

DOCUMENT RESUME

ED 052 977

SE 012 099

AUTHOR Spragg, Edward; And Others  
TITLE Tobacco, Drug, and Alcohol Unit, Eighth Grade.  
INSTITUTION Great Falls Public Schools, Mont.  
SPONS AGENCY Bureau of Elementary and Secondary Education  
(DHEW/OE), Washington, D.C.  
PUB DATE [71]  
NOTE 356p.  
EDRS PRICE EDRS Price MF-\$0.65 HC-\$13.16  
DESCRIPTORS Alcoholism, \*Curriculum Guides, Drug Abuse, \*Grade  
8, \*Health Education, Instructional Materials,  
\*Social Sciences, Teaching Guides, Tobacco  
IDENTIFIERS ESEA Title III

ABSTRACT

An eighth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

ED052977

Great Falls Public Schools  
Great Falls, Montana

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY.

TOBACCO, DRUG, AND ALCOHOL UNIT  
EIGHTH GRADE

ESEA TITLE III I.M.C. PROJECT 5115

ED052977

Great Falls Public Schools  
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT  
EIGHTH GRADE

Instructional and Library Materials Center  
ESEA Title III Project 68-05115-0  
Robert C. Jewell, Director

Great Falls Public Schools  
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT  
EIGHTH GRADE

Library Materials Center  
t 68-05115-0  
Director

Prepared by:

Edward Spragg - Tobacco  
Robert Roach - Tobacco  
Janis Storm - Drugs  
Michael Erickson - Alcohol

TABLE OF CONTENTS

Introduction . . . . .

Objectives . . . . .

Motivating Activities . . . . .

Teaching Hints for Slow and Rapid Learners . . . . .

TOBACCO

I. Making decisions . . . . .

    A. Reasons for smoking . . . . .

    B. Influencing factors . . . . .

II. Poisons in tobacco . . . . .

    A. Smoking effects on the body . . . . .

III. Economics of smoking . . . . .

    A. What is a habit? . . . . .

    B. Cost of maintaining the habit of smoking . . . . .

    C. Cost in human lives . . . . .

    D. Financial benefits to the United States from smoking . . . . .

IV. Teacher information . . . . .

V. Glossary . . . . .

DRUGS

I. Main objectives . . . . .

    A. Stimulants . . . . .

    B. Depressants . . . . .

    C. Hallucinogens . . . . .

TABLE OF CONTENTS

	<u>Page</u>
.....	1
.....	2
.....	9
Slow and Rapid Learners .....	11
.....	12
..... smoking .....	12
..... factors .....	12
..... cco .....	14
..... ects on the body .....	16
..... oking .....	16
..... abit? .....	16
..... ntaining the habit of smoking .....	18
..... an lives .....	18
..... enefits to the United States from smoking .....	20
..... tion .....	22
.....	23
.....	25
.....	25
.....	25
..... ns .....	25

TABLE OF CONTENTS (continued)

II. Proper use of drugs . . . . .

    A. Prescriptions . . . . .

    B. Caution in taking over-the-counter drugs . . . . .

III. Stimulants . . . . .

    A. Cocaine . . . . .

    B. Amphetamines . . . . .

    C. Benzedrine . . . . .

    D. Dexedrine . . . . .

    E. Caffeine . . . . .

    F. Methadrine . . . . .

    G. Reasons for abuse . . . . .

IV. Depressants . . . . .

    A. Opiates . . . . .

    B. Barbiturates and Tranquilizers . . . . .

    C. Description . . . . .

    D. Slang terms . . . . .

    E. Proper use . . . . .

    F. Improper use pattern . . . . .

    G. Physical effects . . . . .

V. Hallucinogens . . . . .

    A. Marijuana . . . . .

    B. LSD (peyote, mescaline, DMT, STP and psilocybin) . . . . .

    C. Volatile chemicals . . . . .

TABLE OF CONTENTS (continued)

	<u>Page</u>
.....	25
.....	25
over-the-counter drugs .....	25
.....	25
.....	25
.....	25
.....	25
.....	25
.....	25
.....	27
.....	27
.....	27
.....	29
.....	29
anquilizers .....	29
.....	29
.....	29
.....	29
.....	29
.....	29
.....	29
.....	31
.....	31
ne, DMT, STP and psilocybin) .....	31
.....	33





TABLE OF CONTENTS (continued)

VI. The effect of drug abuse on society . . . . .

    A. An abuser of drugs . . . . .

    B. Reasons for drug dependence . . . . .

    C. Effects and symptoms . . . . .

    D. Adverse effects . . . . .

    E. Social, medical and legal consequences of depressant and stimulant abuse . . . . .

    F. Social, medical and legal consequences of opiate abuse . . . . .

    G. Social, medical and legal consequences of hallucinogen abuse . . . . .

    H. Risks of LSD . . . . .

    I. Dangers of glue sniffing . . . . .

VIII. Drug traffic and law enforcement . . . . .

    A. Drugs enter the black market in many ways . . . . .

    B. Cost to society is great . . . . .

    C. Illegal traffic of narcotics . . . . .

    D. Amphetamines on the black market . . . . .

    E. Illegality of hallucinogens . . . . .

    F. Federal Agencies' effectiveness . . . . .

    G. Halting illicit drug traffic . . . . .

    H. Laws . . . . .

IX. Teacher Information . . . . .

    General reasons for drug abuse . . . . .

    General effects . . . . .

    General symptoms of the drug abuser . . . . .

    Illicit channels . . . . .

TABLE OF CONTENTS (continued)

	<u>Page</u>
on society . . . . .	33
. . . . .	33
pendence . . . . .	35
s . . . . .	37
. . . . .	37
legal consequences of depressant and stimulant abuse . . . . .	39
legal consequences of opiate abuse . . . . .	39
legal consequences of hallucinogen abuse . . . . .	41
. . . . .	45
ffing . . . . .	45
forcement . . . . .	47
ck market in many ways . . . . .	47
great . . . . .	47
narcotics . . . . .	47
black market . . . . .	49
cinogens . . . . .	49
effectiveness . . . . .	51
g traffic . . . . .	53
. . . . .	53
. . . . .	57
g abuse . . . . .	57
. . . . .	59
drug abuser . . . . .	60
. . . . .	61

TABLE OF CONTENTS (continued)

Drug Sources . . . . .

Hallucinogens . . . . .

LSD . . . . .

Other hallucinogens . . . . .

Opiates . . . . .

Glue sniffing . . . . .

Barbiturates . . . . .

Stimulants . . . . .

Drug Abuse Products Reference Chart . . . . .

Slang terms . . . . .

Controllers of illegal drug distribution . . . . .

International Control . . . . .

Laws . . . . .

Laws governing drugs: Drug Abuse Amendments . . . . .

Laws governing drugs: Narcotics . . . . .

X. Montana State Law . . . . .

XI. Glossary . . . . .

ALCOHOL

I. Preview of the 7th grade program . . . . .

    A. History . . . . .

    B. Taking alcohol into the body . . . . .

    C. Effect on organs and organ systems . . . . .

    D. Overall health . . . . .

TABLE OF CONTENTS (continued)

	<u>Page</u>
.....	63
.....	66
.....	74
.....	81
.....	83
.....	90
.....	95
.....	100
Chart .....	107
.....	111
Distribution .....	117
.....	119
.....	120
se Amendments .....	125
.....	128
.....	130
.....	137
.....	140
ram .....	140
.....	140
dy .....	140
systems .....	140
.....	142

TABLE OF CONTENTS (continued)

- II. The compound alcohol . . . . .
- A. Physical properties . . . . .
- B. Chemistry . . . . .
- III. The production of alcohol . . . . .
- A. Fermentation . . . . .
- B. Distillation . . . . .
- C. Destructive distillation . . . . .
- IV. Alcohol industry . . . . .
- A. Internal use . . . . .
- B. Medicinal . . . . .
- C. Commercial . . . . .
- D. Economy . . . . .
- V. Reasons for the use of alcoholic beverages . . . . .
- A. Family . . . . .
- B. Adolescence . . . . .
- C. Cultural influence . . . . .
- VI. Teacher information . . . . .
- VII. Glossary . . . . .
- Culminating Activities . . . . .
- Evaluation . . . . .
- Sources of information . . . . .
- Bibliography . . . . .



TABLE OF CONTENTS (continued)

	<u>Page</u>
alcohol . . . . .	144
properties . . . . .	144
. . . . .	144
n of alcohol . . . . .	146
ion . . . . .	146
ion . . . . .	146
ve distillation . . . . .	146
try . . . . .	148
use . . . . .	148
. . . . .	148
l . . . . .	148
. . . . .	150
the use of alcoholic beverages . . . . .	150
. . . . .	150
ce . . . . .	152
influence . . . . .	154
mation . . . . .	156
. . . . .	167
ies . . . . .	170
. . . . .	171
tion . . . . .	172
. . . . .	175

## INTRODUCTION

Teaching about drugs, alcohol and tobacco entails much more than the facts. Although this is essential, emotional overtones in the beliefs be detrimental in achieving the desired objectives.

One of the foremost thoughts in the mind of the adolescent and teenage drugs, and tobacco. At this time the youth is striving for a particular peers, parents, and society as a whole. While the teenager is reaching something for himself, he is confronted with many conflicting ideas and each trying to give sound and, hopefully, factual, unbiased information and decisions.

In addition to the help offered by others, the youth of today is experiencing many things, to question, to examine. But if a youngster is capable of on the facts and reality of the dangers involved in the abuse of tobacco avoid this kind of experimentation. Moreover, if he genuinely appreciates the world around him, he is not likely to think about trading real living

This unit is designed in a manner that the material presented will help of the total human worth. It is intended that the student will be aided these personal decisions.

"The federal funds in this project were provided by ESEA Title III. The Secondary Education Act is designed to encourage the development of new innovations in education through exemplary programs and to supplement

## INTRODUCTION

alcohol and tobacco entails much more than the passing on of a body of scientific essential, emotional overtones in the beliefs and attitudes of the teacher can bring the desired objectives.

What is in the mind of the adolescent and teenage group today is that of alcohol, at this time the youth is striving for a particular identity for himself among his peers as a whole. While the teenager is reaching out and trying to establish himself he is confronted with many conflicting ideas among the three classes of people, and, hopefully, factual, unbiased information on which to base his opinions

offered by others, the youth of today is experiencing a desire to experiment with things to examine. But if a youngster is capable of making intelligent decisions based on the dangers involved in the abuse of tobacco, alcohol, and drugs, he may well be contented. Moreover, if he genuinely appreciates the many valuable attributes of life he is not likely to think about trading real living for "kicks" now or in the future.

In a manner that the material presented will help lead the student to a realization of himself. It is intended that the student will be aided in his efforts to make for himself

the project were provided by ESEA Title III. Title III of the Elementary and Secondary Education Act is designed to encourage the development of new ideas, to demonstrate worthwhile programs through exemplary programs and to supplement existing programs."



## OBJECTIVES

To present to the students the pertinent facts concerning tobacco, alcohol, and drugs. The teacher will encourage students to examine the facts objectively and then make their own decisions.

## KNOWLEDGE

### TOBACCO

#### General

Smoking is a habit that usually starts early in life and, because of this, many impaired body functions result from it.

#### Specific

Smoking is a habit formed early in life.

People smoke for a variety of reasons.

Teenagers and adults usually smoke for different reasons.

Smoking is directly linked to lung cancer, heart disease, various respiratory ailments, and other health problems.

Habits can start with continued use.

Habits are hard to break; they are related to the entire body process.

Smoking is an expensive habit.

Smoking is costly to life and health as well as monetarily.

The tobacco industry is the nation's fifth largest and, presently, quite profitable.

Taxes from cigarette sales are an important source of revenue for the government.

The tobacco industry spends many millions of dollars annually on advertising.

If smoking is curtailed, the United States tobacco companies would have to suffer for losses.

### OBJECTIVES

the pertinent facts concerning tobacco, alcohol, and drugs in such a way that it examine the facts objectively and then make their own decisions.

### KNOWLEDGE

usually starts early in life and, because of this habit, many serious diseases and result from it.

and early in life.

ty of reasons.

ally smoke for different reasons.

ed to lung cancer, heart disease, various respiratory diseases, and others.

ntinued use.

; they are related to the entire body process.

habit.

e and health as well as monetarily.

the nation's fifth largest and, presently, quite vital to the American economy.

es are an important source of revenue for the government.

nds many millions of dollars annually on advertising.

the United States tobacco companies would have to become divisional to make up

OBJECTIVES (continued)

DRUGS

General

To present factual knowledge concerning the use and abuse of drugs so as to clear up any question that the students may have regarding drugs.

To develop an understanding of the physiological, psychological, and sociological aspects of drug abuse of the hallucinogens, stimulants, and depressants.

To gain an understanding of the control measures being taken concerning drug abuse and become involved in making the world a happier and healthier place in which to live.

To present an objective point of view so that students can make their own decisions.

Specific

A drug is any chemical substance, other than food, which affects body functions.

There are proper medical uses and improper uses of drugs.

Drug abuse is the use of a drug substance which may have a detrimental effect to the user without legal medication.

People take drugs for different medical and legitimate reasons.

Hallucinogens are partly a depressant and partly a stimulant which affects senses.

Stimulants stimulate brain and mind functions and give a sensation of well-being, excitement, alertness, and wakefulness.

Depressants depress the central nervous system producing insensitivity, relaxation, and drowsiness.

Drug dependence is the loss of ability to control the use of a drug, with relation to a regular continuous basis.

Drugs which produce psychological dependence (mental desire) are the hallucinogens.

OBJECTIVES (continued)

Knowledge concerning the use and abuse of drugs so as to clear up any misinformation or students may have regarding drugs.

Understanding of the physiological, psychological, and sociological effects resulting from hallucinogens, stimulants, and depressants.

Understanding of the control measures being taken concerning drug abuse and how everyone can make the world a happier and healthier place in which to live.

Objective point of view so that students can make their own decisions based upon facts.

Definition of a drug substance, other than food, which affects body functions or structure.

Medical uses and improper uses of drugs.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

Definition of a drug substance which may have a detrimental effect to the individual or society, and its classification.

OBJECTIVES (continued)

Drugs which produce physical (body builds the dependence) and psychological (opiates, tranquilizers and barbiturates).

Drugs which build up a tolerance (the body needs more and more to get same effect) (barbiturates, stimulants (amphetamine) and LSD).

Drugs do not solve the cause of aches and pains within the body.

The use of narcotics, not under direct medical supervision, as possession and selling is illegal and subject to criminal prosecution.

Dangerous drugs are legally classified as barbiturates, amphetamine, and marijuana which is legally classified as a narcotic).

Those persons giving or selling dangerous drugs of illicit forms are liable to criminal prosecution.

There are many varied causes of why people abuse drugs. Most factors are physical and emotional immaturity.

There is no single, conclusive symptom to prove the use of drugs. One must look for the physical symptoms, and any mechanical indications of drug abuse.

ALCOHOL

General

To acquaint the student with how alcohol is used in our society as a cause of psychological and sociological problems that come with its abuse.

Specific

Point out that alcohol has a history which directly affects how we live.

Point out how the compound alcohol affects the body of an individual as it affects the organs.

Emphasize that alcohol's dehydration action and its effect on the brain and behavior and later in his body tissues.

OBJECTIVES (continued)

body builds the dependence) and psychological dependence are the depressants (barbiturates).

the (the body needs more and more to get same effect) are the opiates, amphetamine) and LSD.

aches and pains within the body.

under direct medical supervision, as possessing, or illegally transferring, or selling, or to criminal prosecution.

classified as barbiturates, amphetamine, and hallucinatory drugs (excluding those classified as a narcotic).

of dangerous drugs of illicit forms are illegal and subject to criminal

of why people abuse drugs. Most factors relate to the user's mental, social,

symptom to prove the use of drugs. One should consider the social symptoms, and mechanical indications of drug abuse.

how alcohol is used in our society as a useful product together with the problems that come with its abuse.

history which directly affects how we live today.

alcohol affects the body of an individual as it passes through each system

of circulation action and its effect on the brain will cause changes in man's tissues.

OBJECTIVES (continued)

Alcohol is not digested in the stomach as food is, but goes directly into the blood stream.

Alcohol has serious effects on many organs of the body when taken in excess.

Alcohol has many physical properties which make it a valuable ingredient in our industrial products.

Types of alcohol and how each serves a purpose in our industry or society.

The fermentation process and how it is used in the production of alcohol and in some of the foods we use daily.

Alcohol is an indispensable tool of medicine, not when consumed as a beverage, but as a solvent, antiseptics and disinfectants or as an external applicant.

The production, distribution, and sale of alcoholic beverages today is a big business and is affected by its economics.

The reasons for drinking alcohol are numerous and real to those who experience them.

The teenager has a unique risk in the indulgence of alcohol.

Imitation, sociability, and popularity are probably the most important reasons for the experience of alcohol by the young.

Cultural influences play a very important role in the drinking habits of both the adults and the young.

The drinking patterns of different cultures can be easily seen by comparing the Jewish and the Gentile.

OBJECTIVES (continued)

sted in the stomach as food is, but goes directly into the blood stream.

effects on many organs of the body when taken in excess.

ysical properties which make it a valuable ingredient in our industrial and commercial

d how each serves a purpose in our industry or society.

ocess and how it is used in the production of alcohol and in some of the many

pensable tool of medicine, not when consumed as a beverage, but as a solvent of many  
infectants or as an external applicant.

tribution, and sale of alcoholic neverages today is a big business and many people are  
nomics.

inking alcohol are numerous and real to those who experience them.

unique risk in the indulgence of alcohol.

ity, and popularity are probably the most important reasons for the experimentation  
young.

play a very important role in the drinking habits of both the adults and teenagers.

ns of different cultures can be easily seen by comparing the Jewish and the Irish people.



OBJECTIVES (continued)

GENERAL

To provide the student with the facts concerning the use of tobacco, al

To correlate these facts with human behavior.

To encourage the students to make use of the material presented to help their use.

SKILLS

Development of new skills in research

Development of critical thinking as an aid in making decisions.

Development of the scientific method of problem solving.

Development of self-confidence in meeting strangers, through interviews

Development of:

increase facility in handling new vocabulary

use of equipment

taking notes

organization of ideas and concepts into logical patterns

evaluating charts, graphs and other audio-visual aids

writing and giving oral reports

OBJECTIVES (continued)

GENERAL

the student with the facts concerning the use of tobacco, alcohol, and drugs.

these facts with human behavior.

the students to make use of the material presented to help in making wise decisions concerning

SKILLS

of new skills in research

of critical thinking as an aid in making decisions.

of the scientific method of problem solving.

of self-confidence in meeting strangers, through interviews.

of:

increase facility in handling new vocabulary

use of equipment

taking notes

organization of ideas and concepts into logical patterns

evaluating charts, graphs and other audio-visual aids

writing and giving oral reports

OBJECTIVES (continued)

ATTITUDES

Student Attitudes

To develop in the student the realization of his responsibility to himself, his family and society as a whole.

To appreciate one's body as a finely balanced organism that can be seriously damaged with drugs and other harmful substances.

The realization that one doesn't need a chemical means to achieve status and a sense of other emotional needs.

To develop an understanding of the scope of the problem and the cause of conditions.

To instill in the student the realization that one's life can be more satisfying if one is like others.

To realize that the law enforcement people are only interested in their welfare and not or to put them down.

Smoking, drinking, and taking drugs can be costly in terms of health and finances.

Habits are learned, not inborn; now is the time to learn good habits.

Every age has its own problems related to growth, both physical and emotional. In the process of growth, one must be aware of the factors involved and make a serious attempt to adjust.

Teacher Attitudes

Respect the opinions of all of your students; do not let them turn you off.

Develop a positive attitude as a key to effective results.

Understand that our environment is changing and that facts and moral truths need to be taught.

OBJECTIVES (continued)

ATTITUDES

nt the realization of his responsibility to himself, his family, and his community or

y as a finely balanced organism that can be seriously damaged by the experimentation  
rmful substances.

e doesn't need a chemical means to achieve status and a sense of belonging or to meet

ding of the scope of the problem and the cause of conditions.

nt the realization that ones life can be more satisfying if he takes an active interest

y enforcement people are only interested in their welfare and are not attempting to degrade

taking drugs can be costly in terms of health and finances. Is it worth it?

inborn; now is the time to learn good habits.

problems related to growth, both physical and emotional. In order to insure good  
re of the factors involved and make a serious attempt to adjust accordingly.

f all of your students; do not let them turn you off.

itude as a key to effective results.

vironment is changing and that facts and moral truths need to be reinterpreted.

OBJECTIVES (continued)

Keep lines of communication open.

Avoid the scare technique.

Avoid creating an atmosphere of distrust and suspicion.

Avoid stereotype users or abusers.

Approach changing attitudes through the subtle and unconscious approach.

Avoid the head-on approach of an attitude you want to change.

Don't fake answers, be prepared to say "I don't know."

Do not moralize or preach about the evils of using drugs, alcohol, or tobacco. students make their own decisions.

Avoid using terminology that is not meaningful to the students.

OBJECTIVES (continued)

communication open.

technique.

atmosphere of distrust and suspicion.

users or abusers.

attitudes through the subtle and unconscious approach.

approach of an attitude you want to change.

, be prepared to say "I don't know."

preach about the evils of using drugs, alcohol, or tobacco. Outline the facts and let the  
r own decisions.

ology that is not meaningful to the students.

## MOTIVATING ACTIVITIES

### TOBACCO

Invite a resource person from the Cancer Society or Heart Association to tell about the effects of smoking. Ask him to tell only enough of the highlights to stimulate interest.

Encourage students to talk about what they already know about the effects of smoking. Have a collection of newspaper and magazine articles relating to smoking. Ask the students to identify the ads made by cigarette advertisers.

Ask students about some of the good habits they have; also encourage them to identify the bad habits they like to break. Ask: "Are habits easily broken?" Show a film concerned with bad habits (Example: "Phony Folks")

Encourage students to tell about an anti-smoking commercial that they have seen.

### DRUGS

Encourage students to bring and report on articles from newspapers and magazines about drugs.

Take a survey of the drugs in one's own home; make a chart of how these drugs are used and state the proper usage, and list effects if abused.

Encourage students to discuss openly the current drug scene: (why abusing, mental, emotional harms can be derived, attitudes on the control) by the use of group discussions, committees, panels, and individual reports.

Invite doctor or psychiatrist that has worked with treating teenage drug abusers and emotional problems that may encounter while or after abusing drugs.

Ask a law enforcement officer from the police department, and the sheriff to discuss the stresses of local, and of the control measures being taken, federal and local.

Ask District Attorney or judge to speak on what penalties are being enforced on drug abusers and pushers.

Contact speaker's bureau to see if a former drug abuser will speak to the class. Possibly conduct a controlled laboratory experiment with mice on the effects of drugs.

### MOTIVATING ACTIVITIES

on from the Cancer Society or Heart Association to tell some of the effects of tobacco. enough of the highlights to stimulate interest.

talk about what they already know about the effects of tobacco. Have them make a r and magazine articles relating to smoking. Ask them to analyze some of the claims rtisers.

e of the good habits they have; also encourage their telling about habits they would Are habits easily broken?" Show a film concerned with cigarette advertising.

")

tell about an anti-smoking commercial that they have recently seen on TV.

bring and report on articles from newspapers and magazines concerning the drug scene.

ugs in one's own home; make a chart of how these drugs are used for medical purposes, , and list effects if abused.

discuss openly the current drug scene: (why abusing, what possible benefit, what social, s can be derived, attitudes on the control) by the use of buzz groups, socio-dramas, d individual reports.

iatrist that has worked with treating teenage drug abusers; brining out the mental, social, that may encounter while or after abusing drugs.

officer from the police department, and the sheriff's department to talk about laws of the control measures being taken, federal and local.

or judge to speak on what penalties are being enforced in the local courts concerning ers.

au to see if a former drug abuser will speak to the students or tape an interview.

trolled laboratory experiment with mice on the effects drugs have on the nervous system.



MOTIVATING ACTIVITIES (contin

- Create problem-solving situations on why drugs are abused, or create social situations.
- Review the biological effects or symptoms of drug abuse by pantomime or role play.
- Review slang terms by dividing class into teams, asking each member to define a term.

ALCOHOL

- Make posters showing how alcohol is used in industry, in medicine, and in beverages.
- Have panel discussions of the pros and cons of the 18 year old drinking age.
- Have surveys on the number and kinds of users in the junior high level.
- Have students collect advertisements showing the extent of advertising for alcohol.
- Have demonstrations to show how alcohol affects different materials such as paper, glass, etc.
- Do experiments of fermentation and distillation.

MOTIVATING ACTIVITIES (continued)

- ng situations on why drugs are abused, or create socio-dramas.
- al effects or symptoms of drug abuse by pantomime or charade-type games.
- by dividing class into teams, asking each member to interpret a slang term or statement.
- g how alcohol is used in industry, in medicine, and in various products, excluding the
- ons of the pros and cons of the 18 year old drinking age.
- number and kinds of users in the junior high level.
- ct advertisements showing the extent of advertising and kinds of alcoholic beverages.
- to show how alcohol affects different materials such as raw meat, plant leaves, egg
- ermentation and distillation.

## TEACHING HINTS FOR SLOW AND RAPID LEARNERS

### Slow Learner

Encourage students to make a notebook of those facts that are meaningful to them.

Encourage the slow learner to participate in class activities.

Slow learners will often be interested in developing and constructing posters and bulletin boards.

Encourage students to browse through the pamphlets and select those that are of interest to them.

### Rapid Learner

Challenge these students to research the economics of smoking, drugs, and alcohol.

1. Manufacturing
2. Usage
3. Government revenue

Encourage the students to develop and broaden their vocabulary of drugs, tobacco, and alcohol.

Challenge the students to research the psychological effects on the body from the use of drugs, tobacco, and alcohol.

1. Surgeon General's Report
2. Drug Abuse - Escape to Nowhere
3. Basic Information on Alcohol

The rapid learners might enjoy doing research on the world situation concerning tobacco.

1. Use and misuse
2. Production
3. International Law
  - a. Economic revenues
  - b. Controls

Various research projects could be presented to the class in the form of a panel discussion. Posters or graphs could be used to display their findings.

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

make a notebook of those facts that are meaningful to them.

learner to participate in class activities.

ten be interested in developing and constructing posters and bulletin boards.

browse through the pamphlets and select those that are of interest to them.

nts to research the economics of smoking, drugs, and alcohol.

venue

s to develop and broaden their vocabulary of drugs, tobacco, and alcohol.

s to research the psychological effects on the body from the use of drugs, tobacco,

l's Report  
scape to Nowhere  
tion on Alcohol

ght enjoy doing research on the world situation concerning tobacco, alcohol, and drugs.

Law  
venues

ects could be presented to the class in the form of a panel discussion or oral reports.  
ld be used to display their findings.

## TOBACCO

---

### Concepts

### Teacher Materials

---

I. As youngsters reach their teens they must begin making decisions on their own. One of these is whether or not to smoke. This unit will be concerned with social and biological aspects of smoking.

A. There are many reasons and influencing factors which will cause or motivate people to smoke.

1. Teenagers
2. Adults

"Teenagers and Smoking"

B. Influencing Factors

1. Adults

"Your Teenage Children and Smoking"

Teacher Materials

Student Materials

reach their teens  
in making decisions  
One of these is  
to smoke. This  
concerned with  
logical aspects of

many reasons and  
ing factors which will  
motivate people to

"Teenagers and Smoking"

"Smoke Cigarettes, Why?"

gers

ing Factors

"Your Teenage Children and Smoking"

"Why Do You Smoke?" (Smoker's  
Self-testing Kit, Test 3.)

Audio Visual	Motivating Questions
<p>Posters:</p> <p>"Decisions, Decisions, Decisions ....."</p>	<p>What are some of the decisions that you have made today?</p> <p>What future decisions will you have to make?</p> <p>How many decisions are made where it might change a person's life?</p> <p>Is it important that a student make decisions on sound facts?</p>
<p>Transparencies:</p> <p>"Maybe I'll Look Older" - T-8-1  "Big Shot" - T-8-2  "But My Dear, It Makes Me Look Older" - T-8-3</p>	<p>Why do you feel teenagers smoke? (Lead into questionnaire)</p>
<p>"Adult Smoking" - T-8-4</p>	<p>Why do you feel adults smoke? (Promote discussion)</p>
<p>Poster:</p> <p>"Benson and Hedges"</p>	<p>Why do you think older people smoke?</p> <ol style="list-style-type: none"> <li>1. Calm nerves</li> <li>2. Control weight</li> <li>3. Gain satisfaction</li> </ol>
<p>Poster:</p> <p>"You've Come a Long Way, Baby"</p>	<p>What is the message that each poster is trying to project?</p>

Motivating Questions

Activities

Decisions,  
..."

What are some of the decisions that you have made today?

What future decisions will you have to make?

How many decisions are made where it might change a person's life?

Is it important that a student make decisions on sound facts?

Look Older" - T-8-1  
- T-8-2  
r, It Makes Me  
- T-8-3

Why do you feel teenagers smoke?  
(Lead into questionnaire)

Give students questionnaire on teenage smoking prior to transparencies.

ing" - T-8-4

Why do you feel adults smoke?  
(Promote discussion)

After transparencies, put responses on recording. Use as class discussion with the aid of teenage series of transparencies.

Hedges"

Why do you think older people smoke?

1. Calm nerves
2. Control weight
3. Gain satisfaction

ome a Long Way,

What is the message that each poster is trying to project?

Discuss posters and the effects of each.



TOBACCO (continued)

Concepts	Teacher Materials
2. Teenagers a. Peer approval b. Advertising c. Image d. Parents	"Smoking Facts You Should Know"  <u>Tobacco and Health - A Handbook For Teachers</u> , pp. 43-49  <u>Tobacco and Health</u> , James and Rosenthal (School Library)
II. There are many health factors involved in smoking because of the poisonous substances contained in cigarettes.	Filmstrip w/record and guide: "Cigarettes and health, challenge for educators", from American Cancer Society #75  "Answering the Most Often Asked Questions About Cigarette Smoking and Lung Cancer"

Teacher Materials

Student Materials

"Smoking Facts You Should Know"

"Facts For Teenagers -  
Smoking, Health, and You,"  
pp. 6-13

Tobacco and Health - A Handbook  
For Teachers, pp. 43-49

Tobacco and Health, James and  
Rosenthal (School Library)

Filmstrip w/record and guide:  
"Cigarettes and health, challenge  
for educators", from American  
Cancer Society #75

"What the Cigarette Commercials  
Don't Show"

"Answering the Most Often Asked  
Questions About Cigarette Smoking  
and Lung Cancer"

"Facts For Teenagers - Smoking,  
Health and You," pp. 16-21

Audio Visual	Motivating Questions	Activi
<p>Filmstrips:</p> <p>"Critical Areas of Health" SVE</p> <p># 89 - "Tobacco and Your Health" w/record and guide</p>	<p>How important is the theory that to be accepted by your friends, you must smoke?</p>	<p>Discus the id</p>
<p>Transparency:</p> <p>"Smoking Parents, Smoking Children" - T-8-5</p>	<p>Do you feel that smoking parents and older brothers and sisters who smoke are a force to be considered in connection with teenage smoking?</p>	<p>Discus Use tr creat attit factor</p>
	<p>Do you think that cigarette commercials are propaganda? One sided?</p>	<p>Collec ments magazi</p>
	<p>For what reasons are the three major networks, N.B.C., C.B.S., and A.B.C. banning cigarette commercials in 1970-71?</p>	
	<p>Tell about some of the T.V. commercials that advertise cigarettes. What are some of their claims?</p>	<p>Analy Stud the c</p>
<p>Films:</p> <p>#1327 - "Breath of Air" ACS</p> <p>#1334 - "Smoking and You" McGraw-Hill</p>	<p>What type of diseases are often associated with smoking?</p>	<p>Use t illus tars</p>

---

Motivating Questions

Activities

---

h" SVE  
" How important is the theory that to be accepted by your friends, you must smoke?

Discuss the filmstrips and the ideas they present.

g Do you feel that smoking parents and older brothers and sisters who smoke are a force to be considered in connection with teenage smoking?

Discuss reasons adults smoke. Use transparency as a guide to create comments on student's attitude on adult smoking as a factor in teenage smoking.

Do you think that cigarette commercials are propaganda? One sided?

Collect cigarette advertisements from newspapers and magazines.

For what reasons are the three major networks, N.B.C., C.B.S., and A.B.C. banning cigarette commercials in 1970-71?

Tell about some of the T.V. commercials that advertise cigarettes. What are some of their claims?

Analyze television claims. Students take notes and evaluate the claims.

What type of diseases are often associated with smoking?

Use the mechanical smoker to illustrate the collection of tars and nicotine.

TOBACCO (continued)

Concepts	Teacher Materials
A. Smoking Effects On The Body 1. Cancer 2. Heart disease 3. Respiratory disease	<u>Tobacco and Health - A Handbook For Teachers</u> , pp. 32-52  "1970 Cancer Facts and Figures"  <u>Smoking and Health</u> - Report of the Advisory Committee to the Surgeon General of the Public Health Service  "Teaching About Cancer"
III. There is a lot of money involved in smoking. A. What is a habit? 1. How is it started? 2. How can it be broken?	<u>Tobacco and Health - A Handbook For Teachers</u> , pp. 19, 44-45  "1970 Cancer Facts and Figures"  "Cigarettes...America's No. 1 Health Problem"

Teacher Materials

Student Materials

Tobacco and Health - A Handbook  
For Teachers, pp. 32-52

"1970 Cancer Facts and Figures"

Smoking and Health - Report of  
the Advisory Committee to the Surgeon  
General of the Public Health Service

"Teaching About Cancer"

"Smoking or Health" (Lindsay)

"The Facts About Smoking and  
Health"

"Answering the Most Often Asked  
Questions About...Cigarette  
Smoking and Lung Cancer"

Tobacco and Health - A Handbook  
For Teachers, pp. 19, 44-45

"1970 Cancer Facts and Figures"

"Cigarettes...America's No. 1 Public  
Health Problem"

---

Audio Visual

Motivating Questions

---

Are the effects of smoking immediate or does it show up after a lengthy time of smoking? (heart beat, senses, diseases)

Poster:

"The Big Flip-Top Box"

Transparency:

"Rate of Death From Cancer Due To Smoking" - T-8-6

Will quitting smoking lessen one's chances of getting one of the diseases related to smoking?

Slides

"Pathological Sense"

Poster:

"Chained Hands"

What is a habit?

Are habits easy to break once they are formed?

Film:

#1341 - "Breaking The Habit" ACS

What causes a habit?

Are certain people more prone to forming habits than others?

What is there about cigarettes that causes a habit to form?

---

Motivating Questions

Activities

---

Are the effects of smoking immediate or does it show up after a lengthy time of smoking? (heart beat, senses, diseases)

Have the teacher blow smoke through a piece of tissue without inhaling. Blow through another spot after inhaling. This will show how much of the tars and nicotine stayed in the lungs.

Cancer Due

Will quitting smoking lessen one's chances of getting one of the diseases related to smoking?

Discuss Charlie's health - from film, "Breath of Air." #1327

What is a habit?

Discuss with the students the various habits that people have, excluding smoking.

Are habits easy to break once they are formed?

What causes a habit?

Have students try to arrive at reasons for habits and why they are allowed to continue.

Are certain people more prone to forming habits than others?

What is there about cigarettes that causes a habit to form?

If possible, have an habitual smoker talk to the class about the problem of smoking as a habit. (Elicit questions from the students)



TOBACCO (continued)

---

Concepts

Teacher Materials

---

B. Cost of maintaining the habit of smoking

1. Cost goes up with increase of habit
2. Money could be used for other things

C. Cost in human lives

1. Death rates rise with rate of cigarette consumption.
2. Quitting smoking decreases the chances of dying prematurely.

Tobacco and Health, James and Rosenthal (School Library)

Teacher Materials

Student Materials

the habit

ch increase

used for

Tobacco and Health, James  
and Rosenthal (School Library)

"Cigarettes....America's No. 1  
Public Health Problem"

e with rate  
nsumption.  
g decreases  
dying

"The Story of an Ex-Smoker"

Audio Visual	Motivating Questions	Act
<p>Film: #1161 - "No Smoking" Sid Davis</p> <p>Transparencies: "Is It Worth It?" - T-8-7 A, B, C, D "Responsibility of the Tobacco Industry" - T-8-8 "How Teenagers See Themselves" - T-8-9 A, B, C</p>	<p>Is the monetary cost of smoking actually worth it?</p> <p>What reasons do you suppose smokers have to spend so much money on cigarettes?</p> <p>Does it appear that economic value of smoking is worth the risk to human life?</p> <p>Why do you suppose quitting smoking is emphasized so much?</p>	<p>Have smokers performed better?</p> <p>Have they?</p>
<p>Poster: "Is It Worth It...\$5,000 in 20 Years"</p>	<p>It has been proven that cigarette smoking causes cancer. Why doesn't this scare?</p>	<p>Discontinue smoking?</p>

---

Motivating Questions

Activities

---

Is the monetary cost of smoking actually worth it?

Have students compute the cost of smoking one package of cigarettes per day over a period of one year.

What reasons do you suppose smokers have to spend so much money on cigarettes?

Does it appear that economic value of smoking is worth the risk to human life?

Have students prepare charts on the death rate of a smoker.

Why do you suppose quitting smoking is emphasized so much?

It has been proven that cigarette smoking causes cancer. Why doesn't this scare?

Discuss the many things people could buy with the money not spent on cigarettes.

TOBACCO (continued)

Concepts

Teacher Materials

D. Financial benefits to the United States from smoking

1. Money earned from sales

a. Tax Revenue

b. Employment

c. Advertising

d. New responsibility of tobacco industries

Book: James and Rosenthal Tobacco and Health, 1962 by Charles C. Thomas, Publisher 172-190

Reprint: "Showdown in Marlboro Country" Reprint from Sept. 1969 issue of Consumers Report

Pamphlet: "Smoking - The Great Dilemma" - Becker, Edwards and Ruth #36 Public Affairs Pamphlet 1964 pp 53-56

Reprint: "Teenagers and Smoking" A report conducted for the American Cancer Society by Lieberman Research Inc.

---

Teacher Materials

Student Materials

---

Book: James and Rosenthal  
Tobacco and Health, 1962  
by Charles C. Thomas, Publisher  
172-190

Reprint: "Showdown in Marlboro  
Country" Reprint from Sept. 1969  
issue of Consumers Report

Pamphlet: "Smoking - The Great  
Dilemma" - Becker, Edwards and  
Ruth #36  
Public Affairs Pamphlet 1964  
pp 53-56

Reprint: "Teenagers and Smoking"  
A report conducted for the American  
Cancer Society by Lieberman Research  
Inc.

Pamphlet: "Americas No. 1  
Public Health Problem" Public  
Affairs Pamphlet #439. pp 11-12

---

Audio Visual

Motivating Questions

---

Filmstrip: "Tobacco Statistics  
and Chemistry" Eye-Gate #613-85

What would the effect on the  
nation's economy be if everyone  
were to quit smoking?

Transparency: "Economics"

Transparency: "Responsibility  
of Industry"

Is there anything the tobacco  
industry can do to offset the  
problems created by reduced smoking?

Poster: "Bensen and Hedges"

---

Motivating Questions

Activities

---

Tobacco Statistics  
Eye-Gate #613-85

What would the effect on the nation's economy be if everyone were to quit smoking?

Research concerning the amount of money spent on tobacco in 1969

Economics"

Compare the amount with that spent on education, highways, and churches.

Responsibility

Is there anything the tobacco industry can do to offset the problems created by reduced smoking?

Have students research on local distribution and collect data on local sales on the number of various companies that receive revenues for handling of tobacco products.

and Hedges"

Visit local merchants and collect data on teenage purchasing of tobacco products.



#### IV. TEACHER INFORMATION

##### Habit

- a. Nation's No. 1 leading habit
- b. 1965 - American's smoked 512 billion cigarettes
- c. 8.6 billion cigars
- d. 74 million lbs. of pipe tobacco

##### Tobacco

- a. Nation's fifth largest crop
- b. Nation's No. 1 health menace
- c. 1970 - 59,000 Americans will die from lung cancer

##### Deaths

- a. 16% of death from all causes in U. S. due to cancer
- b. All forms of cancer deaths on decline, except lung cancer
- c. One in four Americans will someday have cancer

Smoking - Started with American Indian - - about 100 AD

Nicotine - Named after Jean Nicot, a Frenchman

Tobacco - From a plant, "Nicotine Tobacum"

John Rolfe - Introduced tobacco to the colonies

Sir Walter Raleigh - Popularized smoking in England

Tobacco - Today is a major industry in the United States

Advertising - \$245 million annually spent - radio - TV

Money spent by smokers - 8.6 billion spent by American public annually for tobacco

Revenue from smoking - 3.3 billion are returned to the federal and state governments

Employment - 550 factories in thirty states - 88,000 workers

IV. TEACHER INFORMATION

2 billion cigarettes

tobacco

1 die from lung cancer

deaths in U. S. due to cancer  
on decline, except lung cancer  
someday have cancer

Chinese - - about 100 AD

a Frenchman

"tobacum"

the colonies

smoking in England

in the United States

spent - radio - TV

money spent by American public annually for tobacco products

are returned to the federal and state governments in tobacco tax, annually

by states - 88,000 workers

V. GLOSSARY

ammonia	colorless, pungent gas compound of nitrogen and hydrogen and as a strong cleaning fluid
arsenic	a silvery-white, brittle, very poisonous chemical; compounds used in insecticides, glass, medicines; arsenic trioxide has no odor
cancer	a malignant growth of tissue, usually ulcerating, tending to metastasize; causes general ill health; a carcinoma or sarcoma
carbon monoxide	compound of carbon and oxygen; given off in car exhaust; highly poisonous; combustion of any carbonaceous material
carcinoma	any of several kinds of epithelial cancer
cardiac	of or near the heart; relating to the upper part of the chest
cardiovascular disease	disease of the vessels of the heart
cell	small microscopic mass of protoplasm; performs life functions
chronic bronchitis	inflammation of the bronchial tubes; continuing for a long time
cilia	hairlike process found on many cells; capable of vibrating
coronary	pertaining to either of two arteries--right or left--which supply blood to the tissue of the heart
coronary artery disease	disease of the above mentioned arteries
decision	the act of making up one's mind; a judgment or conclusion reached after deciding or settling a question
depressant	lowering the rate of muscular or nervous activity
emphysema	an abnormal swelling of the alveoli of the lungs or the air sacs of the lungs
formaldehyde	poison frequently used as a disinfectant

## V. GLOSSARY

colorless, pungent gas compound of nitrogen and hydrogen -  $\text{NH}_3$ ; used in fertilizers, medicine, and as a strong cleaning fluid

silvery-white, brittle, very poisonous chemical; compounds of it are used in making insecticides, glass, medicines; arsenic trioxide has no taste

malignant growth of tissue, usually ulcerating, tending to spread, and associated with general ill health; a carcinoma or sarcoma

compound of carbon and oxygen; given off in car exhaust; produced by the incomplete combustion of any carbonaceous material

any of several kinds of epithelial cancer

of or near the heart; relating to the upper part of the stomach

disease of the vessels of the heart

small microscopic mass of protoplasm; performs life functions

inflammation of the bronchial tubes; continuing for a long time

hairlike process found on many cells; capable of vibratory or lashing movement

pertaining to either of two arteries--right or left--which arise from the aorta to supply tissue of the heart

disease of the above mentioned arteries

the act of making up one's mind; a judgment or conclusion reached or given; the act of deciding or settling a question

lowering the rate of muscular or nervous activity

an abnormal swelling of the alveoli of the lungs or the tissue connecting the alveoli of the lungs

poison frequently used as a disinfectant

GLOSSARY (continued)

habit - custom - practice	an inclination for an action acquired by repetition
hazard	risk; danger; peril
hydrogen cyanide	poisonous gas; used in execution of criminals
hydrogen sulfide	poisonous gas; smell of rotten eggs (Yellowstone Park)
insecticide	preparation for destroying insects
lung cancer	cancer of the lungs
maturity	state or quality of being developed
nicotine	$C_{10}H_{14}N_2$ --colorless, oily poison used as insecticide; stimulant
sarcoma	form of cancer arising from non-epithelial tissue such as cartilage or bone
stimulant	something which arouses or excites--spurs on
tar	material that stains the inside of a smoker's lungs and acts as a sticky brown to black liquid with a pungent odor; obtained from wood, peat, shale; tars are produced of hydrocarbons and used for preserving surfaces and organic compounds
tobacco	products such as cigars, cigarettes, and snuff prepared from the tobacco plant which belongs to the nightshade family

GLOSSARY (continued)

tion for an action acquired by repetition

er; peril

gas; used in execution of criminals

gas; smell of rotten eggs (Yellowstone Park)

on for destroying insects

the lungs

quality of being developed

-colorless, oily poison used as insecticide; stimulant drug; found in tobacco leaves

ancer arising from non-epithelial tissue such as connecting tissue, lymphatic  
artilage or bone

which arouses or excites--spurs on

that stains the inside of a smoker's lungs and acts as a slow tissue poison; thick,  
rown to black liquid with a pungent odor; obtained by the destructive distillation  
peat, shale; tars are produced of hydrocarbons and their derivatives; used in  
g surfaces and organic compounds

such as cigars, cigarettes, and snuff prepared from the leaves of the tobacco  
ch belongs to the nightshade family

DRUGS

Concepts	Teacher Materials	Students
I. Main objectives: To review the identification, medical use, improper use, and the physiological effects of drugs in their three main classifications	"First Facts About Drugs"	Dittos
	"The Use and Misuse of Drugs"	"
	"Drugs and Your Body"	"
A. Stimulants	"How Safe Are Our Drugs?"	Report
B. Depressants		"
C. Hallucinogens		D
II. Proper Use of Drugs		"
A. Prescriptions - how to read the labels		"
B. Caution in taking over-the-counter drugs		"
III. Stimulants	"Drugs of Abuse"	"A Gui
A. Cocaine	"Students and Drug Abuse," pp. 8, 9	Subjec
B. Amphetamine	"Let's Talk About Goofballs and Pep Pills"	"Drugs
C. Benzedrine		
D. Dexedrine	"Fact Sheets," pp. 10-12	

Teacher Materials

Student Materials

"First Facts About Drugs"

"The Use and Misuse of Drugs"

"Drugs and Your Body"

"How Safe Are Our Drugs?"

"Drugs of Abuse"

"Students and Drug Abuse," pp. 8, 9

"Let's Talk About Goofballs and  
Pep Pills"

"Fact Sheets," pp. 10-12

Dittos:

"Health Magic"

"Do's and Don'ts For Drugs"

Report Materials:

"Young Scientists Look At  
Drugs"

"Facts About Narcotics and  
Other Dangerous Drugs,"  
pp. 5-10

"Drugs and Your Body"

"A Guide To Some Drugs Which Are  
Subject to Abuse"

"Drugs of Abuse"



Audio Visual	Motivating Questions	Ac
Transparencies:	What is meant by a drug-oriented society?	Re me
"Good Team For Proper Drug Use" - D-8-1	Is it necessary to take a drug for every minor ailment?	As su
"How To Read Prescription Labels" - D-8-2	When should self-medication be used and when should responsible medical attention be sought?	
"FDA Warnings On Drug Labels" - D-8-3	What are "over-the-counter drugs? When can they be harmful?	
Filmstrip:	How are drugs labeled for safe use?	
# 91 - "Critical Areas of Health" SVE "Drug Misuse and Your Health" w/record and guide	How should prescription drugs be used?	Ch us Fr
Transparencies:	Why should we be concerned about the safety of drugs?	pu on de us
"Identification of Stimulants" - D-8-4	What are the medical uses of amphetamines?	R m
"Slang Terms - Stimulants" - D-8-5	How can they benefit Man?	p s
"Symptoms of Stimulant Abuse" - D-8-6	Why are amphetamines so dangerous if abused?	C g e S

Motivating Questions

Activities

er Drug Use" - What is meant by a drug-oriented society?

ption Labels" - Is it necessary to take a drug for every minor ailment?

g Labels" - When should self-medication be used and when should responsible medical attention be sought?

What are "over-the-counter drugs? When can they be harmful?

How are drugs labeled for safe use?

How should prescription drugs be used?

f Health" SVE  
Your Health" Why should we be concerned about the safety of drugs?

Stimulants" - What are the medical uses of amphetamines?

How can they benefit Man?

Stimulants" - Why are amphetamines so dangerous if abused?

ant Abuse" -

Review briefly the proper medical use of drugs in general.

Assign the students to take a survey of drugs in their homes.

Chart the identification, proper use, and harms from improper use. From the information gathered, put the most widely used drugs on a large poster and give the details of proper and improper use of each. (Group project)

Composition:

"Good Habits and Goals in Life"

Review briefly the identification, medical use, improper use pattern, and slang terms of stimulants.

Conduct an experiment on mice given a stimulant and watch the effects. (Refer to "Young Scientists Look At Drugs")

DRUGS (continued)

Concepts

Teacher Materials

E. Caffeine

"Fighting Illegal Drug Traffic,"  
p. 3.

F. Methadrine

"Amphetamines"

1. Description
2. Slang expressions
3. Proper use
4. Improper use
5. Physical effects

G. Reasons for abuse

"Students and Drug Abuse," pp. 8, 9

1. Social application
2. Social harm
3. Emotional harm
4. Risks involved

"Fact Sheets," pp. 4-9, 10-12

"Let's Talk About Goofballs and  
Pep Pills," pp. 11-19

"The Crutch That Cripples: Drug  
Dependence"

Read to the class:

"Facts About Narcotics and Other  
Dangerous Drugs," pp. 21, 31

"Restricted Drugs: For Use By  
Law Enforcement Agencies"

Teacher Materials

Student Materials

"Fighting Illegal Drug Traffic,"  
p. 3.

"Amphetamines"

Reports:

"Drugs and Driving -  
What Drugs Might Do To Your  
Driving"

"Drugs and Our Automotive Age"

"Students and Drug Abuse," pp. 8, 9

"Fact Sheets," pp. 4-9, 10-12

"Let's Talk About Goofballs and  
Pep Pills," pp. 11-19

"The Crutch That Cripples: Drug  
Dependence"

Ditto:

"Risks of Abusing  
Amphetamines"

Read to the class:

"Facts About Narcotics and Other  
Dangerous Drugs," pp. 21, 31

"Restricted Drugs: For Use By  
Law Enforcement Agencies"

Audio Visual	Motivating Questions	Acti
Drug Identification Kit - Winston	How can "speed" kill?	
Filmstrip:	What are the signs and symptoms of an amphetamine abuser?	Dis the emp
# 70 - "Tell It Like It Is" Tane Press "Let's Talk About Goofballs and Pep Pills" w/record and booklet	What happens if alcohol is taken with stimulants?	
	What are the dangers of driving while under the influence of "pep pills?"	
	What are the slang terms given to stimulants?	
	Why, and by whom, are stimulants abused?	
	What is meant by tolerance?	
	Is cocaine a widely abused stimulant?	Ask spe amph on
	How many amphetamines are abused every year?	
	How much does a heavy abuser use every day?	Dis bec
Film:	What are the dangers of shooting "speed?"	Rea Nar Drug
#1345 - "Speedscene: The Problem of Amphetamine Abuse" Bailey-Film Associates	What are the long-term effects of amphetamine abuse?	Dis pro
	What social harms could develop from amphetamine abuse?	Dis ing

Motivating Questions

Activities

- Winston

How can "speed" kill?

What are the signs and symptoms of an amphetamine abuser?

What happens if alcohol is taken with stimulants?

What are the dangers of driving while under the influence of "pep pills?"

What are the slang terms given to stimulants?

Why, and by whom, are stimulants abused?

What is meant by tolerance?

Is cocaine a widely abused stimulant?

How many amphetamines are abused every year?

How much does a heavy abuser use every day?

What are the dangers of shooting "speed?"

What are the long-term effects of amphetamine abuse?

What social harms could develop from amphetamine abuse?

Discuss points brought out in the filmstrip concerning amphetamine abuse.

Ask a doctor or pharmacist to speak to the class about amphetamines and their effects on the body.

Discuss why amphetamines are becoming a growing concern.

Read excerpt from "Facts About Narcotics and Other Dangerous Drugs," p. 22

Discuss the mental and emotional problems caused by drug abuse.

Discuss points in the film concerning stimulant abuse.

"The Problem of  
Goofballs  
W/record and

"The Problem of  
se" Bailey-

DRUGS . (continued)

Concepts	Teacher Materials	Stu
IV. Depressants	"Narcotics: Some Questions and Answers"	Ref
A. Opiates	"Facts About Narcotics and Other Dangerous Drugs," pp. 14-16	
1. opium	"The Narcotic Addiction Problem," pp. 9-11	
2. codeine	"Living Death"	
3. morphine		
4. paragoric		
5. heroin		
B. Barbiturates and Tranquilizers		Rep
1. Phenobarbital		
2. Seconal		
3. Nembutal		
4. Luminal		
5. Sodium Pentothal		
6. Miltown		
7. Librium		
8. Equamil		
C. Description	"Barbiturates," #OP-196 AMA	
D. Slang terms	"Let's Talk About Goofballs, and Pep Pills," Zane Press, pp 22,24	
E. Proper Use	"Fact Sheets" Bureau of Narcotics and Dangerous Drugs, US Department of Justice	
F. Improper Use Pattern		
G. Physical Effects		

**Teacher Materials**

**Student Materials**

"Narcotics: Some Questions and Answers"

"Facts About Narcotics and Other Dangerous Drugs," pp. 14-16

"The Narcotic Addiction Problem," pp. 9-11

"Living Death"

Refer to:

"A Guide to Some Drugs Which Are Subject to Abuse"

Reports:

Synthetic Substitutes

Kicking the Habit

"Barbiturates," #OP-196 AMA

"Let's Talk About Goofballs, and Pep Pills," Zane Press, pp 22,24

"Fact Sheets" Bureau of Narcotics and Dangerous Drugs, US Department of Justice



Audio Visual	Motivating Questions	Activities
Transparencies:	What emotional harms could develop from amphetamine abuse?	
"Types of Depressants" - D-8-7	What are the risks involved with amphetamine abuse?	
"Synthetics" - D-8-8	What are the medical uses of the opiates?	Briefly medical slang terms
"Slang Terms For Depressants" - D-8-9	What is the most potent narcotic drug?	
"Effects of Depressant Abuse" - D-8-10	How are narcotics abused?	
"Elements Essential in the Making of an Addict" - D-8-11 w/overlays	Have any of you had to take a narcotic?	
"Steps to Addiction" - D-8-12	How can people become accidentally addicted to a narcotic?	Briefly medical physiological terms of tranquilizers
Drug Identification Kit - Winston	What is withdrawal?	
Film:	How are barbiturates used medically?	Discuss
#1338 - "Narcotics, Why Not?" Cahill	Are barbiturates physically or psychologically addictive drugs?	Discuss the film
Transparencies:	How are tranquilizers different from barbiturates?	Skits:
"Medical Uses of Depressants" - D-8-13	How can barbiturates and tranquilizers prove to be dangerous if not used properly?	
"Withdrawal" - D-8-14	Have you ever heard of a death caused by an overdose of barbiturates?	

Motivating Questions

Activities

What emotional harms could develop from amphetamine abuse?

What are the risks involved with amphetamine abuse?

What are the medical uses of the opiates?

What is the most potent narcotic drug?

How are narcotics abused?

Have any of you had to take a narcotic?

How can people become accidentally addicted to a narcotic?

What is withdrawal?

How are barbiturates used medically?

Are barbiturates physically or psychologically addictive drugs?

How are tranquilizers different from barbiturates?

How can barbiturates and tranquilizers prove to be dangerous if not used properly?

Have you ever heard of a death caused by an overdose of barbiturates?

Briefly review the identification, medical use, improper use, and slang terms of narcotics.

Briefly review the identification, medical use, improper use pattern, physiological effects, and slang terms of barbiturates and tranquilizers.

Discuss depressant withdrawal.

Discuss points brought out in the film, "Narcotics, Why Not?"

Skits: How drugs affect physical and/or mental skills.

Doctor  
Athlete  
Businessman  
Pilot  
Automobile driver  
Typist

DRUGS (continued)

Concepts	Teacher Materials	Student
V. Hallucinogens	"Drugs of Abuse"	Ditt
A. Marijuana	"Students and Drug Abuse," pp. 5-7	
1. Description	"Marijuana and Crime"	
2. Slang terms	"Marijuana: Social Benefit or Social Detriment?"	"A are
3. Proper use	"What About Marijuana?" p. 5	"Dru
4. Improper use	"Facts About Narcotics and Other Dangerous Drugs," p. 18	
5. Physical effects	"The Crutch That Cripples: Drug Dependence," p. 12	
6. Psychological effects	<u>Marijuana</u>	
B. LSD (peyote, mescaline, DMT, STP, and psilocybin)	"LSD: Some Questions and Answers"	Ref
1. Description	"LSD"	

Teacher Materials

Student Materials

"Drugs of Abuse"

"Students and Drug Abuse," pp. 5-7

"Marijuana and Crime"

"Marijuana: Social Benefit or  
Social Detriment?"

"What About Marijuana?" p. 5

"Facts About Narcotics and Other  
Dangerous Drugs," p. 18

"The Crutch That Cripples: Drug  
Dependence," p. 12

Marijuana

Dittos:

"Drug Pre-Test

"Crossword Puzzle"

"A Guide To Some Drugs Which  
are Subject to Abuse"

"Drugs of Abuse"

DMT,

"LSD: Some Questions and Answers"

"LSD"

Refer to:

"A Guide to Some Drugs  
Which Are Subject to Abuse"

Audio Visual

Motivating Questions

Transparencies:

- "Marijuana"
- "Identification" - D-8-15
- "Slang Terms" - D-8-16

Drug Identification Kit - Winston

Filmstrip:

- # 73 - "Why Not Marijuana?" w/record and guide Tane Press

Transparencies:

- "Description of LSD" - D-8-17
- "Other Hallucinogens" - D-8-18
- "Slang Terms" - D-8-19

Why are there more young people abusing hallucinatory drugs?

What are other "highs" that teenagers are experimenting with?

Why is marijuana one of the most popularly abused drugs?

Why doesn't "pot" affect some people?

Why are the non-narcotic drugs thought to be more dangerous than the narcotic drugs?

What is the difference between physical dependence and psychological dependence?

What other substances eaten, drunk, chewed, or otherwise manipulated, can one become psychologically dependent upon?

What is hashish?

What does LSD look like?

Why would anyone want to take LSD?

Motivating Questions

Activities

Investigate the various views regarding the medical use of drugs:

Doctor  
Clergyman

Why are there more young people abusing hallucinatory drugs?

Give a pre-test on the identification, proper and improper use, physiological effects, and slang terms of hallucinogens. (No grade)

What are other "highs" that teenagers are experimenting with?

Hand out crossword puzzle on drug terminology and slang terms.

Why is marijuana one of the most popularly abused drugs?

Have students bring in newspaper clippings and other articles concerning the use and abuse of drugs, or assign students to prepare a bulletin board on a certain drug area.

Why doesn't "pot" affect some people?

Have a question box for anonymous questions concerning drugs.

Why are the non-narcotic drugs thought to be more dangerous than the narcotic drugs?

Briefly review marijuana using student guide and transparencies.

What is the difference between physical dependence and psychological dependence?

What other substances eaten, drunk, chewed, or otherwise manipulated, can one become psychologically dependent upon?

Briefly review the identification, medical use, improper and proper use, physiological effects, and slang terms for LSD.

What is hashish?

What does LSD look like?

Why would anyone want to take LSD?

- D-8-15  
D-8-16  
Inston  
" w/record  
ss  
- D-8-17  
- D-8-18  
9



DRUGS (continued)

Concepts	Teacher Materials
<ol style="list-style-type: none"> <li>2. Slang terms</li> <li>3. Proper use</li> <li>4. Improper use</li> <li>5. Physical effects</li> <li>6. Psychological effects</li> </ol>	<p><u>The LSD Story</u></p> <p>"LSD: Trip or Trap?"</p> <p>"Let's Talk About Drugs"</p> <p>"Drug Abuse: The Chemical Cop-Out"</p> <p>"Fact Sheets," pp. 9-2, 9-3</p> <p>"Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #5)</p> <p>"LSD: The False Illusion" (Part I and Part II)</p> <p>"The Problems of LSD and Emotional Disorder"</p> <p>"Students and Drug Abuse," pp. 11-13</p>
<p>C. Volatile Chemicals (glue, rubber cement, gasoline, shoe polish, cleaning solvent, etc.)</p> <ol style="list-style-type: none"> <li>1. Description</li> <li>2. Proper use</li> <li>3. Improper use</li> <li>4. Physical effects</li> <li>5. Psychological effects</li> </ol>	<p>"Glue Sniffing: Big Trouble In a Tube"</p> <p>"The Glue Sniffing Problem," pp. 7-9</p> <p>"Glue Sniffing"</p> <p>"A Review of the Evidence of Glue Sniffing: A Persistent Problem"</p>
<p>VI. The Effect of Drug Abuse on Society</p>	<p>"Fact Sheets," pp. 1-1, 4-2</p>
<p>A. Any individual who is dependent on a drug for any reason other than one established by a doctor is an abuser of drugs.</p>	

Teacher Materials

Student Materials

The LSD Story

Report:

"LSD: Trip or Trap?"

"LSD - A Vanishing World"

"Let's Talk About Drugs"

"Drug Abuse: The Chemical Cop-Out"

"Fact Sheets," pp. 9-2, 9-3

"Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #5)

"LSD: The False Illusion" (Part I and Part II)

"The Problems of LSD and Emotional Disorder"

"Students and Drug Abuse," pp. 11-13

"Glue Sniffing: Big Trouble In a Tube"

Ditto:

"The Glue Sniffing Problem," pp. 7-9

Poem: "A Tube of Glue"

"Glue Sniffing"

"A Review of the Evidence of Glue Sniffing: A Persistent Problem"

"Fact Sheets," pp. 4-1, 4-2

Ditto:

Poem: "For Teenagers Only"



Audio Visual	Motivating Questions
"Effects On The Brain" - D-8-20 "Bad Trip" - D-8-21	Why shouldn't everyone try LSD, just once, for the experience?
Drug Identification Kit - Winston	What effects, other than hallucinations, can LSD produce?
Film:	Does LSD have any medical use?
#1349 - "LSD" <sup>25</sup> Professional Arts, Inc.	Do the popular songs of today depict taking drugs to "get high" as the thing to do?
Transparencies:	What other substances are sniffed or inhaled?
"Types of Volatile Chemicals Abused" - D-8-22	Why is it dangerous to inhale substances that contain hydrocarbons?
"Effects of Glue Sniffing" - D-8-23	What are the effects of glue sniffing?
"Body Organs Affected by Glue Sniffing" - D-8-24	What organs, other than the brain, are affected by glue sniffing?
Transparencies:	Who would be a situational user, a spree user, or the hard-core addict?
"What Is Drug Abuse?" - D-8-25	Who first introduces young people to drugs and how does it usually come about?
"Why Are Drugs Abused?" - D-8-26	
"The Main Group of Drug Abusers" - D-8-27 (Series of 3)	

Motivating Questions

Activities

in" - D-8-20

Why shouldn't everyone try LSD, just once, for the experience?

Have a committee prepare a bulletin board that shows impairment of brain functions when an intoxicating substance is taken.

Winston

What effects, other than hallucinations, can LSD produce?

Does LSD have any medical use?

nal Arts, Inc.

Do the popular songs of today depict taking drugs to "get high" as the thing to do?

Chemicals

What other substances are sniffed or inhaled?

Briefly review the identification, improper and proper use, psychological and physical effects of glue sniffing.

Sniffing" - D-8-23

Why is it dangerous to inhale substances that contain hydrocarbons?

ted by Glue

What are the effects of glue sniffing?

What organs, other than the brain, are affected by glue sniffing?

e?" - D-8-25

Who would be a situational user, a spree user, or the hard-core addict?

sed?" - D-8-26

Who first introduces young people to drugs and how does it usually come about?

Drug Abusers" - 3)

Buzz groups:

Prepare lists of reasons why there is an increasing number of juveniles who are starting a drug habit.

DRUGS (continued)

Concepts	Teacher Materials	Student
<p>1. There are three main groups of drug abusers:</p> <ul style="list-style-type: none"> <li>a. situational user</li> <li>b. spree user</li> <li>c. hard-core addict</li> </ul>		
<p>B. There is no single cause or single set of conditions that clearly lead to drug dependence.</p>	<p>"Narcotics and Dangerous Drug Abuse," McGrath, pp. 3-5, 3-6, 3-7</p>	Report
<p>1. Key factors</p> <ul style="list-style-type: none"> <li>a. a drug</li> <li>b. an individual</li> <li>c. an environment</li> <li>d. personality deficiency</li> </ul>	<p><u>The Scope of the Narcotics and Drug Abuse Problem</u>, p. 11</p>	
<p>2. Juveniles</p> <ul style="list-style-type: none"> <li>a. adolescence complex process</li> <li>b. family influence</li> <li>c. sociological factors</li> </ul>	<p>"Restricted Drugs for Use by Law Enforcement Agencies" (Fact Sheet #3.)</p>	
<p>3. Adults</p> <ul style="list-style-type: none"> <li>a. social maladjustment</li> <li>b. pressures and demands from society</li> <li>c. background of family difficulties</li> <li>d. community factors</li> </ul>	<p>"Drug Abuse: The Chemical Cop-Out"</p>	

Teacher Materials

Student Materials

main  
users:  
user  
dict

cause or  
tions that  
g dependence.  
  
al  
ent  
deficiency

"Narcotics and Dangerous Drug Abuse," McGrath, pp. 3-5, 3-6, 3-7

The Scope of the Narcotics and Drug Abuse Problem, p. 11

"Restricted Drugs for Use by Law Enforcement Agencies" (Fact Sheet #3.)

"Drug Abuse: The Chemical Cop-Out"

Report: (or extra reading)

"Why Students Turn to Drugs"

"Realities We Must Face, But Won't"

"Drug Abuse: Escape to Nowhere"

"Behavior" Section of Time

complex  
uence  
l factors  
  
adjustment  
nd demands  
y  
of family  
s  
actors





Audio Visual	Motivating Questions	Acti
Film: (Outside Source) "Fight or Flight" J & F Produc- tions	What are some signs that may indicate that a person is having emotional problems? What are the best ways of working out these problems?	Find on c from This prov with inv
Transparency: "How To Prevent Drug Abuse" - D-8-28	What is a mentally healthy individual? How can the social setting affect the effects of a drug? What new standards and values are prevalent recently in the United States? (dress, movies, books, and other entertainment) What is meant by the statement, "we live in an age of anxiety?" Do adults try to identify with youth activities, making it difficult for teenagers to "do their own thing?"	For

### Motivating Questions

### Activities

What are some signs that may indicate that a person is having emotional problems? What are the best ways of working out these problems?

Find out the local statistics on drug abuse in your community from the probation department. This department may be able to provide actual case histories without using names of individuals involved.

What is a mentally healthy individual?

Form "buzz" groups and discuss:

How can the social setting affect the effects of a drug?

"What are some criticisms of the 'establishment'?" "Is it wrong to rebel?"

What new standards and values are prevalent recently in the United States? (dress, movies, books, and other entertainment)

Problem-solution approach:  
"What should you do if you find that a classmate is using a form of an illegal drug?"

What is meant by the statement, "we live in an age of anxiety?"

Do adults try to identify with youth activities, making it difficult for teenagers to "do their own thing?"

DRUGS (continued)

Concepts

Teacher Materials

C. Drug abusers become careless about their appearance, their mode of living, health, contributions to the family and society, and in inter-personal relationships.

"The Crutch That Cripples: Drug Dependence," p. 13

"The Use and Misuse of Drugs," pp. 10, 11

"Drug Abuse: A Teenage Hang-up," pp. 23, 24

1. General effects and symptoms of drug abuse

- a. physical illnesses
- b. mental disorders
- c. personal habits neglected
- d. malnutrition
- e. accidents, death
- f. potentiality of becoming a pusher

D. The adverse effects of drug abuse greatly outweigh any possible benefits.

"Students and Drug Abuse"

1. Effects of drug usage depends upon:

- a. user's personality
- b. size and frequency of dose
- c. method taken
- d. motivated reason for taking
- e. environment

Teacher Materials

Student Materials

careless  
ance, their  
ealth,  
the family  
in inter-  
ships.

"The Crutch That Cripples: Drug  
Dependence," p. 13

"The Use and Misuse of Drugs,"  
pp. 10, 11

ts and  
rug abuse

"Drug Abuse: A Teenage Hang-up,"  
pp. 23, 24

illnesses  
sorders  
nabits

ion  
, death  
ity of becom-  
ner

ts of drug  
weigh any

"Students and Drug Abuse"

rug usage

ersonality  
frequency of

ken  
reason for

ent



Audio Visual	Motivating Questions	Activities
Transparencies:	What is meant by "rationalizing?"	Discuss
"General Effects of Drug Abuse" -	In what ways do teenagers	at one
D-8-29	rationalize?	Discuss
"General Symptoms of Drug Abuse" -	In what ways do adults rationalize?	forms of
D-8-30	How can rationalizing be harmful?	Discuss
	What is meant by "self-discipline?"	young a
	Why do many adults abuse drugs?	to drug
	How can drug abuse weaken the	Discuss
	structure of society?	that w
	Where can people go to rid them-	"turn 4
	selves of their "hang-ups?"	What s
	What are some community factors	in Ame
	that could lead to drug dependence?	sendin
	What are some factors that would	realit
	influence the effects of any drug?	

---

### Motivating Questions

### Activities

---

What is meant by "rationalizing?"

Discuss how we all rationalize at one time or another.

In what ways do teenagers rationalize?

Discuss how drug abuse has many forms of rationalization.

In what ways do adults rationalize?

How can rationalizing be harmful?

Discuss why some people (both young and adults) are turning to drugs.

What is meant by "self-discipline?"

Why do many adults abuse drugs?

Discuss the kind of society that would be if humans could "turn on" freely.

How can drug abuse weaken the structure of society?

Where can people go to rid themselves of their "hang-ups?"

What social problems do we have in America today that are sending people away from reality - by the use of drugs?

What are some community factors that could lead to drug dependence?

What are some factors that would influence the effects of any drug?

DRUGS (continued)

Concepts

Teacher Materials

E. Social, medical, and legal consequences of depressant and stimulant abuse

1. Reasons for abuse
2. Emotional harm
3. Social harms
4. Risks

"Facts About Narcotics and Other Dangerous Drugs," pp. 31-37

"Let's Talk About Drugs," pp. 11-14

"The Crutch That Cripples: Drug Dependence," p. 7

"The Narcotic Addiction Problem," pp. 10-12

"Drug Abuse: The Chemical Cop-Out"

F. Social, medical, and legal consequences of opiate abuse

1. Reasons for abuse
2. Emotional harm
3. Social harm
4. Risks

"Task Force Report: Narcotic and Drug Abuse," pp. 2, 6

"Fact Sheets," p. 6-1

"Drug Abuse: A Dead End Street," p. 7

"The Narcotic Addiction Problem," pp. 11, 12, 16, 17

"The Crutch That Cripples"

"Youth and Narcotics: A Study of Juvenile Drug Addiction"

"The Control and Treatment of Narcotic Use," pp. 15-19

Teacher Materials

Student Materials

and legal  
pressant

"Facts About Narcotics and Other  
Dangerous Drugs," pp. 31-37

"Let's Talk About Drugs," pp. 11-14

use

"The Crutch That Cripples: Drug  
Dependence," p. 7

"The Narcotic Addiction Problem,"  
pp. 10-12

Dittos:

"Drug Abuse: The Chemical Cop-Out"

"The Risks from Barbiturate  
Abuse"

"A Study of Juvenile Drug  
Addiction"

and legal  
iate abuse

"Task Force Report: Narcotic and  
Drug Abuse," pp. 2, 6

Report or assign to read:

use

"Fact Sheets," p. 6-1

"Denver and the Dope  
Problem"

"Drug Abuse: A Dead End Street,"  
p. 7

Slow Learners:

"The Narcotic Addiction Problem,"  
pp. 11, 12, 16, 17

Read the "Scholastic Scope,"  
January 26, 1969, February  
5, 1970. Work out a socio-  
guidrama on the best  
questions and answers they  
want to add.

"The Crutch That Cripples"

"Youth and Narcotics: A Study of  
Juvenile Drug Addiction"

"The Control and Treatment of  
Narcotic Use," pp. 15-19

Audio Visual

Motivating Questions

What type of person would abuse depressants?

Does the body build up a tolerance to depressants?

What is the difference between the misuse of asperin or laxatives and the abuse of phenobarbital?

How can one's driving be affected by the misuse of depressants?

Transparencies:

"Number of Addicts in the U.S." - D-8-31

"Recognizing a Narcotic Addict - The Symptoms of Abuse" - D-8-32

"Addicts Die Young" - D-8-33

Why would an adult abuse opiate drugs?

Why would a teenager abuse opiates?

Why would people living in a ghetto environment be more prone to drug abuse? Or would they?

What other types of people abuse opiates? (medical, people, musicians)

Why is narcotic abuse an urban problem?

What is an estimated guess of the number of narcotic addicts in the United States? What is the age range?

### Motivating Questions

What type of person would abuse depressants?

Does the body build up a tolerance to depressants?

What is the difference between the misuse of aspirin or laxatives and the abuse of phenobarbital?

How can one's driving be affected by the misuse of depressants?

Why would an adult abuse opiate drugs?

Why would a teenager abuse opiates?

Why would people living in a ghetto environment be more prone to drug abuse? Or would they?

What other types of people abuse opiates? (medical, people, musicians)

Why is narcotic abuse an urban problem?

What is an estimated guess of the number of narcotic addicts in the United States? What is the age range?

### Activities

Have a student report on the local problem of abuse.

Have a class survey on how many families have medical prescriptions for sleeping pills or tranquilizers.

Read excerpts from "Let's Talk About Drugs" on amphetamine and barbiturate abuse.

Have a discussion of emotional and social harms that come from abuse of depressants.

Discuss the risks of abusing depressants.

Discuss what social and emotional problems an addict brings upon himself.

Read excerpts from "Youth and Narcotics: A Study of Juvenile Drug Addiction." (What does a 'dope fiend' look like?)

Student report:

"Local Narcotic Problems"

Discuss the problems an ex-addict has in returning to society.

DRUGS (continued)

Concepts	Teacher Materials	Student
<p>G. Social, medical, and legal consequences of hallucinogen abuse</p>	<p>"Drug Abuse: The Chemical Cop-Out"</p>	<p>Ditt</p>
<p>1. Reasons for abuse</p>	<p>"Marijuana: Social Benefit or Social Detriment?"</p>	
<p>2. Social harms</p>	<p>"The Scope of Narcotic and Drug Abuse Problems," pp. 10-13</p>	<p>"Wha</p>
<p>3. Emotional harms</p>	<p>"What About Marijuana?" pp. 12, 18</p>	<p>Ditt</p>
<p>4. Risks, both mental and physical</p>	<p>"Fact Sheets," p. 7-2</p>	<p>Repo</p>
	<p>"Let's Talk About Drugs," p. 5</p>	
	<p>"The Control and Treatment of Narcotic Use," pp. 11-13</p>	

Teacher Materials

Student Materials

medical, and legal  
uses of hallucinogen

risks for abuse  
of harms  
social harms  
both mental  
physical

"Drug Abuse: The Chemical Cop-Out"

"Marijuana: Social Benefit or  
Social Detriment?"

"The Scope of Narcotic and Drug  
Abuse Problems," pp. 10-13

"What About Marijuana?" pp. 12, 18

"Fact Sheets," p. 7-2

"Let's Talk About Drugs," p. 5

"The Control and Treatment of  
Narcotic Use," pp. 11-13

Ditto:

"Satire on Legalized  
Marijuana"

"What About Marijuana." (hand out)

Ditto:

"Risks of Marijuana"

Reports: (or extra reading)

"But Mom, Everybody Smokes  
Pot!"

"The Great Marijuana Plot"

"LSD and Marijuana"



Audio Visual

Motivating Questions

Ac

What is the use pattern of narcotics in the United States?

How long do the effects last?

How can "freak" accidents occur from abusing narcotics?

What risks is a person taking when abusing narcotics?

Are the symptoms easily recognizable?

What are some non-violent crimes that drug abusers would pursue to support their habit?

Does the term "dope fiend" reflect public opinion toward the addict? How should one concern himself with the problem of narcotic abusers?

What types of people are using "pot"? "B

What is an estimated guess of the number that have tried "pot" and are using it to some extent?

What is non-conformity? Could it be said that drug abusers are conforming to non-conformity?

What emotional problems could one have while under the influence of marijuana?

What factors determine the effects of marijuana? (individual susceptibility, strength of marijuana,

Transparency:

"Recognizing a Marijuana Abuser"-  
D-8-34

Filmstrips:

"Marijuana: What Can You  
Believe?" Guidance Associates

# 83 - Part I w/record

# 84 - Part II w/record

Film:

#1346 - "Keep Off The Grass" Sid Davis

Motivating Questions

Activities

What is the use pattern of narcotics in the United States?

How long do the effects last?

How can "freak" accidents occur from abusing narcotics?

What risks is a person taking when abusing narcotics?

Are the symptoms easily recognizable?

What are some non-violent crimes that drug abusers would pursue to support their habit?

Does the term "dope fiend" reflect public opinion toward the addict? How should one concern himself with the problem of narcotic abusers?

What types of people are using "pot"? "Buzz" groups: Give two questions to each group about the arguments concerning marijuana use.

Marijuana Abuser"-

What is an estimated guess of the number that have tried "pot" and are using it to some extent?

Can You  
Police Associates

What is non-conformity? Could it be said that drug abusers are conforming to non-conformity?

What emotional problems could one have while under the influence of marijuana?

Mass" Sid Davis

What factors determine the effects of marijuana? (individual susceptibility, strength of marijuana,

1. Marijuana is not addicting and therefore is no worse than tobacco.
2. Marijuana always makes you happy and you like other people.
3. Marijuana does not produce violence.
4. Marijuana is no worse than alcohol, so why shouldn't marijuana be legalized?

DRUGS (continued)

Concepts

Teacher Materials

Stu

"Ma

Teacher Materials

Student Materials

"Marijuana Research"

Audio Visual

Motivating Questions

Activities

method taken, manner of handling,  
(environment)

5.

What risks are you taking when you  
try or use marijuana?

6.

Do you have any way of knowing  
exactly what you are getting in  
a "joint?"

Instruct  
board an  
these po  
informat

"Buzz" 4

1.

2.

3.

Read ex

"L

Report:

"P

(S

---

### Motivating Questions

method taken, manner of handling, environment)

What risks are you taking when you try or use marijuana?

Do you have any way of knowing exactly what you are getting in a "joint?"

### Activities

5. Use of marijuana does not lead to crime.

6. Marijuana is not addicting, so it really isn't as harmful as most people think.

Instructor write arguments on board and make opinion known on these points with factual information.

"Buzz" groups:

1. Should marijuana be legalized? (pros and cons)
2. Since marijuana is not physically but psychologically addictive, does this mean that marijuana is of lesser harm than heroin or a drug that produces physical addiction?
3. In what ways might legalized marijuana affect our society?

Read excerpts from:

"Let's Talk About Drugs," p. 5

Report:

"Problems on Pot Research"  
(Science News, Jan. 24, 1970)

DRUGS (continued)

Concepts	Teacher Materials
H. The Risks of LSD	"Students and Drug Abuse," pp. 5-7, 45
1. Reasons for abuse	
2. Social harms	"LSD: The False Illusion, Parts I and II"
3. Emotional harms	
4. Risks, both physical and mental	
I. The Dangers of Glue Sniffing	"The Glue Sniffing Problem," pp. 10, 11
1. Reasons for abuse	
2. Social harms	"Glue Sniffing: Big Trouble in a Tube"
3. Emotional harms	
4. Risks, both physical and mental	"The Scope of the Narcotic and Drug Abuse Problems," pp. 10-A (Read actual incidents of people under inhalant intoxication) "Let's Talk About Drugs," p. 8 (Read poem) "Facts About Narcotics and Other Dangerous Drugs," p. 24 (Read case studies)

Teacher Materials

Student Materials

"Students and Drug Abuse,"  
pp. 5-7, 45

"LSD: The False Illusion, Parts  
I and II"

Reports:

"Students and Drug Abuse"

"LSD Broken Chromosomes:  
What They Mean For Your  
Children

"The Stoned Age"

Ditto:

"Risks of LSD"

"The Glue Sniffing Problem,"  
pp. 10, 11

"Glue Sniffing: Big Trouble in  
a Tube"

"The Scope of the Narcotic and Drug  
Abuse Problems," pp. 10-A (Read  
actual incidents of people under  
inhalant intoxication)

"Let's Talk About Drugs," p. 8  
(Read poem)

"Facts About Narcotics and Other  
Dangerous Drugs," p. 24 (Read case  
studies)

Ditto:

"Risks of Glue Sniffing"



Audio Visual	Motivating Questions	Act
<p>Transparency:  "Reasons For LSD Abuse" -  D-8-35</p>	<p>Why is LSD abused?  How did the LSD movement come about?  What exactly are hippies? What are their philosophies?  Does "tripping out" help someone understand himself? Solve his problems?</p>	<p>Dis  a p  sel  Wha  lov  rat</p>
<p>Film:  #1352 - "LSD" National Audiovisual Center</p>	<p>Does "turning on" advocate love and peace within the world?  What social and emotional harms can be brought about by abuse of LSD?  What risks are involved in taking LSD?</p>	<p>Che  up  dru  Rep  Dis  inf</p>
<p>Transparency:  "Recognizing the Glue Sniffer" -  D-8-36</p>	<p>What is the age range of glue sniffers and those who inhale other volatile chemicals?  What are the reasons for abusing glue and other inhalants?  Can glue sniffing lead to heroin addiction?  What is meant by "maturing out?"  Why do glue sniffers mature out of their habit?  Does peer group influence affect one's experimentation with drugs?</p>	<p>Rea  sta  gl  Ha  gl  Re</p>

	Motivating Questions	Activities
Abuse" -	<p>Why is LSD abused?</p> <p>How did the LSD movement come about?</p> <p>What exactly are hippies? What are their philosophies?</p> <p>Does "tripping out" help someone understand himself? Solve his problems?</p>	<p>Discuss what type of activities a person can do to achieve self-satisfaction.</p> <p>What can young people do to promote love and peace to all mankind, rather than just talk about it?</p>
Audiovisual	<p>Does "turning on" advocate love and peace within the world?</p> <p>What social and emotional harms can be brought about by abuse of LSD?</p> <p>What risks are involved in taking LSD?</p>	<p>Check with speaker's bureau to set up a taped session with a former drug abuser.</p> <p>Report:</p> <p>"The Stoned Age"</p> <p>Discuss the hippie culture and its influences on our society.</p>
Glue Sniffer" -	<p>What is the age range of glue sniffers and those who inhale other volatile chemicals?</p> <p>What are the reasons for abusing glue and other inhalants?</p> <p>Can glue sniffing lead to heroin addiction?</p> <p>What is meant by "maturing out?"</p> <p>Why do glue sniffers mature out of their habit?</p> <p>Does peer group influence affect one's experimentation with drugs?</p>	<p>Read, or tell, about the experiences stated in the two articles on glue sniffing. Discuss.</p> <p>Have students research the local glue sniffing problem and report.</p> <p>Read excerpts from:</p> <p>"Facts About Narcotics and Other Dangerous Drugs," p. 24</p> <p>"The Scope of the Narcotic and Drug Abuse Problem," p. 10-A</p>

DRUGS (continued)

Concepts	Teacher Materials
VII. Drug Traffic and Law Enforcement	"Drug Abuse: Escape to Nowhere," pp. 78, 79
A. Drugs enter the black market in many ways.	"Fact Sheets," pp. 3-2, 5-2
1. Illegal drug distribution	"Task Force Report: Narcotics and Drug Abuse"
2. Original suppliers; compare 1940 and now	"The Scope of the Narcotic and Drug Abuse Problem," p. 7
3. Number of drug abusers in the United States	"Restricted Drugs: For Use By Law Enforcement Agencies" (Fact Sheet #2.)
B. The cost to society is great	"Facts About Narcotics and Other Dangerous Drugs"
1. Variables in drug price	"Fact Sheets," p. 3-1, 3-2
2. Cost to support habit	"What Can We Do About Drug Abuse," p. 16
3. Treatment for addicts	"Task Force Report: Narcotics and Drug Abuse," p. 6
C. Illegal traffic of narcotics is operated on a large crime syndicate level.	
1. Pattern of opium and opiates	
2. Pattern of illicit heroin to the United States	
3. Escalating costs of heroin	

Teacher Materials

Student Materials

Enforcement "Drug Abuse: Escape to Nowhere,"  
pp. 78, 79

Black market "Fact Sheets," pp. 3-2, 5-2

Distribution "Task Force Report: Narcotics  
and Drug Abuse"

Abusers in "The Scope of the Narcotic and Drug  
Abuse Problem," p. 7

es "Restricted Drugs: For Use By Law  
Enforcement Agencies" (Fact Sheet  
#2.)

is great "Facts About Narcotics and Other  
Dangerous Drugs"

Drug price "Fact Sheets," p. 3-1, 3-2

habit "What Can We Do About Drug Abuse,"  
p. 16

Addicts "Task Force Report: Narcotics  
and Drug Abuse," p. 6

narcotics

Large crime

um and

licit heroin

States

ts of heroin

Ditto:

"Illegal Distribution  
of Drugs"

Report - or for reference:

"The Control and Treatment  
of Narcotic Use," pp. 31-41

"The Narcotic Addiction  
Problem," pp. 14, 19

"Drug Abuse: The Chemical  
Cop-Out," p. B

"What Can We Do About Drug  
Abuse," pp. 21-28

"Facts About Narcotics and  
Other Dangerous Drugs,"  
pp. 42-49

Audio Visual	Motivating Questions	Acti
Transparencies:	Why is there a very real danger of death from glue sniffing?	
"Original Suppliers of Drugs Today" - D-8-37	What social and emotional problems come from glue sniffing?	
"The Cost of Drug Abuse to Society" - D-8-38	How are narcotics and dangerous drugs distributed throughout the black market?	Repo
	What countries have supplied the United States with dangerous drugs?	
	Why is the cost of drug abuse so great to our society?	Disc the brea thei for
"Map of Heroin Route From Turkey to the United States" - D-8-39	Why are these countries growing opium?	Disc hero Stat
"Escalating Costs of Heroin" - D-8-40	How does the opium arrive into the illicit channels? Where does it go from there?	Repo
"Opium Production in One Year" - D-8-41	How do the dealers get the opium from the plantations?	
	How does the cost vary as it travels through illicit channels?	Disc hero
	Do you think that any of the people involved with drug traffic may be users themselves?	

Motivating Questions

Activities

Why is there a very real danger of death from glue sniffing?

What social and emotional problems come from glue sniffing?

How are narcotics and dangerous drugs distributed throughout the black market?

What countries have supplied the United States with dangerous drugs?

Why is the cost of drug abuse so great to our society?

Why are these countries growing opium?

How does the opium arrive into the illicit channels? Where does it go from there?

How do the dealers get the opium from the plantations?

How does the cost vary as it travels through illicit channels?

Do you think that any of the people involved with drug traffic may be users themselves?

Report:

States that have the highest rate of drug abuse - suggest influencing factors responsible

Discuss the variables concerning the price of illegal drugs, the breakdown of how abusers support their habit, and how society pays for the treatment of addicts.

Discuss the transportation of heroin from Turkey to the United States.

Report:

"Control and Treatment Measures For Addicts in the United States"

Discuss the escalating cost of heroin.

rs of Drugs

Abuse to

ute From Turkey  
tes" - D-8-39

of Heroin" -

in One

DRUGS (continued)

Concepts

Teacher Materials

Student

4. Traffic control problems

Report

Ditto

D. Over one-half of the amphetamines produced in the United States fall into the black market.

"The Control and Treatment of Narcotic Use," p. 24

"Fact Sheets," p. 3-2

1. Illicit distribution
2. Key figures in illicit traffic

Task Force Report: Narcotics and Drug Abuse," pp. 4-7

Ditto

"Fighting Illegal Drug Traffic"

3. Elevating costs
4. Traffic control problems

E. Due to their illegality in the United States, all hallucinatory drugs must come through illicit channels.

"Drug Abuse: The Chemical Cop-Out"

"Fact Sheets," pp. 3-1, 3-2

1. Marijuana distribution
  - a. Mexico
  - b. price variables
  - c. traffic control problems

Report

Teacher Materials

Student Materials

ems

Report:

British System of Drug Abuse Control

Ditto:

"Pattern of Opium and Opiates, Pattern of Illicit Heroin To The United States"

meta-  
ited  
ck

"The Control and Treatment of Narcotic Use," p. 24

"Fact Sheets," p. 3-2

it

Task Force Report: Narcotics and Drug Abuse," pp. 4-7

Ditto:

"Fighting Illegal Drug Traffic"

"Illegal Distribution of Amphetamines and Barbiturates"

lems

in the  
cina-  
ough

"Drug Abuse: The Chemical Cop-Out"

"Fact Sheets," pp. 3-1, 3-2

on

Report:

"Marijuana," Life, October 31, 1969 (reprint)

problems



Audio Visual

Motivating Questions

Act

How much heroin is smuggled into the United States yearly? (1,500 kilograms)

How are amphetamines and barbiturates being distributed throughout the black market?

Who would be key figures in the illicit distribution operation?

Dis  
amp  
sce

What are some of the problems in controlling illicit drug distribution?

Transparencies:

"Escalating Costs of Marijuana" -  
D-8-42

Why is Mexico the main marijuana supplier for the United States?

Re

What are the problems of law enforcement agencies in preventing marijuana smuggling?

What determines the pusher's final price?

Di  
fr  
in

Di  
ma

Motivating Questions

Activities

How much heroin is smuggled into the United States yearly? (1,500 kilograms)

How are amphetamines and barbiturates being distributed throughout the black market?

Who would be key figures in the illicit distribution operation?

What are some of the problems in controlling illicit drug distribution?

Why is Mexico the main marijuana supplier for the United States?

What are the problems of law enforcement agencies in preventing marijuana smuggling?

What determines the pusher's final price?

Discuss what the local illicit amphetamine and barbiturate scene may be.

Report:

Research into the smuggling of marijuana from Mexico into the United States.

Discuss enforcement problems from within Mexico. (border inspections, etc.)

Discuss the price escalation of marijuana.

of Marijuana" -

DRUGS (continued)

Concepts

Teacher Materials

- |   |   |
|---|---|
| 2. LSD Distribution   | "LSD - False Illusion" Part II.                     |
| a. illicit labs   | "Restricted Drugs for Use by                        |
| b. handling factors   | Law Enforcement Agencies," p. 87                    |
| c. cost   |   |
| d. traffic control problems   |   |
|   |   |
| 3. Glue Sniffing Controls   | "Glue Sniffing: Big Trouble in a Tube"              |
|   |   |
| F. Federal agencies increase the effectiveness of control measures. | "Task Force Report: Narcotics and Drug Abuse," p. 6 |
| 1. FBI  |   |
| 2. Bureau of Narcotics and Dangerous Drugs                          |   |
| a. enforcement  |   |
| b. education  |   |
| c. training   |   |
| d. research   |   |
| 3. Bureau of Customs  |   |
| 4. FDA  |   |
| 5. State enforcement  |   |
| 6. Non-enforcement personnel  |   |

Teacher Materials

Student Materials

ion "LSD - False Illusion" Part II.  
abs "Restricted Drugs for Use by  
factors Law Enforcement Agencies," p. 87  
ontrol problems

Controls "Glue Sniffing: Big Trouble in a  
Tube"

increase "Task Force Report: Narcotics and  
of control Drug Abuse," p. 6

rcotics and  
ugs

Ditto:

"The Duties of the Bureau  
of Narcotics and Dangerous  
Drugs"

stoms

Ditto:

ement  
ent personnel

"The Duties of the Bureau  
of Customs"

Audio Visual	Motivating Questions	Act
Transparency:	How is LSD distributed?	
"Costs of LSD" - D-8-43	In what ways has LSD been concealed?	Dis
	Has the abuse of LSD declined? What other drugs are taking it's place?	con
	What is the price range of LSD?	Dis
	What are problems involved in controlling LSD traffic?	of
	What measures have been taken to control the abuse of glue sniffing and other inhalants?	
Transparencies:	What federal agencies are involved in controlling drug abuse?	Re
"A United Front Against Crime" - D-8-44	What are the four main functions of the Bureau of Narcotics and Dangerous Drugs?	
"Bureau of Narcotics and Dangerous Drugs Location of Field Offices" (Map) - D-8-45	How does the Bureau of Customs control drug traffic?	Co
	How does the Bureau conduct it's investigation?	
	Who are some non-enforcement people who aid in recovering smuggled goods?	In
		an
		sp

Motivating Questions

Activities

How is LSD distributed?

In what ways has LSD been concealed?

Has the abuse of LSD declined? What other drugs are taking its place?

What is the price range of LSD?

What are problems involved in controlling LSD traffic?

What measures have been taken to control the abuse of glue sniffing and other inhalants?

What federal agencies are involved in controlling drug abuse?

What are the four main functions of the Bureau of Narcotics and Dangerous Drugs?

How does the Bureau of Customs control drug traffic?

How does the Bureau conduct its investigation?

Who are some non-enforcement people who aid in recovering smuggled goods?

Discuss how LSD has been concealed.

Discuss whether or not the use of LSD is declining.

Report:

Summarize existing community programs for the prevention of drug abuse.

Committee:

Discuss how the community as a whole can combat the cause of drug abuse.

Invite a person from the narcotic and drug division to be a guest speaker.

DRUGS (continued)

Concepts

Teacher Materials

G. Halting illicit drug traffic is primarily an international concern

1. United Nations

- a. Permanent Central Opium Board and Drug Supervisory Body
- b. Commission on Narcotic Drugs
- c. World Health Organization
- d. Division on Narcotic Drugs

2. Interpol

H. Laws have been passed to control the use of dangerous drugs.

1. Levels of enforcement

- a. International
- b. Federal
- c. State
- d. City

"LSD: False Illusion"

"What Can We Do About Drug Abuse?" pp 16-17

"Drug Abuse: A Dead End Street"

"Facts about Narcotics and Other Dangerous Drugs" pp 50-52

"Drug Abuse: A Source Book and Guide for Teachers" pp 57-59

"Drug Abuse: Teenage Hangup" pp 100-105

"The Control and Treatment of Narcotic Use" pp 21-23

Teacher Materials

Student Materials

"LSD: False Illusion"

Ditto:

"What Can We Do About Drug Abuse?" pp 16-17

International Controls

"Drug Abuse: A Dead End Street"

"Facts about Narcotics and Other Dangerous Drugs" pp 50-52

Ditto:

"The Federal Laws"

"Drug Abuse: A Source Book and Guide for Teachers" pp 57-59

"Have you Ever Been Convicted of a Felony?"

"Drug Abuse: Teenage Hangup" pp 100-105

"The Control and Treatment of Narcotic Use" pp 21-23



Audio Visual	Motivating Questions	Activities
		If any stu customs, h procedures
	How has the United Nations controlled the use of drugs?	Discuss:
	What are some of the problems encountered at an international level?	Organ traff
	How have the countries that grow and tolerate opiates advanced socially and economically?	Quest cont
		Student Re
		Resea natio
		Stude views aspe
		Stude Syste
		Comm abuse own
		Dist Spea the drug

### Motivating Questions

How has the United Nations controlled the use of drugs?

What are some of the problems encountered at an international level?

How have the countries that grow and tolerate opiates advanced socially and economically?

### Activities

If any students have gone through customs, have them explain the procedures they observed.

Discuss:

Organizations that aid in drug traffic control

Questions regarding international control

Student Report:

Research certain international control agencies

Students investigate various views regarding the legal aspects of drugs

Student report on the "British System" of drug control

Committee investigate how drug abusers are dealt with in their own locality

District Attorney as guest Speaker to inform students on the court procedures concerning drug abuse cases

DRUGS (continued)

Concepts

Teacher Materials

2. Specific Federal Laws in US

- a. Harrison Act 1914
- b. Narcotic Import and Export Act 1922
- c. Marijuana Tax Act 1937
- d. Opium Poppy Control Act 1942
- e. Boggs Act 1951
- f. Federal Narcotic Control Act 1956
- g. Narcotic Hospital Law
- h. Narcotics Information Act
- i. Narcotics Transportation Act
- j. Narcotic Manufacturing Act 1960
- k. The Federal Pure Food, Drug and Cosmetic Act 1961
- l. Drug Abuse Control Amendments 1965
- m. Narcotic Addict Rehabilitation Act.

Handbook of Federal Narcotic and Dangerous Drug Laws

"Drug Abuse: A Dead End Street" pp 15

"Fact Sheets" Bureau of Narcotics and Dangerous Drugs, pp 21-22

"Narcotics: Some Questions and Answers"

"Drug Abuse: Escape to Nowhere" pp 22-25, 49

Teacher Materials

Student Materials

Federal Laws

Handbook of Federal Narcotic and Dangerous Drug Laws

Wilson Act 1914  
Narcotic Import and Export Act 1922  
Marijuana Tax Act

"Drug Abuse: A Dead End Street"  
pp 15

Opium Poppy Control Act 1942

"Fact Sheets" Bureau of Narcotics and Dangerous Drugs, pp 21-22

Control Act 1951

"Narcotics: Some Questions and Answers"

Control Act 1956

"Drug Abuse: Escape to Nowhere"  
pp 22-25, 49

Narcotic Hospital

Narcotics Information Act

Narcotics Transportation Act

Narcotic Manufacturing Act 1960

Federal Pure

Drug and Cosmetic Act 1961

Abuse Control

Amendments 1965

Narcotic Addict

Rehabilitation Act.

Audio Visual

Motivating Questions

Activities

Why is there a greater penalty for the pusher?

Buzz groups  
If you  
what la  
repeal  
drugs?

Why is marijuana legally classified as a narcotic?

Discuss hand  
Convicted of

Can this hold true in the drug problem:

Discuss:

"Anything goes, as long as it doesn't hurt anyone"?

(1) Par  
been re  
marijua  
of Publ

What right does the government have to restrict private behavior

(2) Le  
before  
law of  
the ill  
or poss  
dangero  
and ill  
a misde

What are the arguments for and against:

marijuana and tobacco?  
marijuana and alcohol?

What countries have made marijuana illegal where before it was legal?

When did the Drug Abuse Control Amendments come into being? What do they entail?

Why do you think the Narcotic Addict Rehabilitation Act was passed?

---

## Motivating Questions

Why is there a greater penalty for the pusher?

Why is marijuana legally classified as a narcotic?

Can this hold true in the drug problem:

"Anything goes, as long as it doesn't hurt anyone"?

What right does the government have to restrict private behavior

What are the arguments for and against:

marijuana and tobacco?  
marijuana and alcohol?

What countries have made marijuana illegal where before it was legal?

When did the Drug Abuse Control Amendments come into being? What do they entail?

Why do you think the Narcotic Addict Rehabilitation Act was passed?

## Activities

Buzz groups:

If you were a law maker, what laws would you pass or repeal relating to the use of drugs?

Discuss handout "Have You Ever Been Convicted of a Felony?"

Discuss:

(1) Parole rights that have been reinstated for Federal marijuana violators by a provision of Public Law 89-793 (Nov 8, 1966)

(2) Legislation is now pending before Congress to change the law of Dangerous Drugs so that the illegal manufacture, sale, or possession with intent to sell dangerous drugs would be a felony and illegal possession would be a misdemeanor.

## IX. TEACHER INFORMATION

### General Reasons for Drug Abuse

#### A. Four main groups of drug abusers

1. "Situational user"
2. "Spree user"
3. "Hard core addict"
4. "Hippies"

#### B. Key factors that lead to drug dependency

1. A drug
2. An individual
3. An environment
4. Personality deficiency

#### C. The juvenile's reasons for abuse

1. Boredom - lack of definite goals
2. Need to be accepted, "to belong"
3. Sexual maturation
4. Increasing responsibility
5. Anxieties, frustrations, fear of failure, inner conflicts and doubts
6. Loosening of family ties
7. Defiance of parental authority and convention
8. Family influence
  - a. Absentee parents (physically or emotionally)
  - b. Lack of identification with an adult or parent
  - c. Lack of love and discipline from early adult figures
  - d. Overcrowded conditions (lack of privacy)
  - e. Negative parental attitudes toward healthy living
  - f. Lack of moral discipline
  - g. Present day mobility of families

TEACHER INFORMATION (continued)

- h. Excessive discipline or lack of discipline
  - i. Lack of spiritual guidance
  - j. Lack of communication - "generation gap"
9. Affluence - need for new thrills
10. Poverty
11. Sociological factors
- a. Permissive society
  - b. Experimenting new forms of tolerance and individuality
  - c. New standards and values
  - d. Lack of responsibility toward others
  - e. Misinformation of drugs
  - f. Largely metropolitan country
  - g. Adults make to identify with young activities
  - h. Concerned that social progress is failing to keep up pace with tech
  - i. Pressures and material advances of modern society
  - j. The problems in society - black power, crime, student unrest, civil
- D. Adult reason for abuse
- 1. History of social maladjustment
  - 2. Pressures and demands of society
  - 3. Background family difficulties
- a. Discipline problems
  - b. Trouble with police



TEACHER INFORMATION (continued)

line or lack of discipline  
l guidance  
ation - "generation gap"

new thrills

ty  
w forms of tolerance and individuality  
d values  
bility toward others  
of drugs  
itan country  
identify with young activities  
social progress is failing to keep up pace with technological advances  
aterial advances of modern society  
society - black power, crime, student unrest, civil rights, poverty, and war

aladjustment  
s of society  
fficulties

lems  
lice

TEACHER INFORMATION (continued)

E. Community Factors

1. Overcrowded housing
2. Lack of employment
3. Health of individual
4. Education (lack of medical and psychological services)
5. Community attitudes (cultural, ethnic)
6. Sanitation
7. Lack of laws and enforcement
8. Recreation
9. Lack of spiritual atmosphere
10. Lack of recognition of problems
11. Lack of identity of individual with community
12. Lack of adequate police force
13. Mass media overemphasis
14. Community responsibility
15. Geographic areas
16. Lack of recognition that addiction is also a medical problem.

General Effects of Drug Abuse

A. Variables of drug effects

1. User's personality
2. Size and frequency of dose
3. How taken
4. Motivated reason for taking the drug
5. The environment

TEACHER INFORMATION (continued)

B. Physical illnesses

1. Respiratory diseases
2. Venereal disease
3. Hepatitis
4. Blood poisoning
5. Tetanus

C. Mental disorders

D. Neglect of personal habits

E. Malnutrition

F. Accidents - deaths

G. Potential pusher

General Symptoms of Drug Abuser

- A. A drastic change in one's attitudes toward school, friends, and other activities.
- B. A shift in friendships
- C. A marked deterioration in overall personal appearances
- D. Sudden and frequent absences from school or job
- E. A general listlessness about life
- F. Hypersensitivity, edgy behavior
- G. Borrowing money from people at school, or those on the job

TEACHER INFORMATION (c

- H. Observing the student in unusual isolated places around the school to the adult employee.
- I. Any signs of equipment that can be associated with drug abuse.

Illicit Channels of Drug Abuse

- A. Distribution of narcotics and dangerous drugs
  - 1. Major trafficker - importer - smuggler
  - 2. Distributor
  - 3. Bulk peddler - street peddler
  - 4. User
- B. Main suppliers from 1940 - to date
  - 1. Turkey, Lebanon, Syria, China, Italy, France ... (white heroin)
  - 2. Mexico, (brown heroin) up from California
  - 3. Mexican opium
  - 4. Drug Store robberies, thefts, and RX forgeries
- C. Estimate number of drug abusers in the United States
  - 1. 5 million alcoholics out of 70 million users
  - 2. 10 million smoke marijuana
  - 3. 10 million - pep pills
  - 4. 20 million - barbiturates
  - 5. 3 million - tranquilizers
  - 6. 60,000 heroin addicts

TEACHER INFORMATION (continued)

student in unusual isolated places around the school building ... which could also refer to employee.

equipment that can be associated with drug abuse.

Illicit Channels of Drug Abuse

of narcotics and dangerous drugs

producer - importer - smuggler

dealer - street peddler

from 1940 - to date

from Lebanon, Syria, China, Italy, France ... (white heroin)

smuggled (brown heroin) up from California

heroin

robberies, thefts, and RX forgeries

number of drug abusers in the United States

number of alcoholics out of 70 million users

people who smoke marijuana

- pep pills

- barbiturates

- tranquilizers

heroin addicts

TEACHER INFORMATION (continued)

D. Cost to society from all drug abuse

1. Variables of drug prices

- a. Location of user
- b. Demands for drug
- c. Availability for drug
- d. Purity of drug

2. Federal Bureau of Narcotics and Dangerous Drugs estimated about \$400 million worth of illegal drugs.

3. Cost to support heroin habit

- a. \$15.00 per day for narcotic drug equals \$5,475 per year
- b. Drug abuser steals \$3.00-\$5.00 of goods to get \$1.00 cash
- c. Must steal \$50.00 property a day or \$18,250 per year to support a habit
- d. In one year, one billion dollars worth of merchandise is stolen in order to support their habit.

4. Treatment costs for the addict

- a. For a six week period it costs the United States \$1,300 to \$3,000 per addict
- b. Society pays around \$83,214,300 to \$192,033,000 for all addict treatment

TEACHER INFORMATION (continued)

Loss from all drug abuse

Effect of drug prices

Reaction of user

Costs for drug

Availability for drug

Quantity of drug

Bureau of Narcotics and Dangerous Drugs estimated about \$400 million spent annually in  
on drugs.

Cost to support heroin habit

\$10.00 per day for narcotic drug equals \$5,475 per year

Heroin abuser steals \$3.00-\$5.00 of goods to get \$1.00 cash

to steal \$50.00 property a day or \$18,250 per year to support a \$15.00 a day habit

Each year, one billion dollars worth of merchandise is stolen in the United States for addicts  
to support their habit.

Costs for the addict

During a six week period it costs the United States \$1,300 to \$3,000 a year for one addict.

The country pays around \$83,214,300 to \$192,033,000 for all addict treatment.

TEACHER INFORMATION (cont)

DRUG SOURCES

HALLUCINOGENS

- Marijuana -- Found in the flowering tops, leaves, and flowers of the plant; usually dried, crushed, or chopped into small pieces
- There are three grades of cannabis prepared in India
1. Bhang - cheap; low potency; usually drunk; marijuana is 1/5 to 1/8 as potent as cannabis
  2. Ganja - two to three times as potent; made from the plant; mostly smoked
  3. Charas - pure resin obtained from plants or dried and sifted form of charas, but in literature referred to as cannabis
- LSD - Lysergic acid diethylamide tartrate; synthesized from ergot that grows on rye and wheat; now it is made synthetically
- Peyote - Mexican cactus; peyote buttons are ground into powder; used in religious ceremonies of Native American Church; not likely to cause psychological dependence, mescal and mescaline
- DMT - Dimethyltryptamine; natural constituent of seeds of ceiba tree in South America; powder made from these seeds was used as a hallucinogen when Columbus arrived in the New World; DMT produces effects without the need for a special preparation; also prepared synthetically; may cause psychological dependence
- Glue - A hydrocarbon
- Psilocybin - Prepared from a mushroom found in Central America
- DOM-(STP) - Prepared synthetically



TEACHER INFORMATION (continued)

DRUG SOURCES

the flowering tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; dried, crushed, or chopped into small pieces

the three grades of cannabis prepared in India

hang - cheap; low potency; usually drunk; marijuana compares in potency; when smoked, marijuana is 1/5 to 1/8 as potent as charas or hashish

ganja - two to three times as potent; made from resin of plant or the dried flower; mostly smoked

charas - pure resin obtained from plants or dried flowers; hashish is actually a powdered and sifted form of charas, but in literature hashish refers to any form of cannabis

acid diethylamide tartrate; synthesized from lysergic acid present in ergot, a fungus which grows on rye and wheat; now it is made synthetically

from a cactus; peyote buttons are ground into powder; only legal when used in bona fide religious ceremonies of Native American Church; not likely to cause physical dependence but does cause psychological dependence, mescal and mescaline are forms of peyote

tryptamine; natural constituent of seeds of certain plants found in the West Indies and Central America; powder made from these seeds was used as snuff (called conoba) at the time Columbus arrived in the New World; DMT produces effects similar to LSD but larger doses are used; also prepared synthetically; may cause psychological addiction - not physical

carbon

from a mushroom found in Central America

synthetically

TEACHER INFORMATION (continued)

DEPRESSANTS

- Opium - Prepared from the juice of the unripe seed capsules of the opium poppy mainly in China, Turkey, Iran and Yugoslavia; contains such alkaloids and papaverine; American addicts seldom take opium--rather they take opiates such as heroine
- Codeine - A form of opium; present in some cough medicines that require prescription, but pharmacist must, by Federal Law, have the person purchasing it; 1/6 as strong as morphine
- Morphine - A form of opium; may be legally sold by prescription; probably the most valuable of narcotics in medical use; needed to reduce pain; slang, "Miss Emma" or "White S"
- Paragoric - Opium; benzoic acid, and camphor; used to check intestinal
- Laudanum - Tincture of opium; alcohol and water
- Barbiturate - Made chemically by heating a mixture of substances related to malonic acid (a compound found in urine, blood, and lymph of man and other mammals); m
- Tranquilizer - Example is reserpine--a crystalline alkaloid extracted from the root of Rauwolfia; tranquilizers are closely related to sedatives; quiet nerves and reduce tension; help one to sleep
- Alcohol - Colorless; volatile liquid;  $C_2H_5OH$  (ethyl alcohol); pungent smell; made from fermented grains, fruit juices, and starches
- Bromides - Composed of bromine and another element; bromine is a chemical element, reddish-brown in color; bromine is used in making dyes, in photography, and in anti-epileptic effect on nerves

TEACHER INFORMATION (continued)

the juice of the unripe seed capsules of the opium poppy; the opium poppy is grown in Turkey, Iran and Yugoslavia; contains such alkaloids as morphine, codeine, etc. American addicts seldom take opium--rather they take its derivatives--the heroin

A form of opium; present in some cough medicines that may be sold without a prescription, but pharmacist must, by Federal Law, have the name and address of the person purchasing it; 1/6 as strong as morphine

A form of opium; may be legally sold by prescription under strict regulations; probably the most valuable of narcotics in medical use because of small dose needed to reduce pain; slang, "Miss Emma" or "White Stuff"

Opium; benzoic acid, and camphor; used to check intestinal fermentation

Tincture of opium; alcohol and water

by heating a mixture of substances related to malonic acid, and urea (a waste product in urine, blood, and lymph of man and other mammals); made synthetically

codeine--a crystalline alkaloid extracted from the root of an Indian shrub; closely related to sedatives; quiet nerves and reduce tension without putting

ethyl alcohol;  $C_2H_5OH$  (ethyl alcohol); pungent smell; made from the distillation of grains, fruit juices, and starches

iodine and another element; bromine is a chemical element, usually reddish-brown liquid; it is used in making dyes, in photography, and in anti-knock motor fuel; has a strong effect on nerves

TEACHER INFORMATION (continued)

STIMULANTS

- Cocaine - A crystalline alkaloid made from dried coca leaves; Indians of South America use them with lime; this keeps them from feeling tired or hungry--doesn't nourish; habit-forming and may ruin health; properly used as a local anesthetic; causes disease of nose and eye; stimulates the heart and central nervous system; causes hallucinations--both visual and tactual; addicts may sniff or inject cocaine; terms "C" or "Snow"
- Novacaine and procaine - Harmless relatives and are used by dentists to numb a tooth; physicians use it as a local anesthetic
- Benzedrine - Obtained from ephedrine which is obtained from certain desert shrubs
- Methedrine - Methamphetamine hydrochloride; slang - "Speed," "Crystal"
- Caffeine - Chemical formula -  $C_8H_{10}N_4O_2$ ; odorless, slightly bitter solid; found in coffee and tea; in large amounts increases circulation and is harmless; in large amounts causes headaches, and digestive disturbances; produced from plants in pure form or made in laboratory; caffeine is used as a stimulant of the heart and nervous system; a remedy for poison of alcohol, opium, and other drugs that depress the nervous system
- Nicotine - An acrid, poisonous, oily alkaloid,  $C_{10}H_{5}NO_2$ , contained in the leaves of the tobacco plant

TEACHER INFORMATION (continued)

alkaloid made from dried coca leaves; Indians of South America chew the leaves keeps them from feeling tired or hungry--doesn't nourish the body; becomes and may ruin health; properly used as a local anesthetic and in treatment of and eye; stimulates the heart and central nervous system; overdoses produce both visual and tactual; addicts may sniff or inject cocaine; called by slang now"

d procaine - Harmless relatives and are used by dentists when filling or pulling a tooth; physicians use it as a local anesthetic

phedrine which is obtained from certain desert shrubs

hydrochloride; slang - "Speed," "Crystal"

a -  $C_8H_{10}N_4O_2$ ; odorless, slightly bitter solid; found in tea and coffee; in small es circulation and is harmless; in large amounts causes nervousness, sleeplessness, digestive disturbances; produced from plants in pure form in 1820; can now be ory; caffeine is used as a stimulant of the heart and nervous system and as a on of alcohol, opium, and other drugs that depress the nervous system.

nous, oily alkaloid,  $C_{10}H_5NO_2$ , contained in the leaves of tobacco

TEACHER INFORMATION (continued)

HALLUCINOGENS

MARIJUANA

I. Description

- A. Found in the flowering tops, leaves, and flowers of the female Indian hemp
- B. Usually green in color and is usually dried, crushed, or chopped into small pieces
- C. Active ingredient THC (tetrahydro cannabinols)
- D. Smells like alfalfa when burned, in cigarette form it burns hotter and the tip is easily extinguished so must be constantly puffed.
- E. Potency depends on the amount of the plant contained
  - 1. Bhang -- top of plant, not cultivated from which the resin has not been removed (American marijuana)
  - 2. Ganja - tops of cultivated plant without extracting the resin (about 4 times as much as Bhang)
  - 3. Charas - Resinous extract from flowers of cultivated plants (8 times strength of hashish)
  - 4. Other factors, how taken into body, the manner of handling it, individual tolerance, and the illicit market

II. Some slang expressions

Pot	Grass	Mary Jane	Hay	Wee
Reefer	Sticks	Joints	Dagga	Loc
Bhang	Hemp	Charas	Roach	Jiv

III. Proper Uses

A. None (except medical research)

- 1. N.I.M.H. - National Institute of Mental Health is responsible for supporting forty nine research projects to learn more about marijuana
  - a. 1967 - extensive research has been able to take place because of finding the active ingredient THC

TEACHER INFORMATION (continued)

HALLUCINOGENS

MARIJUANA

tops, leaves, and flowers of the female Indian hemp plant (cannabis sativa) and is usually dried, crushed, or chopped into small pieces (tetrahydrocannabinols) burned, in cigarette form it burns hotter and the burning tip is brighter. The amount so must be constantly puffed. The amount of the plant contained

it, not cultivated from which the resin has not been extracted (powerful as marijuana) cultivated plant without extracting the resin (about 4 or 5 times stronger than extract from flowers of cultivated plants (8 times stronger than Bhang - known as taken into body, the manner of handling it, individual susceptibility and the

Grass	Mary Jane	Hay	Weed	Hashish
Sticks	Joints	Dagga	Locoweed	Ganja
Hemp	Charas	Roach	Jive	Texas Tea

search)

Institute of Mental Health is responsible for supporting and conducting projects to learn more about marijuana

research has been able to take place because of finding the synthetic form of ingredient THC

TEACHER INFORMATION (continued)

- b. Studies to discover exactly how marijuana affects memory, perception, physical movement, and long range effects on the mind and body
- c. Surveys of how people get the drug, how widely it is used, and effects may occur with different amounts and periods of use.

B. No medical uses

C. Illegal in the United States

IV. Improper use pattern

A. Used second as an intoxicant to alcohol

B. Young introduced under social circumstances

C. Serve reefers (cigarette form) as social gesture

1. Moderate doses (1-2 reefers) effects of temporary intoxication in
2. Larger doses create extreme effects
3. Four reefers - perception changes
4. Total trip lasts 2-5 hours
5. Smoked in room (teapad). Try to rebreath as much smoke as possible. Loud, talkative or very happy
6. User normal on outside: talks with usual ability, sometimes hesitant
7. On surface may be coherent, underneath may be "tripping out." If unable to coordinate movement, may fail in performance.

D. Sniffed

E. Eaten or drunk

F. Psychological dependence

G. Estimated 20,000 users in the United States

V. Physical effects

A. External

1. Yellow stain on smokers fingers
2. Cold extremities
3. Hypersensitivity sensation of ants running over skin



TEACHER INFORMATION (continued)

er exactly how marijuana affects memory, perception (or awareness), mood,  
, and long range effects on the mind and body.  
ople get the drug, how widely it is used, and what physical and psychological  
with different amounts and periods of use.

tes

ant to alcohol  
cial circumstances  
form) as social gesture

reefers) effects of temporary intoxication in fifteen minutes  
xtreme effects  
tion changes  
hours

d). Try to rebreath as much smoke as possible - begin to feel "buzz". May be  
ry happy  
e: talks with usual ability, sometimes hesitantly or slurred  
erent, underneath may be "tripping out." If placed under stress, or to have  
t, may fail in performance.

In the United States

ers fingers

sation of ants running over skin

TEACHER INFORMATION (continued)

B. Gastrointestinal

1. No effect on taste
2. Increase thirst and appetite
3. Large doses: nausea, emesis, diarrhea, constipation

C. Nervous system

1. Coordination altered
2. Speed and accuracy , intellectual capabilities impaired
3. Alternate laughing and crying
4. Up or down feeling
  - a. Relaxed - at ease, self confident
  - b. Anxious, paranoid
  - c. Continue to go "up" depends if the behavior is impulsive and a mood
5. Hallucinations - experience (phantasmagoria) sensations of figures rushing at great speed
6. Delirium
7. Chronic exposure produces brain lesions

D. Circulation

1. Heart beat increases 120 times/minute
2. Blood pressure unchanged or slight decrease
3. Hypoglycemia (decrease blood sugar)
4. Slight anemia (chronic use)
5. Death - cardiac failure to some individuals after 100-200 times therapy

E. Respiration

1. Rate usually decreased
2. Coughing after smoking
3. Asthma or bronchitis may result

TEACHER INFORMATION (continued)

aste  
t and appetite  
ausea, emesis, diarrhea, constipation

tered  
racy , intellectual capabilities impaired  
ning and crying  
ing

st ease, self confident  
paranoid  
o go "up" depends if the behavior is impulsive and a mood reaction variable

- experience (phantasmagoria) sensations of figures rushing toward the person in a

re produces brain lesions

reases 120 times/minute  
unchanged or slight decrease  
decrease blood sugar)  
(chronic use)  
ac failure to some individuals after 100-200 times therapeutic dose

ecreased  
smoking  
chitis may result

TEACHER INFORMATION (continued)

F. Muscular

1. Incoordination
2. Large doses produce spasm of contracting muscles

G. Eyes

1. Dialation
2. Bloodshot
3. Tears

H. Elimination

1. Not detected chemically in urine

I. Long term physical effects not known

VI. Psychological effects

- A. Depersonalization (under influence)
- B. Release normal inhibitions (under influence)
- C. Used daily and heavily may result in mental illness
- D. May cause one to see stronger drugs

VII. Reasons for abuse

- A. Rebellion
- B. Curiosity
- C. Promote sociability
- D. Escape reality
- E. Retreat from tension/worry
- F. Rid hang ups
- G. Understand self

VIII. Social application

- A. Lower caste (to experience the effect for the effect itself, to retreat from problems).

TEACHER INFORMATION (continued)

B. Upper caste (intellectuals - students - the "arty group")

1. Dabbler - use marijuana sporadically, something daring and contemporary weedhead.
2. User - A weekender. This group is where the "marijuana cult" began and radicals" and seemingly reasonably well balanced users
3. Head - The person's world rotates around the drug experience. They are a small group but abhor authority world is an enemy.

- C. Highest incidence of users is 16-28 years of age.  
D. Servicemen

IX. Social harm

- A. Can become a chronic user
- B. Inertia
- C. Lethargy
- D. Indifferent to ideas, opinions
- E. Indulge in self-neglect
- F. Familiarizing with the "wrong" people - may lead to stronger drugs

X. Emotional harm

- A. Hard to make decisions
  - B. Easily open to other's suggestions
  - C. Emotions heightened - compelled to do anything (could break down moral st
  - D. Personality breakdown
1. Rationalize to justify wrong
  2. Suspicious of others

TEACHER INFORMATION (continued)

lectuals - students - the "arty group")

marijuana sporadically, something daring and contemporary. This is the "respectable" head.

seeker. This group is where the "marijuana cult" began. It is where the "kooks radicals" and seemingly reasonably well balanced users appear. person's world rotates around the drug experience. They tend to be leaders in the marijuana cult. They are a small group but abhor authority and the whole respectable world is an enemy.

of users is 16-28 years of age.

nic user

ideas, opinions neglect the "wrong" people - may lead to stronger drugs

sions teacher's suggestions led - compelled to do anything (could break down moral structures) down

to justify wrong of others

TEACHER INFORMATION (continued)

XI. Risks

- A. Creates psychological dependence
- B. Can cause respiratory system damage
- C. The diluted or "cut" marijuana may be toxic and cause illness or possibly death
- D. May lead to other drugs
- E. Interrupt education
- F. Police record if caught
- G. With record - prevention into certain professions ... medicine, law, teaching.
- H. Responsible jobs, difficult to come up.
- I. Government jobs require individual evaluation

XII. Illegal traffic of marijuana

A. Distribution

1. Mexico (majority from there)

- a. 3 1/2 to 5 tons into the United States each week
- b. Retail values of \$100 million a year
- c. Shipped in Kilos 2.2 pounds and then broken down further for the peddler to push

B. Profits in marijuana

1. Variables

a. Further east it goes, the more it costs

1) Chicago 1966

- a) 50-70cents/cigarette
- b) \$25.00 per can (tobacco tin)
- c) \$85-\$125 a pound

- b. Supply
- c. Demand
- d. "Heat" from police

TEACHER INFORMATION (continued)

C. Enforcement problems

1. 25,000 cars (business and pleasure) that cross Mexican border each
2. Airplanes, commercial and private smuggle it out.

XIII. Law

A. Federal

1. To have, give, or sell is a felony in the United States
2. Penalty
  - a. First offense possession 2-10 years, fines up to \$20,000
  - b. Second offense, 5-20 years
  - c. Third offense, 10-40 years
  - d. First offense (selling) 5-20 years
  - e. Second offense, 10-40 years

B. State

C. Devices used for lessening severity

1. Officials lean over as much as can
2. Charge persons found in same apartment with "loitering" for the purpose is a lesser violation

D. Law questioned by responsible observers

1. Government officials
2. Physicians
3. Educators
4. Psychologists
5. The American Civil Liberties Union
6. Newspaper editorial writers
  - a. All believe law too severe
  - b. Should not be legally classified with hard narcotics



TEACHER INFORMATION (continued)

ness and pleasure) that cross Mexican border each day  
ial and private smuggle it out.

sell is a felony in the United States

possession 2-10 years, fines up to \$20,000  
e, 5-20 years  
, 10-40 years  
(selling) 5-20 years  
e, 10-40 years

ening severity

er as much as can  
und in same apartment with "loitering" for the purpose of using marijuana, which  
tion

ossible observers

als

l Liberties Union  
al writers

aw too severe  
e legally classified with hard narcotics

TEACHER INFORMATION (continued)

E. President's 1963 Advisory Commission

1. Recommended dividing the narcotic and marijuana offenses into four groups
  - a. The smuggling or sale of large quantities of narcotics or the possession for sale. Subject the offender to mandatory minimum sentences. Probation and parole would be denied.
  - b. The smuggling or sale of small quantities of narcotics, or the possession for sale. Offender to some measure of imprisonment but not mandatory minimum sentence would not be available, but parole would.
  - c. The possession of narcotics without intent to sell. The sentencing judge has discretion as to these offenses.
  - d. All marijuana offenses: the sentencing judge would have full discretion.
2. Recommends: State and Federal drug laws should give a large enough measure of discretion to state and correctional authorities to enable them to deal flexibly with violations of varying nature and seriousness of the offense, the prior record of offender and the nature of the offense.
3. Parole rights have already been reinstated for federal marijuana violations by Public Law 89-793 (November 8, 1966)

F. Recent countries alarmed by the uninhibited use in their country.

1. India - marijuana was accepted as religious life for years. Outlawed it because of negative effects
2. African nations once accepted it now worry about its overall effects.
3. Nigeria - death penalty

TEACHER INFORMATION (continued)

Commission

the narcotic and marijuana offenses into four groups

sale of large quantities of narcotics or the possession of large quantities  
of the offender to mandatory minimum sentences. Probation, suspension of sentence,  
parole would be denied.

sale of small quantities of narcotics, or the possession of small quantities for  
of some measure of imprisonment but not mandatory minimum terms. Suspension  
parole would not be available, but parole would.

narcotics without intent to sell. The sentencing judge would have full  
discretion for these offenses.

For these offenses: the sentencing judge would have full discretion.

Under Federal drug laws should give a large enough measure of discretion to the courts  
authorities to enable them to deal flexibly with violators, taking account of the  
nature of the offense, the prior record of offender and other relevant circumstances  
already been reinstated for federal marijuana violators by a provision of Public  
Law 89-81 (1966)

by the uninhibited use in their country.

was accepted as religious life for years. Outlawed its use in 1959 because of its

now accepted it now worry about its overall effects.

ty

TEACHER INFORMATION (continued)

LSD

I. Description

- A. Lysergic acid diethylamide
- B. Developed in 1938 from ergot, a fungus which grows on rye
- C. 1950 became available to experimental research workers
- D. 1959 entered black market
- E. Odorless, colorless, tasteless

II. Slang names

Acid

Acid Head

Hawk

The Chief

III. Proper Uses

- A. No accepted use in medical practice
  - B. Government approved use for research
  - C. Only legitimate source of LSD at N.I.M.H. (National Institute of Mental Health) Be supports 58 research projects
1. Controlled administration - screening the subjects - and recording their effects, personality and performance changes)
  2. Therapeutic effectiveness in some areas which have not been completely evaluated
    - a. Alcoholics
    - b. Neurotics
    - c. Psychotic children
    - d. Psychotic adults (frigidity and homosexuality)
    - e. Autistic children
    - f. Providing mental relief for those people having terminal illnesses
  3. Observation of side effects - to discover how to treat the people suffering from
  4. Surveys of extent of the LSD use among students and general population
  5. Long range projects to study LSD users and their culture.

TEACHER INFORMATION (continued)

LSD

lamide  
from ergot, a fungus which grows on rye  
used by experimental research workers  
market  
tasteless

Acid Head

Hawk

The Chief

medical practice  
use for research  
source of LSD at N.I.M.H. (National Institute of Mental Health) Bethesda, Maryland, which  
in projects

administration - screening the subjects - and recording their effects (physical, genetic  
ability and performance changes)  
effectiveness in some areas which have not been completely evaluated

children  
adults (frigidity and homosexuality)  
children  
mental relief for those people having terminal illnesses

side effects - to discover how to treat the people suffering from the side effects.  
amount of the LSD use among students and general population  
subjects to study LSD users and their culture.

TEACHER INFORMATION (continued)

- D. LSD is a member of the CMR (chemical, biological, and radiological) weapons
- E. Illegal in the United States

IV. Improper Use pattern

A. Upper and middle class families

- 1. The majority
- 2. 18-30 year old bracket
- 3. Students or recent "drop-outs"
- 4. Had ample opportunity to achieve a higher education

B. Taken in sugar cube, cracker, cookie, capsule, licked off stamp, or put in a

C. Injected

D. Inhaled

E. Twenty-five milligrams found to be active

- 1. Is  $\frac{1}{40,000}$  of a gram
- 2. Four times this amount (100-250 milligrams) constitutes average dose
- 3. About  $\frac{1}{280,000}$  of an ounce gives effects from 8 to 12 hours

F. Visual changes occur after first hour and then followed by extreme changes in

G. Factors influencing "trip"

- 1. Set - what user expects to happen
- 2. Setting - effect on individual attitude toward self-control and ability
- 3. Tolerance built up

V. Physical effects

A. Exactly how the drug produces effects is only partially understood. The part of the brain involved is the forebrain, midbrain, hypothalamus, and hippocampus - where the input of information is decoded and processed. The substance (serotonin) organizes and channels information through the brain and it is believed that LSD inhibits this activity.

B. External

- 1. Shaking hands and feet
- 2. Flush face or paleness

TEACHER INFORMATION (continued)

MR (chemical, biological, and radiological) weapons to be used in warfare  
ates

families

et  
drop-outs"  
y to achieve a higher education

cker, cookie, capsule, licked off stamp, or put in any other object

ound to be active

m  
nt (100-250 milligrams) constitutes average dose  
ounce gives effects from 8 to 12 hours

er first hour and then followed by extreme changes in mood.

cts to happen  
individual attitude toward self-control and ability to cope with crisis

duces effects is only partially understood. The parts of the brain affected are  
hypothalamus, and hippocampus - where the input of information from the senses  
. The substance (serotonin) organizes and channels sensory information to the  
that LSD inhibits this activity.

et  
ss

TEACHER INFORMATION (continued)

3. Wet mouth
4. Cold sweaty palms, shivering, chills or heat flashes

C. Gastrointestinal

1. Readily absorbed from intestinal tract
2. May produce nausea
3. Loss of appetite

D. Nervous system

1. With LSD ingestion one usually perceives actual objects and sounds are illusions rather than true hallucinations. Sometimes true hallucinations
2. Dizziness and headaches

E. Circulation

1. Increase in pulse
2. Blood pressure increased
3. Blood sugar rises

F. Respiration

1. Irregular breathing

G. Muscular

1. Unsteadiness of hands and feet

H. Eyes

1. Dilated pupils

I. Long term physical effects (maybe)

1. Leukemia
2. Epileptic seizures
3. Deformed babies



TEACHER INFORMATION (continued)

palms, shivering, chills or heat flashes

expelled from intestinal tract

nausea

diarrhea

vision one usually perceives actual objects and sounds accentuated and/or distorted...these rather than true hallucinations. Sometimes true hallucinations do occur  
headaches

pulse

rate increased

irregular

climacteric

numbness of hands and feet

swelling

all effects (maybe)

eruptions

new

TEACHER INFORMATION (continued)

VI. Psychological effects

- A. Feeling two strong and opposite emotions at same time
- B. Changes in physical senses
  - 1. Taste, smell, hearing, touch are acute
  - 2. Colors brilliant
  - 3. Stationary things move
  - 4. Flat objects become three-dimensional
  - 5. Lose normal feeling of boundaries

VII. Mental effects

- A. Mystical feeling (some users report a sense of rebirth or new insight)
- B. Users believe increase of creativity occurs, studies fail to support t
- C. May impair users' powers of concentration and ability to think

VIII. Reasons for Abuse

- A. Curiosity
- B. Kicks
- C. Understand self
- D. Religious and philosophical insights

IX. Social application

- A. Pleasure seekers (a passive lot)
- B. Self improvers (more serious...they experience the effects, and try to are the painters, poets, and musicians that believe LSD enhances their
- C. Disenchanted (hippie). Believes society is incurably "sick" and wants

X. Social harm

- A. Dramatic shift in one's value system
- B. Ability to love and work stifled
- C. Missionary quality develops to get followers
- D. "Perceptual distortion" a feeling of improvement, but actual loss of f
- E. Adolescents believe it a "magic solution" for their struggles

TEACHER INFORMATION (continued)

opposite emotions at same time  
ses

ng, touch are acute

ove  
three-dimensional  
of boundaries

users report a sense of rebirth or new insight)  
of creativity occurs, studies fail to support this viewpoint  
s of concentration and ability to think

ical insights

sive lot)  
rious...they experience the effects, and try to act upon them. Examples of this type  
, and musicians that believe LSD enhances their work.  
Believes society is incurably "sick" and wants no part of it.

value system

stifled

lops to get followers

a feeling of improvement, but actual loss of functioning  
a "c solution" for their struggles

TEACHER INFORMATION (continued)

XI. Emotional harm

A. Unpleasant sensations

1. Fear
2. Panic
3. Depression
4. Anxiety
5. Confusion
6. Schizophrenic type
7. Paranoia (72 hours after drug wears off)

B. Pleasurable "positive trips"

1. Believe answer to all problems
2. Become chemically centered, religion and values

XII. Risks

- A. Since made illegally, may have toxic elements to cause illness or death could "blow someone's mind."
- B. Flashbacks may recur 8-10 years later
- C. Indirectly leads to chromosome damage and abnormal birth defects
- D. Mental derangement
- E. Accidental deaths due to "trip"
- F. Suicidal feelings

XIII. Illegal traffic of LSD

A. LSD distribution

1. Illicit laboratory
2. Obtain patent from Patent Office for 50 cents, a copy being accessible to inspect them
3. Smuggled in from other countries
  - a. Europe (Iron Curtain countries)
  - b. Canada

TEACHER INFORMATION (continued)

sensations

ession

ty

sion

izophrenic type

ia (72 hours after drug wears off)

le "positive trips"

ve answer to all problems

e chemically centered, religion and values

e illegally, may have toxic elements to cause illness or death - also not knowing the strength  
ow someone's mind."

s may recur 8-10 years later

y leads to chromosome damage and abnormal birth defects

rrangement

l deaths due to "trip"

feelings

ic of LSB

tribution

it laboratory

n patent from Patent Office for 50 cents, a copy being accessible to those who desire to

ct them

led in from other countries

urope (Iron Curtain countries)

anade

TEACHER INFORMATION (contin

- c. Australia
- d. Italy
- e. Mexico

1) Number of doses estimated at 50,000 - 100,000 (100 mg from Mexico)

4. Ways peddled

- a. Spitballs
- b. Glue on envelope flap
- c. Stamps
- d. Any absorbent material
- e. Powder concealed in a regular envelope contains around 10,

B. Escalating costs

- 1. If big demand, the price is high
- 2. One dose (100 - 300 mg) costs from 70 cents to \$5.00
- 3. Small college towns have to pay up to \$15.00 a dose

C. Problems controlling traffic

- 1. Smuggled easily
  - a. Odorless, colorless, tasteless
  - b. Handled in ounces, grams, milligrams and micrograms

XIV. Laws (Federal Drug Abuse Control Amendments, 1965)

A. For illegal production, sale or distribution

- 1. Imprisonment from 1-3 years with fines of \$1,000 - \$10,000
- 2. Persons over 18 who sell or give drugs to anyone under 21 ... to \$15,000

TEACHER INFORMATION (continued)

es estimated at 50,000 - 100,000 (100 mg dose) smuggled monthly, mainly

flap

erial

in a regular envelope contains around 10,000 doses

price is high

g) costs from 70 cents to \$5.00

have to pay up to \$15.00 a dose

fic

ess, tasteless

, grams, milligrams and micrograms

rol Amendments, 1965)

sale or distribution

years with fines of \$1,000 - \$10,000

sell or give drugs to anyone under 21 ... imprisonment up to 6 years and fines

TEACHER INFORMATION (continued)

- B. State laws (penalties vary)
- C. Merely possessing drug illegally - no intent to sell - \$1,000 fine and/or one year in prison



TEACHER INFORMATION (continued)

OTHER HALLUCINOGENS

I. Peyote and Mescaline

- A. Mescaline - The pure alkaloid ingredient found in the peyote cactus. 3  
8 - 10 hours
- B. Peyote - Dried button-like growths found on the small, gray-green cactus  
preparation from the plant. Legal use of peyote is in the  
American Church.
- C. Unpleasant tastes so taken with another substance
- D. Immediate reactions
  - 1. Nausea
  - 2. Tremors
  - 3. Perspiration
  - 4. Wears off in a couple of hours
- E. Intoxicated period
  - 1. Hallucinations
  - 2. Visual distortions
- F. Deep sleep

II. Psilocybin and psilocin

- A. Extracts of a Mexican mushroom
- B. Effects similar to those of mescaline
- C. 4 - 8 mg are ample for an experience to last 6 hours.

III. DMT

- A. Dimethyltryptamine
- B. Produced synthetically, originally found in seeds of certain plants in C
- C. Taken intravenously, smoked, or inhale the fumes.

TEACHER INFORMATION (continued)

OTHER HALLUCINOGENS

pure alkaloid ingredient found in the peyote cactus. 300-800 mg have effects that last 10 hours  
and button-like growths found on the small, gray-green cactus plant. It is the unconcentrated preparation from the plant. Legal use of peyote is in the religious services of the Native American Church.

is so taken with another substance  
conditions

a couple of hours

and  
conditions

cin

Mexican mushroom  
to those of mescaline  
is for an experience to last 6 hours.

ically, originally found in seeds of certain plants in Central and South America.  
isly smoked, or inhale the fumes.

TEACHER INFORMATION (continued)

- D. Produces hallucinations and a feeling of communication with the outer spiritual world.
  - E. 50-150 mg will last 45 - 60 minutes
  - F. "Businessman's trip" because reduced dosages turn out as little as 30 minutes and return to normal.
- IV. DOM or STP - synthetic hallucinogen that is very powerful. 1 - 3 mg produce euphoric and pronounced hallucinations lasting 8 - 10 hours. With larger doses, a "trip" could last 24 hours or more.
- V. Morning Glory seed ingredients are closely related to those in LSD, however, the strength of the trip is less than that of LSD.
- VI. Nutmeg - commercial nutmeg, derived from the dried seed of the *Myristica fragans*, is found in the tropical areas of the Eastern and Western hemispheres. Nutmeg of itself does not produce hallucinations when administered in doses of more than one teaspoon. Real LSD-like experiences to little or no reaction.

TEACHER INFORMATION (continued)

ations and a feeling of communication with the outer spiritual world  
at 45 - 60 minutes  
ip" because reduced dosages turn out as little as 30 minutes and can last up to 6 hours

c hallucinogen that is very powerful. 1 - 3 mg produce euphoria. More than 3 mg -  
ions lasting 8 - 10 hours. With larger doses, a "trip" could last for 2 - 3 days.

redients are closely related to those in LSD, however, the strength is only about  $\frac{1}{10}$  of

utmeg, derived from the dried seed of the Myristica fragans, is produced from trees which  
ical areas of the Eastern and Western hemispheres. Nutmeg of this type has been found  
ions when administered in doses of more than one teaspoon. Reactions seem to vary from  
to little or no reaction.

TEACHER INFORMATION (continued)

I. Description

OPIATES

- A. Opium - A powerful narcotic drug made from the milky juice of the opium poppy; the Orient; grown mainly in China, Turkey, Iran, and Yugoslavia; it is and Turkey. Commercial opium comes from the juice of the unripened poppy, taken out, dried to a brown gummy stage, and rolled into balls and shipped, changed to a white powder with a distinctive odor and sharp bitter taste.
- B. Alkaloids or derivatives of opium (opiates)
1. Codeine - Present in cough medicines that may be sold without a prescription. Federal Law, have the name and address of person purchasing it.
  2. Morphine - Probably most valuable of narcotics in medical use because of its analgesic properties. May be legally sold by prescription under strict regulations.
  3. Paregoric - Opium, benzoic acid, and camphor.
  4. Heroin - Dangerous, illegal opiate drug several times stronger than morphine.

II. Slang expressions

1. Heroin - "H"  
Horse  
Stuff  
Harry  
Joy powder  
Scat
2. Narcotics - Cotics  
Gee-head  
Goods  
Hard stuff

III. Proper uses

A. Morphine

1. Large doses relieve pain and permit sleep
2. Small doses reduce pain
3. Used in treatment of these diseases and conditions:
  - a. Cancer
  - b. Cardiac asthma

TEACHER INFORMATION (continued)

OPIATES

Drug made from the milky juice of the opium poppy; opium is native to Greece and  
only in China, Turkey, Iran, and Yugoslavia; it is cultivated in India, Egypt,  
and Afghanistan. Natural opium comes from the juice of the unripened pod which is slit and juice  
is dried to a brown gummy stage, and rolled into balls and shipped to refineries where it is  
ground to a powder with a distinctive odor and sharp bitter taste.  
(opium (opiates))

Some opiate medicines that may be sold without a prescription, but pharmacist must, by  
law, have the name and address of person purchasing it. It is  $\frac{1}{6}$  as strong as morphine.  
It is one of the most valuable of narcotics in medical use because of small dose needed to reduce pain.  
It is sold by prescription under strict regulations.  
It is combined with salicylic acid, and camphor.

Heroin is an illegal opiate drug several times stronger than morphine.

and permit sleep

use diseases and conditions:

TEACHER INFORMATION (continued)

- c. Whooping cough
- d. Alay vomiting and check diarrhea
- e. Gallstones
- f. Renal colic
- g. Internal hemorrhage
- h. Traumatic shock
- i. Congestive heart failure
- j. Threatened abortion

B. Codeine

- 1. Used orally and hypodermically to relieve pain, spasm, and as a s
- 2. Treat severe coughs, asthma, intestinal pain, and neuralgia

C. Paregoric

- 1. Used to check intestinal fermentation

D. Heroin

- 1. None

IV. Improper use pattern (referring to the opiates)

- A. Sniffed as a powder (snorting)
- B. Injected (mainlining) (skin popping)
- C. Heroin most commonly abused

- 1. "Cut heroin" 3 - 10% pure, diluted mostly with milk, sugar, or qu
- 2. Tends to be less pure and more expensive as it moves through the
- 3. Dosage

- a. Start with 5 - 10 mg
- b. End with 450 mg/day
- c. Average dose wears off in 6 hours

- D. Addict dies each day of overdose
- E. Morphine effects wear off in about 12 hours

TEACHER INFORMATION (continued)

cough  
vomiting and check diarrhea  
nauseas  
epileptic  
hemorrhage  
anaphylactic shock  
myocardial heart failure  
miscarriage or abortion

and hypodermically to relieve pain, spasm, and as a sedative  
for coughs, asthma, intestinal pain, and neuralgia

check intestinal fermentation

and (referring to the opiates)

powder (snorting)  
injection (skin popping)  
commonly abused

3 - 10% pure, diluted mostly with milk, sugar, or quinine.  
Less pure and more expensive as it moves through the illicit channels of distribution

with 5 - 10 mg  
with 450 mg/day  
the dose wears off in 6 hours

the day of overdose  
the effect wears off in about 12 hours



TEACHER INFORMATION (continued)

F. Opium effects wear off in about 24 hours

Physical effects

A. External

1. Cold, clammy feeling to body
2. Perspiration and shakes if going through withdrawal
3. Scar or skin infection from injections

B. Gastrointestinal

1. Reduce thirst and appetite - loss of weight
2. Vital secretions decrease through steady use, causing an acid mouth (teeth rot)
3. Constipation
4. Gallbladder often inflamed
5. Abscesses on liver may appear
6. Nausea and vomiting may happen to the inexperienced abuser

C. Nervous system

1. Reduction of tension, easing of fears, relief from worry, (euphoria - state of well being)
2. Inactivity, bordering on stupor may follow next
3. Feelings of pain may be reduced
4. Abscesses may appear on brain

D. Circulation

1. Heartbeat reduced
2. Poor circulation
3. Blood pressure lowered

E. Respiration

1. Breathing reduced to around 4/minute, average being 17/minute
2. Oxygen supply reduced
3. Abscesses may appear on lungs
4. Sniffing induces nose inflammation
  - a. Ulcers appear
  - b. Division between nostrils may receive a hole

F. Muscular

1. Intestine and stomach muscles reduced
2. Withdrawal - the muscles wrench, produce spasms - shaking

TEACHER INFORMATION (continued)

G. Neglected health habits

1. Malnutrition
2. Dental caries
3. Chronic fatigue
4. Lowered resistance to infection
5. Devitalized condition

H. Withdrawal illness

1. Due to physical dependence
2. Symptoms - addict sweats, shakes, gets chills, diarrhea, vomits, suffers
3. Varies with degree of dependence and amount used
  - a. Begins 8 - 12 hours after last dose
  - b. 36 - 72 hours at peak
  - c. 5 - 10 day gradually diminish
  - d. Weeks later may suffer nervousness, muscle ache, and insomnia
  - e. 6 months, the body may take to go back to normal

VI. Reasons for Abuse

- A. Relief - escape from troubles
- B. Feel more sure of self
- C. Ease, contentment, relaxation
- D. Teenage: curiosity, fear, boredom, bravado.

VII. Social application

- A. 1968, about 64,000 active narcotic addicts in the United States. An estimate
- B. 47% between ages of 21 and 30 years old
- C. 10,000 believed to be teenagers
- D. Urban problem
  1. Found chiefly among young men of minority groups in ghetto areas
- E. Other abusers range from doctors, nurses, druggists to jazz musicians and o

TEACHER INFORMATION (continued)

ts

e to infection  
tion

dependence  
sweats, shakes, gets chills, diarrhea, vomits, suffers sharp pain in stomach  
e of dependence and amount used

2 hours after last dose  
s at peak  
gradually diminish  
may suffer nervousness, muscle ache, and insomnia  
e body may take to go back to normal

troubles  
if  
relaxation  
fear, boredom, bravado.

ctive narcotic addicts in the United States. An estimated 6,000 being heroin addicts.  
21 and 30 years old  
e teenagers

ong young men of minority groups in ghetto areas  
from doctors, nurses, druggists to jazz musicians and other "arty" people

TEACHER INFORMATION (continued)

F. Maturing out

1. Usually would take place around 35 years of age
2. Do not need the drug anymore
3. Have matured emotionally and mentally to have realized they can carry out the drug

G. Hard to recognize an addict who receives regular supply, and who does not abuse

VIII. Social harm

A. Non-violent crimes

1. Shoplifting
2. Stealing from parked cars
3. Pick-pocketing
4. Pandering and prostitution

B. Violent crimes

C. Family suffers

D. Push drugs to support habit

E. Unreliable to those around him

IX. Emotional harm

A. Strength of character weakened

B. No interest in anything, preoccupied with self

C. Pleasing personality lost - suspicious

D. Irritable, tell senseless lies

X. Risks

A. Problems going back into society if have kicked the habit

1. Known as former addict
2. No money
3. Employees weary about hiring
4. Family may be different
5. Community disapproval

TEACHER INFORMATION (continued)

place around 35 years of age  
ug anymore  
onally and mentally to have realized they can carry out their processes without  
ddict who receives regular supply, and who does not abuse to great extent

ed cars

stitution

habit  
round him

weakened  
g, preoccupied with self  
ost - suspicious  
less lies

to society if have kicked the habit

dict

out hiring  
ferent

TEACHER INFORMATION

6. Friends may be suspicious
7. "Addict friends" too available
8. Social agencies reluctant to help because successful ad  
expenditure of time

B. Babies born to addicts may be addicted

C. Physical complications can set in

1. Blood poisoning
2. Tetanus
3. Viral hepatitis
4. Sclerotic veins (wall deteriorated)
5. Abscess tissue

D. Threat of overdose

E. Withdrawal illness

XI. Illegal traffic of narcotics

A. Pattern of opiates and opium

1. Middle East to the United States
2. Southeast Asia to Hong Kong, Japan, China, Taiwan to We
3. Mexico to the United States

B. Pattern of illicit heroin into the United States

1. Poppy grown in Turkey, converted to morphine
2. Shipped to Istanbul and Beirut
3. Shipped to France where it is processed into heroin
4. Shipped directly to the United States
5. Shipped first to Italy, to Canada, to Mexico and then t
6. Far East (Burma and Thailand) to Hong Kong to the Unite

C. Escalating Costs

1. Turkish farmer - to pusher (refer to transparency)
2. Ten kilograms of raw opium in Turkey sold to underworld
3. Sells for \$225,000 in the United States

TEACHER INFORMATION (continued)

suspicious  
s" too available  
s reluctant to help because successful adjustment is too slight to warrant necessary  
time

icts may be addicted  
ions can set in

g  
s  
s (wall deteriorated)

rcotics

s and opium

o the United States  
a to Hong Kong, Japan, China, Taiwan to West Coast of America.  
United States

t heroin into the United States

n Turkey, converted to morphine  
stanbul and Beirut

ance where it is processed into heroin  
tly to the United States

to Italy, to Canada, to Mexico and then to the United States  
ma and Thailand) to Hong Kong to the United States

r - to pusher (refer to transparency)  
of raw opium in Turkey sold to underworld broker for \$350  
5,000 in the United States

TEACHER INFORMATION (cont)

- a. Makes 45,000 packets of 5% pure heroin
- b. Each packet \$5.00

D. Major problems in control

- 1. Amount of opium produced in a year is 2,800 tons
- 2. Illegally sold opium is 2,350 tons of this
- 3. Medical requirement is only 450 tons
- 4. Amount produced is at least 4 times that needed for medical use in the world.
- 5. Compactness of product
- 6. Financial profit in trade
- 7. Incompleteness of international controls

- a. Communist governments (notably, China and Cuba) are not of
- b. Underdeveloped areas (Iran and in the Middle East) opium is produced by corrupt federal land holders

- 8. User does not consider self a victim (no voluntary complaints)

XII. Law pertaining to opiates

A. Harrison Act of 1914

- 1. First offense--illegal possession 2 - 10 years
- 2. Second offense--illegal possession 5 - 20 years
- 3. First offense--illegal sale, fine of \$20,000 and 5 - 20 years
- 4. Second offense--illegal sale, fine of \$20,000 and 10 - 40 years
- 5. Selling to a minor (under eighteen) offender is refused parole and can be sentenced to life imprisonment or to death.

B. Narcotic Addict Rehabilitation Act 1966

- 1. Designed to support rehabilitation services for the addict, especially those with a non violent offense and those that have been prosecuted



TEACHER INFORMATION (continued)

1,000 packets of 5% pure heroin  
per packet \$5.00

in control

Opium produced in a year is 2,800 tons  
World opium is 2,350 tons of this  
Requirement is only 450 tons  
Required is at least 4 times that needed for medical and research purposes throughout the

of product  
profit in trade  
loss of international controls

Developed countries (notably, China and Cuba) are not obliged by agreements  
Developed areas (Iran and in the Middle East) opium is principal crop and is regulated by  
federal land holders

Do not consider self a victim (no voluntary complaints to report offenders)

penalties

1914

Possession--illegal possession 2 - 10 years  
Possession--illegal possession 5 - 20 years  
Sale--illegal sale, fine of \$20,000 and 5 - 20 years  
Sale--illegal sale, fine of \$20,000 and 10 - 40 years  
A minor (under eighteen) offender is refused parole and probation even for first offense,  
sentenced to life imprisonment or to death.

Rehabilitation Act 1966

support rehabilitation services for the addict, even those that have been caught and charged  
violent offense and those that have been prosecuted

TEACHER INFORMATION (continued)

GLUE SNIFFING

- I. Description
  - A. It is the voluntary inhalation of the fumes or vapors from model airplane glue, paint thinners, lacquer thinners, cigarette lighter fluid, and marking pencil hydrocarbons.
- II. Proper uses
  - A. None
- III. Improper use pattern
  - A. Age range 8-10
  - B. Inhaling airplane glue
    - 1. 30-40 minutes after inhaling fumes the abuser is intoxicated (acts drunk)
    - 2. Disorder of perception
    - 3. Slurred speech
    - 4. Staggers
    - 5. Next hour - drowsiness, stupor, or unconsciousness can come about.
  - C. Inhaling other hydrocarbons
    - 1. Gasoline
    - 2. Alcohol
    - 3. Cleaning fluid
    - 4. Paint Thinner
    - 5. Lacquer thinner
    - 6. Lighter fluid
    - 7. Marking pencils
  - D. Psychological dependence
    - 1. Tolerance builds up (some abuse up to 20 tubes of glue in a day)

TEACHER INFORMATION (continued)

GLUE SNIFFING

...lation of the fumes or vapors from model airplane glue or other compounds (gasoline, thinners, cigarette lighter fluid, and marking pencils) containing aromatic

...inhaling fumes the abuser is intoxicated (acts drunk)  
...ion

...ness, stupor, or unconsciousness can come about.

...bons

... (some abuse up to 20 tubes of glue in a day)

TEACHER INFORMATION (continued)

IV. Physical effects

A. External

1. Staggering

B. Gastrointestinal

1. Nausea
2. Vomiting
3. Loss of appetite and weight
4. Diarrhea

C. Nervous system

1. Mild hallucinations
2. Depression
3. Euphoria (giddy, silly, excited)
4. Delirium
5. Drowsiness, stupor, unconsciousness

D. Circulation

1. Lowering of blood pressure

E. Muscular

1. Loss of coordination
2. Pain in head, neck, chest, and legs
3. Slurred speech

F. Respiration

1. Sneezing
2. Slows down if chronic abuse

G. Eyes

1. Blurred vision

TEACHER INFORMATION (continued)

H. Ringing in ears

I. Long term effects

1. Brain
2. Kidney
3. Liver
4. Bone marrow

V. Psychological effects

- A. Withdraw into fantasy
- B. Releases aggressive impulses
- C. Exaggeration of own sense of power
- D. Withdrawal of interest from external objects

VI. Reasons for abuse

- A. Adolescent rebellion
- B. Low opinion of self
- C. Difficulty in communicating
- D. Anxiety
- E. Kicks
- F. Disorganized, weak personality

VII. Social application

- A. Low income phenomenon (attempting to escape reality)
- B. Influence of peer group
- C. Parties or friends
- D. Some solitary practice
- E. Types of abusers

1. Hard core

- a. Strongly dependent on habit
- b. Likely to engage in truancy
- c. Withdraw from social situations
- d. Inability to cope with feelings of aggression

TEACHER INFORMATION (continued)

2. Accidental

- a. Influence of peer contacts
- b. Can give up with no problem
- c. Moody, restless
- d. Lack of interest in school work

F. Maturing Out

1. Late teens
2. No "kick" anymore
3. Self-defeating...too irritating to nasal passages
4. Seek more obvious sources for kicks

VIII. Social harm

- A. Loss of interest in home and school activities
- B. Crimes under intoxication
- C. Spread the habit to others
- D. Resort to stealing
- E. Targets for the narcotic peddler

IX. Emotional harm

- A. Moodiness
- B. Restlessness
- C. Psychologically dependent
- D. Impulsive and unpredictable under its influence

X. Risks

- A. Develop severe liver damage
- B. May damage the kidneys
- C. May develop aplastic anemia (condition where blood cells cannot be manufa
- D. Death by overdose or by unpredictable behavior
- E. Police record possibly, by stealing, or doing harm to someone else
- F. Lead to more serious drugs

TEACHER INFORMATION (continued)

peer contacts  
with no problem  
s  
best in school work

too irritating to nasal passages  
sources for kicks

home and school activities  
tion  
others

tic peddler

dent  
stable under its influence

damage  
s  
anemia (condition where blood cells cannot be manufactured) in the bone marrow  
by unpredictable behavior  
y, by stealing, or doing harm to someone else  
drugs

TEACHER INFORMATION (continued)

XI. Glue sniffing controls

- A. Store owners have put their own restrictions in controlling the glue sniffing problem.
  - 1. Special locked compartments for the glue
  - 2. Notes from parents to buy the glue
  - 3. Restrict the number bought (plus other solvents)
  - 4. Cease to stock glue
- B. Make the glue less toxic
- C. Make the glue less desirable
- D. PTA to educate parents and students

XII. Laws

- A. No federal control
- B. Sales restricted in some states
  - 1. In Maryland, it is a misdemeanor



TEACHER INFORMATION (continued)

BARBITURATES

I. Description

- A. Used in medical practice to calm and/or produce sleep. Slow central nervous system
- B. Pills and capsules
- C. Tranquilizers (calming effect)

- 1. Miltown
- 2. Librium
- 3. Equanil
- 4. Valium
- 5. Vistaril
- 6. Ultram
- 7. Serax
- 8. Thalidomide

D. Barbiturates

- 1. Luminal
- 2. Nembutal (phenobarbital)
- 3. Amytal
- 4. Seconal
- 5. Barbitol
- 6. Pentothal
- 7. Sodium pentothal

II. Slang expressions

Barbs	Candy	Yellows	Goodies
Sleeping pills	Peanuts	Yellow jackets	Reds
Nimbies	Red	Seggy, Seccy	Pinks
Rainbows	Double trouble	Tooies	Blues

III. Proper Use

- A. Produce sleep; relieve insomnia

TEACHER INFORMATION (continued)

BARBITURATES

practice to calm and/or produce sleep. Slow central nervous system  
(Sedating effect)

phenobarbital)

thyl

barbs  
Sleeping pills  
Limbsies  
Rainbows

Candy  
Peanuts  
Red  
Double trouble

Yellows  
Yellow jackets  
Seggy, Seccy  
Tooies

Goofballs  
Red buds, red devils  
Pinks, reds and blues  
Blues, blue birds, blue devils,  
blue heavens

believe insomnia

TEACHER INFORMATION (continued)

- B. Reduce nervousness
- C. Relax patients before and during surgery
- D. Treat high blood pressure
- E. Increase effects of pain-killing drugs
- F. Treat mental conditions
- G. Control epilepsy convulsions

IV. Improper use pattern

- A. Unsupervised self-medication
- B. Taken under extreme mental or emotional confusion
- C. To counteract the effect of stimulant drugs
- D. Neurotic
  - 1. To feel better physically and mentally
  - 2. To vanish insecurities and inadequacies
- E. Psychopathic
  - 1. For thrill (Often mixed with other drugs)
  - 2. Immature socially
- F. Temporary substitute for an addict when his narcotic supply has diminished
- G. Suicide
- H. Most abused
  - 1. Short-acting, long starting
  - 2. Phenobarbital (Nembutal)
  - 3. Secobarbital (Seconal)
- I. At least 20 million prescriptions never see the doctor. One in four write for mood-affecting drugs is the barbiturate drug type
- J. Average abuse
  - 1. 20 - 40 pills a day (60 - 100 milligrams)
  - 2. \$20.00/day habit
  - 3. Withdrawal - forty-eight hours after not having the drug will go

TEACHER INFORMATION (continued)

anxiousness  
anesthetics before and during surgery  
a blood pressure  
effects of pain-killing drugs  
mental conditions  
epilepsy convulsions

pattern

used self-medication  
after extreme mental or emotional confusion  
counteract the effect of stimulant drugs

feel better physically and mentally  
diminish insecurities and inadequacies

phic

thrill (Often mixed with other drugs)  
secure socially

substitute for an addict when his narcotic supply has diminished

used

long-acting, long starting  
barbital (Nembutal)  
barbital (Seconal)

20 million prescriptions never see the doctor. One in four prescriptions that doctors  
for mood-affecting drugs is the barbiturate drug type  
abuse

40 pills a day (60 - 100 milligrams)  
habit

withdrawal - forty-eight hours after not having the drug will go into convulsions

TEACHER INFORMATION (continued)

K. Psychological dependence

V. Physical effects

A. Depress the nerves, skeletal muscles, and the heart muscles

1. Heart rate slow
2. Breathing slow
3. Blood pressure lower

B. Higher doses

1. Effects resemble drunkenness
2. Confusion
3. Slurred speech
4. Staggering
5. Impaired ability to think, concentrate, and work
6. Emotional control weakened, may become:
  - a. Irritable
  - b. Angry
  - c. Combative

7. May fall into deep sleep

C. Physical dependence

VI. Reasons for Abuse

- A. Relieve anxiety and tension
- B. Temporary substitute for narcotics
- C. Thrill - to give temporary feeling of well being
- D. Upper and middle class abuse these drugs
  1. Escape boredom
  2. Self awareness

TEACHER INFORMATION (continued)

VII. Social harm

- A. Accidents
- B. Unpredictable behavior may result in picking fights, destroying property, etc.
- C. Poor product of society since mental functioning is impaired with this drugs in

VIII. Emotional harm

- A. Unpredictable behavior
  - 1. Quick temper
  - 2. Quarrelsome
  - 3. Snap judgements
- B. Psychologically dependent on drug
- C. Become a neurotic abuser

IX. Risks

- A. Death
  - 1. Overdose
  - 2. Withdrawal
- B. Withdrawal
  - 1. 8 - 12 hours after last dose (appears to improve)
  - 2. Next 24 hours - headaches, nervousness, twitching, nausea, weakness
  - 3. 36 - 72 hours - convulsions, resembling epileptic seizures. Can occur as or the eighth day.
  - 4. Days with mental confusion - DT's, delirium tremens
  - 5. Coma and...possible death
- C. Accidents - injuries
  - 1. Automobile driving
  - 2. Falling
- D. Loss of Job

TEACHER INFORMATION (continued)

able behavior may result in picking fights, destroying property, etc., lose friends, job.  
et of society since mental functioning is impaired with this drugs influence

able behavior

temper  
lsome  
udgements

cally dependent on drug  
eurotic abuser

se  
rawal

2 hours after last dose (appears to improve)  
24 hours - headaches, nervousness, twitching, nausea, weakness  
72 hours - convulsions, resembling epileptic seizures. Can occur as early as the sixteenth hour  
e eighth day.  
with mental confusion - DT's, delirium tremens  
end...possible death

- injuries

obile driving  
ng

bb

TEACHER INFORMATION (continued)

E. Conflict with law due to assaultive, aggressive behavior

X. Law

- A. Each delivery, with or without payment, is a separate offense with a maximum year in prison.
- B. After prior conviction, the maximum penalty for illegal delivery is \$10,000 imprisonment.
- C. First offense - all persons over eighteen, who sell or give barbiturates one may be imprisoned for not more than two (2) years or fined not more than \$1,000.
- D. Second offense ... six (6) years imprisonment and maximum fine of \$15,000.
- E. No pharmacist may fill or refill a prescription more than 6 months after the original time, if refills are authorized unless a medical practitioner orally orders a refill.
- F. Legislation now pending before Congress to change law so that illegal manufacture or intent to sell dangerous drug would be a felony, and illegal possession of dangerous drug would be a misdemeanor.



TEACHER INFORMATION (continued)

assaultive, aggressive behavior

without payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

the maximum penalty for illegal delivery is \$10,000 and/or three (3) years

persons over eighteen, who sell or give barbiturates or stimulants to anyone under twenty-  
or not more than two (2) years or fined not more than \$5,000 or both.

(6) years imprisonment and maximum fine of \$15,000 and/or both

or refill a prescription more than 6 months after the date of issue or more than 5  
authorized unless a medical practitioner orally or in writing renews the prescription.

before Congress to change law so that illegal manufacture, sale, or possession with  
drug would be a felony, and illegal possession would be a misdemeanor.

TEACHER INFORMATION (continued)

STIMULANTS

I. Description

- A. Drugs that excite the central nervous system
- B. Produce alertness and wakefulness
- C. Two forms:

- 1. Cocaine - Obtained from isolated alkaloid of dried coca leaves. fo with lime to release cocaine. Appears like white cryst
- 2. Benzedrine - Obtained from ephedrine, which is made from certain des

- D. Pill, tablet-capsule, or injected into body.

II. Slang expressions

Bennies	Footballs	Roses	Bernice
Cartwheels	Greenies	Wade-ups	Coke
Co-Pilots	Crystal	Browns	Corine
Dexies	Oranges	Speed	Dust

III. Proper Uses

- A. Therapy for people who are seriously overweight
- B. Relieve mild depression
- C. Treating a variety of mild mental diseases.
- D. Treatment of Narcolepsy - a disease characterized by an almost overwhel
- E. Treatment of Parkinson's disease (rigidity of some muscles)
- F. Given to fliers and astronauts when the need for mental and physical al
- G. Cocaine is used as a local anesthetic, and in treating nose and eye dis

IV. Improper use pattern

- A. Half of the 9 billion pills made legally in the United States are distr
- B. To ward off sleep (students cramming for test all night, truck drivers,
- C. To give feeling of increased strength, endurance, and reduction of fati

TEACHER INFORMATION (continued)

STIMULANTS

the central nervous system  
and wakefulness

obtained from isolated alkaloid of dried coca leaves found in South America. Leaves treated  
with lime to release cocaine. Appears like white crystalline powder, has a bitter taste  
obtained from ephedrine, which is made from certain desert shrubs.

le, or injected into body.

ennies	Footballs	Roses	Bernice	Gold dust	Snow
artwheels	Greenies	Wade-ups	Coke	Hearts	LA Turnabouts
o-Pilots	Crystal	Browns	Corine	Meth	Bombido
exies	Oranges	Speed	Dust	Peaches	

e who are seriously overweight  
ession

y of mild mental diseases.

lepsy - a disease characterized by an almost overwhelming compulsion for sleep

inson's disease (rigidity of some muscles)

nd astronauts when the need for mental and physical alertness is very important

s a local anesthetic, and in treating nose and eye diseases

lion pills made legally in the United States are distributed through illicit channels.  
(students cramming for test all night, truck drivers, etc.)

f increased strength, endurance, and reduction of fatigue during athletic performances.

TEACHER INFORMATION (continued)

- D. As substitute when other narcotic supplies are cut off.
- E. For those wanting particular "thrills."
- F. Generally swallowed as pills but can be injected into a vein at regular "speeding."
- G. Tolerance builds increased dose
  - 1. Abusers take as many as twenty-five at a time
  - 2. Usual daily supply can go up to 150 pills (heavy dose)
  - 3. Shoot as much as 300 mg every few hours (medical use is 5-30 mg dai
  - 4. No tolerance in cocaine
- H. Need a "chemical up" and a "chemical down."
- I. Psychological dependence
- J. Cocaine abuse pattern
  - 1. Intense stimulatory effects usually result in the abuser voluntarily
  - 2. Combine a depressant drug such as heroin with stimulant such as coc
  - 3. Alternating a drug as cocaine with a depressant.
  - 4. Sniffed or injected into vein.
  - 5. Not much in the United States. It is expensive

V. Physical effects

A. How they work

- 1. They stimulate the release of morepinephrine (a substance stored in concentrate it in the higher centers of the brain - thus speeding u

B. External

- 1. Restlessness...excitability
- 2. Talkativeness - often unclear or rapid
- 3. Tremor of hands
- 4. Profuse perspiration
- 5. Skin lesions and abscesses from over abuse of methamphetamine
- 6. Pale

TEACHER INFORMATION (continued)

er narcotic supplies are cut off.  
cular "thrills."

pills but can be injected into a vein at regular time intervals, known as

ased dose

ny as twenty-five at a time

can go up to 150 pills (heavy dose)

00 mg every few hours (medical use is 5-30 mg daily)

caine

nd a "chemical down."

ce

y effects usually result in the abuser voluntarily seeking sedation.

nt drug such as heroin with stimulant such as cocaine (speedball)

as cocaine with a depressant.

d into vein.

ited States. It is expensive

e release of morepinephrine (a substance stored in nerve endings) and  
the higher centers of the brain - thus speeding up metabolism and the heart.

citability

ften unclear or rapid

ion

abscesses from over abuse of methamphetamine

TEACHER INFORMATION (continued)

C. Gastrointestinal

1. Cause dry mouth, bad breath
2. Diarrhea
3. Depress appetite - lose weight

D. Nervous System

1. Sleeplessness - excitability
2. Headache
3. Mirages or hallucinations may occur
4. Acute psychosis ...characterized by auditory or visual hallucinations, or both

E. Circulatory system

1. Increase heart rate
2. Raise blood pressure

F. Urinary frequency

G. Respiration

1. Rate may increase
2. Overdose depress it

H. Muscular

1. Tremor in hands
2. Unpleasant and jittery feelings

I. Eyes

1. Dilated pupils
2. Blurred vision
3. Impaired reaction of eye to light

J. Exhaustion (from lack of sleep

K. Combined with alcohol, everything is intensified, death may result

TEACHER INFORMATION (continued)

VI. Reasons for abuse

- A. Promote conversation and sociability
- B. "Thrills - Highs"
- C. Experimentation "magic energy supplier"
- D. Ward off sleep
- E. Give extra strength
- F. Substitute for narcotic

VII. Social application

- A. All kinds of people
  - 1. Middle-aged businessmen
  - 2. Housewives
  - 3. Students
  - 4. Athletes (although has been abandoned )
  - 5. Truck drivers

VIII. Social harm

- A. Hideous crimes under heavy dosage
- B. Irritable and unstable person in society (may lose acquaintances,
- C. May seek to heavy narcotics
- D. Intellectual breakdown

IX. Emotional harm

- A. Amphetamine psychosis (affects those taking large doses over long
  - 1. Emotional breakdown
  - 2. Paranoid feelings (people plotting against abuser)
  - 3. Seeing and hearing things not there
- B. Suffer deep depression when taken away (potential suicide)

TEACHER INFORMATION (continued)

on and sociability

"magic energy supplier"

h  
cotic

e  
businessmen

ough has been abandoned )

er heavy dosage  
able person in society (may lose acquaintances, jobs, cause accidents, lose family)  
narcotics  
kdown

osis (affects those taking large doses over long period of time)

akdown  
ings (people plotting against abuser)  
aring things not there

ssion when taken away (potential suicide)



TEACHER INFORMATION (continued)

X. Risks

- A. Serum hepatitis (through methamphetamine injections)
- B. Death (when unaccustomed to high doses) (suicidal)
- C. Long term personality disorders
- D. Losing everything worked for because of:
  - 1. Aggressive outbursts
  - 2. Committing a crime
- E. Overestimate physical abilities (complete physical exhaustion - harm bod
- F. Suffer heart and circulatory damage
- G. Automobile accidents
  - 1. Shakiness
  - 2. Dizziness
  - 3. Confusion
  - 4. Combative and aggressive driving
  - 5. Decrease ability of concentration
  - 6. Hallucinations or blackouts

XI. Illegal traffic of amphetamines and barbiturates

A. Illicit channels

- 1. Half of all amphetamines and barbiturates legally made fall into the
- 2. Hijackers
- 3. Thieves in laboratories
- 4. Buyers using phony orders to purchase from laboratories
- 5. Steal prescription pads from doctor - use fraudulent means.
- 6. Manufacturers make quantities unlawful and dispose of them through
- 7. Clandestine laboratories make pills which are chemically affected a  
effect in them)
  - a. Garages
  - b. Warehouses
  - c. Trucks
  - d. Basements

TEACHER INFORMATION (continued)

gh methamphetamine injections)  
ed to high doses) (suicidal)  
disorders  
ed for because of:

ks

abilities (complete physical exhaustion - harm body)  
latory damage

essive driving  
f concentration  
blackouts

amines and barbiturates

amines and barbiturates legally made fall into the black market

ories

y orders to purchase from laboratories

h pads from doctor - use fraudulent means.

e quantities unlawful and dispose of them through the black market

atories make pills which are chemically affected and also false pills (no chemical

TEACHER INFORMATION (continued)

8. Smuggled from Mexico
  - a. Produced in Mexican laboratories
  - b. Diverted to Mexico being legally made in the United States
  
- B. Key figures to watch for
  1. Unregistered manufacturers
  2. Wholesalers
  3. Bulk peddlers
  
- C. Escalating costs
  1. Methamphetamine - produced in makeshift laboratories
    - a. \$30 per pound to produce
    - b. Wholesale at \$1,200 per pound
    - c. Retailers sell one ounce (35 spoons) for \$20
  
  2. Speed
    - a. \$30 production cost
    - b. \$700 retail for one ounce
  
  3. One pill 5 times the pharmacy value
    - a. Wholesale less than \$1.00 for 1,000 pills
    - b. Sold in illegal market \$30 or \$50 for 1,000 pills
    - c. Retail 10 - 25 cents each
  
- D. Problems in control
  1. Hard to trace
    - a. No reliable way to spot an amphetamine abuser
    - b. Visual identification of drug (pills and capsules) impossible

TEACHER INFORMATION (continued)

XII. Law

- A. Each delivery, with or without payment, is a separate offense with a maximum year in prison.
- B. After prior conviction, the maximum penalty for illegal delivery is \$10,000 imprisonment
- C. First offense - all persons over eighteen who sell or give barbiturates or s be imprisoned for not more than two (2) years or fined not more than \$5,000
- D. Second offense - six (6) years imprisonment and maximum fine of \$15,000 or t
- E. No pharmacist may fill or refill a prescription more than 6 months after the if refills are authorized unless a medical practitioner orally or in writing
- F. Legislation now pending before Congress to change law so that illegal manufa intent to sell dangerous drugs would be a felony; and illegal possession wo

TEACHER INFORMATION (continued)

without payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years

persons over eighteen who sell or give barbiturates or stimulants to anyone under 21 may  
more than two (2) years or fined not more than \$5,000, or both

(6) years imprisonment and maximum fine of \$15,000 or both.

l or refill a prescription more than 6 months after the date of issue or more than 5 times,

ized unless a medical practitioner orally or in writing renews the prescription

ng before Congress to change law so that illegal manufacture, sale, or possession with

ous drugs would be a felony; and illegal possession would be a misdemeanor.

Drugs	Pharmacologic Classification	Controls	Medical
Alcohol	Depressant	Legal age restrictions vary within state	Use of b alcohol is rare; as sedat disinfect alcohol
Amphetamine drugs (e.g., amphetamine, dextroamphetamine, methamphetamine--also known as desoxyephedrine)	Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966)	For mild sion, an tite, na
Barbiturates (e.g., amobarbital, pentobarbital, secobarbital)	Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For seda sleep-pr epilepsy blood pr
Bromides	Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative
Cocaine	Central nervous system stimulant	Narcotic (Per Harrison Act, 1914)	Local an
Codeine (an opium derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relie and cough
Glue (also paint thinner, lighter fluid)	Depressant	No Federal controls. Glue sales restricted in some states.	None
Heroin (a morphine derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relie

DRUG ABUSE PRODUCTS

Pharmacologic Classification	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
Essent	Legal age restrictions vary within state	Use of beverage alcohol medically is rare; perhaps as sedative, disinfectant, alcohol massage	Yes	Yes
Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966)	For mild depression, anti-appetite, narcolepsy	No	Yes
Essent	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producing, epilepsy, high blood pressure	Yes	Yes
Essent	Regulated by prescription; some "over-counter" dispersal	Sedative	No	Yes
Central nervous system stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic	No	Yes
Essent	Narcotic (Per Harrison Act, 1914)	To relieve pain and coughing	Yes	Yes
Essent	No Federal controls. Glue sales restricted in some states.	None	Unknown	Yes
Essent	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes

REFERENCE CHART

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Drowsiness; slurred speech; stupor	Drunk	Depresses central nervous system
Yes	Excitation, dilated pupils, tremors, talkativeness, hallucinations	Orally or by injection	Prescription only. Original use after six (6) months. Original use terminated within this period
Yes	Drowsiness, staggering, slurred speech	Orally or by injection	Prescription only. Original use after six (6) months. Original use terminated within this period. Original use only with the use of high doses of time
No	Drowsiness; sedative reactions	Orally	Depressant dehydration in body posing some danger
No	Extreme excitation, tremors, hallucinations	Sniffed or by injection	Although cocaine does not contain morphine, it has been illegal since 1914 because its abuse poses a serious public health problem. Stringent control measures are required.
Yes	Drowsiness, pinpoint pupils	Orally (usually as cough syrup)	Preparations containing codeine are classified as Schedule II drugs and cannot be obtained without prescription
Yes	Staggering, drowsiness, slurred speech, stupor	Inhaled	Freely available as common drug. In some states have laws for persons under 18
Yes	Same as morphine	Sniffed or by injection	Not legally available in many countries for medical use



	How Taken When Abused	Comments
ch;	Drunk	Depresses central nervous system
ls,	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permit- ted within this period
	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permit- ted within this period. Dependence generally occurs only with the use of high doses for a protracted period of time
	Orally	Depressant dehydration may occur; drug accumulates in body posing some danger of accidental toxicity
mors,	Sniffed or by injection	Although cocaine does not have the narcotic properties of morphine, it has been classified as a narcotic by law because its abuse potential necessitates the same stringent control measures
pils	Orally (usually as cough syrup)	Preparations containing specified minimal amounts of codeine are classified as "exempt" narcotics and can be obtained without prescription in some states.
	Inhaled	Freely available as commercial products, except that some states have laws forbidding the sale of glue to persons under 18
	Sniffed or by injection	Not legally available in United States. Used medical- ly in some countries for relief of pain

Drugs	Pharmacologic Classification	Controls	Medical U
LSD (also mescaline, peyote, psilocybin, DMT)	Hallucinogen	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (only)
Marihuana	Hallucinogen	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None
Meperidine (synthetic morphine-like drug)	Depressant	Narcotic (Brought under Harrison Act in 1944)	To relieve
Methadone (synthetic morphine-like drug)	Depressant	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve
Morphine (an opium derivative)	Central nervous System depressant	Narcotic (Per Harrison Act, 1914)	To relieve
Paregoric (preparation containing opium)	Depressant	Narcotic (Per Harrison Act, 1914)	For sedation to counteract diarrhea
Tobacco	Nicotine - stimulant	Legal age restrictions vary within state	None: nicotine in insect

DRUG ABUSE PRODUCTS

on	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	No	Yes
	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together)	None	No	Yes
	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	Yes	Yes
	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	Yes	Yes
vous essant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes
	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	Yes	Yes
	Legal age restrictions vary within state	None: nicotine used in insecticides	No	Yes

REFERENCE CHART (continued)

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Excitation, hallucinations, rambling speech	Orally or by injection	In 1966, LSD was brought under Abuse Control Amendments of the International Narcotic Act. It is also considered. Not legally available.
No	Drowsiness or excitability, dilated pupils, talkativeness, laughter, hallucinations	Smoked or orally	From a legal control standpoint as a narcotic. It is also controlled in the United States.
Yes	Similar to morphine, except that at higher doses, excitation, tremors and convulsions occur	Orally or by injection	Shorter acting than morphine. Withdrawal symptoms appear.
Yes	Same as morphine	Orally or by injection	Longer acting than morphine. Develop more slowly, are more prolonged. Prescription only.
Yes	Drowsiness or stupor, pinpoint pupils	Orally or by injection	Morphine is the standard against which other analgesics are compared. Prescription only.
Yes	Same as morphine	Orally or by injection	Paregoric is often boiled to remove opiate content prior to injection. It is a narcotic. In some states -
Yes	Increased heart beat, blood pressure, etc., central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is toxic.

Reference: Drug Abuse: Escape to Nowhere, Smith, Kline & French, 1968  
Drug Abuse Education Resource Materials, Marin County, California

How Taken When Abused	Comments
ns, Orally or by injection	In 1966, LSD was brought under the control of Drug Abuse Control Amendments of 1965. Control under one of the International Narcotics Conventions is being considered. Not legally available except for research
ty, e- a- Smoked or orally	From a legal control standpoint, marihuana is treated as a narcotic. It is almost never legally available in the United States
ept ci- Orally or by injection	Shorter acting than morphine. Frequent dosing reqd. Withdrawal symptoms appear quickly. Prescription only
Orally or by injection	Longer acting than morphine. Withdrawal symptoms develop more slowly, are less intense and more prolonged. Prescription only
in- Orally or by injection	Morphine is the standard against which other narcotic analgesics are compared. Legally available on prescription only
Orally or by injection	Paregoric is often boiled to concentrate narcotic content prior to injection. Classified as an exempt narcotic. In some states - obtained without prescription
lood t Smoked; chewed; sniffed	Nicotine content is toxic

o Nowhere, Smith, Kline & French, 1968  
Resource Materials, Marin County, California

TEACHER INFORMATION (continued)

SLANG TERMS

A	- Benzedrine, dexedrine and methedrine
Acid	- LSD
Acid head	- An abuser of LSD
Artillery	- Equipment for injecting drugs
Backtrack	- To withdraw the plunger of a syringe before injecting drugs to position
Bag	- A container of drugs
Bagman	- A drug supplier
Bang	- To inject drugs
Barbs	- Barbiturates
Bennies	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French)
Bernice	- Cocaine
Big John	- The police
Bindle	- A small quantity or packet of narcotics
Biz	- Equipment for injecting drugs
Blanks	- Poor quality narcotics
Blasted	- Under the influence of drugs
Blow a stick	- To smoke a marijuana cigarette
Blue devils	- Amytal (brand of amobarbital, Eli Lilly and Company) capsules
Blue heavens	- Amytal
Blue velvet	- Paregoric and an antihistamine
Bombido	- Injectable amphetamine
Boo	- Marijuana
Boxed	- In jail
Bread	- Money
Bull	- A Federal narcotic agent, a police officer
Burned	- To receive phony or badly diluted drugs
Busted	- Arrested
Cactus	- Peyote
Candy	- Barbiturates
Cap	- A container of drugs (usually a capsule)
Cartwheels	- Amphetamine sulfate (round, white, double-scored tablets)
Champ	- Drug abuser who won't reveal his supplier--even under pressure
Charas	- Form of marijuana in India; hashish
Charged up	- Under the influence of drugs

TEACHER INFORMATION (continued)

SLANG TERMS

enzedrine, dexedrine and methedrine  
SD  
An abuser of LSD  
Equipment for injecting drugs  
To withdraw the plunger of a syringe before injecting drugs to make sure needle is in proper position  
A container of drugs  
A drug supplier  
To inject drugs  
Barbiturates  
Benzedrine (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets  
Cocaine  
The police  
A small quantity or packet of narcotics  
Equipment for injecting drugs  
Poor quality narcotics  
Under the influence of drugs  
To smoke a marijuana cigarette  
Amytal (brand of amobarbital, Eli Lilly and Company) capsules  
Amytal  
Paregoric and an antihistamine  
Injectable amphetamine  
Marijuana  
In jail  
Money  
A Federal narcotic agent, a police officer  
To receive phony or badly diluted drugs  
Arrested  
Peyote  
Barbiturates  
A container of drugs (usually a capsule)  
Amphetamine sulfate (round, white, double-scored tablets)  
Drug abuser who won't reveal his supplier--even under pressure  
Form of marijuana in India; hashish  
Under the influence of drugs

TEACHER INFORMATION (co

Chipping	- Taking small amounts of drugs on an irregular basis
Chippy	- An abuser taking small, irregular amounts--also, pr
Clear up	- To withdraw from drugs
Coasting	- Under the influence of drugs
Coast to coasts	- Amphetamines
Coke	- Cocaine
Cokie	- A cocaine addict
Cold turkey	- Sudden drug withdrawal
Connect	- To purchase drugs
Connection	- A drug supplier
Cook up a pill	- To prepare opium for smoking
Co-pilots	- Amphetamine tablets
Cop	- To purchase drugs
Cop-out	- To alibi, confess
Corine	- Cocaine
Cotics	- Narcotics
Crystals	- Methedrine
Cut	- To adulterate a narcotic by adding milksugar
Dabble	- To take small amounts of drugs on an irregular bas
Dagga	- Marijuana - India
Deck	- A small packet of narcotics
Dexies	- Dexedrine (brand of dextroamphetamine sulfate, Smi
Dime bag	- A ten-dollar purchase of narcotics
Dollies	- Dolophine (brand of methadone hydrochloride, Eli L
Domino	- To purchase drugs
Dope	- Any narcotic
Double trouble	- Tuinal (brand of amobarbital sodium and secobarbit
Downs	- Depressants
Dropped	- Arrested
Dust	- Cocaine
Elsie's shake	- Morning glory seed
Factory	- Equipment for injecting drugs
Fix	- An injection of narcotics
Flake	- Cocaine
Flea powder	- Poor quality narcotics



TEACHER INFORMATION (continued)

- Taking small amounts of drugs on an irregular basis
- An abuser taking small, irregular amounts--also, prostitute
- To withdraw from drugs
- Under the influence of drugs
- Amphetamines
  
- Cocaine
- A cocaine addict
- Sudden drug withdrawal
- To purchase drugs
- A drug supplier
- To prepare opium for smoking
- Amphetamine tablets
- To purchase drugs
- To alibi, confess
- Cocaine
- Narcotics
- Methedrine
- To adulterate a narcotic by adding milksugar
- To take small amounts of drugs on an irregular basis
- Marijuana - India
- A small packet of narcotics
- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
- A ten-dollar purchase of narcotics
- Dolophine (brand of methadone hydrochloride, Eli Lilly and Company) tablets
- To purchase drugs
- Any narcotic
- Tuinal (brand of amobarbital sodium and secobarbital, Eli Lilly and Company) capsules
- Depressants
- Arrested
- Cocaine
- Morning glory seed
- Equipment for injecting drugs
- An injection of narcotics
- Cocaine
- Poor quality narcotics

TEACHER INFORMATION (continued)

Floating	- Under the influence of drugs
Footballis	- Oval-shaped amphetamine sulfate tablets
Fresh and sweet	- Out of jail
Fuzz	- The police
Gage	- Marijuana
Ganga	- Marijuana
Gee-head	- Paregoric abuser
Geetis	- Money
Geezer	- A narcotic injection
Gimmicks	- The equipment for injecting drugs
Gold dust	- Cocaine
Goods	- Narcotics
Goofballs	- Barbiturates
Gow-head	- An opium addict
Grass	- Marijuana
Greenies	- Green, heart-shaped tablets of dextroamphetamine sulfate and
Griefo	- Marijuana
Gun	- A hypodermic needle
H	- Heroin
Hang-up	- A personal problem
Happy dust	- Cocaine
Hard stuff	- Morphine, cocaine or heroin
Harry	- Heroin
Hash	- Hashish; marijuana
Hawk	- LSD
Hay	- Marijuana
Hearts	- Benzedrine or dexedrine (brands of amphetamine sulfate and Kline & French Laboratories) heart-shaped tablets
Heat	- The police
Hemp	- Marijuana
High	- Under the influence of drugs
Hit	- To purchase drugs, an arrest
Hocus	- A narcotic solution ready for injection
Hooked	- Addicted
Hophead	- Narcotic addict
Hopped up	- Under the influence of drugs
Horse	- Heroin

TEACHER INFORMATION (continued)

er the influence of drugs  
l-shaped amphetamine sulfate tablets  
of jail  
police  
ijuana  
ijuana  
egoric abuser  
ey  
arcotic injection  
equipment for injecting drugs  
aine  
arcotics  
biturates  
opium addict  
ijuana  
een, heart-shaped tablets of dextroamphetamine sulfate and amobarbital  
ijuana  
ypodermic needle  
roin  
personal problem  
caine  
orphine, cocaine or heroin  
roin  
shish; marijuana  
ijuana  
zedrine or dexedrine (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith,  
ine & French Laboratories) heart-shaped tablets  
e police  
ijuana  
der the influence of drugs  
purchase drugs, an arrest  
narcotic solution ready for injection  
dicted  
arcotic addict  
der the influence of drugs  
roin

TEACHER INFORMATION (continued)

Hot	- Wanted by police
Hot shot	- A fatal dosage
Hype	- Narcotic addict
Ice cream habit	- A small, irregular drug habit
Job	- To inject drugs
Jive	- Marijuana
Joint	- A marijuana cigarette
Joy-pop	- To inject small amounts of drugs irregularly
Joy powder	- Heroin
Junk	- Narcotics
Junkie	- A narcotic addict
Kick	- To abandon the drug habit
Kif	- Marijuana in North Africa
L.A. Turnabouts	- Amphetamines
Layout	- The equipment for injecting drugs
Lipton tea	- Poor quality narcotics
Lit up	- Under the influence of drugs
Locoweed	- Marijuana
M	- Morphine
Machinery	- Equipment for injecting drugs
Mainline	- To inject drugs directly into a vein
Make a buy	- To purchase drugs
Make a meet	- To purchase drugs
Man	- The police
Manicure	- High -grade marijuana (i.e., no seeds or stems)
Mary Jane	- Marijuana
Mellow yellow	- Banana peel
Meth	- Methamphetamine, usually injected for rapid result
Mezz	- Marijuana
Mickey Finn	- Chloral hydrate
Miss Emma	- Morphine
Mojo	- Narcotics
Monkey	- A drug habit where physical dependence is present
Mor a grifa	- Marijuana
Mutah	- Marijuana

TEACHER INFORMATION (continued)

Needle	- Hypodermic syringe
Nickel bag	- A five dollar purchase of narcotics
Nimby	- Nembutal (brand of pentobarbital, Abbott Laboratories) caps
Off	- Withdrawn from drugs
On a trip	- Under the influence of LSD or other hallucinogens
On the nod	- Under the influence of drugs
On the street	- Out of jail
Oranges	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline
Paper	- A prescription or packet of narcotics
Peaches	- Benzedrine (brand of amphetamine sulfate, Smith Kline & Fre
Peanuts	- Barbiturates
P.G. or P.O.	- Paregoric
Pep pills	- Stimulants
Piece	- A container of drugs
Pinks	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Plant	- Cache of narcotics
Pop	- To inject drugs
Pot	- Marijuana
Purple hearts	- Luminal
Quill	- A folded matchbox cover from which narcotics are sniffed th
Rainbows	- Tuinal (brand of amobarbital sodium and secobarbital sodium
Reader	- A prescription
Red birds	- Seconal
Red devils	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Reefer	- A marijuana cigarette
Roach	- The butt of a marijuana cigarette
Rope	- Marijuana
Roses	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & Fr
Sam	- Federal narcotic agents
Satch cotton	- Cotton used to strain narcotics before injection
Scat	- Heroin
Score	- To purchase drugs
Seggy	- Seconal (brand of secobarbital, Eli Lilly and Company) caps
Shooting gallery	- A place where narcotic addicts inject drugs
Shoot up	- To inject drugs
Slammed	- In jail

TEACHER INFORMATION (continued)

syringe  
purchase of narcotics  
brand of pentobarbital, Abbott Laboratories) capsules  
from drugs  
influence of LSD or other hallucinogens  
influence of drugs  
brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets  
ion or packet of narcotics  
(brand of amphetamine sulfate, Smith Kline & French Laboratories) tablets  
s  
of drugs  
brand of secobarbital, Eli Lilly and Company) capsules  
narcotics  
drugs  
matchbox cover from which narcotics are sniffed through the nose  
brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules  
tion  
brand of secobarbital, Eli Lilly and Company) capsules  
a cigarette  
a marijuana cigarette  
(brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets  
narcotic agents  
to strain narcotics before injection  
e drugs  
brand of secobarbital, Eli Lilly and Company) capsules  
ere narcotic addicts inject drugs  
drugs

TEACHER INFORMATION (continued)

Smack	- Heroin
Sniff	- To sniff narcotics (usually heroin or cocaine) through the nose
Snow	- Cocaine
Speed	- Methamphetamine, usually injected for rapid result
Speedball	- An injection which combines a stimulant and depressant - often cocaine and heroin
Spike	- The needle used for injecting drugs
Square	- A non-addict
Stash	- A cache of narcotics
Stick	- A marijuana cigarette
STP	- A highly potent hallucinogen
Stuff	- Narcotics
Sugar	- Powdered narcotics
Sugar cube	- LSD
Texas tea	- Marijuana
Thoroughbred	- A high-type hustler who sells pure narcotics
Tooies	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly)
Trip, tripping	- Being "high" on hallucinogens, particularly LSD
Truck drivers	- Amphetamines
Turkey	- A capsule purported to be narcotic but filled with a non-narcotic
Turned off	- Withdrawn from drugs
Turned on	- Under the influence of drugs
Uncle	- Federal narcotic agent
Ups	- Stimulants
Wake-ups	- Amphetamine
Washed up	- Withdrawn from drugs
Wasted	- Under the influence of drugs
Weed	- Marijuana
Weed-head	- Marijuana user
Weekend habit	- A small, irregular drug habit
Whiskers	- Federal narcotic agents
Whites	- Amphetamine sulfate tablets
White stuff	- Morphine
Works	- The equipment for injecting drugs
Yellow-jackets	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules (s)

TEACHER INFORMATION (continued)

narcotics (usually heroin or cocaine) through the nose

amine, usually injected for rapid result

on which combines a stimulant and depressant - often cocaine mixed with morphine or

used for injecting drugs

ect

narcotics

a cigarette

otent hallucinogen

narcotics

the hustler who sells pure narcotics

and of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules

h" on hallucinogens, particularly LSD

es

purported to be narcotic but filled with a non-narcotic substance

from drugs

influence of drugs

narcotic agent

ne

from drugs

influence of drugs

user

irregular drug habit

narcotic agents

ne sulfate tablets

ment for injecting drugs

(brand of pentobarbital, Abbott Laboratories) capsules (solid yellow)



TEACHER INFORMATION (continued)

Controllers of Illegal Drug Distribution

A. Bureau of Narcotics and Dangerous Drugs

1. Enforcement

- a. Major responsibility
- b. Six hundred agents scattered throughout the United States
- c. Twelve posts of duty in three overseas districts with nineteen agents. Work with authorities in host country to locate and seize illicit drugs for the United States.

2. Training (state, federal, and local agents)

3. Education

- a. Institutes to educate police officers to drug identification, pharmacology, and know social and psychological patterns of drug abuse
- b. Speeches by field agents
- c. Make films and pamphlets on drug education
- d. Conferences dealing with drug information

4. Scientific Research

- a. Issue permits for the importation of crude narcotics, and for limited quantities of drugs, natural or synthetic, in terms of the needs of the country

B. Bureau of customs

- 1. Responsible for prohibiting the illegal entry of contraband drugs into the country
- 2. Agents at sea and land ports of entry into this country, empowered by law to search individuals and their goods

- a. Custom port investigators
- b. Custom enforcement officers

- 1) Conduct vessel and aircraft searches
- 2) Perform uniformed patrol

TEACHER INFORMATION (continued)

Controllers of Illegal Drug Distribution

Dangerous Drugs

ability  
agents scattered throughout the United States  
duty in three overseas districts with nineteen agents to the three posts (1966).  
activities in host country to locate and seize illicit narcotic supplies destined  
States.

Federal, and local agents)

educate police officers to drug identification, pharmacology, investigation technique, and  
psychological patterns of drug abuse  
field agents  
pamphlets on drug education  
dealing with drug information

for the importation of crude narcotics, and for limiting the manufacture of narcotic  
or synthetic, in terms of the needs of the country

prohibiting the illegal entry of contraband drugs into the United States  
land ports of entry into this country, empowered by treaty to make searches of  
their goods

investigators  
government officers

ship and aircraft searches  
uniformed patrol

TEACHER INFORMATION (continued)

- 3) Plain clothes assignments
- 4) Surveillances at airport, pier, and border crossing points.

c. Custom agents (criminal investigators.)

C. FDA

1. Responsible for implementing the provisions of the federal Food, Drug amendments.

D. State enforcement

1. In all states and localities there are over 1,000 persons engaged in
2. Forty-four states have developed plans for the control of all drugs. the Federal laws and are designed to suppress the trafficking of these

E. Primary objective to control drugs

1. To reach the highest possible sources of drug supply and to seize the illicit drugs before use.
  - a. Undercover investigation - assume identity to make a "buy" as evidence
  - b. Use of enforcement - getting information from those facing - or near

F. Non-enforcement personnel who aid drug control

1. Examiners of merchandise
2. Verifiers of merchandise
3. Appraisers of merchandise
4. Inspectors of persons and vehicles and their effects arriving from abroad

G. FBI gives the Bureau of Narcotics and Dangerous Drugs (state, local, federal)

H. Problems of enforcement

1. How the contraband is concealed
2. Population (for example: 1965 more than 180 million persons and 53 million in the United States.)

TEACHER INFORMATION (continued)

es assignments  
es at airport, pier, and border crossing points.

(criminal investigators.)

plementing the provisions of the federal Food, Drug, and Cosmetic Act and its various

localities there are over 1,000 persons engaged in narcotic enforcement  
have developed plans for the control of all drugs. Most of the state laws parallel  
and are designed to suppress the trafficking of these drugs.

ontrol drugs

st possible sources of drug supply and to seize the greatest possible quantity of  
re use.

estigation - assume identity to make a "buy" as evidence  
ment - getting information from those facing - or not facing - criminal charges.

nel who aid drug control

andise

andise

handise

ons and vehicles and their effects arriving from abroad.

f Narcotics and Dangerous Drugs (state, local, federal) assistance

t

is concealed

ample: 1965 more than 180 million persons and 53 million vehicles and trains arrived  
es.)

TEACHER INFORMATION (continued)

International Control

A. United Nations

1. Permanent Central Opium Board and Drug Supervisory Body
  - a. Studies of legitimate needs for narcotics
  - b. Treaties made to encourage production and distribution quotas limited
2. Commission on Narcotic Drugs
  - a. Supervisory and policy making body
  - b. Surveys activity in all countries
  - c. Recommends improved control measures
  - d. Appeals for public support
3. World Health Organization
  - a. Disseminates information on drugs and their control
  - b. Disseminates internationally agreed upon medical and health standards
4. Division of Narcotic Drugs
  - a. Part of the U.N. Secretariat
  - b. Implement treaties
  - c. Plan more effective measures
  - d. Handle scientific research

B. Interpol

1. International Criminal Police Organization
2. Can not enforce any laws against narcotic traffic
3. Acts as clearing house for information about crimes and criminals

C. Problems of international control

1. Countries producing opium plants have inadequate laws or poorly enforced

TEACHER INFORMATION (continued)

International Control

ard and Drug Supervisory Body

needs for narcotics  
age production and distribution quotas limited to those needs.

s  
making body  
countries  
ontrol measures  
ort

on on drugs and their control  
onally agreed upon medical and health standards

ariat

asures  
arch

ice Organization  
gainst narcotic traffic  
information about crimes and criminals

rol

plants have inadequate laws or poorly enforced laws against selling or using narcotics.

TEACHER INFORMATION (continued)

2. In some lands opium smoking and eating is tolerated.
3. Opium produced is four times that needed for legitimate medicinal and research

Laws

A. Sources of law

1. International treaties and agreements
2. Laws of the federal government
3. State laws
4. City and local laws

B. Federal laws

1. Harrison Narcotic Act (1914) is a tax measure designed to control the importation, preparation, purchase, sale, distribution, or gift of opium and its derivatives and payment of an occupational tax of all who deal in these substances. The act requires registration of all dealers in these substances, and requires that all dealers register to registrants using official order forms, allowing exceptions only for legitimate medical practice.

Illegal transfer or sale:

- a. First offense--not less than 5 years or more than 20 years imprisonment;
- b. Second offense and subsequent offenses--not less than 10 or more than 40 years imprisonment and \$20,000 may be levied

The following offenses may not be suspended or probations granted. A person under eighteen years of age is refused parole and probation, and can be sentenced to death.

Illegal possession:

- a. First offense--not less than 2 or more than 10 years imprisonment, plus probation
- b. Second offense--not less than 5 or more than 20 years imprisonment.
- c. Third or subsequent offense--not less than 10 or more than 40 years imprisonment. Sentences cannot be suspended or parole granted.

TEACHER INFORMATION (continued)

and eating is tolerated.  
s that needed for legitimate medicinal and research purposes

Laws

agreements  
ment

4) is a tax measure designed to control the importation, manufacture, production,  
e, distribution, or gift of opium and its derivatives. It requires a registration  
onal tax of all who deal in these substances. The act limits sales or transfers  
ial order forms, allowing exceptions only for legitimate medical or dental

s than 5 years or more than 20 years imprisonment; fine up to \$20,000 may be levied  
sequent offenses--not less than 10 or more than 40 years imprisonment; fine up to

y not be suspended or probations granted. A person who sells narcotics to someone  
ge is refused parole and probation, and can be sentenced to life imprisonment or to

s than 2 or more than 10 years imprisonment, plus possible fine of up to \$20,000.  
ess than 5 or more than 20 years imprisonment.  
ffense--not less than 10 or more than 40 years imprisonment. After first offense,  
uspended or parole granted.



TEACHER INFORMATION (continued)

2. The Narcotic Drugs Import and Export Act (1922) is a reenactment and the importation of crude opium and coca leaves to amounts necessary for prohibits the importation of opium for smoking or for the manufacture
3. Marihuana Tax Act (1937) is similar to the Harrison Act. The same exc practice, but these are academic today because there is no medical use of marijuana in this country.
4. Opium Poppy Control Act (1942) prohibits the production of the opium under license and provides penalties for persons who violate this act
5. Boggs Act (1951) mandatory-sentence act for illegal possession or sale suspension of sentences or the granting of probation or parole.
  - a. For possession:
    - First offense 2 - 5 year range
    - Second offense 5 - 10 years
    - Third offense 10 - 20 years
6. Narcotic Control Act (1956)
  - a. Maintained penalties for possession as in the previous Act.
  - b. Increased maximum third conviction to forty years.
  - c. Sale or transfer definite sentence
    - 1) First offense 2 - 10 year range
    - 2) Second offense 5 - 20 year range
    - 3) Third and subsequent offense, 10 - 40 years
  - d. All without parole.
  - e. Sale of heroin to minors (under eighteen)
    - 1) Authorized by federal courts
    - 2) Ten years to life sentence
    - 3) Optional fine up to \$20,000
    - 4) Federal juries may impose death sentence

TEACHER INFORMATION (continued)

and Export Act (1922) is a reenactment and revision of an earlier law. It limits opium and coca leaves to amounts necessary for medical and scientific needs. It prohibits opium for smoking or for the manufacture of heroin.

is similar to the Harrison Act. The same exceptions are allowable for medical and scientific purposes today because there is no medical use of marijuana. It suppresses the traffic in such drugs in the country.

Section 42) prohibits the production of the opium poppy in the United States, except for medical purposes. It prescribes penalties for persons who violate this act.

Section 43) prescribes a minimum sentence act for illegal possession or sale of narcotic drugs and limits the granting of probation or parole.

- First offense 2 - 5 year range
- Second offense 5 - 10 years
- Third offense 10 - 20 years

Section 44) prescribes a minimum sentence for possession as in the previous Act. It prescribes a minimum sentence for conviction to forty years. It prescribes a minimum sentence for conviction to forty years.

- 10 year range
- 20 year range
- at offense, 10 - 40 years

Section 45) prescribes a minimum sentence for minors (under eighteen).

- Section 46) prescribes a minimum sentence for federal courts.
- Section 47) prescribes a minimum sentence of \$20,000.
- Section 48) prescribes a minimum sentence to impose death sentence.

TEACHER INFORMATION (continued)

- f. Customs and Narcotic Bureau officers allowed to make arrests without a warrant
7. Narcotic Hospital Law provided the establishment of two hospitals, one in Fort Worth at Lexington, Kentucky.
  8. Narcotics Information Act provides rewards to individuals who give information to violations in the illegal trafficking of drugs.
  9. Narcotics Transportation Act prohibits the use of communication facilities in aircraft. There is a two year penalty and such vehicle or vessels may be confiscated.
  10. The Narcotic Manufacturing Act (1960) provides a system of licensing and quotas for drug manufacturers. The manufacturer must be properly registered, hold a license for a specific class of drugs.
  11. The Federal Pure Food, Drug and Cosmetic Act (1961)
    - a. Insure safety of drugs that reach the public
    - b. Laws administered by the FDA
    - c. Information to be on all containers of new drugs
      - 1) Name of drug (generic)
      - 2) Description
      - 3) Actions
      - 4) Indications
      - 5) Adverse reactions
      - 6) Contraindications
      - 7) Warnings
      - 8) Precautions
      - 9) Dosages and method of administration
  12. Drug Abuse Control Amendments of 1965 are from the Federal Food, Drug and Cosmetic Act. They apply to depressant and stimulant drugs, other than the narcotics, and to drugs which have potential for abuse because of their depressant, stimulant or hallucinogenic effects. The act provides for the detection and elimination of illegal drug distribution but does not provide for the rehabilitation and returned to society. There are specific penalties for illegal possession of dangerous drugs.

The amendments are:

    - a. All manufacturers and wholesalers who produce, compound or sell amphetamines (with a similar effect on the central nervous system) must register with the

TEACHER INFORMATION (continued)

u officers allowed to make arrests without a warrant

the establishment of two hospitals, one in Fort Worth, Texas, and the other

ides rewards to individuals who give information to authorities of Customs  
ficking of drugs.

rohibits the use of communication facilities in arranging traffic in narcotics.  
d such vehicle or vessels may be confiscated.

(1960) provides a system of licensing and quotas for medicinal narcotic  
acturer must be properly registered, hold a license, and is assigned a quota for

and Cosmetic Act (1961)

at reach the public

FDA

containers of new drugs

administration

of 1965 are from the Federal Food, Drug and Cosmetic Act. These amendments  
lant drugs, other than the narcotics, and to drugs which are determined to have  
f their depressant, stimulant or hallucinogenic effect on man. The law is for  
illegal drug distribution but does not provide criminal sanctions against the  
h proper treatment, physical and psychological, the drug user can be  
society. There are specific penalties for illegal transfer, sale, and

lesalers who produce, compound or sell amphetamines and barbiturates (and other drugs  
the central nervous system) must register with the Food and Drug Administration.

TEACHER INFORMATION (continued)

- b. Manufacturers, wholesalers, retailers, and physicians must keep records for three years.
- c. Who may sell or possess is clearly stated
- d. Penalties are increased for the sale of illegal drugs to minors.
- e. FDA may carry firearms and enforcement powers related to search, seizure
- f. FDA is given expanded authority to combat drug counterfeiting.
- g. Prescription for a stimulant or depressant drug under control is valid for that time, is limited to five (5) refills

Those benefiting financially from the illicit use of dangerous drugs are dealt with by the Act. Legal penalties are:

- a. Each delivery, with or without payment, is a separate offense with a maximum of one year in prison.
- b. After prior conviction, the maximum penalty for illegal delivery is five years.
- c. First offense--all persons over 18 who sell or give barbiturates to minors are fined not more than two (2) years or fined not more than \$5,000 or both.
- d. Second offense--six (6) years imprisonment and maximum fine of \$15,000

13. Narcotic Addict Rehabilitation Act of 1966

- a. An addict charged with a non-violent Federal offense who elects to be prosecuted for his crime can be committed to the Surgeon General's examination, treatment, and rehabilitation.
- b. An addict already convicted of a crime can be committed to the Attorney General's custody for no more than 10 years, or for the maximum period of sentence that he is serving.
- c. An addict not charged with an offense can be civilly committed to the custody of his own application, or that of a relative or another "related individual."
- d. The Act (NARA) is administered by the National Institute of Mental Health, the Department of Education and Welfare, and by the Department of Justice.

C. State and local laws

1. Uniform Narcotics Drug Act

- a. Standard draft for state law
- b. Adopted in 46 states

TEACHER INFORMATION (continued)

etailers, and physicians must keep records of purchases and disposition for

early stated

the sale of illegal drugs to minors.

Enforcement powers related to search, seizure, and arrest are expanded.

Authority to combat drug counterfeiting.

Control of depressant drug under control is valid for six (6) months and during

(5) refills

Illicit use of dangerous drugs are dealt with under the criminal section of

Control of payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

Maximum penalty for illegal delivery is \$10,000 and/or three (3) years in prison.

Persons under 18 who sell or give barbiturates to anyone under 21 may be imprisoned for

or fined not more than \$5,000 or both.

Imprisonment and maximum fine of \$15,000, and/or both

Act of 1966

Violent Federal offense who elects to be committed for treatment instead.

Can be committed to the Surgeon General of the Public Health Service for

rehabilitation.

Control of a crime can be committed to the Attorney General for a treatment period of

the maximum period of sentence that could be imposed for his conviction.

Control of an offense can be civilly committed to the Surgeon General for treatment upon

control of a relative or another "related individual."

Control of an offense by the National Institute of Mental Health, U.S. Department of Health,

Control of an offense by the Department of Justice.

TEACHER INFORMATION (continued)

c. States having own laws

- 1) California
- 2) Massachusetts
- 3) Pennsylvania
- 4) New Hampshire

2. Most of the state laws parallel the Federal laws and are designed to support. A person violating these laws may be punished under both Federal and state laws.
3. Under recent community mental health legislation, States and communities are receiving grants from the National Institute of Mental Health for specialized training programs and operation of new addiction treatment facilities on a joint Federal-State basis.
4. The laws concerning the control of dangerous drugs are not uniform. Most states require that records of receipt and delivery be kept for several years.

Penalties for violation of state dangerous drugs are less than for narcotic violation. Sometimes the maximum penalty is a fine as low as \$100. It is necessary to establish the maximum penalty.

TEACHER INFORMATION (continued)

el the Federal laws and are designed to suppress the trafficking of these drugs. may be punished under both Federal and state laws.

health legislation, States and communities can receive Federal support through Health grants for specialized training programs, and for construction, staffing, on treatment facilities on a joint Federal-State basis.

Control of dangerous drugs are not uniform. Most states have illegal possession features of receipt and delivery be kept for several years.

Control of dangerous drugs are less than for narcotic violation. In many states violation is a minimum penalty is a fine as low as \$100. It is generally felt that a uniform act



TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS

The Drug Abuse Amendments were passed in 1965. They became effective February 27, 1965 because of the national concern of the drug abuse of depressants, stimulants, and narcotics.

The Bureau of Drug Abuse Control has been organized as part of the Food and Drug Administration. It has nine field offices to carry out provisions of the law. Three hundred trained inspectors are assigned to these offices.

1. Seizing illegal supplies of controlled drugs
2. Serving warrants
3. Arresting persons illegally manufacturing drugs
4. Trading illegally
5. Handling dangerous drugs

Two methods are used to curb drug abuse:

1. Records of supplies and sales must be kept by all legal dealers. These records are as dangerous as the drugs themselves. The following must take an inventory and must also make records available to FDA agents:

Registered manufacturers  
Processors and their suppliers  
Wholesale druggists  
Pharmacies  
Hospitals  
Clinics  
Public Health agencies  
Research laboratories

2. Punishment of persons supplying illegal drugs

The law is for detection and elimination of illegal drug distribution but does not punish the user. It is felt that through proper treatment, physical and psychological, the user can be rehabilitated and returned to his place in society.

Specific penalties for illegal transfer, sale, and possession may be found on page 125.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

passed in 1965. They became effective February 1, 1966. They were passed of the drug abuse of depressants, stimulants, and hallucinogens.

has been organized as part of the Food and Drug Administration. There are provisions of the law. Three hundred trained agents have the job of:

- legal supplies of controlled drugs
- warrants
- persons illegally manufacturing drugs
- legally
- dangerous drugs.

g abuse:

supplies and sales must be kept by all legal handlers of drugs designated us. The following must take an inventory and keep records of receipts and must also make records available to FDA agents:

- Registered manufacturers
- Processors and their suppliers
- Wholesale druggists
- Pharmacies
- Hospitals
- Clinics
- Public Health agencies
- Research laboratories

t of persons supplying illegal drugs

elimination of illegal drug distribution but does not provide criminal sanctions that through proper treatment, physical and psychological, the drug user can be his place in society.

transfer, sale, and possession may be found on next page.

TEACHER INFORMATION (continued)

FEDERAL

Drug Abuse Control Amendments of 1965

1. All manufacturers and wholesalers who produce, compound, or sell amphetamine drugs with a similar effect on the central nervous system must register with the Food and Drug Administration.
2. Manufacturers, wholesalers, retailers, and physicians must keep records of sales for three years.
3. Who may sell or possess is clearly stated.
4. Penalties are increased for sale of illegal drugs to minors.
5. Food and Drug Administration may carry firearms and enforcement powers related to drug arrest are expanded.
6. Food and Drug Administration authority to combat drug counterfeiting is expanded.
7. Prescription for a stimulant or depressant drug under control is valid for three months; that time, is limited to five (5) refills.

The aim of these provisions is to curb illegal abuse--not to restrict legitimate medicine.

Those benefiting financially from the illicit use of dangerous drugs are dealt with severely under the Act. Legal penalties are as follows:

1. Each delivery, with or without payment, is a separate offense with a maximum penalty of one year in prison.
2. After prior conviction, the maximum penalty for illegal delivery is \$10,000 and one year in prison.
3. First offense--all persons over 18 who sell or give barbiturates to anyone under 18 are fined not more than two (2) years or fined not more than \$5,000 or both.
4. Second offense--six (6) years imprisonment and maximum fine of \$15,000 and one year in prison.

TEACHER INFORMATION (continued)

of 1965

and wholesalers who produce, compound, or sell amphetamines and barbiturates (and other  
or effect on the central nervous system) must register with the Food and Drug

dealers, retailers, and physicians must keep records of purchase and dispositions

ness is clearly stated

leased for sale of illegal drugs to minors.

Administration may carry firearms and enforcement powers related to search, seizure, and  
i.

Administration authority to combat drug counterfeiting is expanded

stimulant or depressant drug under control is valid for six (6) months and during  
ted to five (5) refills.

is to curb illegal abuse--not to restrict legitimate medical use

from the illicit use of dangerous drugs are dealt with under the criminal section  
are as follows:

h or without payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

tion, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years in

persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned  
two (2) years or fined not more than \$5,000 or both.

x (6) years imprisonment and maximum fine of \$15,000 and/or both.

TEACHER INFORMATION (continued)

STATE

Laws are not uniform. Most have illegal possession features and require delivery be kept for several years. Penalties for violation of state dangerous narcotic violation.

In many states violation is a misdemeanor. Sometimes, the maximum penalty generally felt that a uniform act needs to be established.

TEACHER INFORMATION (continued)

have illegal possession features and requirement that records of receipt and 1 years. Penalties for violation of state dangerous drugs are less than for

a misdemeanor. Sometimes, the maximum penalty is a fine as low as \$100. It is  
an act needs to be established.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

LEGAL AND MEDICAL DRUG DEFINITIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC OR ADDICTION SUSTAINING LIABILITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

1. Opium and its derivatives--morphine, heroine, cocaine, etc.
2. Coca leaves (medically--a stimulant)
3. Cannabis, marijuana, and chemically related substances (medically--a)
4. Synthetic narcotics--meperidine (isonipecaine)

FEDERAL

Harrison Act of 1914

Narcotics are under the control of the Bureau of Narcotics (a branch of the T is assisted by Customs Officers and the Coast Guard. Important features of n

1. Registration of those dealing in narcotics
2. Special taxes are levied
3. Special order forms and record-keeping provisions must be maintained
4. There are prohibitions and penalties for illegal possession and traff

Not all narcotic preparations are treated alike. "Exempt narcotics" may be s prescription; however, records must be kept and persons must sign for the nar are for cough syrups.

Narcotic law penalties:

Illegal transfer or sale:

1. First offense--not less than five (5) years or more than twenty ( to \$20,000 may be levied.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

NS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC IF IT HAS AN ADDICTION FORMING  
Y. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

atives--morphine, heroine, cocaine, etc.

ally--a stimulant)

a, and chemically related substances (medically--a hallucinogen)

s--meperidine (isonipeaine)

ontrol of the Bureau of Narcotics (a branch of the Treasury Department.) The Bureau  
ficers and the Coast Guard. Important features of narcotic laws and regulation are:

hose dealing in narcotics

levied

ms and record-keeping provisions must be maintained

tions and penalties for illegal possession and trafficking in these drugs.

ions are treated alike. "Exempt narcotics" may be sold without a doctor's  
ords must be kept and persons must sign for the narcotic. Most exempt narcotics

ale:

--not less than five (5) years or more than twenty (20) years imprisonment; fine up  
y be levied.



TEACHER INFORMATION (continued)

2. Second or subsequent offense--not less than ten (10) or more than fine up to \$20,000 may be levied.

The foregoing sentences may not be suspended or probations granted. A person under 18 years of age is refused parole and probation, and can be sentenced to

Illegal possession:

1. First offense--not less than two (2) or more than ten (10) years fine of up to \$20,000.
2. Second offense--not less than five (5) or more than twenty (20) years
3. Third or subsequent--not less than ten (10) or more than forty (40) first offense, sentences cannot be suspended or parole granted.

STATE

Most states follow the Uniform Narcotic Drug Act which follows Federal law.

EDUCATIONAL AGENCIES

The United National Commissions on Narcotics is working to control for medical use of opium by having it sold by the producing nations to a single company which is required.

Medical associations are working to control the distribution of narcotics.

TREATMENT AGENCIES

To receive treatment a patient must fully cooperate; 4½ months minimum must be served. Hospitals are located in Lexington, Kentucky (men and girls), in Fort Worth, Texas, New York, and in Chicago, Illinois.

TEACHER INFORMATION (continued)

requent offense--not less than ten (10) or more than forty (40) years imprisonment;  
000 may be levied.

not be suspended or probations granted. A person who sells narcotics to someone  
fused parole and probation, and can be sentenced to life imprisonment or death.

not less than two (2) or more than ten (10) years imprisonment plus a possible  
20,000.

not less than five (5) or more than twenty (20) years imprisonment.

quent--not less than ten (10) or more than forty (40) years imprisonment. After  
sentences cannot be suspended or parole granted.

orm Narcotic Drug Act which follows Federal law. Some states have variations.

ions on Narcotics is working to control for medical use the world-wide production  
by the producing nations to a single company which would distribute it as needs

orking to control the distribution of narcotics.

ent must fully cooperate; 4½ months minimum must be spent in the hospital;  
xington, Kentucky (men and girls), in Fort Worth, Texas (men), in California,  
Illinois.

X. MONTANA STATE LAW

UNITED STATES OF AMERICA, )  
State of Montana ) ss.

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereby certify a true and correct copy of House Bill No. 453, Chapter No. 314, Montana Session Laws of Forty-first Session of the Legislative Assembly of the State of Montana, approved by the People of said State, on the eleventh day of March, 1969, and effective on the eleventh day of

IN TESTIMONY WHEREOF, I have  
affixed the Great Seal of s

Done at the City of Helena,  
this twelfth day of March,

/s/ Frank Murray

Frank Mu  
Secretar

.....

CHAPTER NO. 314  
MONTANA SESSION LAWS 1969  
HOUSE BILL NO. 453

AN ACT PROVIDING FOR REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE S  
DANGEROUS DRUGS TO INCLUDE DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AN  
AND PHRASES IN CONNECTION THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGER  
THE FRAUDULENT OBTAINING OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FOR  
UNLAWFUL SALE AND POSSESSION: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, I  
AND DESIGNATE OTHER DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION  
TO EXCLUDE TRIAL JURISDICTION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS AC  
27-724, 27-725, 54-101 THROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

X. MONTANA STATE LAW

s.

Secretary of State of the State of Montana, do hereby certify that the following is Bill No. 453, Chapter No. 314, Montana Session Laws of 1969, enacted by the Legislative Assembly of the State of Montana, approved by Forrest H. Anderson, Governor on the 11th day of March, 1969, and effective on the eleventh day of March, 1969.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of said State.

Done at the City of Helena, the Capitol of said State, this twelfth day of March, 1969.

/S/ Frank Murray

Frank Murray  
Secretary of State

CHAPTER NO. 314  
MONTANA SESSION LAWS 1969  
HOUSE BILL NO. 453

OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE STATE OF MONTANA: DEFINING  
POTENTIAL, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AND DEFINING CERTAIN WORDS  
WITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS: PROVIDING FOR  
DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FOR THE ENFORCEMENT OF  
PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, LICENSE AND SUPERVISE,  
DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION 95-302, R.C.M. 1947,  
IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS ACT: REPEALING SECTIONS  
94-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947.

LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

MONTANA STATE LAW (continued)

Section 1. Definition of terms. (a) "Person" includes an individual, partnership, association, trust or other institution or entity.

(b) "Drug" means articles recognized in the official United States Pharmacopoeia of the United States, or official National Formulary, or any supplement thereto.

(c) "Depressant drugs" include: Amobarbital, secobarbital, pentobarbital, barbital, chloral hydrate, paraldehyde, ethchlorvynol, and any derivative, compound, or preparation containing any of the above listed drugs.

(d) "Stimulant drugs" include: Amphetamine, dextroamphetamine, mephentermine, phenmetrazine, or any product, derivative, or compound or preparation of the above listed drugs.

(e) "Hallucinogenic drugs" include: Marihuana, lysergic acid diethylamide, mescaline, methyltryptamine, peyote, and mescaline or any product, derivative, compound, or preparation of the above listed drugs.

(f) "Narcotic drugs" include: Opium, morphine, heroin, codeine, ethylmorphine, isonipicaine, methadone, and cocaine or any product, derivative, compound, or preparation of the above listed drugs.

(g) "Dangerous drug" means any depressant, stimulant, hallucinogenic, or narcotic drug.

(h) The terms "manufacture, preparation, cultivation, compounding or processing, repackaging or otherwise changing the container, wrapper, or labeling of any drug, or the distribution of the drug from the original place of manufacture to the person to whom sold or sale to the ultimate consumer.

(i) The term "warehousing" means the receipt and storage of goods for commerce or sale to the ultimate consumer.

(j) The term "wholesaling, jobbing or distribution" means the selling or offering for sale which is not the ultimate user or consumer of such drug.

(k) "Sell" means to sell, exchange, give, or dispose of to another, or to

MONTANA STATE LAW (continued)

ms. (a) "Person" includes an individual, partnership, corporation, institution or entity.

recognized in the official United States Pharmacopoeia, official Homopathic, or official National Formulary, or any supplement to any of them.

ude: Amobarbital, secobarbital, pentobarbital, phenobarbital, barbituric chloral hydrate, paraldehyde, ethchlorvynol, and ethinamate, or any product, or preparation containing any of the above listed drugs.

ude: Amphetamine, dextroamphetamine, mephentermine, methamphetamine, and any derivative, or compound or preparation of the above listed drugs.

include: Marihuana, lysergic acid diethylamide, psilocybin, dimethyltryptamine, or any product, derivative, compound, or preparation of the above

ude: Opium, morphine, heroin, codeine, ethylmorphine, dihydromorphinone, or any product, derivative, compound, or preparation of the above listed

any depressant, stimulant, hallucinogenic, or narcotic drug.

, preparation, cultivation, compounding or processing" shall include the preparation, cultivation, compounding or processing of any drug package in furtherance of the original place of manufacture to the person who makes final delivery

means the receipt and storage of goods for compensation prior to final delivery

, "jobbing or distribution" means the selling or distribution to any person who is the consumer of such drug.

exchange, give, or dispose of to another, or to offer or agree to do the same.

MONTANA STATE LAW (continued)

(l) "Practitioner" means a physician, dentist, veterinarian, podiatrist, to prescribe drugs.

(m) "Manufacturer" means a person who by compounding, mixing, cultivating produces or prepares dangerous drugs, but does not include a pharmacist who sold or dispensed on prescriptions.

(n) Masculine words shall include the feminine and neuter and singular i

(o) The term "prescription" shall be given the meaning it has in R.C.M.

(p) This act may be cited as the "Montana Dangerous Drug Act."

Section 2. Authority of the state board of pharmacy to enact regulations dangerous drugs.

(a) Registration and licensing. The state board of pharmacy is hereby a turers, and to license, regulate, and supervise the warehousing, wholesaling, dispensing, and any other processing of all dangerous drugs, which is necessa of this act.

(b) Fees. The state board of pharmacy is hereby authorized to require an amount to be fixed by the board, which fees shall not exceed one hundred d

(c) Dangerous drug designation. Any drug designated by the state board because of its depressant, stimulant, hallucinogenic or narcotic effects, aft tion as required by law, shall be added to the appropriate definitions of sec section 1 for the purpose of the Montana Dangerous Drug Act.

(d) Penalties. Failure to register or be licensed as provided for shall a fine not to exceed one thousand dollars (\$1,000) or imprisonment in the cou (1) year, or both.

MONTANA STATE LAW (continued)

means a physician, dentist, veterinarian, podiatrist, or other person permitted by law

means a person who by compounding, mixing, cultivating, growing, or other process, prepares dangerous drugs, but does not include a pharmacist who compounds dangerous drugs to be dispensed by prescriptions.

shall include the feminine and neuter and singular includes the plural.

"prescription" shall be given the meaning it has in R.C.M. 1947, Section 66-1502(n).

is cited as the "Montana Dangerous Drug Act."

of the state board of pharmacy to enact regulations, impose fees and designate

of licensing. The state board of pharmacy is hereby authorized to register manufacturers, regulate, and supervise the warehousing, wholesaling, distributing, sale, purchase, and processing of all dangerous drugs, which is necessary to carry out the enforcement

The board of pharmacy is hereby authorized to require registration and license fees in the board, which fees shall not exceed one hundred dollars (\$100) per year.

designation. Any drug designated by the state board of pharmacy as a dangerous drug having stimulant, hallucinogenic or narcotic effects, after notice, hearing, and publication shall be added to the appropriate definitions of section (c), (d), (e), or (f) of the Montana Dangerous Drug Act.

Failure to register or be licensed as provided for shall be a misdemeanor punishable by a fine of not more than one thousand dollars (\$1,000) or imprisonment in the county jail for not to exceed one



Section 3. Dangerous drugs--persons and preparations exempt from the provisions of this act. Medicinal preparations are excepted from the designated criminal offenses of this act when combined with therapeutically active or inactive non-narcotic ingredients.

(a) A preparation which contains not more than 64.8 mg. (1 grain) of codeine in one fluid ounce, or one avoirdupois ounce.

(b) Any preparation which contains codeine, nalorphine, narceine, noscapine, or other narcotic in any quantity. These medicinal preparations must contain, in addition to the narcotic, a non-narcotic ingredient of equal quantity and be administered, dispensed, and sold in good faith as a medicine under this act.

(2) The following persons are excepted from the designated criminal offenses of this act while acting in the ordinary and authorized course of their business, profession, employment or religious activity and whose activities in connection with dangerous drugs are specified in this section:

(a) Persons regularly engaged in manufacture, preparation, cultivation, or distribution of dangerous drugs, who are qualified in conformance with law, in preparing pharmaceutical chemicals or distributing through branch outlets, wholesale druggists, or by direct shipment to hospitals, clinics, public health agencies, long-term care facilities, or practitioners, or registered pharmacists upon prescriptions, or for use by or under the supervision of registered pharmacists (2) to laboratories or research or educational institutions for their use in analysis.

(b) Suppliers (otherwise qualified in conformance with law) of persons engaged in the preparation, cultivation, compounding, and processing referred to in subsection (a).

(c) Wholesale druggists who maintain establishments in conformance with law in supplying prescription drugs (1) to pharmacies, or to hospitals, clinics, long-term care facilities, or practitioners, for dispensing by registered pharmacists for use by or under the supervision of practitioners or (2) to laboratories or research institutions for their use in research, teaching or clinical analysis.

(d) Registered pharmacists who are authorized to dispense dangerous drugs.

(e) Practitioners who prescribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

drugs--persons and preparations exempt from the prohibition. (1) The following are excepted from the designated criminal offenses of sections 4 and 5 of this act: (a) any preparation containing a narcotic drug and a therapeutically active or inactive non-narcotic ingredient:

which contains not more than 64.8 mg. (1 grain) of codeine or any of its salts, per avoirdupois ounce.

which contains cotarnine, nalorphine, narceine, noscapine, papaverine in any preparation must contain, in addition to the narcotic drug in it, other medicinal ingredients, and be prepared, dispensed, and sold in good faith as a medicine, not for the purpose of evading the law.

Persons are excepted from the designated criminal offenses of sections 4 and 5 of this act if they are acting in the ordinary and authorized course of their business, profession, occupation, or activity and whose activities in connection with dangerous drugs are solely as

employees or agents of persons regularly engaged in manufacture, preparation, cultivation, compounding, and processing who are acting in conformity with law, in preparing pharmaceutical chemicals or prescription drugs for distribution through retail outlets, wholesale druggists, or by direct shipment, (1) to pharmacies or to hospitals, public health agencies, long-term care facilities, or practitioners, for dispensing by registered pharmacists upon prescriptions, or for use by or under the supervision of practitioners, or for research or educational institutions for their use in research, teaching or chemical

analysis by persons otherwise qualified in conformance with law) of persons regularly engaged in manufacture, preparation, cultivation, compounding, and processing referred to in subsection (a).

(b) registered pharmacists who maintain establishments in conformance with law and are regularly engaged in the distribution of dangerous drugs (1) to pharmacies, or to hospitals, clinics, public health agencies, long-term care facilities, or practitioners, for dispensing by registered pharmacists upon prescriptions, or for use by or under the supervision of practitioners or (2) to laboratories or research or educational institutions for their use in research, teaching or clinical analysis.

(c) registered pharmacists who are authorized to dispense dangerous drugs.

(d) registered physicians who are authorized to prescribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

(f) Persons associated with a bona fide educational institution who use dangerous drugs for teaching or chemical analysis and not for sale.

(g) A common or contract carrier or warehouseman, whose possession of any dangerous drug is in the course of his business or employment as such.

(h) Officers and employees of the state, or a political subdivision of the state, while in the course of their official duties.

(i) An employee or agent of any person described in paragraph (a) through (h) who is a nurse or other medical technician under the supervision of a practitioner who administers such drug while such employee, nurse, or medical technician is acting in the course of his or her duty, and not on his own account.

(j) A person to whom or for whose use any dangerous drug has been prescribed by an authorized practitioner or pharmacist may lawfully possess such drug.

(k) Any bona fide religious organization incorporated under the laws of the state, while in the course of transporting, possession or using peyote (pellote) for religious sacramental purposes.

Nothing in this section shall be construed to prohibit or interfere with the physician in good faith to prescribe or administer any dangerous drug to a patient for the treatment of a condition according to his needs and to medical practice. Addiction, dependence on a dangerous drug shall be deemed a "disease or condition" and the prescription, administration of a dangerous drug to relieve conditions incident to such addiction or habitual use shall not be deemed a disease or condition."

Nothing in this act shall be construed to relieve any person from any requirement or authority of Title 27, R.C.M. 1947.

Section 4. Criminal sale of dangerous drugs.

(a) A person commits the offense of a criminal sale of dangerous drugs if he or she cultivates, compounds, or processes any dangerous drug as defined in this act and excepts of section 3.

MONTANA STATE LAW (continued)

ated with a bona fide educational institution who use dangerous drugs in research,  
lysis and not for sale.

contract carrier or warehouseman, whose possession of any dangerous drug is in the usual  
or employment as such.

employees of the state, or a political subdivision of the state, while acting in the  
duties.

agent of any person described in paragraph (a) through (g) of this subsection, and  
technician under the supervision of a practitioner who administers dangerous drugs,  
urse, or medical technician is acting in the course of his employment or occupation and

nom or for whose use any dangerous drug has been prescribed, sold, or dispensed by an  
or pharmacist may lawfully possess such drug.

religious organization incorporated under the laws of the state of Montana while  
on or using peyote (pellote) for religious sacramental purposes.

ction shall be construed to prohibit or interfere with the discretion of a practitioner  
ibe or administer any dangerous drug to a patient for the treatment of a disease or  
his needs and to medical practice. Addiction, dependence or habitual use of a dangerous  
"disease or condition" and the prescription, administration, or dispensation of a  
ve conditions incident to such addiction or habitual use shall be deemed "treatment of  
"

it shall be construed to relieve any person from any requirement prescribed by or under  
R.C.M. 1947.

al sale of dangerous drugs.

mits the offense of a criminal sale of dangerous drugs if he sells, manufactures, prepares,  
or processes any dangerous drug as defined in this act and does not come within the



MONTANA STATE LAW (continued)

(b) A person convicted of criminal possession of dangerous drugs shall be imprisoned in the state prison not to exceed five (5) years. Any person of the age of 21 years or under who violates this section shall be presumed to be entitled to a deferred imposition of sentence.

Section 6. Fraudulently obtaining dangerous drugs. A person commits the offense of fraudulently obtaining dangerous drugs if he obtains or attempts to obtain a dangerous drug by (a) fraud, deceit, or subterfuge; (b) falsely assuming the title of, or representing himself to be a manufacturer, practitioner, pharmacist, owner of a pharmacy or other persons authorized to possess dangerous drugs; (c) the use of a forged, altered, or fictitious prescription; (d) the use of a false name or false address on a prescription or; (e) the concealment of a material fact.

Section 7. Altering labels on dangerous drugs. A person commits the offense of altering labels on dangerous drugs if he affixes a false, forged, or altered label to a package or receptacle containing a dangerous drug, or otherwise misrepresents the package containing a dangerous drug.

Section 8. Penalty for fraudulently obtaining dangerous drugs or altering the labels on dangerous drugs. A person convicted of fraudulently obtaining dangerous drugs or altering the labels on dangerous drugs shall be imprisoned in the county jail for a term not to exceed six (6) months.

Section 9. Alternative sentencing authority. A person convicted of criminal possession of dangerous drugs, fraudulently obtaining dangerous drugs or altering labels on dangerous drugs, if he is an excessive or habitual user of dangerous drugs either from the face of the record or by a preponderance of the evidence, may in lieu of imprisonment, be committed to the custody of any institution for a term for not less than six (6) months nor more than two (2) years.

Section 10. Jurisdiction. The district court shall have exclusive trial jurisdiction over offenses committed under the Montana Dangerous Drug Act.

Section 11. Section 95-302(a) R.C.M. 1947, shall be amended to read as follows:

"95-302. Jurisdiction of the justice of the peace courts. The justices' courts have

(a) Jurisdiction of all misdemeanors punishable by a fine not exceeding five hundred dollars or imprisonment not exceeding six (6) months, or both such fine and imprisonment; excluding offenses commenced under the Montana Dangerous Drug Act except to act as examining and committing of preliminary hearings as provided in subsection (c).

MONTANA STATE LAW (continued)

riminal possession of dangerous drugs shall be imprisoned by imprisonment in  
ve (5) years. Any person of the age of 21 years or under convicted of a first  
l be presumed to be entitled to a deferred imposition of sentence.

aining dangerous drugs. A person commits the offense of fraudulently obtaining  
attempts to obtain a dangerous drug by (a) fraud, deceit, misrepresentation  
ng the title of, or representing himself to be a manufacturer, wholesaler,  
f a pharmacy or other persons authorized to possess dangerous drugs; (c) the  
itious prescription; (d) the use of a false name or false address on  
lment of a material fact.

on dangerous drugs. A person commits the offense of altering labels on  
alse, forged, or altered label to a package or receptacle containing a  
epresents the package containing a dangerous drug.

dulently obtaining dangerous drugs or altering the labels of dangerous drugs.  
y obtaining dangerous drugs or altering the labels on dangerous drugs shall be  
a term not to exceed six (6) months.

encing authority. A person convicted of criminal possession of dangerous  
gerous drugs or altering labels on dangerous drugs, if he is shown to be an  
gerous drugs either from the face of the record or by a pre-sentence investi-  
nt, be committed to the custody of any institution for rehabilitative treatment  
nor more than two (2) years.

The district court shall have exclusive trial jurisdiction over all prosecu-  
Dangerous Drug Act.

(a) R.C.M. 1947, shall be amended to read as follows:

the justice of the peace courts. The justices' courts have:

dememeanors punishable by a fine not exceeding five hundred dollars (\$500) or  
) months, or both such fine and imprisonment; excluding jurisdiction in cases  
erous Drug Act except to act as examining and committing courts and to conduct  
in subsection (c).

(b) Concurrent jurisdiction, with district courts, of all misdemeanors exceeding fifteen hundred dollars (\$1,500); and

(c) Jurisdiction to act as examining and committing courts and for s hearings."

Section 12. The following power of the Montana state board of pharmaco 66-1504, R.C.M. 1947, and shall be cited as section 66-1504.1, R.C.M. 1947

(a) The Montana state board of pharmacy shall have the power to designate a drug as a dangerous drug not now included under the present Montana Dangerous Drug Act as coming within the Act after investigation finds such drug to have a potential for abuse because of its depressant, stimulant, hallucinogenic or narcotic effect; (2) the appropriate federal drug authorities may from time to time appoint a committee of experts to advise them on the effect of such drug because of its depressant, stimulant, hallucinogenic or narcotic effect; the board may from time to time appoint a committee of experts to advise them on the effect of such drug involved in determining whether a regulation should be proposed.

(b) Before any drug shall be designated as a dangerous drug the board of the hearing specifying the drug concerned shall be published at least five (5) weeks in five (5) newspapers of general circulation throughout the state.

(c) The regulations of the board in designating a substance as a dangerous drug under the Dangerous Drug act shall be published in such manner to such extent as the board may determine to notify the public.

Section 13. If any section, subsection, sentence, clause, or phrase of this act is held to be unconstitutional, such decision shall not affect the validity of the remainder of this act.

Section 14. Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-149, and 94-35-150, in whole or in part, and all parts of acts in conflict herewith are hereby repealed.

Section 15. This act shall become effective immediately upon its passage.

MONTANA STATE LAW (continued)

jurisdiction, with district courts, of all misdemeanors punishable by a fine only, not exceeding dollars (\$1,500); and

to act as examining and committing courts and for such purpose to conduct preliminary

Following power of the Montana state board of pharmacy shall be inserted following section and shall be cited as section 66-1504.1, R.C.M. 1947:

The state board of pharmacy shall have the power to designate by regulation any drug that is coming within the present Montana Dangerous Drug Act as coming within that act when: (1) the board finds such drug to have a potential for abuse because of its depressant, stimulant, hallucinogenic effect; (2) the appropriate federal drug authorities have promulgated regulations on such depressant, stimulant, hallucinogenic or narcotic effect or its potential for abuse. The board shall at the time appoint a committee of experts to advise them with regard to any of the above matters and determine whether a regulation should be proposed.

When a drug shall be designated as a dangerous drug the board shall hold a public hearing. Notice of the drug concerned shall be published at least once a week for three (3) consecutive papers of general circulation throughout the state.

Actions of the board in designating a substance as a dangerous drug coming within the Montana Dangerous Drug Act shall be published in such manner to such extent as the board may deem necessary to adequately

If any section, subsection, sentence, clause, or phrase of this act is for any reason held invalid, such decision shall not affect the validity of the remaining portions of this act.

Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-106, 54-107, 54-108, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947, and all acts and parts hereof are hereby repealed.

This act shall become effective immediately upon its passage and approval.





## XI. GLOSSARY

addict	refers to any person who habitually uses any habit-forming drug prohibited by the Harrison Act of 1914; that is alkaloids of the opium family, hemp, and peyote in all its forms.
addiction	the classic term used to describe dependency on a drug; the term used by law enforcement officers rather than medical personnel. Terms that have been identified: compulsion for a drug, tolerance, dependence, and a danger to the individual and the people.
amphetamine	any of a group of compounds which exert a stimulating action on the brain and the central nervous system.
antihistamine	a group of drugs developed in the last thirty years to treat allergic conditions such as asthma, hay fever, etc.
barbiturates	a highly addicting group of depressant drugs, varying in strength from sedatives to anesthetics; although highly useful in medicine, they can be abused.
counterfeit drugs	a product manufactured illegally in an attempt to defraud the public. It is a danger to the public in two ways: (1) there is no guarantee of purity or quality of the ingredients used; and (2) for those who use them for prescribed medicinal use, it is depriving them of proper medical care.
dependence	this is a general term, in recent years preferred by physicians. It is a state of psychic or physical need, or both, resulting from the use of a drug on a periodic or continual basis; it is usually a drug dependence, that is, drug specific.
depressant	a synonym for sedative or hypnotic; it is any of a group of drugs that act on the central nervous system.
drug	any chemical compound which produces an effect on the body, either positive or negative.

## XI. GLOSSARY

any person who habitually uses any habit-forming drug which is controlled by the Harrison Act of 1914; that is alkaloids of the opium or coca leaves, Indian hemp, or any derivative thereof, in all its forms.

A term used to describe dependency on a drug; this term has been favored by law enforcement officers rather than medical personnel; characteristics of addiction have been identified: compulsion for a drug, tolerance, psychological and physical dependence, and a danger to the individual and the people around him.

A group of compounds which exert a stimulating action on the cerebral cortex and the central nervous system.

Drugs developed in the last thirty years to treat allergic conditions such as asthma, hay fever, etc.

A sedating group of depressant drugs, varying in use from sleep producers to tranquilizers; although highly useful in medicine, they can be intoxicating and dangerous.

Drugs manufactured illegally in an attempt to defraud the public; such a drug is sold to the public in two ways: (1) there is no guarantee as to the amount, kind, or quality of the ingredients used; and (2) for those who need the drug for some medicinal use, it is depriving them of proper treatment.

A general term, in recent years preferred by physicians over "addiction;" it denotes a state of psychic or physical need, or both, resulting from administration of a drug on a periodic or continual basis; it is usually associated with a particular drug, is drug specific.

A term used for sedative or hypnotic; it is any of a group of drugs which depress the central nervous system.

A chemical compound which produces an effect on the body; this effect may be either positive or negative.

GLOSSARY (continued)

- drug abuse the self administration of excessive quantities of drugs leading to physical and psychological dependence, mental confusion, and other effects; it is also considered to be the taking of drugs for the side effects.
- drug misuse the inappropriate use of a drug either through improper administration by a physician, a pharmacist or the individual; this term includes use for medical reasons, but different from those intended when the drug was prescribed.
- euphoria a feeling of well-being produced by various drugs, which results in a general depression of cortical regions in the brain along with loss of tension and inhibitory control.
- exempt narcotics that group of narcotic drugs which can be purchased without a prescription; law requires the purchaser's signature.
- habituation a less binding condition than addiction, but still occurring; its characteristics include desire for the drug, some psychological harm primarily for the user of the drug.
- hallucination distortions of the perception processes; perceptions of people and experiences of which there is no cause or explanation.
- hallucinogens the term given to a group of drugs which alter the processes of perception those involving perception and orientation.
- methadone a drug now being used in the treatment of opiate addicts; it relieves hunger, and develops a tolerance which blocks the euphoric effects of opiates.
- narcotic drugs means coca leaves, opium, cannabis, and every other substance which is physically distinguishable from them; any other drugs to which the laws may now apply; and any drug found (by the State Commissioner or other competent state officer after reasonable notice and opportunity for a hearing) to be an addiction-forming or addiction-sustaining liability similar to that of a narcotic from the effective date of determination of such finding (by the State Health or other competent state officer).

GLOSSARY (continued)

administration of excessive quantities of drugs leading to tolerance, physical dependence, mental confusion, and other forms of abnormal behavior; also considered to be the taking of drugs for the side effects that they produce.

Improper use of a drug either through improper administration on the part of a physician, a pharmacist or the individual; this term includes the use of a drug for reasons, but different from those intended when the drug was originally prescribed.

State of well-being produced by various drugs, which results at least in part, from the depression of cortical regions in the brain along with a reduction of anxiety, and inhibitory control.

Group of narcotic drugs which can be purchased without prescription, however, the purchaser requires the purchaser's signature.

Condition less binding than addiction, but still occurring from repeated use of a drug; characteristics include desire for the drug, some psychic dependence, and potential harm primarily for the user of the drug.

Disturbances of the perception processes; perceptions of people and objects; and sensory experiences of which there is no cause or explanation.

Term given to a group of drugs which alter the processes of the mind, particularly those involving perception and orientation.

Drug now being used in the treatment of opiate addicts; it is said to relieve narcotic addiction and develop a tolerance which blocks the euphoric effect of heroin.

Any drug derived from coca leaves, opium, cannabis, and every other substance, neither chemically nor physically distinguishable from them; any other drugs to which the federal narcotic laws now apply; and any drug found (by the State Commissioner of Health or other competent state officer after reasonable notice and opportunity for hearing) to have habit-forming or addiction-sustaining liability similar to morphine or cocaine, as of the effective date of determination of such finding (by said State Commissioner of Health or other competent state officer).

GLOSSARY (continued)

physical dependence	a state of the body brought about by repeated or continued use of a drug; characterized by the development of severe acute physical symptoms which are relieved when the drug is removed.
psychedelic	a term meaning mind-expanding; associated with the hallucinogenic drug LSD; most authorities believe that the person feels that his mind is more productive, but in fact, he does not.
psychological dependence	a strong mental attachment to a drug which arouses feelings of some emotional or psychic need of an individual; characterized by the fact that dependence is more difficult to break than physical dependence.
sedatives	the chief class of drugs, of which the most commonly abused are also of this group.
side effects	abnormal reactions from the use of drugs; sometimes they are the foremost factor.
stimulants	the chief class of drugs, of which the most commonly abused are of drugs stimulate the central nervous system by producing alertness, a temporary rise in blood pressure and respiratory rate.
tolerance	the gradual conditioning of the body toward a drug; it is necessary to take more of the drug in order to recreate the feeling of well-being; it is this characteristic which leads to a snowballing life of no return.
tranquilizers	are a type of sedative in that they depress portions of the central nervous system, those areas responsible for anxiety and tension; they also have hangover and sedative effects.

GLOSSARY (continued)

the body brought about by repeated or continuous use of a drug that is caused by the development of severe acute physical symptoms when the drug

is mind-expanding; associated with the hallucinogenic drugs, particularly LSD. Authorities believe that the person feels that he has a more creative or expanded mind, but in fact, he does not.

Psychological attachment to a drug which arises from a drug's ability to satisfy a psychological or psychic need of an individual; characteristically, this type of dependence is more difficult to break than physical dependence.

Group of drugs, of which the most commonly abused are barbiturates; tranquilizers belong to this group.

Adverse reactions from the use of drugs; sometimes in drug abuse the side effects become the dominant factor.

Group of drugs, of which the most commonly abused are the amphetamines; this group stimulates the central nervous system by producing excitation, alertness, wakefulness, and a temporary rise in blood pressure and respiration.

Psychological conditioning of the body toward a drug; it is the ever-increasing dosage required in order to recreate the feeling of well-being that once was the main reason for using the drug; it is this characteristic which hopelessly chains the individual into a dulling life of no return.

Group of sedative in that they depress portions of the central nervous system, that is, the areas responsible for anxiety and tension; normally they do not produce general sedative effects.

ALCOHOL

Concepts	Teacher Materials	Student
I. Preview of the 7th grade program	"Supplement to the Problem: Alcohol Narcotics" pp. 22-25	Ditto:
A. History		The
1. The discovery of alcohol	"Alcohol and Alcoholism" pp. 1 & 2	Ditto:
2. How was alcohol first made?	"A Syllabus in Alcohol Education" pp. 60-68	Bat
3. For what purpose was alcohol first made?		
B. Taking alcohol into the body	<u>Basic Information on Alcohol</u> , pp. 75-94	"Alcohol
1. Digestion		"Booze a
2. Absorption by the blood stream	"Alcohol and Alcoholism" pp. 19-20	Only"
3. Distribution to all parts of the body	"The Physiology of Alcohol" (Reprint)	"Alcohol Youth" p
4. Oxidation by cells	"Teaching about Alcohol" pp. 53-61	Ditto:
5. Elimination	<u>Alcohol Education for Classroom and Community</u> , pp. 77-89	Fol
C. The effect on the organs and organ systems	<u>Basic Information on Alcohol</u> , pp. 82-94	"Alcohol Youth"
1. Brain and nervous system	"Alcohol and Alcoholism" pp. 19-22	Ditto:
a. Judgement	"A Syllabus in Alcohol Education" pp. 22-35	Alc
b. Concentration		of
c. Sense Organ		
d. Muscular control	Teaching About Alcohol, pp. 62-78	
e. Reaction time		
f. Fatigue		

Other Materials

Student Materials

plement to the Problem: Alcohol  
otics" pp. 22-25

Ditto:

The History of Alcohol

cohol and Alcoholism" pp. 1 & 2

Ditto:

Syllabus in Alcohol Education"  
60-68

Battles vs Bottles

ic Information on Alcohol,  
75-94

"Alcohol, Fun or Folly"

cohol and Alcoholism" pp. 19-20

"Booze and You - For Teenagers  
Only"

e Physiology of Alcohol" (Reprint)

"Alcohol Today - A Workbook for  
Youth" pp. 15-26

aching about Alcohol" pp. 53-61

Ditto:

cohol Education for Classroom and  
Community, pp. 77-89

Following Alcohol Through The Body

ic Information on Alcohol, pp. 82-94

"Alcohol Today - A Workbook for  
Youth" pp. 15-26

cohol and Alcoholism" pp. 19-22

Ditto:

Syllabus in Alcohol Education"  
22-35

Alcohol and the Major Organs  
of the Body

aching About Alcohol, pp. 62-78



Audio Visual	Motivating Questions
<p>Transparency:</p> <p>"Ancient Procedures in Making Alcohol" - A-8-1</p>	<p>How did alcohol find its beginning?</p> <p>How might alcohol have been handed down through history and finally adapted into our present society?</p>
<p>Poster:</p> <p>"Fun or Folly"</p>	<p>Can you think of any way alcohol may have affected historical highlights?</p> <p>In what way does the Bible mention alcohol?</p>
<p>Transparency:</p> <p>"The Path of Alcohol Through the Body" A-8-2</p>	<p>Can food in the stomach affect alcohol absorption into the body?</p> <p>How does alcohol reach all parts of the body?</p> <p>How does the body get rid of alcohol?</p> <p>Why is alcohol absorbed into the body quicker than food?</p>
<p>Transparency:</p> <p>"The Brain" A-8-3</p>	<p>Can we consider alcohol to be a drug, are the symptoms similar?</p>
<p>Posters:</p> <p>"Fun or Folly"</p>	<p>Why should the feeling of the individual at the time he drinks affect his behavior?</p>
<p>Filmstrip:</p> <p>"Alcohol and Narcotics"</p>	<p>Why might it be foolish to counsel moderate drinking? Or is it?</p>

---

Motivating Questions

Activities

---

How did alcohol find its beginning?

How might alcohol have been handed down through history and finally adapted into our present society?

Can you think of any way alcohol may have affected historical highlights?

In what way does the Bible mention alcohol?

Can food in the stomach affect the absorption into the body?

How does alcohol reach all parts of the body?

How does the body get rid of alcohol?

Why is alcohol absorbed into the body quicker than food?

Can we consider alcohol to be a narcotic or drug, are the symptoms similar?

Why should the feeling of the individual at the time he drinks affect his behavior?

Why might it be foolish to counsel moderate drinking? Or is it?

Point out how alcohol may have been first introduced into the human culture, and how it has survived the times.

Ask the students to list the things alcohol may have been used for.

A discussion of how alcohol made and affected history.

Discussion of how alcohol affected historical battles.

Through sketches and transparencies take the students on a journey.

Trace a trip of alcohol through the different body systems, explaining their effect as you go.

Digestion  
Circulation  
Metabolism  
Elimination

Discussion of how alcohol affects the brain and nervous system

1. Cortex and frontal lobes
2. Cerebrum
3. Cerebellum
4. Medulla Oblongata

As this discussion progresses, use the transparencies or make sketches

ALCOHOL (continued)

Concepts

Teacher Materials

2. Liver
3. Kidney
4. Heart and circulatory system
5. Stomach and intestines
6. Reproductive organs

D. Overall Health

1. Disease due to nutritional deficiency
2. Loss of resistance to infection
3. The hangover

Basic Information on Alcohol,  
pp. 88-93

"Alcohol and Alcoholism" pp.22-  
Teaching About Alcohol, pp.75-7

Teacher Materials

Student Materials

latory

estines  
rgans

nutritional

ance to

Basic Information on Alcohol,  
pp. 88-93

"Alcohol and Alcoholism" pp.22-23

Teaching About Alcohol, pp.75-78

Ditto:

Alcohol and Your Health

Audio Visual	Motivating Questions	Activities
<p>Transparency:</p> <p>"Concentration of Alcohol in the Blood and It's Effects" A-8-4</p> <p>#1720 "Alcohol and You" Part II with record</p>	<p>Besides the brain and nervous system what other organs of the body are affected by alcohol?</p> <p>How is the kidney affected?</p> <p>What is cirrhosis of the liver?</p> <p>Is it possible that large amounts of alcohol might affect the reproductive organs?</p> <p>Why do doctors advise their patients with ulcers to avoid drinking alcohol?</p> <p>Can alcohol be considered a long-range health problem?</p> <p>Explain why:</p> <ul style="list-style-type: none"> <li>a. Social or moderate drinkers frequently have to watch their weight</li> <li>b. Alcoholics are frequently underweight and undernourished.</li> </ul> <p>What is a hangover?</p>	<p>of each as they by alco</p> <p>Point of first other affect</p> <p>Discuss affect</p> <p>Invite to exp drinki</p>

---

Motivating Questions

Activities

---

Besides the brain and nervous system what other organs of the body are affected by alcohol?

of each of the parts of the brain as they progressively are affected by alcohol

How is the kidney affected?

Point out that while the brain is the first and probably the most affected, other parts of the body are also affected by alcohol in large quantities

What is cirrhosis of the liver?

Is it possible that large amounts of alcohol might affect the reproductive organs?

Why do doctors advise their patients with ulcers to avoid drinking alcohol?

Can alcohol be considered a long-range health problem?

Discussion of alcohol and how it can affect your health.

Explain why:

- a. Social or moderate drinkers frequently have to watch their weight
- b. Alcoholics are frequently underweight and under-nourished.

Invite a public health nurse or doctor to explain the health hazards of drinking alcoholic beverage

What is a hangover?

ALCOHOL (continued)

Concepts	Teacher Materials	Student
II. The compound Alcohol	<u>Alcohol Education for Classroom and Community</u> , p. 70	Dit
A. Physical properties	Encyclopedia: Alcohol - Its physical properties	
<ol style="list-style-type: none"> <li>1. Color - clear like water</li> <li>2. Temperatures -- freezing and boiling points</li> <li>3. Mild and pleasant odor</li> <li>4. Texture - cool and slippery on the skin</li> <li>5. As a solvent</li> <li>6. As a dehydrant</li> </ol>	<u>Teaching About Alcohol</u> , p. 47	
B. Chemistry	<u>Alcohol Education for Classroom and Community</u> , pp. 69-76	Dit
<ol style="list-style-type: none"> <li>1. The hydroxyl group (OH)</li> <li>2. The hydroxyl plus added carbons</li> <li>3. Types               <ol style="list-style-type: none"> <li>a. Ethyl</li> <li>b. Methyl</li> <li>c. Isopropyl</li> <li>d. Butyl</li> <li>e. Ethylglycerol</li> <li>f. Glycerol</li> </ol> </li> </ol>	"The Story of Industrial Alcohol"	
	Encyclopedia: Alcohol - Chemistry	

**Teacher Materials**

**Student Materials**

Alcohol Education for Classroom  
and Community, p. 70

Encyclopedia: Alcohol - Its physical  
properties

Teaching About Alcohol, p. 47

Alcohol Education for Classroom  
and Community, pp. 69-76

"The Story of Industrial Alcohol"

Encyclopedia: Alcohol - Chemistry

Ditto:

The Physical Properties of  
Alcohol

Ditto:

The Chemistry of Alcohol



Audio Visual

Motivating Questions

Materials:

Ethyl alcohol, green plant leaves, raw meat, eggs (at least one for each class), Bunsen burners, beakers, thermometers, and stands for the beakers and Bunsen burners

What are some of the properties of alcohol?

How may some of these properties be of use to man?

How might some of these properties be harmful?

What is a solvent? A dehydrant?

How might these properties affect the use of alcohol in industry in making other products?

Transparencies:

"Hydroxyl group" A-8-5

"Types of Alcohol" A-8-6  
(series of six)

1. Methyl
2. Ethyl
3. Ethylene Glycol
4. Glycerol
5. Propanal
6. Isopropyl

What is the hydroxyl group and do all alcohols have it?

Of what three elements are all alcohols made up? What makes each alcohol different from the others?

What are some of the other alcohols other than ethyl?

Why shouldn't methyl alcohol be used as a beverage?

### Motivating Questions

What are some of the properties of alcohol?

How may some of these properties be of use to man?

How might some of these properties be harmful?

What is a solvent? A dehydrant?

How might these properties affect the use of alcohol in industry in making other products?

What is the hydroxyl group and do all alcohols have it?

Of what three elements are all alcohols made up? What makes each alcohol different from the others?

What are some of the other alcohols other than ethyl?

Why shouldn't methyl alcohol be used as a beverage?

### Activities

Have the students first become familiar with alcohol by touching, smelling, and examining it with their senses.

Experiment #1 - (see Teacher Information for procedure)

Use the results of the experiments with the raw meat, eggs, and plant leaves to emphasize some of the properties of alcohol which you cannot detect by just touching or looking at it.

Compare these results to the body's tissue and cells.

1. Dehydrating tissues
2. Dissolving
3. Reaction to Protein
4. Absorbant

A discussion of the elements carbon, hydrogen, and oxygen and how they are put together to form the different types of alcohols.

Explain the hydroxyl group.

Ask the students to research the reasons why most alcohol is not fit to drink.

ALCOHOL (continued)

Concepts	Teacher Materials	Student
III. The Production of alcohol	<u>Basic Information of Alcohol</u> , pp.22-26	"Alco Youth
A. Fermentation	<u>Alcohol Education for Classroom and Community</u> , pp. 69-76	"Fact
1. The breakdown of sugars and starches ( $C_6H_{12}O_6$ + yeast	<u>Teaching About Alcohol</u> , pp. 46-52	
$2C_2H_5OH + 2CO_2$ )	"The Story of Industrial Alcohol"	
2. Raw materials	"Alcohol Today - A Workbook for Youth" pp. 9-14	
a. Sugar b. Starch	Encyclopedia: Fermentation	
3. Malting		
4. Products of fermenta- tion		
a. Wine b. Beer c. Foods (kraut, vinegar sour milk, etc.)		
B. Distillation	<u>Basic Information on Alcohol</u> , pp. 22-26	"Alco Youth
1. The concentration of wine and beer	<u>Alcohol Education for Classroom and Community</u> , pp. 69-76	"Fact
2. Repeated distillation increases the percen- tage of alcohol	<u>Teaching About Alcohol</u> , pp. 46-52	Ditto
C. Destructive Distillation	Encyclopedia: Distillation	
1. Methyl - heat wood in the absence of air		
2. Ethyl - ( $C_2H_4 + H_2O$ $H_3PO_4 \quad C_2H_3OH$ )		

Teacher Materials

Student Materials

Basic Information of Alcohol, pp.22-26

"Alcohol Today - A Workbook for Youth" pp. 9-14

Alcohol Education for Classroom and Community, pp. 69-76

"Facts About Alcohol" pp. 10-15

Teaching About Alcohol, pp. 46-52

"The Story of Industrial Alcohol"

"Alcohol Today - A Workbook for Youth" pp. 9-14

Encyclopedia: Fermentation

Basic Information on Alcohol, pp. 22-26

"Alcohol Today - A Workbook for Youth" pp. 9-14

Alcohol Education for Classroom and Community, pp. 69-76

"Facts About Alcohol" pp. 10-15

Teaching About Alcohol, pp. 46-52

Ditto:

Encyclopedia: Distillation

"Useful Products of Distillation"

---

Audio Visual

Motivating Question

---

Materials:

Fruit juice, yeast, and a fermentation container (small stone or clay crock, if possible)

A bulletin showing the different products of fermentation.

Filmstrip:

"Alcohol and Narcotics"

#1719 "Alcohol and You" Part I w/record

Transparency:

"Chemical Equation for Fermentation" A-8-7

Materials:

Bunsen burner, distillation flask, condensation tube, stand with clamps, diluted alcohol.

Transparency:

"Chemical Equation for Destructive Distillation" A-8-8

What is the process of fermentation and what are the raw materials needed?

In what way may we use this process in making products other than alcohol?

Why does wine have a larger percentage of alcohol than beer?

Why can't we make a pure alcohol (100 percent) by using the process of fermentation?

How does the process of distillation make an alcoholic beverage with a higher percentage of alcohol?

Why is it almost impossible to distill a 100 percent alcohol?

What are some of the useful products of distillation?

From what are some of the common alcoholic spirits made?

Motivating Question

Activities

What is the process of fermentation and what are the raw materials needed?

Discussion of the process of fermentation and malting.

In what way may we use this process in making products other than alcohol?

Experiment #2 - (using the fruit juice and yeast to make a wine by fermentation.)

Why does wine have a larger percentage of alcohol than beer?

Let the students make their own bulletin on the different products of fermentation.

Why can't we make a pure alcohol (100 percent) by using the process of fermentation?

Discuss some of the useful products of fermentation, such as food.

How does the process of distillation make an alcoholic beverage with a higher percentage of alcohol?

Discuss and explain the process of distillation while setting up the distilling apparatus.

Why is it almost impossible to distill a 100 percent alcohol?

Experiment #3 - (the distillation of a diluted alcohol into a more concentrated solution.)

What are some of the useful products of distillation?

Have the students make a collection or bulletin on the many different kinds of alcoholic spirits, the students may take them from the magazines and advertisements.

From what are some of the common alcoholic spirits made?

ALCOHOL (continued)

Concepts	Teacher Materials	Students
<ul style="list-style-type: none"> <li>3. The production of different whiskies.</li> </ul>		
<p><b>IV. Alcohol Industry</b></p>	<p>Teaching About Alcohol, p 51</p>	<p>Ditto:</p>
<p><b>A. Internal Use</b></p>	<p>"Alcohol - Why the Fuss" pp. 8-13</p>	<p>"</p>
<ul style="list-style-type: none"> <li>1. Cooking</li> <li>2. As a food by itself</li> <li>3. As a beverage</li> </ul>	<p>"Alcohol and Alcoholism" pp.9-13</p>	<p>"Alcoh</p>
<ul style="list-style-type: none"> <li>a. The consumers</li> <li>b. Annual cost of drinking</li> </ul>	<p><u>Alcohol Education for the Classroom and Community</u>, pp. 132-146</p>	
<p><b>B. Medicinal</b></p>	<p><u>Basic Information of Alcohol</u>, pp.70-74</p>	<p>Ditto:</p>
<ul style="list-style-type: none"> <li>1. As an antiseptic</li> <li>2. As sedatives and tranquilizers</li> <li>3. Disinfectant (against infection)</li> <li>4. For external application</li> </ul>	<p>Encyclopedia: Alcohol in Medicine</p>	
<p><b>C. Commercial</b></p>		
<ul style="list-style-type: none"> <li>1. As a base for many cosmetic products             <ul style="list-style-type: none"> <li>a. Shaving lotion</li> <li>b. Hair tonic</li> <li>c. Perfumes</li> </ul> </li> </ul>		

**Teacher Materials**

**Student Materials**

Teaching About Alcohol, p 51

Ditto:

"Alcohol - Why the Fuss" pp. 8-13

"Is Alcohol a Food?"

"Alcohol and Alcoholism" pp.9-13

"Alcohol - Why the Fuss" pp. 8-13

Alcohol Education for the Classroom and Community, pp. 132-146

Basic Information of Alcohol, pp.70-74

Ditto:

Encyclopedia: Alcohol in Medicine

"Alcohol in Medicine"





Audio Visual	Motivating Questions	Activ
<p>Transparencies:</p> <p>"Four Tables Related to Consumption and Expenditures" A-8-9</p> <ol style="list-style-type: none"> <li>Consumption of alcohol table from 1850 to 1962</li> <li>Expenditures of alcohol as compared to food, tobacco, and recreation from 1936 to 1962</li> <li>Federal, State and local revenues from alcoholic beverages from 1934 to 1962</li> <li>Total absolute alcohol consumption in years 1850 to 1960</li> </ol>	<p>Would you consider alcohol to be a substitute for food, why?</p>	<p>Discu dist</p>
<p>Bulletin of products containing alcohol</p>	<p>How may alcohol be used in medicine?</p> <p>Should a person suffering from a cold, snakebite, or shock be given alcohol? Why or why not?</p> <p>Is alcohol used in modern medicine anymore?</p> <p>Why is alcohol used in many cosmetics?</p> <p>Why do most all after-shave lotions contain a certain percentage of alcohol?</p> <p>Could we in our advanced society do without alcohol?</p>	<p>Discu food Prep to t perc or g Ques Disc resu mate</p> <p>Have th be Have ar al Disc an ma</p> <p>Make co fo Disc in</p>

Motivating Questions

Activities

Would you consider alcohol to be a substitute for food, why?

Discuss the useful products of distillation

Discuss how alcohol can be used in foods to an advantage or disadvantage.

Prepare a questionnaire to hand out to the students to find out what percentage of the students' parents or guardians use alcohol.

Questionnaire: (See Teacher Information)

Discussion of consumers (using the results of the questionnaire and added materials) and the cost of drinking.

How may alcohol be used in medicine?

Have students prepare a bulletin on the ways in which alcohol is or can be used in medicine.

Should a person suffering from a cold, snakebite, or shock be given alcohol? Why or why not?

Have the students make a survey on the articles in a drug store which contain alcohol.

Is alcohol used in modern medicine anymore?

Discuss how alcohol is used in medicine and explain why alcohol is used in many drugstore articles.

Why is alcohol used in many cosmetics?

Make a survey of the cosmetics which contain alcohol (these may also be found in a drug store)

Why do most all after-shave lotions contain a certain percentage of alcohol?

Discuss why and how alcohol is used in many of our cosmetics.

Could we in our advanced society do without alcohol?

ALCOHOL (continued)

Concepts	Teacher Material
2. Industrial (manufactured from petroleum products) <ol style="list-style-type: none"><li>Antifreeze</li><li>Varnish and paint</li><li>Plastic</li><li>Dyes</li><li>Explosives</li><li>Cleaning solutions</li></ol>	"The Story of Industrial Alcohol" Encyclopedia: Alcohol in Industry
D. Economy <ol style="list-style-type: none"><li>The size of the alcoholic beverage industry</li><li>Earning powers of the employees</li><li>Advertising expenditures</li><li>Public revenues from the alcoholic beverage</li></ol>	<u>Alcohol Education for the Classroom and Community</u> , pp. 241-266 <u>Teaching About Alcohol</u> , pp 79-94 "Supplements to the Problem: Alcohol Narcotics," pp. 34
V. Reasons for the use of alcoholic beverages in our society. <ol style="list-style-type: none"><li>Family<ol style="list-style-type: none"><li>For relaxation</li><li>The feeling of satisfaction</li><li>Escape from reality</li><li>Dependence on the effects of alcohol</li><li>Independence</li><li>Acquired habit</li><li>Hereditry</li><li>Taste and to relieve thirst</li><li>Social events</li><li>For religious purposes</li></ol></li></ol>	<u>Basic Information on Alcohol</u> , pp. 27-54 "Alcohol Today - A Workbook for Youth," pp. 35-40 <u>Basic Handbook on Alcoholism</u> , pp. 31-46

**Teacher Material**

**Student Material**

**"The Story of Industrial Alcohol"**

**Ditto:**

**Encyclopedia: Alcohol in Industry**

**Alcohol and Industrial Products**

**Alcohol Education for the Classroom  
and Community, pp. 241-266**

**Ditto:**

**Teaching About Alcohol, pp 79-94**

**Economy and Alcohol**

**"Supplements to the Problem: Alcohol -  
Narcotics," pp. 34**

**Basic Information on Alcohol,  
pp. 27-54**

**"Alcohol Today - A Workbook for  
Youth," pp. 31-41**

**"Alcohol Today - A Workbook for  
Youth," pp. 35-40**

**"Alcohol: Fun or Folly"**

**Basic Handbook on Alcoholism,  
pp. 31-46**

Audio Visual	Motivating Questions	Acti
	<p>Could we, in our advanced society, do without alcohol altogether?</p> <p>What are some of the products we would have to do without if we never had the compound alcohol?</p>	<p>Disc has indu</p>
<p>Transparencies:</p> <p>"Two Tables on Alcohol Beverage Industry" A-8-10 A,B</p> <ul style="list-style-type: none"> <li>a. Selected expenditures of producers</li> <li>b. Employment hours and earnings of production workers in the alcohol industry.</li> </ul>	<p>Do you think the economy of our country is much affected by the alcohol industry?</p> <p>How does industry and alcohol affect you personally?</p> <p>Would or could a company be affected by the employment of a problem drinker of alcoholic?</p> <p>How can crime from alcohol be considered an economical factor?</p>	<p>Disc alco</p>
<p>Transparencies:</p> <p>"Reasons For Drinking Alcohol" Series of five - A-8-11A</p> <ul style="list-style-type: none"> <li>b. Relaxation</li> <li>c. Escape</li> <li>d. Taste</li> <li>e. Social events</li> <li>f. Religion</li> </ul>	<p>Most alcoholics or problem drinkers state they do not want to drink nor do they like the taste of liquor. Why then do they continue to drink?</p> <p>For some people, drinking is a form of escape. How does form of escape differ from others such as: over-eating, or watching TV, or movies several hours of the day?</p>	<p>Have reas they</p> <p>Disc</p>

---

Motivating Questions

Activities

---

Could we, in our advanced society, do without alcohol altogether?

Discuss the important role alcohol has played in our lives as an industrial tool.

What are some of the products we would have to do without if we never had the compound alcohol?

Do you think the economy of our country is much affected by the alcohol industry?

Discuss the economical factor of alcohol and industry.

How does industry and alcohol affect you personally?

Would or could a company be affected by the employment of a problem drinker of alcoholic?

How can crime from alcohol be considered an economical factor?

Most alcoholics or problem drinkers state they do not want to drink nor do they like the taste of liquor. Why then do they continue to drink?

Have the students prepare a list of reasons, that they themselves or they have heard, why people drink.

Discuss and evaluate these reasons.

For some people, drinking is a form of escape. How does form of escape differ from others such as: over-eating, or watching TV, or movies several hours of the day?

ALCOHOL (continued)

Concepts	Teacher Materials	Student
B. Adolescence	<u>Teaching About Alcohol</u> , pp. 7-17	"Bo Only
1. Imitating adults	<u>Alcohol Education for Classroom and Community</u> , pp.32-48	"Th
2. Sociability	<u>Society, Culture, and Drinking Patterns</u> , pp. 230-246	Dit
3. Popularity	<u>Teenage Drinking</u> , pp. 29-62	Dit
4. Unique risks of teenage drinking	<u>"Thinking About Drinking"</u>	
	<u>"How Teens Set the Stage for Alcoholism"</u>	
	<u>"The Use of Beverage Alcohol by Youth in an Abstinence Setting"</u> <u>Journal of School Health (Reprint)</u>	

**Teacher Materials**

**Student Materials**

Teaching About Alcohol, pp. 7-17

Alcohol Education for Classroom  
and Community, pp. 32-48

Society, Culture, and Drinking  
Patterns, pp. 230-246

Teenage Drinking, pp. 29-62

"Thinking About Drinking"

"How Teens Set the Stage for  
Alcoholism"

"The Use of Beverage Alcohol  
by Youth in an Abstinence Setting"  
Journal of School Health (Reprint)

"Booze and You: For Teenagers  
Only"

"Thinking About Drinking"

Ditto:

"Who's Responsible"

Ditto:

"The Unique Risk of Teenage  
Drinking"



Audio Visual	Motivating Questions	Ac
<p>Questionnaire:</p> <p>(Who, How much, When, Where, and Why)</p> <p>Filmstrip:</p> <p>"A Question of the Mind" CSC Service Dept. #93 "Alcohol: A Dilemma for Youth" w/record</p> <p>Transparencies:</p> <p>"Teenage Drinking" A-8-12 12-A Imitation 12-B Popularity</p>	<p>Is the craving for liquor inherited? Does it run in the family? Why?</p> <p>How might alcohol be used in religion?</p> <p>Do you think alcohol has a place in religion?</p> <p>Drinking is a passive way of relieving tensions, what are some of the active ways?</p> <p>How and why do most teenagers start drinking?</p> <p>Why do teenagers believe it is necessary to drink to be popular?</p> <p>Do you think adolescents should be introduced to alcohol by their parents?</p> <p>Why might it be advisable to postpone drinking until the legal age?</p> <p>What are some of the risks involved in teenage drinking?</p> <p>Do you feel that the adolescent should have the opportunity to decide whether or not he should drink, why?</p> <p>Many athletes, especially Europeans drink regularly and moderately while maintaining sound training practices. Why?</p>	<p>Ha th D " as G as th q s D A P  H ic</p>

---

**Motivating Questions****Activities**

---

Is the craving for liquor inherited?  
Does it run in the family? Why?  
How might alcohol be used in religion?  
Do you think alcohol has a place in religion?  
Drinking is a passive way of relieving tensions, what are some of the active ways?

How and why do most teenagers start drinking?  
Why do teenagers believe it is necessary to drink to be popular?  
Do you think adolescents should be introduced to alcohol by their parents?  
Why might it be advisable to postpone drinking until the legal age?  
What are some of the risks involved in teenage drinking?  
Do you feel that the adolescent should have the opportunity to decide whether or not he should drink, why?  
Many athletes, especially Europeans drink regularly and moderately while maintaining sound training practices. Why?

Have the students first circulate the questionnaire.  
Discuss teenage drinking (the pamphlet "Thinking About Drinking" can be used as a good outline)  
Get back to the questionnaire as quickly as possible. The teacher (along with the students) should evaluate the questionnaire and try to formulate some conclusions from it.  
Discuss the filmstrip.  
Ask the students to think of three persons they know well.  
FIRST PERSON - Drinks excessively  
SECOND PERSON - Drinks, but not excessively  
THIRD PERSON - An abstainer  
Have the students compare these individuals with each other, evaluate the

**ALCOHOL (continued)**

Concepts	Teacher Materials	St
C. Cultural Influence	<u>Alcohol Education for Classroom and Community</u> , pp. 125-131	Di
1. Adult culture and their drinking habits	<u>Teenage Drinking</u> , pp 46-63, 102-113	
a. Men	<u>"Drinking On the American Frontier"</u> Reprint	
b. Women		
2. Cultural influence and the Adolescent	<u>Basic Handbook on Alcoholism</u> , pp. 12, 13	
3. The Jewish Culture and alcohol	<u>Basic Information on Alcohol</u> , pp. 54-63	Di
4. Irish drinking patterns		
5. Ethnic drinking in Russia	<u>Society, Culture, and Drinking Patterns</u> , Dittman and Snyder, pp.154-225	
6. France and its drinking patterns.	<u>Basic Handbook on Alcoholism</u> , pp. 13-24	
	<u>Teenage Drinking</u> , pp. 83-102	

**Teacher Materials**

**Student Materials**

Alcohol Education for Classroom and Community, pp. 125-131

Teenage Drinking, pp 46-63, 102-113

"Drinking On the American Frontier"  
Reprint

Basic Handbook on Alcoholism,  
pp. 12, 13

Basic Information on Alcohol,  
pp. 54-63

Society, Culture, and Drinking Patterns, Dittman and Snyder, pp.154-225

Basic Handbook on Alcoholism,  
pp. 13-24

Teenage Drinking, pp. 83-102

Dittos:

"Culture and Alcohol"

"Our Influenced Youth"

Dittos:

"Other Cultures and Alcohol"

"Why the Difference Between  
The Jewish and Irish Drinking  
Patterns"

---

Audio Visual

Motivating Questions

---

Transparencies:

"Different Cultural Aspects  
of Drinking" A-8-13

- a. Religious Aspect for  
Jewish
- b. Irish Pubs
- c. France - Wine at  
The Table

What is meant by culture?

How has our culture affected our  
drinking habits and patterns?

Why is the culture of the United  
States so confusing?

Are we, the "young generation,"  
the product of any one type of  
culture, or are we a mixture of  
several cultural?

How do moral and ethnic beliefs  
affect our decisions of alcohol?

Would you think different cultures  
provide for a wide variety of  
drinking habits?

Why this extreme difference between  
the Jewish and Irish drinking  
patterns?

---

### Motivating Questions

### Activities

---

What is meant by culture?

personal traits, ambitions, behavior  
popularity, personality, appearance.

How has our culture affected our  
drinking habits and patterns?

Discuss the cultural trends and  
how they have affected the  
attitudes and ideas concerning the  
use of alcohol.

Why is the culture of the United  
States so confusing?

Are we, the "young generation,"  
the product of any one type of  
culture, or are we a mixture of  
several cultural?

Give the students a good under-  
standing of the term "culture"

How do moral and ethnic beliefs  
affect our decisions of alcohol?

Would you think different cultures  
provide for a wide variety of  
drinking habits?

Discuss some of the better countries  
and their cultures and drinking  
patterns.

Why this extreme difference between  
the Jewish and Irish drinking  
patterns?

Have the students do some research  
on the Jewish and Irish cultures  
and see if they can come up with  
some conclusions of their own.

## VI. TEACHER INFORMATION

### HISTORICAL HIGHLIGHTS

Drinking (only beer and wine up to 1200 A.D., for there were no distilled spirits definitely mentioned in history as one of the factors in many well known events.

- a. The captivity of Israel
- b. The captivity of Judah
- c. The death of Alexander the Great
- d. The fall of Rome
- e. The Battle of Hastings
- f. The Battle of Trenton
- g. The Battle of Waterloo
- h. The First World War
- i. The fall of France
- j. The fall of Pearl Harbor

#### FIRST Period: Punitive (1607-1774)

Early settlers brought with them from Europe the idea that because "drink" results in the loss of juices of fruits and grains, it was to be considered "a good gift from God". So for his condition, and punished for drinking "too much." To discourage the drink the first brewery was built (near Boston in 1634), to provide beer in quantity and to discourage drunkenness." The settlers could see the effects upon the Indians but not upon themselves. They punished the Indians for being drunk; then they forbade selling to Indians; but they were not punished.

#### SECOND Period: Exortive (1774-1874)

Pulpit and platform joined in exhorting the drinkers to stop drinking: written organizations were formed. The meaning of the word "temperance" gradually changed to "total abstinence." Blame for drunkenness shifted from the drinker to the sellers by putting restrictions on sales, and by requiring licenses. Through referendums the right of citizens from opportunities to drink was obtained, first in towns, then in counties.

#### THIRD Period: Informative (1874-1920)

Teaching of factual information about the effect of alcohol, based on professional findings and studies of past 100 years, came to be required by law in the schools.

## VI. TEACHER INFORMATION

up to 1200 A.D., for there were no distilled spirits before that time) is  
ry as one of the factors in many well known events. A few of these were:

el  
h  
er the Great

s  
o

rbor

7-1774)

them from Europe the idea that because "drink" resulted from fermenting the  
it was to be considered "a good gift from God". So the drinker was blamed  
ned for drinking "too much." To discourage the drinking of "spirits" the  
r Boston in 1634), to provide beer in quantity and thus "do away with  
ould see the effects upon the Indians but not upon themselves. At first they  
ng drunk; then they forbade selling to Indians; but finally all drinkers were

74-1874)

n exhorting the drinkers to stop drinking: written promises were signed,  
The meaning of the word "temperance" gradually changed from "moderation" to  
or drunkenness shifted from the drinker to the sellers, who were controlled  
ales, and by requiring licenses. Through referendums, legal protection of  
co drink was obtained, first in towns, then in counties, and finally in states.

1874-1920)

on about the effect of alcohol, based on professional observation, laboratory  
100 years, came to be required by law in the schools of all states.



TEACHER INFORMATION (continued)

**FOURTH Period: Ethical (1920-1933)**

With legislation protecting the citizens of the nation from the product of the distillery, the emphasis was placed on the relation of citizenship to law enforcement, but omitted teaching of the effects of alcohol.

**FIFTH Period: Pedagogical Instruction (1933-1962)**

The beginning of a program for classroom teaching of the effects of alcohol and the proper use of alcohol, to be an integrated program including all phases to be taught by corresponding subjects in the regular courses, from primary grades to the college level.

For twenty years or more there has been increased emphasis on getting information about alcohol on people and making that information available to young people. It is receiving more attention than was formerly the case and certain national organizations are pushing for more emphasis on alcohol education in our schools and churches, insisting on the cost of drinking as it affects insurance rates in America. There is a growing interest in the accident cost. Although social drinking seems to be on the increase, there are indications that people are slowly but surely beginning to learn that drinking is one out of every three fatal motor-vehicle accidents involved a drinking driver.

ALCOHOL IN THE BODY

The human body must process most substance that enters it by any route. Useful substances are transformed into heat and energy or built into living tissues needed for growth. Unuseful substances are eliminated as waste products. Any food or drug (and alcohol is both) is immersed in powerful chemical baths of muscular contractions of the alimentary canal. Most foods, as a result of imponderable chemical and enzymic actions, are reduced to forms of simple chemical structure to be absorbed and used by the cells. Alcohol is one of the simplest and easiest to be used for fuel almost immediately after swallowing. Alcohol yields 7 calories, or units of heat and energy, yielding more calories per gram than do carbohydrates but less than fats.

TEACHER INFORMATION (continued)

-1933) ... the citizens of the nation from the product of the liquor traffic, education citizenship to law enforcement, but omitted teaching what alcohol is.

struction (1933-1962)

... classroom teaching of the effects of alcohol and other narcotics, pedagogic-accurate, and administratively sound, to become a part of all teacher-training program including all phases to be taught by correlation with the other es, from primary grades to the college level.

... has been increased emphasis on getting information about the effects of and making that information available to young people and adults. The alcoholic man was formerly the case and certain national organizations are vigorously alcohol education in our schools and churches, insurance companies are also drinking as it affects insurance rates in America and industry is keenly inter- Although social drinking seems to be on the increase as of today, there are many lowly but surely beginning to learn that drinking is hazardous. In 1960, nearly motor-vehicle accidents involved a drinking driver.

... most substance that enters it by any route. Useful ingredients are either energy or built into living tissues needed for growth and repair. That which is a useful form or else eliminated as a waste product. ... is both) is immersed in powerful chemical baths as it is tossed about by the alimentary canal. Most foods, as a result of immersion in these chemicals, and ed in the digestive juices, are reduced to forms simple enough in molecular and rbed and used by the cells. Alcohol is one of the few foods that is already fuel almost immediately after swallowing. Alcohol is an excellent source of d energy, yielding more calories per gram than do sweets, starches, and proteins,

### TEACHER INFORMATION (continued)

Not only does alcohol supply a good number of calories, but it supplies them very quickly. The quality of alcohol has drawbacks. The rapid absorption may cause intoxication, and the lack of vitamins, minerals, and nitrogen make alcohol an undesirable nutrient. To a large degree, this accounts for many of alcohol's adverse effects when used excessively, unwisely, or as a habit.

To understand why alcohol can be a relatively harmless comfort when managed wisely and not otherwise, one needs to understand how the body uses and disposes of it. As long as it is in the digestive tract, its effects cannot be felt, nor can it be used for fuel. But since alcohol is absorbed, it begins almost at once to circulate throughout the body via the bloodstream, starting from the small intestines.

The way in which alcohol is disposed of, (metabolism) consists of four phases:

- a. Absorption, which takes place in the stomach or small intestine, where alcohol is absorbed at a highly variable rate.
- b. Distribution in which alcohol travels in the blood to each organ, tissue, and cell. After alcohol leaves the bloodstream and enters the cells, it is metabolized.
- c. Oxidation, in which the liver, at a fixed speed, remodels the chemical structure of alcohol and energy. The heat and energy, or calories, resulting from this process are used by the cells instead of calories released from any other food. Alcohol is metabolized chiefly in the cells of the liver.
- d. Elimination, during which a small quantity (2 to 10 per cent) of the alcohol is excreted in sweat or urine.

### THE GENERAL EFFECTS OF ALCOHOL ON THE BODY

**BRAIN** - Impaired efficiency is the basic effect of any amount of alcohol on the brain in the central nervous system. Even low concentrations dull the highest levels of thought. Alcohol is in no sense a true stimulant; on the contrary, it is a depressant. Actually, all levels of alcohol in low dosage lead to excited and even exuberant behavior because they slow down the specialized part of the brain, the cortex. With increased amounts the deterring action is more pronounced.

- a. Judgement and inhibitions
- b. Concentration and memory
- c. Sense organs
- d. Muscular control
- e. Vital body functions

TEACHER INFORMATION (continued)

number of calories, but it supplies them very quickly. The instant-energy and rapid absorption may cause intoxication, and the absence of vitamins, makes it an undesirable nutrient. To a large degree, this ready-in-a-minute quality causes these effects when used excessively, unwisely, or as a substitute for food.

Alcohol is a relatively harmless comfort when managed wisely and a curse when managed otherwise. The body uses and disposes of it. As long as it remains inside the digestive tract, it is not used for fuel, nor can it be used for fuel. But since alcohol is ready for use when swallowed, it circulates throughout the body via the bloodstream, the remainder is absorbed from the liver.

The metabolism of alcohol consists of four phases:

1. Absorption in the stomach or small intestine, where alcohol enters the bloodstream at a rapid rate.

2. Distribution: Alcohol travels in the blood to each organ, tissue, and cell. By simple diffusion it enters the bloodstream and enters the cells.

3. Oxidation: The liver, at a fixed speed, remodels the chemical structure of alcohol to release heat and energy, or calories, resulting from the oxidation of alcohol are used instead of calories released from any other food. Whereas most foods may be metabolized in the cells of the liver.

4. Excretion: A small quantity (2 to 10 per cent) of the alcohol escapes unused via the breath.

THE BODY

The basic effect of any amount of alcohol on the brain and on its related structures is to dull the highest levels of the brain functions. Alcohol is a depressant. Actually, all narcotics, including alcohol, cause an exuberant behavior because they slow down the activities of the most highly organized part of the cortex. With increased amounts the deterring action becomes more obvious.

TEACHER INFORMATION (continued)

LIVER - During severe intoxication, the liver often becomes swollen and inflamed, swelling and inflammation subside and the liver tissue appears normal. Individuals impair their health because the liver functions may be disturbed most of the time disturbance is not completely known. A serious disorder, (cirrhosis,) is characterized by hardening and fatty degeneration of the liver tissue.

KIDNEYS - In the concentration in which it occurs in the body, alcohol has no direct effect on the kidneys. The frequent urination so common after drinking is the result of antidiuretic secretion of the pituitary gland. Alcohol causes a decrease in this secretion, resulting in increased urination: in other words, alcohol is a diuretic. Following the consumption of alcohol there is some disturbance in the balance of the mineral elements in the blood. Furthermore, there is an increase in the amount of lactic acid in the blood and subsequently develops a condition which may lead to illness.

HEART AND CIRCULATION - After two and three drinks the pulse rate, blood pressure and body temperature usually increase about 5 per cent. In the case of persons with impaired circulation, alcohol has some beneficial effects, but in the judgement of many cardiac specialists, moderate drinking is not recommended.

STOMACH AND INTESTINES - In large quantities consumed by those who drink excessively, alcohol irritates so badly that chronic gastritis results. Persons with ulcers are usually advised to abstain from drinking. Too much acid in the stomach irritates the ulcers, thereby causing pain and slowing the healing process. In quantities sufficient to produce drunkenness, alcohol causes a virtual cessation of the normal rate of absorption is diminished and the passage of food from the stomach to the small intestine is delayed. In the chronic alcoholic, digestion is usually slow and inefficient, which adds to his general debility.

WATER BALANCE - Excessive drinking may alter the water balance between the inside and outside of the body. That part of the water that is normally retained inside them may shift to the outside.

DISEASE - In itself alcohol is not a pathogenic, or disease-causing agent. But by its effect on the body it may lead to disease if the basic rules of health, especially diet, so that they are susceptible to disease as easily as other people. Indirectly, alcohol may also aggravate or arouse some of the latent diseases of the body.

TEACHER INFORMATION (continued)

ation, the liver often becomes swollen and inflamed, and when sobriety returns the  
side and the liver tissue appears normal. Individuals who are chronically intoxicated  
the liver functions may be disturbed most of the time. The exact nature of this  
known. A serious disorder, (cirrhosis,) is characterized by a permanent shrinking  
tion of the liver tissue.

on in which it occurs in the body, alcohol has no direct action, harmful or helpful  
urination so common after drinking is the result of the action of alcohol on the  
pituitary gland. Alcohol causes a decrease in this secretion and hence an increase  
alcohol is a diuretic. Following the consumption of large amounts of alcohol,  
the balance of the mineral elements in the blood. For example, under intoxication,  
amount of lactic acid in the blood and subsequently decline in the alkalinity level,  
illness.

two and three drinks the pulse rate, blood pressure, and total flow of blood through-  
e about 5 per cent. In the case of persons with impaired hearts, alcohol has no  
ne judgement of many cardiac specialists, moderate drinking probably will not harm them.

large quantities consumed by those who drink excessively, the stomach lining may be  
nic gastritis results. Persons with ulcers are usually advised to abstain from all  
the stomach irritates the ulcers, thereby causing pain and retarding the healing  
efficient to produce drunkenness, alcohol causes a virtual stoppage of digestion. The  
shed and the passage of food from the stomach to the small intestines is delayed. In  
tion is usually slow and inefficient, which adds to his usual state of malnutrition.

inking may alter the water balance between the inside and the outside of body cells so  
is normally retained inside them may shift to the outside.

is not a pathogenic, or disease-causing agent. But heavy drinkers are apt to neglect  
specially diet, so that they are susceptible to disease and may not be able to recover  
Indirectly, alcohol may also aggravate or arouse some pre-existing disorders.

TEACHER INFORMATION (continued)

PHYSICAL PROPERTIES OF ALCOHOL

Absolute alcohol is a colorless mobile liquid with a slightly higher viscosity than water. It can act as a weak base or as a weak acid. It burns in air with a blue non-luminous flame. It is hygroscopic (ability to retain or absorb water) and miscible with water in all proportions. Its freezing point is -114 degrees C and its boiling point is 78.3 degrees C. The freezing and boiling points should be regarded as general figures as they may depend on the molecular weight of the alcohol. The strength of alcohol, which has a considerable range of variation with each type of beverage.

TYPES OF ALCOHOL

ETHYL-- $C_2H_5OH$ ... ..	Used in beverages, as a reagent, and in the manufacture of products such as: shellac, lacquer, etc.
ISOPROPYL - $C_3H_7O$ .. ... ..	Used as a solvent, anti-freeze, and in the manufacture of acetone.
BUTYL - $C_4H_9OH$ ... ..	Used as a solvent and for the manufacture of explosives.
METHYL - $CH_3OH$ ... ..	(Wood Alcohol) Used as a solvent in the manufacturing of formaldehyde.
PENTANOL 1 - $CH_3-(CH_2)_3-CH_2OH$ ... ..	Used as a solvent for lacquer and in the manufacture of explosives.
GLYCEROL - $CH_2OH-CH_2OH$ ... ..	Used as a brake fluid, anti-freeze, and in the manufacture of explosives.

TEACHER INFORMATION (continued)

e liquid with a slightly higher viscosity but lower surface tension. It acid. It burns in air with a blue non-luminous flame. Absolute alcohol is (orb water) and miscible with water in all proportions. It has a low freezing g point is 78.3 degrees C. The freezing and boiling temperatures must y may depend on the molecular weight of the hydrocarbons and the spirit nge of variation with each type of beverage.

... .. Used in beverages, as a reagent, solvent, and is helpful in making products such as: shellac, lacquers, plastics, and explosives.

... .. Used as a solvent, anti-freeze, rubbing alcohol, and is used to manufacture acetone.

... .. Used as a solvent and for the manufacturing of plastics and explosives.

... .. (Wood Alcohol) Used as a solvent, anti-freeze, disinfectant, and in the manufacturing of formeldahye and synthetic resins.

... .. Used as a solvent for lacquer.

... .. Used as a brake fluid, anti-freeze, and to manufacture medicines and explosives.



THE PRODUCTION OF ALCOHOL

NATURAL FERMENTATION - Suspended in solution in all fruit juices is a form of sugar. Its chemical formula is  $C_6H_{12}O_6$ . Also present in all such juices that they have been boiled, are certain minute single-celled living organisms called yeast. One of these is the yeast plant. It can be deliberately added, but that is unnecessary. If the vat is not chilled or boiled, but kept at moderate temperatures, these organisms reproduce, and attack the glucose as a food. Yeast secretes a chemical that changes glucose into two forms. One is alcohol with the chemical formula of  $C_2H_5O$  which mixes with water and remains in solution in the wine. The other is carbon dioxide which forms bubbles through the vat or in the scum that forms on top. In the end, naturally fermented wine contains 13 percent of alcohol in the wine.

BREWING - Beer is derived from starchy grains or vegetables, and the products are wheat, rye, rice, potatoes, or any such starchy substance may be ground up and made into a mash, but the most common beer is made from barley, with hops added to give it a bitter taste. That when grain is permitted to sprout and is mashed up in water it will ferment. The germination of the seed produces the enzyme that changes the starch into sugar and the process is called malting. The barley is steeped in warm water in a room until the grains have sprouted and grown into a tangled mass. They are then dried and pulverized. This malt is mixed into the mash and the vat is kept at a warm temperature until fermentation begins and proceeds very much as in the case of wine. This process yields from 4 to 15 per cent of alcohol in the vat. Common usage applies to beer which contains the smaller percentage of alcohol, and that which contains the higher percentage.

DISTILLATION - Distilling is a procedure for the separation of substances. Alcohol boils at 173 degrees F., while water does not boil until 212 degrees F. The alcohol rises off in a vapor above the heated vat and are conducted through a condenser. This method is employed for the production of liquors with a higher alcohol content than naturally fermented liquors. When applied to wines, it produces brandy, which contains 40 to 55 percent alcohol. Whiskies are made by the distillation of any kind of fermented grain and contain from 40 to 55 percent alcohol.

TEACHER INFORMATION (continued)

ended in solution in all fruit juices is a form of sugar known as glucose, or fruit sugar, with the chemical formula  $C_6H_{12}O_6$ . Also present in all such juices that stand open to the air, unless certain minute single-celled living organisms called ferments. The most common is yeast. It can be deliberately added, but that is unnecessary for fruits. So long as the fruit is kept at moderate temperatures, these ferments will make very rapid growth by using the glucose as a food. Yeast secretes a chemical enzyme capable of breaking down the starch into alcohol with the chemical formula of  $C_2H_5OH$ , a colorless liquid that readily dissolves in solution in the wine. The other is carbon dioxide gas,  $CO_2$ , which appears in tiny bubbles in the scum that forms on top. In the end, natural fermentation will produce about 10% alcohol in the wine.

Beer is made from starchy grains or vegetables, and the process is somewhat more elaborate. Corn, or any such starchy substance may be ground up and mixed with water to provide the mash. Beer is made from barley, with hops added to give it a bitter flavor. The discovery that malted barley, when allowed to sprout and is mashed up in water it will ferment, must have been a very ancient discovery. The seed produces the enzyme that changes the starch to sugar. Barley is used most, and is malted. The barley is steeped in warm water and spread out on a floor in a warm room until it has sprouted and grown into a tangled mass. They then are dried out in an oven and mixed into the mash and the vat is kept at a warm temperature. Yeast is then added and it ferments very much as in the case of wine. This method is called brewing, and it will produce about 4% of alcohol in the vat. Common usage applies the term beer to brewed liquors that contain less than 20% of alcohol, and that which contains the higher percentage is called ale.

Distillation is a procedure for the separation of substances that have different boiling points. Water boils at 212 degrees F., while water does not boil until 212 degrees F., the alcohol and some of the water vapor rise above the heated vat and are conducted through a cooling condenser called a still. This is the method of the production of liquors with a higher alcohol percentage than is found in wine. When applied to wines, it produces brandy, which may contain from 35 to 55 percent alcohol. It is also made by the distillation of any kind of fermented grain, and they commonly contain about 40% alcohol.

## TEACHER INFORMATION (continued)

### CONSUMER RATE AND EXPENDITURES

One way to measure the amount of alcohol consumed is to divide the total population figure over by the number of gallons of all alcoholic beverages sold, thus calculating the percentage of these beverages. But because there are such side differences in the amount of alcohol in each beverage, such figures measure the quantity of liquids containing alcohol rather than the amount of alcohol consumed. For the purpose of these statistics, the actual or absolute alcohol content in wine and beer is figured at an average of 45 per cent and 17 per cent, and 4.5 per cent, respectively. The amount of absolute alcohol consumed per capita in beer has exceeded that in distilled spirits. In their consumption of liquor and beer, Americans drink very little wine. During 1961 the amount of absolute alcohol was 2.06 gallons for the entire population 15 years of age or over. This alcohol was contained in distilled liquor, 0.23 in wines, and 0.97 in beer. This alcohol was composed of 0.23 gallons of distilled spirits, 1.36 gallons of wine, and 21.47 gallons of beer per capita, respectively.

Americans spent almost 10 billion dollars for alcoholic beverages in 1960, an increase over 1950. By this measure they spent in 1960 about 20 per cent more for liquor than at the beginning of the decade. Comparitively speaking, this is in line with the general inflationary nature of the economy during the period. For example, in the same ten years the overall personal consumption of goods rose from 194 billion to 328 billion. In 1950 Americans spent 51 billion dollars for food; in 1960, more, or 70 billion.

From these limited sources we might characterize the average American adult drinker as consuming about 2 gallons of absolute alcohol contained in approximately 25 gallons of alcoholic beverages.

### THE ALCOHOLIC BEVERAGE INDUSTRY AND THE ECONOMY

**SIZE** - By any of the standard economic measures, the alcoholic beverage industry is one of the smallest of the American economy. It contributes very little to total manufacturing employment, less than one half of one per cent of the economy. In terms of "value added by manufacturing" (meaning the value of products as they leave a plant, minus the cost of raw materials,) the industry accounts for little more than 1 per cent of the economy. On the other hand, the industry accounts for almost 4 per cent of total consumer expenditures.

The largest companies in this industry are far smaller than the largest firms in the manufacturing industries, measured by shipments. In 1958 the big four distillers provided only 1 per cent of the employment provided by the largest four firms in the motor vehicle industry. On the other hand, the employment figure was 729 per cent of the largest four producers of millinery.

TEACHER INFORMATION (continued)

Alcohol consumed is to divide the total population fifteen years of age or over by the total quantity of alcoholic beverages sold, thus calculating the per capita consumption. There are such side differences in the amount of alcohol in each type of beverage that it is more accurate to calculate the quantity of liquids containing alcohol rather than the actual alcohol content. For example, the actual or absolute alcohol content in distilled spirits, wines, and beer is 45 per cent, 17 per cent, and 4.5 per cent, respectively. Since 1955, the per capita consumption of beer has exceeded that in distilled spirits. Compared with other countries, Americans drink very little wine. During 1961 the per capita consumption of alcohol was 1.9 gallons for the entire population 15 years of age or over. Of this, 0.86 gallon was in distilled spirits, 0.23 in wines, and 0.97 in beer. This alcohol was consumed in 1.9 gallons of wine, and 21.47 gallons of beer per capita, respectively.

The per capita expenditure for alcoholic beverages in 1960, an increase of about 2 billion over 1950, was \$1.50. In 1960 about 20 per cent more for liquor than at the start of the previous decade. This is in line with the general inflationary nature of the national economy. In the same ten years the overall personal consumption expenditures rose from \$150 billion in 1950 to \$250 billion in 1960. Americans spent 51 billion dollars for food; in 1960 they spent 21 per cent

to characterize the average American adult drinker as one who annually consumes 25 gallons of alcohol contained in approximately 25 gallons of alcoholic beverages.

THE ECONOMY

From an economic point of view, the alcoholic beverage industry is one of the smaller segments of the economy. It contributes very little to total manufacturing employment; it represents somewhat less than 1 per cent of the economy. In terms of "value added by manufacturing" (a technical term which means the value of the products they leave a plant, minus the cost of raw materials,) the manufacturing industry contributes 1 per cent of the economy. On the other hand, the industry's products represent 1 per cent of total consumer expenditures.

The firms in the industry are far smaller than the largest firms in the nation's major manufacturing industries. In 1958 the big four distillers provided only 3 per cent of the total production of the industry. The four largest firms in the motor vehicle industry. On the other hand, their employment is 10 per cent of the total. The four largest producers of millinery.

### TEACHER INFORMATION (continued)

EMPLOYMENT - Hourly earnings in the distilled spirits sector of the industry were several times those in all manufacturing in 1961, and 12 per cent above those in food and kindred in the beer segment fared substantially better, with weekly earnings and hourly earnings per cent above those in distilled spirits and even more above those in manufacturing generalities of table 22, employment, hours and earnings).

ADVERTISING - Despite self-regulation and regulation by all levels of government, advertising expenditures have increased greatly in all sectors of the industry. However, per capita consumption essentially unchanged between 1950 and 1962. It would appear, therefore, that advertising if anything, to stimulate the consumption of alcoholic beverages. In fact, in relation to table 25, advertising expenditures of alcoholic beverages).

TAXATION - The Federal receipts reported here stem from excises, import duties, and related taxes, but not include the revenue sources common to all industry, such as corporate income taxes, and social security taxes. Of the 3.3 billion dollars collected by specific taxation of alcoholic beverages at the Federal level in 1962, 73 percent was derived from taxation of spirits, 24 percent from wine, and 3 percent from taxes on wine. Federal receipts accounted for 72 percent of the 4.9 billion dollars at all levels of government through such taxation. Revenues from alcoholic beverages provide for all Federal excise collections and 4 per cent of all Federal tax revenues in 1962. (see table 26, public revenues from alcoholic beverages: Federal, state, and local governments.)

An interesting sidelight to this revenue story is that Mississippi, in which the sale of alcohol has been declared illegal, derived 9.4 million dollars in 1962 from alcoholic beverage license fees, including a special sales tax on illegal liquor.

#### REASONS FOR DRINKING

1. Relaxation
2. Satisfaction
3. Escape
4. Dependence
5. Independence
6. Habit
7. Thirst
8. Social events
9. Religion

TEACHER INFORMATION (continued)

the distilled spirits sector of the industry were several percentages higher in 1961, and 12 per cent above those in food and kindred industries. Workers substantially better, with weekly earnings and hourly earnings approximately 25 per cent above those in manufacturing generally. (see transparency of hours and earnings).

regulation and regulation by all levels of government, advertising efforts and controls in all sectors of the industry. However, per capita consumption remained about the same in 1950 and 1962. It would appear, therefore, that advertising does not do much to increase consumption of alcoholic beverages. In fact, in relation to advertising (see transparency of advertising of alcoholic beverages).

taxes reported here stem from excises, import duties, and related items. They do not apply to all industry, such as corporate income taxes, capital gains taxes. The 3.3 billion dollars collected by specific taxation of alcoholic beverages in 1962: 73 percent was derived from taxation of spirits, 24 percent from taxation of beer and wine. Federal receipts accounted for 72 percent of the 4.9 billion dollars collected through such taxation. Revenues from alcoholic beverages provided 34 percent of total Federal tax revenues and 4 per cent of all Federal tax revenues in 1962. (see transparency of table of revenues from alcoholic beverages: Federal, state, and local governments.)

one revenue story is that Mississippi, in which the sale of alcoholic beverages is prohibited, received 9.4 million dollars in 1962 from alcoholic beverage licenses and excise taxes on illegal liquor.

TEACHER INFORMATION (continued)

ADOLESCENTS AND ALCOHOL

The young, as well as those not so young, learn more readily from precept than con and often imitate. During childhood the chief pattern or picture a youngster gets his home. As an adolescent, he adds other sources of example: His age-mates and community and group practices, and what the advertisements say. Within this galax he reaches adulthood - which in our society occurs about the same time as high sch every youth already has decided either not to use alcohol or to use it. This is r might prefer that the decision to drink or not be postponed until legal age. Ther being eighteen or twenty-one: young people know this, and many do not wait.

TEENAGERS IMITATE ADULTS

- a. Drinking at home
- b. Sociability
- c. Popularity
- d. Influence of advertising

THE UNIQUE RISKS OF TEENAGE DRINKING - Any person, young or old, who takes even or of risk. In addition, there are six risks or dangers that a teenager is uniquely

- a. Adolescents are affected more quickly and more severely by alcohol than a
- b. Adolescents are more susceptible to psychological intoxication than adult
- c. Adolescents need to learn wholesome ways to meet personal problems, not c of hiding or masking them.
- d. Adolescents are more likely than adults to become ill from drinking a gi
- e. Inexperienced drivers and inexperienced drinkers are a dangerous combina
- f. Calories derived from alcohol rather than from the usual foods do not sup and during the growth period of adolescence, this may adversely affect he

TEACHER INFORMATION (continued)

so young, learn more readily from precept than concept. We observe, judge, adulthood the chief pattern or picture a youngster gets of adulthood comes from adds other sources of example: His age-mates and those slightly older, and what the advertisements say. Within this galaxy of influences, by the time our society occurs about the same time as high school graduation - practically either not to use alcohol or to use it. This is reality, although many adults to drink or not be postponed until legal age. There is nothing magical about young people know this, and many do not wait.

ng

**DRINKING** - Any person, young or old, who takes even one drink incurs some element of the six risks or dangers that a teenager is uniquely susceptible to if he drinks.

acted more quickly and more severely by alcohol than adults.

more susceptible to psychological intoxication than adults.

learn wholesome ways to meet personal problems, not develop habits from them.

more likely than adults to become ill from drinking a given amount of alcohol.

and inexperienced drinkers are a dangerous combination.

alcohol rather than from the usual foods do not supply the proper nutrition, during the period of adolescence, this may adversely affect health.



TEACHER INFORMATION (continued)

DRINKING AND OUR COMPLEX CULTURE

In relation to alcohol, our cultural and social complexities have had the following

1. Social complexity has practically eliminated three functions of alcohol, namely, food value, medicinal value, and importance in primitive society.
2. That alcohol can depress certain inhibitions, anxieties, aggressions, and allow relaxation, is being readily discovered.
3. Compared with simpler societies, the weight of the anxieties of most is thus the depressant action of alcohol becomes more significant.
4. The very nature of the specialized process has created a network of relationships, wealth, social position, and so on, which revolve around the business into existence a set of factors not present in the simpler society.
5. The complexity of society increases the need for sharp discrimination, responses, timing, cooperation, and the acceptance of responsibilities. Excessively can deteriorate all of these.
6. The drinking of alcohol and its effects are not present in only one instance of behavior but infiltrated throughout, thus the control of drinking in a complex society is therefore a more difficult problem than in the simpler society.
7. The excessive use of alcohol can more rapidly and thoroughly destroy a complex society because of the more formidable task in integrating the various activities and ideas in a satisfying way. The control of drinking behavior in a complex society is therefore a more difficult problem.

TEACHER INFORMATION (continued)

CULTURE

Our cultural and social complexities have had the following effects:

Modern society has practically eliminated three functions of alcohol which were of minor value in primitive society, namely, food value, medicinal value, and religious value.

Alcohol can depress certain inhibitions, anxieties, aggressions, and tensions thus to a certain extent, is being readily discovered.

In simpler societies, the weight of the anxieties of most individuals have increased, and the essential action of alcohol becomes more significant.

The development of the specialized process has created a network of relationships, activities, and positions, and so on, which revolve around the business of alcohol, thus bringing into existence a set of factors not present in the simpler society.

The complexity of society increases the need for sharp discrimination, caution, accurate judgment, cooperation, and the acceptance of responsibilities. Alcohol, taken in excess, can deteriorate all of these.

The effects of alcohol and its effects are not present in only one institution or pattern but are infiltrated throughout, thus the control of drinking behavior in the complex society is therefore a more difficult problem than in the simpler society.

The use of alcohol can more rapidly and thoroughly destroy participation in a community because of the more formidable task in integrating the individual to groups in a satisfying way. The control of drinking behavior in the complex society is therefore a more difficult problem.

TEACHER INFORMATION (continued)

EXPERIMENTS

- Experiment 1 - Compare two beakers (one containing alcohol and the other containing water) and note their texture, color, smell, taste, and overall characteristics.
- Experiment 2 - To test the action of alcohol on different organic materials, place a small piece of raw meat in a solution of alcohol and watch the results of dehydration. Place a green leaf in another beaker of alcohol and notice how the chlorophyll dissolves into the solution. Place a small portion of raw egg white in a beaker of alcohol and watch the results. The egg white represents the lining of each cell of your body.
- Experiment 3 - Into a vessel (should not be of any metal) place one cup of fruit juice (if it is not an imitation juice,) if sugar has already been added, add a pinch of yeast, (you do not need more than a pinch.) Watch the results and explain the results to the students.

QUESTIONNAIRE

When beginning the discussion of adolescent drinking, prepare a questionnaire collected with the rest of the class and have them draw some conclusions from it.

1. Have you ever taken alcohol in the form of a beverage?
2. If so, when?
3. Have you taken alcohol in the past week?
4. Do you consider yourself a regular user of alcohol?
5. Why did you take your first drink of alcohol?
6. Who introduced you to alcoholic drink (parents, friends, or did you take it on your own?)
7. Have you ever been intoxicated to the point of staggering?
8. Do you like the taste of liquor?

The instructor may add or subtract from this questionnaire as he (or she) chooses. The questionnaire should be collected with the rest of the class and have them draw some conclusions from it.

## TEACHER INFORMATION (continued)

### EXPERIMENTS

are two beakers (one containing alcohol and the other containing water,) compare texture, color, smell, taste, and overall characteristics.

Test the action of alcohol on different organic materials, first place a piece of meat in a solution of alcohol and watch the results of dehydration. Place a green leaf in another beaker of alcohol and notice how the chlorophyll absorbed into the solution. Place a small portion of raw egg white in another beaker of alcohol and watch the results. The egg white represents the liquid protein in a cell of your body.

In a vessel (should not be of any metal) place one cup of fruit juice, (make sure it is not an imitation juice,) if sugar has already been added, mix into this juice some yeast, (you do not need more than a pinch.) Watch the results after a few days and explain the results to the students.

### QUESTIONNAIRE

In discussion of adolescent drinking, prepare a questionnaire containing these questions:

1. Have you ever taken alcohol in the form of a beverage?  
If yes, when?

2. Have you taken alcohol in the past week?

3. Do you consider yourself a regular user of alcohol?

4. How did you take your first drink of alcohol?

5. What influenced you to alcoholic drink (parents, friends, or did you take it by yourself?)

6. Have you ever been intoxicated to the point of staggering?

7. How do you like the taste of liquor?

8. Add or subtract from this questionnaire as he (or she) chooses. Evaluate the data from the rest of the class and have them draw some conclusions from it.

## VII. GLOSSARY

- absorb - to take in and incorporate into the cells
- abstention - a doing without
- alcoholic content - the amount of alcohol in a given substance
- alcoholism - a diseased condition caused by habitually drinking too much alcoholic
- amnesia - partial or total loss of memory
- anesthetic - a drug, gas, etc., that produces a partial or total loss of the sense of sight or touch
- antiseptic - free from infection; stopping the action of microorganisms
- blood pressure - the pressure exerted by the blood against the inner walls of the veins
- carbon - a non-metallic chemical element found in many compounds
- depressant - a substance which lowers the rate of muscular or nervous activity
- dilation - enlargement of an organ, cavity, or opening of the body beyond normal size
- disinfectant - anything that destroys harmful bacteria or viruses
- distillation - the process of first heating a mixture to separate the more volatile parts and then cooling and condensing the resulting vapor so as to produce a purified or refined substance
- ethyl alcohol - beverage alcohol which is composed of carbon, hydrogen, and oxygen -  $C_2H_5OH$
- euphoria - a feeling of well being

VII. GLOSSARY

and incorporate into the cells

hout

of alcohol in a given substance

condition caused by habitually drinking too much alcoholic liquor

total loss of memory

, etc., that produces a partial or total loss of the sense of pain, temperature,

infection; stopping the action of microorganisms

pressure exerted by the blood against the inner walls of the veins and arteries

aliphatic chemical element found in many compounds

anesthetic which lowers the rate of muscular or nervous activity.

orifice of an organ, cavity, or opening of the body beyond normal size

antiseptic that destroys harmful bacteria or viruses

distillation of first heating a mixture to separate the more volatile from the less volatile then cooling and condensing the resulting vapor so as to produce a more nearly pure substance

ethyl alcohol which is composed of carbon, hydrogen, and oxygen -  $C_2H_5OH$

state of well being

GLOSSARY (continued)

- external - on the outside or exterior
- false confidence - an inaccurate or mistaken feeling of being assured or certain
- fermentation - breakdown and change of molecules in a substance due to a ferment
- habit forming - a substance is habit forming if it causes its user to repeat its use that it becomes automatic
- hydrogen - an inflammable, colorless, odorless, gaseous chemical element
- inferiority - the quality or condition of feeling lower in value, below average,
- inflammation - diseased condition characterized by redness, pain, heat, and swelling
- internal - of or on the inside
- malnutrition - undernourishment resulting from insufficient food or improper diet
- mature - full grown; fully developed; mental and physical development
- muscular coordination - harmonious, orderly adjustment or working of the muscles
- oxygen - colorless, odorless, gaseous chemical element
- reaction - a response to a stimulus
- reality - a state or quality of being real
- reflex - reaction to a stimulus
- self-control - control (command; authority) of oneself, or of one's own emotions,
- self-respect - proper respect (consideration) for oneself, one's character, and conduct

GLOSSARY (continued)

the outside or exterior

inaccurate or mistaken feeling of being assured or certain

breakdown and change of molecules in a substance due to a ferment such as a bacteria

substance is habit forming if it causes its user to repeat its use over and over again so that it becomes automatic

inflammable, colorless, odorless, gaseous chemical element

quality or condition of feeling lower in value, below average, or mediocre

inflamed condition characterized by redness, pain, heat, and swelling

or on the inside

malnourishment resulting from insufficient food or improper diet

fully grown; fully developed; mental and physical development

harmonious; orderly adjustment or working of the muscles

colorless, odorless, gaseous chemical element

response to a stimulus

state or quality of being real

reaction to a stimulus

control (command; authority) of oneself, or of one's own emotions, desires, and actions

proper respect (consideration) for oneself, one's character, and one's behavior



GLOSSARY (continued)

- social problems - problems having to do with human beings living together as a group that they have dealings with one another
- solvent - a substance used for dissolving another substance
- standard - some measure, principle, or model with which things of the same class determine their quality or value
- stimulant - a substance that increases the action of a body part; stimulants and alertness

GLOSSARY (continued)

having to do with human beings living together as a group in a situation requiring  
have dealings with one another

re used for dissolving another substance

are, principle, or model with which things of the same class are compared in order to  
their quality or value

re that increases the action of a body part; stimulants produce excitation, wakefulness,  
ness

### CULMINATING ACTIVITIES

To terminate the teaching of the unit, it might help to have the students work together on a small project as a focal point of the entire unit. This can be accomplished by the discussions covering certain aspects of it or buzz groups.

Have students plan ways in which the knowledge they have gained can be shared with the student body.

(Example)

- A. Hallway displays
- B. Showcases
- C. Murals
- D. School assemblies

Invite outside personnel to speak to the student body in any one of the three areas.

(Example)

- A. Doctors
- B. Law enforcement personnel
- C. State department personnel
- D. Lawyers

Plan continuing interest activities.

(Example)

- A. Keep abreast with the new and related information
- B. All students to bring to class anything new, of great interest, that develops

Plan a program to present to the parent-teacher groups.

### CULMINATING ACTIVITIES

g of the unit, it might help to have the students work together to develop a point of the entire unit. This can be accomplished by the use of panel discussions or buzz groups.

in which the knowledge they have gained can be shared with the rest of the

- A. Hallway displays
- B. Showcases
- C. Murals
- D. School assemblies

to speak to the student body in any one of the three areas.

- A. Doctors
- B. Law enforcement personnel
- C. State department personnel
- D. Lawyers

activities.

- A. Keep abreast with the new and related information
- B. All students to bring to class anything new, of great interest, that develops

nt to the parent-teacher groups.

### EVALUATION

Evaluation should be an on-going process. Each lesson should be objectively and the student in order to plan for the next day's activities.

The student should be included in the evaluation in as much as they are the presented. It is for their benefit that the unit is being taught.

Written tests can be used only as a tool to check comprehension. However, that the prime objective of the unit is to help form attitudes. These cannot or factual test.

One way the teacher can evaluate to some degree the attitudes of the student student will often reveal his feelings and then can be checked against an teacher may want to compile at the beginning of the unit.

The teacher should make a conscientious effort to evaluate the unit in terms listed. Through observations, the teacher can determine if the attitudes, on tobacco, alcohol and drugs has shown some degree of improvement.

### EVALUATION

an on-going process. Each lesson should be objectively evaluated by the teacher  
er to plan for the next day's activities.

included in the evaluation in as much as they are the recipient of the material  
their benefit that the unit is being taught.

used only as a tool to check comprehension. However, it should be held in mind  
ive of the unit is to help form attitudes. These cannot be evaluated by a written

an evaluate to some degree the attitudes of the students is by observation. The  
eveal his feelings and then can be checked against an attitude check list that the  
ompile at the beginning of the unit.

ke a conscientious effort to evaluate the unit in terms of meeting the objectives  
rvations, the teacher can determine if the attitudes, skills, and general outlook  
nd drugs has shown some degree of improvement.

SOURCES OF INFORMATION

American Cancer Society  
Montana Division  
3022 Fourth Avenue North  
Billings, Montana, 59101

American Cancer Society  
219 East 42 Street  
New York, New York, 10017

American Heart Association  
44 East 23 Street  
New York, New York, 10010

American Medical Association  
535 North Dearborn  
Chicago, Illinois, 60610

American Temperance Society  
Mr. Jesse O. Gibson  
6840 Eastern Avenue, N.W.  
Washington, D.C. 20212

Association Films, Inc.  
600 Grand Avenue  
Ridgefield, New Jersey 07657

Channing L. Bette Co., Inc.  
Educational Services  
Greenfield, Mass. 01301

Department of Health, Education and Welfare  
Public Health Service  
National Institute of Mental Health  
5454 Wisconsin Avenue  
Chevy Chase, Maryland 20203

SOURCES OF INFORMATION (continued)

Encyclopaedia Britannica  
Educational Corporation  
Film Department  
2150 South Second, West  
Salt Lake City, Utah, 84115

Film Associates  
11559 Santa Monica Blvd.  
Los Angeles, California, 90025

Harcourt, Brace, and World  
Guidance Associates  
Pleasantville, New York, 10570

Health Education Service  
P.O. Box 1283  
Albany, New York, 1220

Jaylark Instruments Corporation  
10 East 49 Street  
New York, New York, 10017

McGraw-Hill Book Company  
Text-Film Division  
330 West 42 Street  
New York, New York, 10036

McGraw-Hill Book Company  
8171 Redwood Highway  
Novato, California, 94947

Montana Heart Association  
510 First Avenue North  
Great Falls, Montana, 59401



SOURCES OF INFORMATION (continued)

Montana Tuberculosis Association  
825 Helena Avenue  
Helena, Montana, 59601

National Cancer Institute  
United States Public Health Service  
Bethesda, Maryland, 20014

National Clearinghouse for Smoking and Health  
Webb Building, Room 812  
4040 North Fairfax Drive  
Arlington, Virginia, 22203

National Interagency Council on Smoking  
and Health  
P.O. Box 3654  
Central Station  
Arlington, Virginia, 22203

National Tuberculosis Association  
1790 Broadway  
New York, New York, 10019

Public Affairs Committee, Inc.  
381 Park Avenue South  
New York, New York, 10016

United States Government Printing Office  
Division of Public Documents  
Washington, D.C., 20402

## BIBLIOGRAPHY

### TOBACCO

#### Books

- Smoking and Health: Report to the Surgeon General, Washington, D. C. 20402: S  
U. S. Government Printing Office  
Tobacco and Health, James Rosenthal, 1962, Springfield, Illinois 62703: Charle  
East Lawrence Avenue

#### Pamphlets and Booklets

- "Answering the Most Often Asked Question...Smoking and Lung Cancer," New York,  
Society, 219 East 42 Street  
"Cancer Facts and Figures - 1970," New York, N. Y. 10017: American Cancer Soci  
#5008-LE  
"Cigarettes - America's Number 1 Public Health Problem," New York, N. Y. 10016:  
381 Park Avenue, South  
"Facts About Smoking and Health, The," Washington, D. C. 20402: Superintendent  
Printing Office  
"Smoke Cigarettes, Why?" New York, N. Y. 10017: American Cancer Society, 219 E  
"Smoking - Facts You Should Know," Chicago, Illinois 60610: American Medical A  
Health Education, 535 North Dearborn Street, #OP-42  
"Smoking, Health, and You - Facts For Teenagers," Washington, D. C. 20402: Sup  
U. S. Government Printing Office, #424  
"Smoking or Health," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn Avenue  
"Story of an Ex-Smoker, The," Pleasantville, New York 10570: The Reader's Dige  
Public Relations Department  
"Teaching About Cancer," New York, N. Y. 10017: American Cancer Society, 219 E  
"Teenagers and Smoking," New York, N. Y. 10017: American Cancer Society, 219 E  
"Tobacco and Health - A Handbook For Teachers," Dallas, Texas 75219: Tane Pre  
"What The Cigarette Commercials Don't Show," Pleasantville, N. Y. 10570: The  
Public Relations Department  
"Why Do You Smoke?" Test 3. (Smoker's Self-Testing Kit), Washington, D. C. 204  
U. S. Government Printing Office  
"Your Teenage Children and Smoking," Washington, D. C. 20402: Superintendent  
Printing Office

BIBLIOGRAPHY

TOBACCO

- the Surgeon General, Washington, D. C. 20402: Superintendent of Documents, Office
- anthal, 1962, Springfield, Illinois 62703: Charles C. Thomas, Publishers, 301-327
- d Question...Smoking and Lung Cancer," New York, New York 10017: American Cancer
- 70," New York, N. Y. 10017: American Cancer Society, 219 East 42 Street,
- 1 Public Health Problem," New York, N. Y. 10016: Public Affairs Pamphlets,
- h, The," Washington, D. C. 20402: Superintendent of Documents, U. S. Government
- York, N. Y. 10017: American Cancer Society, 219 East 42 Street
- ow," Chicago, Illinois 60610: American Medical Association, Department of
- n Dearborn Street, #OP-42
- acts For Teenagers," Washington, D. C. 20402: Superintendent of Documents,
- Office, #424
- Texas 75219: Tane Press, 2814 Oak Lawn Avenue
- Pleasantville, New York 10570: The Reader's Digest, Reprint Department,
- York, N. Y. 10017: American Cancer Society, 219 East 42 Street
- York, N. Y. 10017: American Cancer Society, 219 East 42 Street
- ook For Teachers," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn Avenue
- ls Don't Show," Pleasantville, N. Y. 10570: The Reader's Digest, Reprint Manager,
- Smoker's Self-Testing Kit), Washington, D. C. 20402: Superintendent of Documents, Office
- oking," Washington, D. C. 20402: Superintendent of Documents, U. S. Government

BIBLIOGRAPHY (continued)

Films - Great Falls School District (AV Dept.)

- #1327 - "Breath of Air" - ACS
- #1334 - "Smoking and You" - McGraw-Hill
- #1341 - "Breaking the Habit" - ACS
- #1161 - "No Smoking" - Sid Davis Productions

Filmstrips - Great Falls School District (I.M.C.)

- # 75 - "Cigarettes and Health" - w/record - ACS  
"Critical Areas of Health" - SVE
- # 89 - "Tobacco and Your Health" - w/record

Transparencies

T-8-1 to T-8-9 (14)

Posters

- "Decisions, Decisions, Decisions...."
- "You've Come a Long Way Baby"
- "The Big Flip-Top Box"
- "Chained Hands"
- "Is It Worth It?"

Slides - Great Falls School District (I.M.C.)

"Pathological Sense"

Mechanical Smoker (I.M.C.)

BIBLIOGRAPHY (continued)

DRUGS

Books

- Drug Abuse: A Source Book and Guide For Teachers, Fresno, California 93721: Fresno C  
Information Center, 2348 Mariposa Street  
Drug Abuse - A Teenage Hang-up, Dallas, Texas 75219: Tane Press, 2814 Oak Lawn  
Drug Abuse: Escape to Nowhere, Washington, D.C. 20036: NEA Publications-Sales, 1201  
Scope of Narcotics and Drug Abuse Problem, The, Hastings on Hudson, New York 13076: H

Pamphlets and Booklets

- "Amphetamines," Chicago, Illinois 60610: American Medical Association, Department of  
535 North Dearborn Street  
"Control and Treatment of Narcotics Use, The," Washington, D.C. 20402: Superintendent  
Government Printing Office  
"Crutch That Cripples: Drug Dependence, The," Chicago, Illinois 60610: American Medi  
Department of Health Education, 535 North Dearborn Street  
"Drug Abuse: The Chemical Cop-out," Helena, Montana 59601: Montana Physicians Servic  
"Drug Abuse: Dead End Street," Hasting on Hudson, New York 13076: H. K. Simon Compan  
"Drugs and the Automotive Age," Los Angeles, California 90027: Narcotic Educational B  
5055 Sunset Boulevard, P. O. Box 1934  
"Drugs and Your Body," Washington, D. C. 20402: Superintendent of Documents, U. S. Go  
"Drugs of Abuse," Washington, D. C. 20402: Superintendent of Documents, U. S. Governm  
"Facts About Narcotics and Other Danterous Drugs, The," Chicago, Illinois 60611: Scie  
259 East Erie Street  
"Fact Sheets," Washington, D. C. 20402: Superintendent of Documents, U. S. Government  
"First Facts About Drugs," Washington, D. C. 20402: Superintendent of Documents, U. S  
"Fighting Illegal Drug Traffic," Philadelphia, Pennsylvania 19101: Smith, Kline & Fre  
Spring Garden Street  
"Glue Sniffing," Chicago, Illinois 60610: American Medical Association, Department of  
North Dearborn Street  
"Glue Sniffing: Big Trouble In a Tube," Dallas, Texas 75219: Tane Press, 2814 Oak La  
"Glue Sniffing Problem, The," New York, N. Y. 10019: American Social Health Associati

BIBLIOGRAPHY (continued)

DRUGS

- Book and Guide For Teachers, Fresno, California 93721: Fresno City Schools Drug Abuse  
er, 2348 Mariposa Street
- Hang-up, Dallas, Texas 75219: Tane Press, 2814 Oak Lawn
- Nowhere, Washington, D.C. 20036: NEA Publications-Sales, 1201 16th Street, N.W.
- Drug Abuse Problem, The, Hastings on Hudson, New York 13076: H. K. Simon Company
- go, Illinois 60610: American Medical Association, Department of Health Education,  
rn Street
- t of Narcotics Use, The," Washington, D.C. 20402: Superintendent of Documents, U. S.  
ing Office
- : Drug Dependence, The," Chicago, Illinois 60610: American Medical Association,  
alth Education, 535 North Dearborn Street
- ical Cop-out," Helena, Montana 59601: Montana Physicians Service, Box 1677  
d Street," Hasting on Hudson, New York 13076: H. K. Simon Company
- tive Age," Los Angeles, California 90027: Narcotic Educational Foundation of America,  
evard, P. O. Box 1934
- " Washington, D. C. 20402: Superintendent of Documents, U. S. Government Printing Office
- hington, D. C. 20402: Superintendent of Documents, U. S. Government Printing Office
- s and Other Danterous Drugs, The," Chicago, Illinois 60611: Science Research Associates, Inc.,  
reet
- ngton, D. C. 20402: Superintendent of Documents, U. S. Government Printing Office
- ugs," Washington, D. C. 20402: Superintendent of Documents, U. S. Government Printing Office
- g Traffic," Philadelphia, Pennsylvania 19101: Smith, Kline & French Laboratories, 1500  
reet
- ago, Illinois 60610: American Medical Association, Department of Health Education, 535  
treet
- trouble In a Tube," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn
- m, The," New York, N. Y. 10019: American Social Health Association, 1740 Broadway

BIBLIOGRAPHY (continued)

- "Guide To Some Drugs Which Are Subject to Abuse, A," New York, N. Y. 10019: American  
1740 Broadway
- "Handbook of Federal Narcotic and Dangerous Drug Laws," Washington, D. C. 20402: Super  
U. S. Government Printing Office
- "How Safe Are Our Drugs?" Washington, D. C. 20402: Superintendent of Documents, U. S.
- "Let's Talk About Drugs," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn
- "Let's Talk About Goofballs and Pep Pills," Washington, D. C.: Narcotics Education,
- "Living Death," Los Angeles, California 90027: Narcotic Educational Foundation of A  
P. O. Box 1934
- "LSD," Chicago, Illinois 60610: American Medical Association, Department of Health  
Street
- "LSD: The False Illusion - Parts I & II," Washington, D. C. 20402: Superintendent  
Printing Office
- "LSD: Trip or Trap?" Dallas, Texas 75219: Tane Press, 2814 Oak Lawn
- "Marijuana," Chicago, Illinois 60610: American Medical Association, Department of H  
Dearborn Street
- "Marijuana and Crime," Los Angeles, California 90027: Narcotic Educational Foundati  
Boulevard, P. O. Box 1934
- "Marijuana Research," Kent, Ohio 44240: American School Health Association, ASHA Bu  
Street, Box 416
- "Marijuana: Social Benefit or Social Detriment," Los Angeles, California 90027: Na  
of America, 5055 Sunset Boulevard, P. O. Box 1934
- "The Narcotic Addiction Problem," New York, N. Y. 10019: American Social Health Ass
- "Narcotics: Some Questions and Answers," Washington, D. C. 20402: Superintendent of  
Printing Office
- "Restricted Drugs: For Use by Law Enforcement Agencies," Washington, D. C. 20402:
- "Students and Drug Abuse," Washington, D. C. 20402: Superintendent of Documents, U.  
Office
- "Task Force Report: Narcotics and Drug Abuse," Washington, D. C. 20402: Superinten  
Government Printing Office
- "Use and Misuse of Drugs, The," Washington, D. C. 20402: Superintendent of Document  
Printing Office
- "What About Marijuana?" New York, N. Y. 10016: Public Affairs Pamphlets, 381 Park A
- "What Can We Do About Drug Abuse?" New York, N. Y. 10016: Public Affairs Pamphlets,

BIBLIOGRAPHY (continued)

- ich Are Subject to Abuse, A," New York, N. Y. 10019: American Social Health Association,
- rcotic and Dangerous Drug Laws," Was;ington, D. C. 20402: Superintendent of Documents,  
rinting Office
- " Washington, D. C. 20402: Superintendent of Documents, U. S. Government Printing Office
- ," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn
- alls and Pep Pills," Washington, D. C.: Narcotics Education, Inc., 6840 Eastern Avenue, N. W.  
eles, California 90027: Narcotic Educational Foundation of America, 5055 Sunset Boulevard,
- s 60610: American Medical Association, Department of Health Education, 535 North Dearborn
- on - Parts I & II," Washington, D. C. 20402: Superintendent of Documents, U. S. Government
- allas, Texas 75219: Tane Press, 2814 Oak Lawn
- Illinois 60610: American Medical Association, Department of Health Education, 535 North
- Los Angeles, California 90027: Narcotic Educational Foundation of America, 5055 Sunset  
Box 1934
- ent, Ohio 44240: American School Health Association, ASHA Building, 107 South Depeyster
- enefit or Social Detriment," Los Angeles, California 90027: Narcotic Educational Foundation  
Sunset Boulevard, P. O. Box 1934
- n Problem," New York, N. Y. 10019: American Social Health Association, 1740 Broadway
- tions and Answers," Washington, D. C. 20402: Superintendent of Documents, U. S. Government
- r Use by Law Enforcement Agencies," Washington, D. C. 20402: Superintendent of Documents
- se," Washington, D. C. 20402: Superintendent of Documents, U. S. Government Printing
- arcotics and Drug Abuse," Washington, D. C. 20402: Superintendent of Documents, U. S.  
ng Office
- gs, The," Washington, D. C. 20402: Superintendent of Documents, U. S. Government
- New York, N. Y. 10016: Public Affairs Pamphlets, 381 Park Avenue, South
- Drug Abuse?" New York, N. Y. 10016: Public Affairs Pamphlets, 381 Park Avenue, South



BIBLIOGRAPHY (continued)

- "Young Scientists Look At Drugs," Washington, D. C. 20402: Superintendent of Printing Office  
"Youth and Narcotics: A Study of Juvenile Drug Addiction," Los Angeles, California Foundation of America, 5055 Sunset Boulevard, P. O. Box 1934

Reprints

- "But Mom, Everybody Smokes Pot," McCall's, September, 1968  
"Denver and the Dope Problem," Empire Magazine, October 22, 1967  
"Great Marijuana Plot, The," Jess Stern, Signature, April, 1969  
"LSD and Marijuana," Science, March 15, 1968  
"LSD Broken Chromosomes: What They Mean For Your Children," Science Digest,  
"LSD - A Vanishing World," Listen Magazine, February, 1968  
"Problems of LSD and Emotional Disorder," California Medical Journal, San Francisco California Medical Association, 693 Sutter Street  
"Realities We Must Face, But Won't," Life, March 5, 1965  
Scholastic Scope, January 26, 1969, February 5, 1970  
"Stoned Age, The," Education Age  
"Why Students Turn to Drugs," Reader's Digest, April, 1968, Pleasantville, NJ Reprint Manager, Public Relations Department

Films - Great Falls School District (AV Department)

- #1338 - "Narcotics - Why Not?" - Charles Cahill and Associates  
#1345 - "Speedscene: The Problem of Amphetamine Abuse" - Bailey-Film Association  
#1346 - "Keep Off The Grass" - Sid Davis  
#1349 - "LSD-25" - Professional Arts, Inc.  
#1352 - "LSD" - National Audiovisual Center

Film - Outside Source

"Drug Abuse - Bennies and Goofballs" - National Medical Audiovisual

Filmstrips - Great Falls School District (I.M.C.)

- # 73 - "Why Not Marijuana?" w/record and guide - Tane Press

BIBLIOGRAPHY (continued)

- Look At Drugs, " Washington, D. C. 20402: Superintendent of Documents, U. S. Government
- : A Study of Juvenile Drug Addiction," Los Angeles, California 90027: Narcotic Educational  
America, 5055 Sunset Boulevard, P. O. Box 1934
- "Smokes Pot," McCall's, September, 1968
- "The Problem," Empire Magazine, October 22, 1967
- "Pot, The," Jess Stern, Signature, April, 1969
- "Science, March 15, 1968
- "Comes: What They Mean For Your Children," Science Digest, April, 1968
- "World," Listen Magazine, February, 1968
- "and Emotional Disorder," California Medical Journal, San Francisco, California 94102.  
Medical Association, 693 Sutter Street
- "Face, But Won't," Life, March 5, 1965
- January 26, 1969, February 5, 1970
- Education Age
- "to Drugs," Reader's Digest, April, 1968, Pleasantville, N. Y. 10570: The Reader's Digest,  
er, Public Relations Department
- School District (AV Department)
- Why Not?" - Charles Cahill and Associates
- e: The Problem of Amphetamine Abuse" - Bailey-Film Associates
- "The Grass" - Sid Davis
- Professional Arts, Inc.
- tional Audiovisual Center
- orce
- e - Bennies and Goofballs" - National Medical Audiovisual Center, Chamblee, Georgia 30005
- Falls School District (I.M.C.)
- "Marijuana?" w/record and guide - Tane Press

BIBLIOGRAPHY (continued)

- "Marijuana: What Can You Believe?" - Guidance Associates
- # 83 - Part I w/record and guide
  - # 84 - Part II w/record and guide
- "Critical Areas of Health" - SVE
- # 91 - "Drug Misuse and Your Health" w/record and guide

Transparencies

D-8-1 - D-8-45

I.M.C. - Check-out Item

Winston Drug Identification Kit w/Instructor's Guide and Flip Chart, San Francisco, California 92112  
Winston Products For Education, P. O. Box 12219

BIBLIOGRAPHY (continued)

ALCOHOL

Books

- Alcohol Education For Classroom and Community, Novato, California 94947: McGraw-Hill  
Redwood Highway
- Basic Handbook on Alcoholism, Maplewood, New Jersey 07040: Scientific Aids Publicat
- Basic Information On Alcohol, Washington, D.C. 20012: Narcotics Education, Inc., P.  
Society, Culture, and Drinking Patterns, Dittman and Snyder, New Brunswick, New Jersey  
of Alcohol Studies, Publications Division, Rutgers University, Box 566
- Teaching About Alcohol, Novato, California 94947: McGraw-Hill Book Company, 8171 Redwood

Pamphlets and Booklets

- "Alcohol and Alcoholism," Washington, D.C. 20402: Superintendent of Documents, U.S.
- "Alcohol - Fun or Folly?" Washington, D.C. 20012: Narcotics Education, Inc., P. O.
- "Alcohol Today - A Workbook for Youth," Dallas, Texas 75219: Tane Press, 2814 Oak L
- "Alcohol - Why The Fuss?" Washington, D.C. 20012: Narcotics Education, Inc., P.O. B
- "Booze and You - For Teenagers Only," Chicago, Illinois 60611: Publishers-Hall Synd  
Avenue
- "Facts About Alcohol," Chicago, Illinois 60611: Science Research Associates, Inc.,
- "Grapes and Vines," San Francisco, California 94103: Wine Advisory Board, 717 Marke
- "How Teens Set the Stage for Alcoholism," Chicago, Illinois 60610: American Medical  
of Health Education, 535 North Dearborn Street
- "Story of Industrial Alcohol, The," New York, N.Y. 10016: U. S. Industrial Chemical
- "Supplement To The Problem: Alcohol - Narcotics," Dallas, Texas 75219: Tane Press,
- "Syllabus in Alcohol Education, A," Evanston, Illinois 60201: Signal Press, 1730 Ch
- "Teenage Drinking," New York, N. Y. 10003: Thomas Y. Crowell, 201 Park Avenue, Sout
- "Thinking About Drinking," Washington, D. C. 20402: Superintendent of Documents, U.  
Office
- "Use of Beverage Alcohol by Youth in an Abstinence Setting, The," Kent, Ohio 44240:  
Association, ASHA Building, 107 South Depeyster Street, Box 416

Reprint

- "Drinking On The American Frontier," New Brunswick, New Jersey 08903: Rutgers Center  
Publications Division, Rutgers University, P. O. Box 566

BIBLIOGRAPHY (continued)

ALCOHOL

- Classroom and Community, Novato, California 94947: McGraw-Hill Book Company, 8171
- Alcoholism, Maplewood, New Jersey 07040: Scientific Aids Publications, P. O. Box 121
- Alcohol, Washington, D.C. 20012: Narcotics Education, Inc., P. O. Box 4390
- Drinking Patterns, Dittman and Snyder, New Brunswick, New Jersey 08903: Rutgers Center  
Publications Division, Rutgers University, Box 566  
Novato, California 94947: McGraw-Hill Book Company, 8171 Redwood Highway
- "Washington, D.C. 20402: Superintendent of Documents, U.S. Government Printing Office
- "Washington, D.C. 20012: Narcotics Education, Inc., P. O. Box 4390
- "Book for Youth," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn Avenue
- "Washington, D.C. 20012: Narcotics Education, Inc., P.O. Box 4390
- "Teenagers Only," Chicago, Illinois 60611: Publishers-Hall Syndicate, 401 North Wabash
- Chicago, Illinois 60611: Science Research Associates, Inc., 259 East Erie Street
- San Francisco, California 94103: Wine Advisory Board, 717 Market Street
- "Age for Alcoholism," Chicago, Illinois 60610: American Medical Association, Department  
on, 535 North Dearborn Street
- "Alcohol, The," New York, N.Y. 10016: U. S. Industrial Chemicals Company, 99 Park Avenue
- "Problem: Alcohol - Narcotics," Dallas, Texas 75219: Tane Press, 2814 Oak Lawn Avenue
- "Education, A," Evanston, Illinois 60201: Signal Press, 1730 Chicago Avenue
- New York, N. Y. 10003: Thomas Y. Crowell, 201 Park Avenue, South
- "Washington, D. C. 20402: Superintendent of Documents, U. S. Government Printing
- "Alcohol by Youth in an Abstinence Setting, The," Kent, Ohio 44240: American School Health  
Building, 107 South Depeyster Street, Box 416
- "American Frontier," New Brunswick, New Jersey 08903: Rutgers Center of Alcohol Studies,  
Division, Rutgers University, P. O. Box 566

Filmstrips - Great Falls School District (I.M.C.)

- "Alcohol and Narcotics" (Series) - McGraw-Hill  
"Alcohol and You"  
#1719 - Part I w/record and guide  
#1720 - Part II w/record and guide  
"A Question of the Mind" - CSC Service Department  
# 93 - "Alcohol: A Dilemma For Youth" w/record and guide

Transparencies

A-8-1 to A-8-13 w/overlays (Total of 31)

Posters

- "Alcohol and the Body"  
"Products of Fermentation" - Products of Distillation" - "Industrial and  
"Alcohol's Effect on Industry"

BIBLIOGRAPHY (continued)

School District (I.M.C.)

otics" (Series) - McGraw-Hill

ord and guide

ord and guide

he Mind" - CSC Service Department

emma For Youth" w/record and guide

ys (Total of 31)

n" - Products of Distillation" - "Industrial and Commercial Products Containing Alcohol"  
ustry"