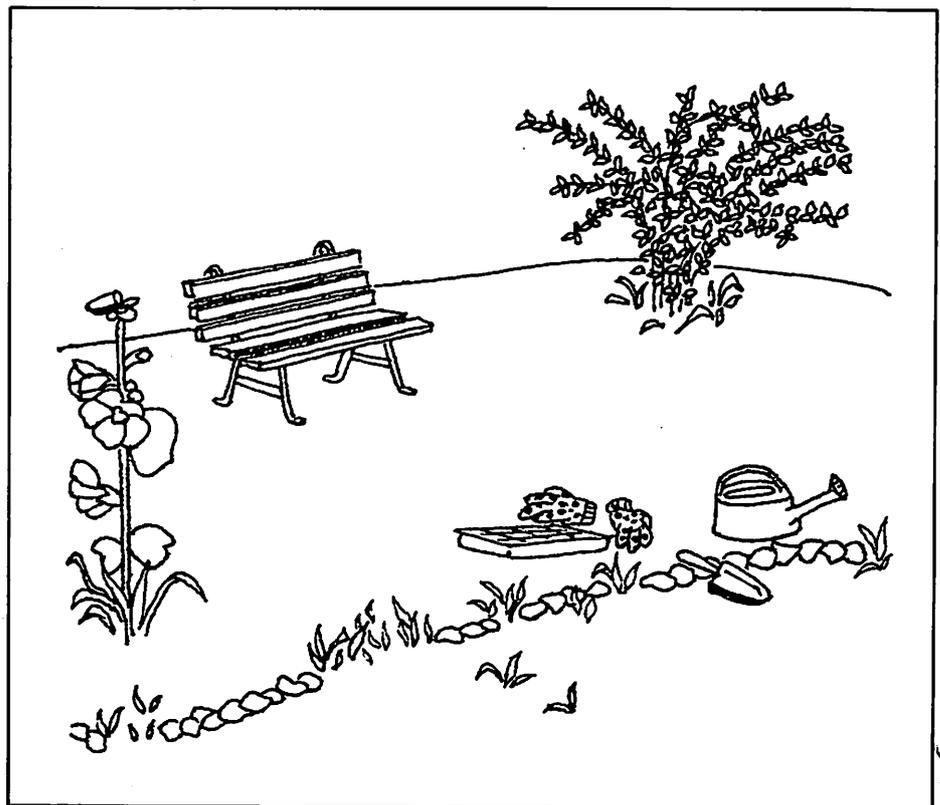
Some students need to be restricted, cut back, pruned hard so that the central core of their personality can develop and blossom next spring. Many of those tentative stray shoots need to be uprooted before they become too strong to manage.

The delicate and exotic plants need extra care and handling in the early stages, but my book tells me not to addle them too long or they will remain too delicate to survive. How often the student who is timid and unsure needs extra care and handling in the early

days. How hard it is for the nurturer to recognize when the hardening off process should begin and how one can miss the delicate student's needs. It is often difficult to relinquish this person for hardening. How regrettable if the hardening process does not take place at all.

I have recently discovered that plants are symbolic—that some do not like to be together at all. Roses are notorious for liking their own company. How easy it is for us adults to deplore students' cliques or be irritated with those roommates who cannot get along. Some of them are like roses. Do we always recognize that it is all right for our foreign students to enjoy each other's company? That, of course, all the drug users hang out together? They flourish among their own kind; to transplant will not achieve separation. To influence one of the group it is necessary to tackle all those persons in the group.

Health Services are the head gardeners—the props, the fertilizers, the transplanters. As you all continue into the 1986-87 school year, my thoughts are with you, and when I don my blue polka-dotted gardening gloves and sally forth with my ISHA trowel, I think of you all weeding, transplanting, pruning your wilderness so that next year's blooms will be sweet.



SIECUS

reported by Carol L. Cheney

The Sex Information and Education Council of the U.S. is a private, nonprofit, educational organization established in 1964 to promote healthy sexuality as an integral part of human life.

SIECUS is the only organization in the United States that acts as an advocate for human sexuality and provides information and education on sexual matters through a clearinghouse and resource center.

The SIECUS Purpose

SIECUS believes that accurate information, comprehensive education, and positive attitudes toward sexuality enhance physical and mental health and promote greater communication and caring within our society. Through services and programs, SIECUS works to affirm and promote the concept that sexuality is an important and natural part of a healthy life.

SIECUS Goals

- To support each individual's right to obtain knowledge, make decisions, and develop nonexploitative sexual choices.
- To provide information, education, training, and leadership in the field of human sexuality.
- To support scientific research that yields a greater understanding of human sexuality and to analyze these findings.
- To identify, develop, and advocate social policies that promote positive and healthy attitudes, values, and practices of human sexuality.

SIECUS was incorporated in 1964 as a not-for-profit voluntary health agency. Co-founders Dr. Mary S. Calderone and Dr. Lester A. Kirkendall were joined by a prestigious and energetic group of board members including Harold Lief, David Mace, Emily Mudd, Harriet F. Pilpel, Wardell Pomeroy, and Clark Vincent. This group of public-spirited individuals felt there was a strong need for an organization dedicated to increasing the understanding and study of human sexuality. Throughout its 22-year history, SIECUS has provided assistance in establishing sex education programs and information about all aspects of human sexuality.

The offices and library of SIECUS are located at New York University. Since 1978 SIECUS has been affiliated with the University's Department of Health Education. SIECUS works closely with New York University's graduate program in human sexuality—the first program established among only three in the country.

The SIECUS team comprises human sexuality professionals with specialties in administration, program design and development, training, publishing, resource evaluation, computerization, and library management. Ann Welbourne-Moglia, executive director, is available for speaking engagements.

The Board of Directors includes educators, clergy, physicians, psychologists, writers, lawyers, business people, and social workers. Each board member serves voluntarily as an individual, rather than a representative of any organization or institution.

Services Provided by SIECUS

SIECUS serves *all* people who request information about human sexuality, whether their questions are simple or complex. If SIECUS cannot answer your question, it will refer you to another source. The audience is made up of professionals—educators, counselors, physicians, nurses, clergy, librarians, and community agencies—and the general public—parents, young people, community groups concerned with sex education, diverse ethnic groups, and individuals from all walks of life. SIECUS works closely with other professional organizations and provides information to public policy makers and the media.

SIECUS responds to thousands of requests—in person, by telephone, and by mail—for information each year. The Mary S. Calderone Library, established in 1978 in affiliation with New York University's Department of Health Education, contains 3,500 books, 50 periodicals, 500 pamphlets, and 200 curricula. A computerized database service is now being established to augment the work being done by the SIECUS Information Service.

The *SIECUS Report*, a bimonthly journal, contains articles on the latest programs, research and political issues related to sexuality. It also provides the reader with resource, worship, and conference listings; book and audiovisual reviews; and bibliographies in specialty areas.



Courtesy NYU/Philip Gallo photo

AIDS brochure
Co-authors Ron Moglia and Ann Welbourne Moglia were swamped with thousands of requests following publicity on network TV. For your free copy, write SIECUS, NYU, 32 Washington Place, NY, NY 10003.

A popular consumer pamphlet *Oh No! What Do I Do Now?*, which is a guide for parents to use in discussing sex with their young children, is currently available in English and Spanish versions.

Sex Education: Organizing Programs in Your Community is a guide for parents and professionals who want to organize sex education programs within their school systems. This is a newly revised and updated version of our highly acclaimed publication *Winning the Battle for Sex Education*.

A brand new pamphlet *How to Talk to Your Children about Aids* was co-published with NYU.

SIECUS also publishes bibliographies of current human sexuality materials in over 80 special categories.

Since its inception, SIECUS has been a pioneer in taking stands on current sexuality issues of public concern. The Board of Directors writes and adopts position statements, based upon the latest research, in response to current important sexual health issues, such as censorship, sex education in the public schools, sexual exploitation, contraceptive care for minors, sexual orientation, disability and aging. These statements are distributed widely to members, health and education organizations, the media, and public policy makers.
(continued on page 10)

(SIECUS continued)

SIECUS also serves as an advocate for sexual health and education through public speaking, workshops, seminars, and publications.

SIECUS responds to requests for assistance in training, curriculum development, workshops on special topics, and speakers for programs and offers seminars on cross-cultural issues in sexuality.

Joining SIECUS

If you are interested in supporting SIECUS, please write to Ann Welbourne-Moglia, Executive Director, SIECUS, New York University, 32 Washington Place, New York, NY 10003 (212) 673-3850.

All contributors of \$10 or more are entitled to benefit from SIECUS services:

\$10 or more

- Quarterly newsletter summarizing SIECUS activities and issues of concern

\$40 or more

- Unlimited free access to the newly computerized Information Service and Library
- Free consultations with SIECUS staff members upon request
- Discounts on all SIECUS publications and programs

\$60 or more

- *The SIECUS Report*, an in-depth journal published bimonthly for professionals in the field.

Carol L. Cheney, ISHA Council member and publications editor, has recently been elected to the SIECUS Board of Directors. You can contact her at (203) 562-7719 with questions about SIECUS programs and services.

Review

by Eugene E. LaFaille, Jr.
Librarian
Choate Rosemary Hall

AIDS: Deadly Threat. Alvin and Virginia Silverstein. Enslow, 1986. 96p. \$12.95. 0-89490-128-1. 85-23393.

Of all the recent books about AIDS and sexually transmitted diseases, the Silverstein book is by far the most balanced (mixing a humanistic and scientific approach), well-organized, informative, and up-to-date (considering book publishing delays) book treatment available. *AIDS* begins with an overview of the human immune system and follows with a history of the origins of the disease while contrasting French and American scientific efforts to analyze the AIDS virus. Later, the authors discuss the reality and the myths as to how AIDS is spread, symptoms, methods of treatment, and the attitudes of society toward the disease and its victims. Other important aspects of this book are its reporting on recent legal decisions affecting AIDS victims and mid-1986 citations in its bibliography. The book also contains superb diagrams and useful statistical charts, as well as a comprehensive index. While those junior high students with a solid background in biology and bacteriology will be able to use *AIDS*, its intended audience is 9th to 12th grade students. Highly recommended for school and public library collections.



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Continuing education units will be available at future ISHA conferences so that nurses and trainers can apply for CEU credit. We have tried in the past to apply for and receive permission for CEU credit, but it has been denied since our conferences do not focus completely on nursing or trainers' issues. We will continue to pursue this in the future by creating a conference that will enable nurses and trainers to receive CEU credit.

ISHA PUBLICATIONS

Video Tape: "Promoting Self Esteem with Special Emphasis on Sexuality" (Pub. # 06)
Spring '86 Keynote Address by Sol Gordon, M.D. To order, write Mary Conway, R.N., St. George's School, Newport, RI 02840. \$25

Video Tape: "Infectious Diseases" (Pub. # 07)
Spring '86 Keynote Address by Powel Kazanjian, M.D. Price on request.

Guidelines for Nursing Procedures (Pub. # 03)
Working booklet; 32 pages. \$10

Suggested Day Student Medical Forms and Emergency Travel Cards (Pub. # 02)
This publication is intended as a supplement to Pub. # 01. Please enclose stamped self-addressed envelope. \$1

Faculty Guidelines for Crisis Situations and Sample Medical Forms (Pub. # 01)
Working booklet: recommended guidelines for safe policy making. Includes Emergency Travel Card; 32 pages. \$8

Health Notes (Pub. # 04)
21 different "letters" (printed 8½ x 14). Intended Audience: our adolescents. Topic: Wide range of health-related concerns. \$16

Audio Cassette Tape: "Ethical Issues" (Pub. # 05)
Fall '85 Keynote Addresses by Barbara E. Jones and John Wideman. \$4

Food Flash Cards (Pub. # 08)
Set of 12 laminated 5 x 8 cards with a variety of information about nutrition and diet. \$13

Multiple copies of ISHA Newsletter (Pub. # 20)
Include date of issue. While available—\$1 per copy 50¢ per total order for handling.

These publications are available by mail; all prices include postage. Please include publication number with request along with payment and mail to:

Madeline Perkins
ISHA Secretary
c/o Choate Rosemary Hall
Wallingford, CT 06492
(203) 269-7722

(Leavy continued from page 4)

problem. For students, school is not the first place that they have observed drug or alcohol abuse, but it may be the first place for them to consider it.

Leavy described SADD groups (Students Against Drunk Driving) as "not just goody-goodies." Some have lost friends, are scared or just have good judgment.

Toward the end of her talk, Leavy addressed the issue of the "neglected child" we occasionally find in our schools, the child for whom there is a weakened or nonexistent connection to any adults. Several features characterize these neglected adolescents. There are the pseudo-adult characteristics that go deeper than the surface, a marked air of confidence. They seem a bit bored, isolated and sort of numb. Relationships for them are utilitarian, and they don't show a lot of feeling. Though they make most of their decisions themselves, they don't know much about themselves—even the ability to tell whether they are sick or well seems to be lacking. They are much more vulnerable to the influence of sex, alcohol and drugs. Furthermore, there is in them a

"kind of chronic desire to feel alive, to feel something." There's a sense of "inner deadness," and they may use drugs and alcohol to feel relief from the deadness. Finally, there is often a sense of entitlement—that they can have or do anything they want—though the things they want seem intended to try to fill up the emptiness they feel and to reinforce their rather fragile sense of self.

This is the extreme case, but many adolescents today have some of this quality. For those who do, there won't be much a school can do to turn it around. These young people avoid referrals, until early adulthood, when things get very difficult. A connection with an adult can be a big help, yet these students often fall between the cracks unless there's a *wide net*, a "counseling attitude." Yet, the last thing in the world these adolescents think they need is someone to expose how dead they feel inside. As it is, the lines for counseling are getting too long at some schools. Leavy urged us to think about how to reach the silent ones, not to rescue or even treat, but to make a

connection: they hunger for this and have never known it.

Leavy concluded her talk with a statement of three criteria she believes a school ought to meet:

1. Do students have regular opportunities for contact with adults who listen and don't just talk at them?
2. Do students have access to confidential discussions?
3. Are there numerous opportunities to achieve recognition within the school beyond grades and athletics?

What really matters, she said, is how you play a part in helping them live their lives—not getting into college or earning high grades—but creating the seemingly small opportunities—the guy going to law school who has had the chance to learn how much he likes painting, or the kid on the road to alcoholism who is made to confront it and deal with it. Leavy's ideas merit our attention. The challenge we face is to act on them.

Spring Conference 1987

Making the Transition from Childhood to Adolescence: **WHAT'S GOING ON?**

Suffield Academy, Suffield, Connecticut
Friday, April 10, 1987
Ellie Mercer—Conference Coordinator

Keynote Addresses:

Robert Masland, M.D.
Chief Adolescent Medicine
The Childrens' Hospital, Boston
Topic: Physiological Changes for the
Young Adolescent and the Accompanying
Psychological Reactions

Richard Neuner
Executive Director
Minnesota Institute of Public Health
Topic: "Hey Everybody, Watch Me!" (Risk
behaviors and prevention during adolescence.)

Watch your mailbox for conference registration materials. For information, call Ellie Mercer at (203) 668-7315.

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