

DOCUMENT RESUME

ED 052 975

SE 012 097

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TITLE Tobacco, Drug, and Alcohol Unit, Sixth Grade.
INSTITUTION Great Falls Public Schools, Mont.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.
PUB DATE [71]
NOTE 256p.
EDRS PRICE EDRS Price MF-\$0.65 HC-\$9.87
DESCRIPTORS Alcoholism, *Curriculum Guides, Drug Abuse, *Grade
6, *Health Education, Instructional Materials,
*Social Sciences, Teaching Guides, Tobacco
IDENTIFIERS ESEA Title III

ABSTRACT

A sixth 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. (EL)

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Great Falls Public Schools
Great Falls, Montana

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TOBACCO, DRUG, AND ALCOHOL UNIT

SE 012 097

ESEA TITLE III I.M.C. PROJECT 5115

ED 052 975

Great Falls Public Schools
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT
SIXTH GRADE

Instructional and Library Materials Center
ESEA Title III Project 68-05115-0
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INTRODUCTION

Because the subjects of this unit are controversial in society, some discuss how these subjects can be presented in the classroom. The teacher must be careful of their stands or practices, as intelligent persons may be found on both sides of the issue.

The time at which most young people begin to encounter experiences with tobacco is during their pre-adolescent and teenage years. Plato wrote that the purpose of education is to develop the natural talents of a person, so as to make him a more complete person and a fit member of society. Along with this reasoning, the best way for young students to face a problem is to think for themselves. Then they are more apt to base their decisions on discretion and common sense with tobacco use as a sound basis.

A preaching or a scare technique is a futile attempt--students are more receptive when they are encouraged to express their own feelings and are free to ask questions that challenge them. Teachers educate ourselves first, if we present the known facts well, if we present them without bias, and if in addition our own attitudes and values are sound, we can be confident that we are helping people to avoid confusion and trouble in their young lives, and to make intelligent decisions about tobacco, and drugs.

The National Education has stated its goals in this field as follows:

2D - Continuing stress on education regarding the effects of alcohol, and tobacco by making full use of research on tobacco.

The unit provides many different areas of study. It is not intended that the teacher, understanding the needs of his pupils, should feel free to choose the areas which meet his particular situation.

Because research is every day uncovering new facts and insights concerning tobacco, the teacher will prepare, with the aid of his class, a personal file of current material.

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

INTRODUCTION

Issues of this unit are controversial in society, some discussion is necessary relative to those presented in the classroom. The teacher must be careful not to condemn others for their views. Intelligent persons may be found on both sides of the issues.

Most young people begin to encounter experiences with tobacco, alcohol, and narcotics during their adolescent and teenage years. Plato wrote that the purpose of education is to develop the individual so as to make him a more complete person and a fit member of society. Following this philosophy, the best way for young students to face a problem is to be well informed about it. Encourage them to use their decisions on discretion and common sense with a certain amount of independent

The Socratic technique is a futile attempt--students are more receptive to information when they express their own feelings and are free to ask questions that trouble them. If we as teachers first, if we present the known facts well, if we present them without distortion or bias, if our own attitudes and values are sound, we can be confident that we are helping young people to face trouble in their young lives, and to make intelligent decisions regarding alcohol,

The Commission has stated its goals in this field as follows:

Continuing stress on education regarding the effects of narcotics, alcohol, and tobacco by making full use of research on these problems.

In many different areas of study. It is not intended that all activities be pursued. The teacher, in response to the needs of his pupils, should feel free to choose the subject matter and materials in each situation.

Through every day uncovering new facts and insights concerning this area, it is hoped that with the aid of his class, a personal file of current materials.

The funds in this 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."

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OBJECTIVES

GENERAL

To teach the facts about tobacco, alcohol, and drugs so that the students will be concerning their use.

To correlate these facts with health studies.

KNOWLEDGE

TOBACCO

General

Smoking is casually related to lung, oral, laryngeal, esophageal, urinary, and cardiovascular, and other diseases are related to smoking.

Specific

Cigarette smoking is the nation's leading habit.

It is important to make wise decisions concerning the use of tobacco.

The past history of tobacco has led to its excessive use today.

Cigarette advertising strongly influences many people.

Most heavy smokers use cigarettes rather than pipes or cigars.

The tobacco habit is hard to break; it is easier not to start smoking than to

Tobacco and its smoke contain many poisons.

Smoking speeds the heart beat and may cause a rise in blood pressure.

Smoking lowers the temperature of the skin, especially that of the hands and feet. Circulation develops.

OBJECTIVES

GENERAL

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of the skin, especially that of the hands and feet. This means poor

OBJECTIVES (continued)

Tobacco smoke makes the lining of the mouth red and dry. It may cause inflamed throats and coughing.

Statistics indicate that the death rate for smokers is 70% higher than it is for nonsmokers.

The Surgeon General's Advisory Committee on Smoking found conclusive evidence that smoking is a cause of health and a cause of many diseases, especially those of the respiratory system. The most common form of tobacco is the cigarette.

There are no sound arguments to justify smoking.

The U.S. Government is taking action to educate the public.

DRUGS

General

To gain an understanding of the proper and improper use of drugs, the effects of these drugs on the human system, and the ultimate effect on personal health and society.

The increasing use of stimulants, depressants, and hallucinogenic drugs is a matter of concern.

Specific

Drugs are substances which produce effects which alter the activity of body cells.

There are proper medical uses for drugs. Certain drugs that are valuable medicines can be used properly. There are proper and improper uses of drugs.

Drugs may be classified as stimulants, depressants, or hallucinogens. Slang vocabulary is used to describe these drugs.

Stimulants are drugs which produce excitation, alertness, and wakefulness.

Depressants are drugs which slow the central nervous system producing relaxation and/or drowsiness.

OBJECTIVES (continued)

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OBJECTIVES (continued)

Hallucinogens are drugs which produce sensations of distortion of such things as time and space, and other bizarre effects.

Although marijuana does not cause physical addiction, it may lead to psychological addiction. Addicts began with marijuana.

Narcotic drugs can be defined scientifically and legally. (Example: Marijuana is a stimulant, but legally it is treated as a narcotic. Cocaine is scientifically a stimulant, but by law, narcotic drugs are so designated by the Federal Government. They cause euphoria and development of tolerance.)

Several powerful and dangerous narcotic drugs are derived from opium.

No drugs should be taken unless prescribed by a physician or, as in the case of "over-the-counter" drugs, under parental supervision.

Everyone has serious problems at times. Some persons try to solve them consciously, stand and fight and make a satisfactory adjustment to the situation as it really is, rather than let it be.

The person who starts using drugs may also start a habit that he will find very difficult to break.

Drug addiction may be cured with hospital confinement and treatment. However, the percentage of permanent cures is discouragingly low.

ALCOHOL

General

To gain an understanding of what alcohol is, how it is used commercially, how it is metabolized in the body, and how it affects health and society.

Specific

There are many different types of alcohol. Beverage alcohol is ethyl alcohol. Methyl alcohol is poisonous.

OBJECTIVES (continued)

...ce sensations of distortion of such things as time, space, sound, color, and

...physical addiction, it may lead to psychological dependence; 80-90% of heroine

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...age of permanent cures is discouragingly low.

...cohol is, how it is used commercially, how it is abused, how it reacts in
...h and society.

...cohol. Beverage alcohol is ethyl alcohol. Methyl alcohol is made from

OBJECTIVES (continued)

There are industrial and medical uses for alcohol.

Alcohol's classification as a food is controversial; by most definitions it is called a poor food because it has calories but no vitamins, minerals, or proteins; it is a food in one way and a poison in another.

Alcohol is a drug and a depressant.

Alcoholic beverages are made by the process of fermentation.

Alcohol, according to most scientists and physicians, serves no useful purpose when it is consumed in excess of the body's needs.

Alcohol is not digested in the way that food is digested; rather, it is absorbed directly into the bloodstream.

The alcohol problem is a major health concern today.

Alcohol, when substituted for food, may cause serious conditions and disease in the body. Various diseases such as beriberi and pellagra are often associated with alcoholism.

Alcohol affects mental and physical efficiency.

A blood alcohol level of .05% seriously affects the body processes.

Loss of behavior control may result in tragic impulsive actions.

Addiction to alcohol involves physiological dependence and severe withdrawal symptoms.

Acute alcoholism is usually accompanied by personality breakdown and physical, social, and mental distress to the victim.

Alcohol has a definite effect on society. Traffic accidents, crime, broken homes, and industrial absenteeism result.

Aviation, railroad, and other transportation authorities forbid the use of alcohol while the operators are on duty.

OBJECTIVES (continued)

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OBJECTIVES (continued)

Environmental problems, unhappiness, and insecurity may lead to alcoholism as are a variety of reasons why people begin to drink.

Alcoholics are ill and should be assisted in every way possible to help themselves.

The best way to insure good health when you are older is to live healthfully now.

OBJECTIVES (continued)

SKILLS

Development of application of scientific method to problem solving and making decisions.
Development of discrimination in newspaper and magazine reading.
Development of awareness of the problems that tobacco, drugs, and alcohol pose on society.
Development of critical thinking to make decisions after learning facts.
Development of:

writing reports
research and oral reports
taking notes
making comparisons
listening
discussion
outlining
summarizing
evaluating charts and graphs
library usage
personal interviews
making murals and bulletin board displays
appreciation of and respect for the decisions of others

OBJECTIVES (continued)

ATTITUDES

Personality is not fixed in childhood; it grows and develops throughout life, and it can

The interests, attitudes, skills, practices, and knowledge you acquire during the next decade will have a decisive influence upon the rest of your life.

Adolescence is a critical stage of living that should be accepted, enjoyed, and pursued to maturity; normal teenage "growing pains" are the price of achieving maturity.

Teenage freedom goes hand-in-hand with teenage acceptance of more responsibility for the future years ahead.

Teenagers should strive to be well adjusted, creative persons, capable of expressing themselves and working with others in work and play.

It is easier to refuse trying drugs for the first time than it ever is again.

It is important to develop good health practices and attitudes.

It is important to understand the reasons that people start taking drugs, smoking, or drinking.

It is better for teenagers to learn to make good adjustments to their social problems, such as "props" such as smoking, drinking, and taking drugs to relieve emotional tension and manage stress.

Too many teenagers are trying to substitute smoking, drinking, and drugs for the development of healthy habits.

Happiness and peace of mind cannot be purchased in a corner drugstore. Happiness is inseparable from good mental and physical health. Tranquilizing drugs may have harmful as well as beneficial effects and should be taken only with medical advice and supervision.

Proper rest, sleep, exercise, food, medical care, emotional control, and general satisfaction in life all help to keep the heart and body strong and healthy.

Smoking, drinking, and taking drugs are costly habits; are they worth the cost?

OBJECTIVES (continued)

ATTITUDES

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OBJECTIVES (continued)

Your eyes, ears, and other senses must be protected; it is extremely important that they be protected.

Your habits will change as you go through life; they are learned--not inborn.

We are born able to learn self-control; by forming good habits, we can check our impulses.

Habits can be your friends or enemies. They can help you get what you want out of life.

Every age has its special problems to which one must make a creative response in order to lead a happy, healthful, and useful life.

OBJECTIVES (continued)

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e.

MOTIVATING ACTIVITIES

TOBACCO

Invite a resource person from the Cancer Society or Heart Association to talk about 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. Collect a collection of newspaper and magazine articles relating to smoking. Ask the students to identify the ones made by cigarette advertisers.

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

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

DRUGS

Encourage students to bring in newspaper and magazine clippings concerning drug abuse.

Discuss some of the proper uses of drugs; allow students time to tell about the ones they have taken and the effect that these medicines have had on them.

Invite a pharmacist or doctor to tell about some of the interesting new drugs.

Encourage students to tell about some of the abuses of drugs that they have seen.

Collect and analyze drug advertisements.

Ask a law enforcement officer to talk about legal control of drugs.

ALCOHOL

Compare the appearance and actions of alcohol to those of water.

Talk about the many uses of alcohol in industry. Show a film. (Example: "The Uses of Alcohol.")

Collect advertisements concerned with alcohol.

MOTIVATING ACTIVITIES

er Society or Heart Association to tell some of the effects of tobacco.
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TEACHING HINTS FOR SLOW AND RAPID LEARNERS

Make brief assignments for slow learners; assign lessons from pamphlets of Heart Associa

Open book lessons are ideal for slow learners; check their ability to make brief, written magazine articles and news stories.

Show slower learners as often as necessary how to use phonetic pronunciations and definitions. Check to see if they can properly use dictionary guide words and pronunciation keys.

Encourage slow learners to participate in supplementary activities and class discussions.

Slow learners will enjoy looking and reading the following:

"I'll Choose the High Road" - ACS

"A Light on the Subject of Smoking" - U.S. Government Printing Office, #448

"Where There's Smoke" - ACS, #2017

"Why Nick the Cigarette is Nobody's Friend" - U.S. Government Printing Office, #447

Rapid learners will be keenly interested in learning the scientific facts about alcohol. Challenge them to their best efforts.

Supplementary activities will help the student form mature opinions about alcohol, tobacco.

Help rapid learners expand their technical vocabulary and increase their understanding.

Challenge rapid learners with extra activities concerned with the way the human brain works, alcohol, tobacco, and drugs on it and the other body cells.

Rapid learners will enjoy doing research with the following books:

Consumers Union Report on Smoking and Health

Report to the Surgeon General

Drugs - Life Series

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

slow learners; assign lessons from pamphlets of Heart Association and Cancer Society.

slow learners; check their ability to make brief, written study notes from series.

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"Smoking" - U.S. Government Printing Office, #448
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"Nobody's Friend" - U.S. Government Printing Office, #447

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extra activities concerned with the way the human brain works and the effect of it and the other body cells.

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Smoking and Health

ral

TOBACCO

Concepts	Teacher Materials	Student
<p>I. Part of growing up consists of acquiring information which will help you make important decisions. Some of the decisions you make will concern the use of tobacco, drugs, and alcohol. This section will be concerned with tobacco.</p>	<p>Filmstrip: "Cigarettes and Health - A Challenge to Educators" - ACS Reprint: "The Facts on Teen-Age Smoking" - ACS "What We Know About Children and Smoking" - #1711, U.S. Government Printing Office</p>	<p>"Shall I Ditto: Smoke" "I'll C ACS Ditto: Ditto:</p>
<p>A. The past history of tobacco has led to its excessive use today.</p>	<p>"Cigarette Quiz" - #EM415 - MHA "Parents, Teachers, Students Take A New Look at Cigarettes and the Schools" - NEA</p>	<p>Ditto: Ditto: Cigaret Health Foresma About A Foresma</p>
<p>B. Cigarette advertising is influential. One must be careful to analyze the facts.</p>	<p>Health For All, Book 7 - Scott Foresman, 1965 - pp. 177-181 "Smoking - The Great Dilemma" - #361 - ACS</p>	<p>"A Light #448 -</p>

Teacher Materials

Student Materials

Filmstrip: "Cigarettes and Health -
A Challenge to Educators" - ACS

Reprint: "The Facts on Teen-Age
Smoking" - ACS

"What We Know About Children and
Smoking" - #1711, U.S. Government
Printing Office

"Cigarette Quiz" - #EM415 - MHA

"Parents, Teachers, Students Take
A New Look at Cigarettes and the
Schools" - NEA

Health For All, Book 7 - Scott
Foresman, 1965 - pp. 177-181

"Smoking - The Great Dilemma" -
#361 - ACS

"Shall I Smoke?" - #2042, ACS

Ditto: Quiz - "To Smoke or Not to
Smoke"

"I'll Choose the High Road" - #2075.01
ACS

Ditto: "Cigarette Quiz"

Ditto: "Vocabulary Quiz"

Ditto: "History Quiz"

Ditto: "Tobacco - From Seed to
Cigarette"

Health For All, Book 6 - Scott
Foresman, 1965 - pp. 196-199

About All of Us, Book 6, Scott
Foresman, 1960 - pp. 198-199

"A Light on the Subject of Smoking" -
#448 - MHA

Audio Visual	Motivating Questions	Activities
Posters: American Heart Association	What are some of the decisions that you have made today? What decisions were already made for you?	Give stu tobacco
Filmstrip and Record: "To Smoke or Not to Smoke"	What future decisions will you have to make?	Encourag stress others vidual
Filmstrip and Record: "I'll Choose the High Road"	How should a person try to make intelligent decisions? (Elicit idea of learning the facts on both sides of the issue through research, education, etc.)	
	What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)	
Film: "Smoking - Past and Present" - American Cancer Society	Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?	Research
Filmstrip: "Tobacco History" - Eyegate, #190-F (Cassette)		"Early
Film: #1163 - "Phony Folks"	Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers?	Collect newspap
	What is a wise way to evaluate the claims? (Elicit the idea of studying the facts.)	Analyze and eva Discuss seen on lend th campaign posters

Motivating Questions

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

What future decisions will you have to make?

How should a person try to make intelligent decisions? (Elicit idea of learning the facts on both sides of the issue through research, education, etc.)

What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)

Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?

Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers?

What is a wise way to evaluate the claims? (Elicit the idea of studying the facts.)

Activities

Give student questionnaire concerning tobacco; discuss questions.

Encourage comments from students; stress importance of listening to others in class, of waiting for individual opportunity to speak, etc.

Research: "History of Tobacco"

or

"Early Use of Tobacco by U.S. Settlers"

Collect cigarette advertisements from newspapers and magazines.

Analyze TV claims; students take notes and evaluate the claims.

Discuss the anti-smoking campaigns now seen on TV. Make posters which will lend themselves to an anti-smoking campaign; display the finished posters.

TOBACCO (continued)

Concepts	Teacher Materials	S
C. People smoke for a variety of reasons.	"Your Teenage Children and Smoking" #423 - MHA "Your Teen-Ager and Smoking" - OP-177 - AMA <u>Basic Texts - Smoking:</u> <u>The Consumers Union Report on Smoking and the Public Interest</u> <u>Tobacco and Health, A Handbook for Teachers</u> - Tane Press, 1968 <u>Smoking and Health. Report of Advisory Committee to the Surgeon General of the Public Health Service</u> - #1103 <u>Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service</u> - #2019 - ACS <u>The Health Consequences of Smoking. 1968 Supplement to the 1967 Public Health Service Review.</u>	" A
II. Cigarettes contain many poisonous substances. A. Ammonia B. Arsenic C. Carbon monoxide D. Formaldehyde E. Hydrogen cyanide F. Hydrogen sulfide G. Insecticides H. Nicotine I. Tar	"Smoking: Facts You Should Know" - OP-42 - AMA, 1964 - p. 2-3	

Teacher Materials

Student Materials

"Your Teenage Children and Smoking"
#423 - MHA

"Smoke Cigarettes? Why?" - #2042 -
ACS, 1968

"Your Teen-Ager and Smoking" -
OP-177 - AMA

Basic Texts - Smoking:

The Consumers Union Report on
Smoking and the Public Interest

Tobacco and Health, A Handbook
for Teachers - Tane Press, 1968

Smoking and Health. Report of
Advisory Committee to the Surgeon
General of the Public Health
Service - #1103

Summaries and Conclusions.
Smoking and Health. Report of the
Advisory Committee to the Surgeon
General of the Public Health
Service - #2019 - ACS

The Health Consequences of Smoking.
1968 Supplement to the 1967 Public
Health Service Review.

"Smoking: Facts You Should Know" -
OP-42 - AMA, 1964 - p. 2-3

"Facts for Teenagers - Smoking Health
and You" - #424 - MHA

"Why Nick the Cigarette is Nobody's
Friend" - #447 - MHA

Audio Visual	Motivating Questions	Activities
Film: #1261 - "Smoke Anyone?"	Why do you think older people smoke?	Students or older reports
Film: "Is Smoking Worth It?" - ACS	<ol style="list-style-type: none"> 1. Calm nerves 2. Control weight 3. Gain satisfaction 	
Transparency Series: "Why Smoke"		
Poster: "Why Be Another Sheep?"	Why do you think young people smoke?	
	<ol style="list-style-type: none"> 1. Parents smoke 2. Friends smoke 3. Appear glamorous 4. Appear mature 	
Film: #1167 - "No Smoking"	Do you know of any substances present in tobacco? (Most will be familiar with tar and nicotine.)	Make a substance them. in house
Filmstrip: "Tobacco - Statistics and Chemistry" - Eyegate, #190-G (Frames 23-36)	Do you think the same substances would be found in pipe and cigar tobacco? Why?	Show smoke
	Does a cigarette with a filter prevent poisons from entering your body?	Smoking Manikin "message"

Motivating Questions

Activities

Why do you think older people smoke?

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

Students may wish to interview parents or older people who smoke and make reports to the class.

Why do you think young people smoke?

1. Parents smoke
2. Friends smoke
3. Appear glamorous
4. Appear mature

Do you know of any substances present in tobacco? (Most will be familiar with tar and nicotine.)

Make a list of some of most familiar substances and cite other uses for them. (Example: Ammonia--also found in household cleaning substances.)

Do you think the same substances would be found in pipe and cigar tobacco? Why?

Show students a flask of tar that a smoker would inhale in 2-3 months.

Does a cigarette with a filter prevent poisons from entering your body?

Smoking Sam Manikin - Modern Millie Manikin. Make a tape recording of a "message" for Sam and Millie to give.

TOBACCO (continued)

Concepts	Teacher Materials	Student
<p>III. Smoking interferes with bodily functions and is therefore injurious to health.</p>	<p>"Cigarettes and Health" - #220A - ACS "Smoking - Why the FUSS?" - Narcotics Education, 1966 "1968 Cancer Facts and Figures" - ACS, 1968 "The Facts About Smoking and Health" - #1712, U.S. Government Printing Office "His First Cigarette May Be a Matter of Life or Death." - PTA</p>	<p>"Wh ACS "10 "Yo ACS "Sm Dit</p>
<p>IV. Smoking contributes directly and indirectly to disease.</p> <p>A. Cancer B. Respiratory diseases C. Cardiovascular D. Others (See p. 26 for additional information.)</p>	<p>"Cancer of the Lung." - U.S. Government Print. Office, 1968 "Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966</p>	<p>Out Dit "Wh Sm MHA Dit</p>

Teacher Materials

Student Materials

"Cigarettes and Health" - #220A - ACS

"Smoking - Why the FUSS?" - Narcotics Education, 1966

"1968 Cancer Facts and Figures" - ACS, 1968

"The Facts About Smoking and Health" - #1712, U.S. Government Printing Office

"His First Cigarette May Be a Matter of Life or Death." - PTA

"Cancer of the Lung." - U.S. Government Print. Office, 1968

"Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966

"Where There's Smoke . . ." - #2017 - ACS

"10 Little Smokers" - MHA

"Your Health and Cigarettes" - #2085 - ACS, 1968

"Smoking or Health" - Tane Press, 1966

Ditto: "What Would You Do?"

Outline: "Diseases"

Ditto: "What Would You Say?"

"What Everyone Should Know About Smoking and Heart Disease" - EM343 - MHA

Ditto: "Tobacco Quiz"

Audic Visual

Motivating Questions

Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?

Film: "The Huffless, Puffless Dragon" - ACS

Do you know of any health hazards that are associated with smoking?

Transparency: "Respiratory and Digestive System"

Poster: "Smoke the Money--It's Healthier"

Filmstrip: "Tobacco and Health"
Eyegate - #190H

Film: "Barney Butt" - MHA

Filmstrip: "Tobacco" - Q-Ed Productions

Film: "Smoking and Heart Disease" - MHA

What type of diseases are often associated with smoking?

Film: "A Breath of Air" - ACS

Film: "Time Pulls the Trigger" - ACS

Motivating Questions

Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?

Do you know of any health hazards that are associated with smoking?

What type of diseases are often associated with smoking?

Activities

Examine cigarette and pipe filters.

Devise experiments to show substances which are separated when smoke is sent through a filter.

Smoking machine experiments. Smoking and Health Experiments, Demonstrations and Exhibits - #1843, U.S. Government Printing Office - pp. 1-8. Use residues from above experiments to show effects of smoke on living things - p. 9.

Make a scrapbook or bulletin board depicting ways to keep healthy.

Devise experiments using a smoky cloth; then smell food.

Give blindfolded and "nose-clamped" student a taste of apple--then pear to show the relationship of smell to taste.

The numbing effect of tobacco upon the taste buds may be compared with the effect of extreme cold. Put an ice cube on the tongue of a student for several seconds and then determine his ability to taste sweet, sour, bitter, and salty substances.

Use a smoking machine (ACS) to demonstrate the residue found in cigarette smoke.

Demonstrations: "Effect of Smoking on Body" - Smoking and Health Experiments, Demonstrations, and Exhibits, #1843, pp. 15-17.

TOBACCO (continued)

Concepts	Teacher Materials	Student
<p>V. Smoking is considered a hazard and the U.S. Government is taking ACTION to educate the public.</p>	<p>Ditto: "Outline of Diseases" "Youth Looks at Cancer" - ACS "What the Cigarette Commercials Don't Show" - ACS "Teaching About Cancer" - #2040 - ACS</p>	<p>"Wh Smo</p>
	<p><u>Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019, ACS</u> "100,000 Doctors Have Quit Smoking Cigarettes." - #2033 - ACS, 1968 "If You Must Smoke" - #1786 U.S. Government Printing Office "How to Break the Cigarette Habit" #GPO 937-882 National Clearinghouse for Smoking and Health "It's Not Too Late to Stop Smoking Cigarettes" - #386 - MHA Reprint: "Coming: Action to Reduce Cigarette Smoking" - <u>Reader's Digest</u> - December, 1968</p>	<p>"Yo Are "En #EM Dit Cig Bod Sta Dit</p>

Teacher Materials

Ditto: "Outline of Diseases"
"Youth Looks at Cancer" - ACS
"What the Cigarette Commercials
Don't Show" - ACS
"Teaching About Cancer" - #2040 -
ACS

Student Materials

"What to Tell Your Parents About
Smoking" - #EM 427 - AHA

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Summaries and Conclusions. Smoking
and Health. Report of the Advisory
Committee to the Surgeon General of
the Public Health Service - #2019,
ACS

"100,000 Doctors Have Quit Smoking
Cigarettes." - #2033 - ACS, 1968

"If You Must Smoke" - #1786 U.S.
Government Printing Office

"How to Break the Cigarette Habit"
#GPO 937-882 National Clearinghouse
for Smoking and Health

"It's Not Too Late to Stop Smoking
Cigarettes" - #386 - MHA

Reprint: "Coming: Action to Reduce
Cigarette Smoking" - Reader's
Digest - December, 1968

"You Can Quit Smoking - Young Smokers
Aren't Really Hooked." - #433 - MHA

"Enjoy the Pleasures of Not Smoking" -
#EM 437 - MHA

Ditto: "How to Say No When Offered a
Cigarette."

Bookmarks: "Best Tip Yet--Don't
Start."

Ditto: "Quiz - Tobacco"

Audio Visual

Motivating Questions

Activities

Bulletin board display of cigarette package with the "Hazard to Health" shown.

Filmstrip: "Tobacco - Report of U.S. Surgeon General's Advisory Committee, 1964" - Eyegate #190-I

Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee?

What work is being done by the Cancer Society and Heart Association to inform people about smoking?

Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision.

Smoking is a costly habit. Is it worth it?

Discussion
film: "A

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Motivating Questions

Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee?

What work is being done by the Cancer Society and Heart Association to inform people about smoking?

Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision.

Smoking is a costly habit. Is it worth it?

Activities

Discussion of Charlie's Health. (From film: "A Breath of Air" - ACS)

Experiment: "Respiration--Healthy vs. Diseased Lung" - Smoking and Health Experiments, Demonstrations and Exhibits - #1843 - p. 14

Procure some hog or sheep lungs for use in a class demonstration. Let your students note their size, shape, color, weight, and general appearance. Inflate the lungs. Discuss human respiration and the effect of smoking on respiration.

Organize a student panel discussion on:

"The Work of the American Heart Association"

or

"The Work of the American Cancer Society in Relation to Smoking"

Review TV anti-smoking commercials.

Use statistics and correlate with math.

Research concerning amount of money spent on tobacco in 1968; compare this amount with that spent on education, highways, and churches.

TOBACCO (continued)

Concepts	Teacher Materials	Student
	"Smoking - the Great Dilemma" - #361 - pp. 8-9 and 18	

Teacher Materials

Student Materials

"Smoking - the Great Dilemma" -
#361 - pp. 8-9 and 18

Motivating Questions

Smokers sometimes argue that many smokers do not contract any form of lung cancer. They use this as an argument that smoking does not cause lung cancer. What is your opinion?

Could the economy of our nation be affected if everyone were to quit smoking? ("Smoking - the Great Dilemma" - #361 - p. 3-9 and 18.)

Discussion on smoking may lead into discussion of smoking marijuana (drug section).

Activities

Determine how much a person who smokes 1-2 packs a day spends in a year. Ask "What else might be done with that amount of money?"

Discuss Table 1 and Table 2 of the "Summary of the Surgeon General's Report."

Set up a panel discussion or debate on the topic: "Should the Government be Given the Power to Control Smoking?"

Exhibits: "Smoking Machine Results," and "Smoking Information" - Smoking and Health Experiments, Demonstration, and Exhibits - #1843 - pp. 18-19

TEACHER INFORMATION

VI. DISEASES DIRECTLY RELATED TO SMOKING

- A. Cancer
 - 1. Lung
 - 2. Larynx (voice box)
 - 3. Lip
 - 4. Esophagus
 - 5. Mouth
 - 6. Pharynx (throat)
 - 7. Cheek
 - 8. Urinary bladder
- B. Respiratory Diseases
 - 1. Chronic bronchitis
 - 2. Emphysema
 - 3. Chronic bronchopulmonary
- C. Cardiovascular Diseases
 - 1. Coronary artery disease
 - 2. Coronary heart disease
 - 3. Buerger's disease
- D. Others
 - 1. Peptic ulcer
 - 2. Sinusitis

VII. GLOSSARY

- ammonia - colorless, pungent gas composed of nitrogen and hydrogen-- NH_3 ; used in and as a strong cleaning fluid
- arsenic - a silvery-white, brittle, very poisonous chemical; compounds of it are acids, glass, medicines; arsenic trioxide has no taste
- cancer - a malignant growth of tissue usually ulcerating, tending to spread, and ill health; a carcinoma or sarcoma
- carbon monoxide - compound of carbon and oxygen; given off in car exhaust; produced by 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 stomach
- 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 processes found on many cells; capable of vibratory or lashing
- coronary - pertaining to either of two arteries--right or left--which arise from tissues 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 or deciding or settling a question

VII. GLOSSARY

gent gas composed of nitrogen and hydrogen-- NH_3 ; used in fertilizers, medicine,
g cleaning fluid

e, brittle, very poisonous chemical; compounds of it are used in making insecti-
medicines; arsenic trioxide has no taste

rowth of tissue usually ulcerating, tending to spread, and associated with general
carcinoma or sarcoma

arbon and oxygen; given off in car exhaust; produced by the incomplete combustion
aceous material

kinds of epithelial cancer

heart; relating to the upper part of the stomach

vessels of the heart

opic mass of protoplasm; performs life functions

of the bronchial tubes; continuing for a long time

esses found on many cells; capable of vibratory or lashing movement

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

e above mentioned arteries

king up one's mind; a judgment or conclusion reached or given; the act of
ettling a question

GLOSSARY (continued)

- depressant - lowering the rate of muscular or nervous activity
- emphysema - an abnormal swelling of the alveoli of the lungs or the lungs
- formaldehyde - poison frequently used as a disinfectant
- 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;
- sarcoma - form of cancer arising from nonepithelial 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 is a sticky brown to black liquid with a pungent odor; obtained from wood, peat, shale; tars are produced from hydrocarbons and used for preserving surfaces and organic compounds
- tobacco - products such as cigars, cigarettes, and snuff prepared from tobacco which belongs to the nightshade family

GLOSSARY (continued)

the rate of muscular or nervous activity

al swelling of the alveoli of the lungs or the tissue connecting the alveoli of the

requently used as a disinfectant

ation for an action acquired by repetition

ger; 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

tumor arising from nonepithelial tissue such as connective tissue, lymphatic tissue,
or bone

g which arouses or excites--spurs on

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

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

DRUGS

Concepts	Teacher Materials	Student Materials
I. We should be concerned with the use of drugs--proper and improper	"How Quality and Reliability Are Compounded Into Modern Drugs" - Gaigy Pharmaceuticals, 1966	Outline proper drugs.
A. Proper (Under Physician's Direction)	<u>Drugs</u> , Life Science Library, 1967	<u>Health For All</u> & Co., 1965
1. Relieve pain	<u>Health and Safety</u> , Harcourt, Brace and World, Inc., 1963 - pp. 313-316 and p. 326	<u>About All</u> & Co., 1960
2. Relieve anxieties, quiet nerves, and help insomnia	<u>Health and Fitness</u> , D.C. Heath & Co., 1962 - pp. 321-324	<u>Drugs</u> , Life
3. Anesthetic	<u>Health For All</u> , Book 7, Scott Foresman, 1965 - pp. 174-176	
4. Disease treatment		
5. Inhalent to reduce swelling caused by colds and other infections	<u>Health For All</u> , Book 8, Scott Foresman, 1965 - pp. 126-130	
6. Scientific experiments		
7. Help combat fatigue, relieve depression, and help control weight		

Teacher Materials

Student Materials

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"How Quality and Reliability Are
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Geigy Pharmaceuticals, 1966
Drugs, Life Science Library, 1967
Health and Safety, Harcourt, Brace
and World, Inc., 1963 - pp. 313-316
and p. 326
Health and Fitness, D.C. Heath
& Co., 1962 - pp. 321-324
Health For All, Book 7, Scott
Foresman, 1965 - pp. 174-176
Health For All, Book 8, Scott
Foresman, 1965 - pp. 126-130

Outline proper and improper use of
drugs.
Health For All, Book 6, Scott Foresman
& Co., 1965 - pp. 194-195 and 201
About All of Us, Book 6, Scott Foresman
& Co., 1960 - pp. 196-197
Drugs, Life Science Library, 1967

Audio Visual	Motivating Questions	Acti
Film: #1131 - "Drugs and the Nervous System"	What is meant by the word, "drug"?	Disc
Transparencies: #1-4 - "Drugs"	What kind of drugs have you taken? What effect did they have on you?	Stud conc
Film: #1164 - "Narcotics--The Inside Story" (may also be used with Section II B.)	What are some of the new "miracle" drugs or "wonder" drugs that we hear about?	Have heal deve
	What are habits? (Acts that are learned by repetition until they have become automatic.)	to b writ of w and
	What habits do you have? Would you like to break any of your habits? Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?	stud thei Give Habi a Po
	What traits and habits help a person succeed on his job?	Disc cabl day cann
	What traits and habits do you admire in your friends? Why? Dislike? Why?	Invi disc
	To what extent can a sixth grade student plan and control his or her own future life? (Elicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)	Have maga cour anal by t
	Is it safe to take pills without medical supervision?	

Motivating Questions

Activities

What is meant by the word, "drug"?

What kind of drugs have you taken?
What effect did they have on you?

What are some of the new "miracle" drugs or "wonder" drugs that we hear about?

What are habits? (Acts that are learned by repetition until they have become automatic.)

What habits do you have? Would you like to break any of your habits? Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?

What traits and habits help a person succeed on his job?

What traits and habits do you admire in your friends? Why? Dislike? Why?

To what extent can a sixth grade student plan and control his or her own future life? (Elicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)

Is it safe to take pills without medical supervision?

Discuss the proper uses of drugs.

Students prepare a bulletin board concerned with proper uses of drugs.

Have each student select one good health practice that he wants to develop and one poor one that he wants to break. Ask each student to keep a written record for at least one week of what he did to start the good habit and to break the poor one. Then have students make reports to the class on their individual progress.

Give a skit, "How to Break a Poor Habit," or satire, "How Not to Break a Poor Habit."

Discuss the statement, "Habit is a cable; we weave a thread of it each day until it becomes so strong we cannot break it."

Invite a pharmacist or doctor to discuss proper uses of drugs.

Have students cut out newspaper and magazine advertisements on "over-the-counter" drugs. Have the class analyze and evaluate the claims made by the advertisements.

DRUGS (continued)

Concepts	Teacher Materials
B. Improper	"The Crutch That Cripples: Drug Dependence." - #OP163 - AMA
1. Effect on self	"Drug Abuse: A Dead-End Street" Teacher's Manual - H.K. Simon Co 1967
a. Habit forming (psychological dependency)	"Drug Abuse" - <u>Scouting</u> - A Magazine for Adults - March, 1969
b. Tolerance, withdrawal illness (physical dependency)	"Why Students Turn to Drugs" - <u>Reader's Digest</u> , April, 1968
c. Motor and reasoning skills affected	"Pills That Make You Feel Good" - <u>Redbook</u> , August, 1968
2. Effect on society	"Students and Drug Abuse" - <u>Today's Education NEA Journal</u> , March, 1968
a. Violent crimes	"Dangers of Drug Abuse" - <u>PTA Magazine</u> , May, 1968
b. Non-violent crimes	"The Medicated Man" - U.S. Government Printing Office, 1966
c. Industrial loss due to absenteeism and accidents	"The Menace of Drug Abuse" - <u>American Education</u> , May, 1966
	"Our New Drug Addicts" - <u>McCall's</u> April, 1965
	"Britain's Rx for Our Drug Addicts" - <u>Saturday Evening Post</u> , August 1, 1966
	"Realities We Must Face--But Worth Living" - <u>Life</u> , March 5, 1965
	"Why Addicts Relapse" - <u>Science News</u> , May 4, 1968

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Teacher Materials

- "The Crutch That Cripples: Drug Dependence." - #OP163 - AMA
- "Drug Abuse: A Dead-End Street" - Teacher's Manual - H.K. Simon Co., 1967
- "Drug Abuse" - Scouting - A Magazine for Adults - March, 1969
- "Why Students Turn to Drugs" - Reader's Digest, April, 1968
- "Pills That Make You Feel Good" - Redbook, August, 1968
- "Students and Drug Abuse" - Today's Education NEA Journal, March, 1969
- "Dangers of Drug Abuse" - PTA Magazine, May, 1968
- "The Medicated Man" - U.S. Government Printing Office, 1967
- "The Menace of Drug Abuse" - American Education, May, 1966
- "Our New Drug Addicts" - McCalls, April, 1965
- "Britain's Rx for Our Drug Addicts" Saturday Evening Post, August 13, 1966
- "Realities We Must Face--But Won't" Life, March 5, 1965
- "Why Addicts Relapse" - Science News, May 4, 1968

Student Materials

- "Drug Abuse: A Dead-End Street" - H. K. Simon Co., 1967
- "Let's Talk About Drugs" - Tane Press, 1969

TEACHER MATERIALS MAY BE USED WITH CAPABLE STUDENTS WITH THE DISCRETION OF THE TEACHER.

Audio Visual	Motivating Questions	Act
Transparencies: #3 - "The Use of Drugs--Proper--Improper"	What are some of the slang terms given to different types of drugs?	Lea abu the
Poster: "Avoid the Pitfalls of Bad Habits"	What are "pep pills," "pot," "acid," "speed," etc.?	the aly wil
Filmstrip: "Rx: Not For Kicks" - Q-Ed Productions	Why might a teenager use drugs improperly?	que cia abc
	How might a person become accidentally addicted to a drug?	ans stu
	What are some of the things that may happen to a person who takes narcotics or other addicting drugs?	and of rac inf
	What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?	sou con Tel mal tha and the

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Motivating Questions

Activities

What are some of the slang terms given to different types of drugs?

What are "pep pills," "pot," "acid," "speed," etc.?

Why might a teenager use drugs improperly?

How might a person become accidentally addicted to a drug?

What are some of the things that may happen to a person who takes narcotics or other addicting drugs?

What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?

Lead into a general discussion of the abuses of drugs today. Give students the opportunity to tell you what they already know about drugs. Students will probably start to ask you many questions. Try to get others in the class to tell what they have heard about the subject in question. Don't answer too many questions. Tell the students that there are many facts and fallacies connected with the study of drugs. Ask them how to determine fact from fallacy. Elicit idea that information must be researched from sources which have made studies concerning drugs.

Tell students that there are three main classifications of drugs and that this study will cover the proper and improper uses of these drugs and their effects on the user.

Have students bring to class magazine or newspaper articles dealing with the problem of drug addiction in young people. Use these as a basis for discussion or for individual reports.

DRUGS (continued)

Concepts	Teacher Materials	Student Materials
	<u>Drugs for Young People: Their Use and Abuse</u> , Pergamon Press, Inc., 1968	
	<u>Drug Addiction in Youth</u> , Pergamon Press, Inc., 1965	
	<u>The Drug Scene</u> , McGraw Hill, 1968	
	<u>Drug Abuse: Escape to Nowhere</u> , Smith, Kline, and French, 1967	
II. There are many types of drugs:	"Marijuana" - #OP 198 - AMA	Ditto: V
A. Hallucinogenic	"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office	"Marijuan
1. Marijuana	"A Father's Frank Talk About Marijuana" - <u>Good Housekeeping</u> , February, 1968	"Marihuan Answers" Printing
	"LSD and Marijuana" - <u>Science</u> , March 15, 1968	Ditto: O
	"Marijuana Law" - <u>The New Republic</u> , March 23, 1968	Ditto: " (to accom
	"Marijuana or Alcohol--Which Harms Most?" - <u>U.S. News and World Report</u> , February 5, 1968	
	"But Mom, Everybody Smokes Pot" - <u>McCalls</u> , September, 1968	
	"The Great Marijuana Plot" - <u>Signature</u> , April, 1969	

Teacher Materials

Student Materials

Drugs for Young People: Their Use and Abuse, Pergamon Press, Inc., 1968

Drug Addiction in Youth, Pergamon Press, Inc., 1965

The Drug Scene, McGraw Hill, 1968

Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967

"Marijuana" - #OP 198 - AMA

"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office

"A Father's Frank Talk About Marijuana" - Good Housekeeping, February, 1968

"LSD and Marijuana" - Science, March 15, 1968

"Marijuana Law" - The New Republic, March 23, 1968

"Marijuana or Alcohol--Which Harms Most?" - U.S. News and World Report, February 5, 1968

"But Mom, Everybody Smokes Pot" - McCalls, September, 1968

"The Great Marijuana Plot" - Signature, April, 1969

Ditto: Vocabulary for unit

"Marijuana" - #OP 198 - AMA

"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office

Ditto: Outline - "Marijuana"

Ditto: "Marijuana--A Foolish Fad" (to accompany filmstrip)

Audio Visual	Motivating Questions	Activities
<p>Film: "Marijuana" (Great Falls Public Library)</p> <p>Transparencies: #24, 30-32 - "Hallucinogen" - #26 - "Marijuana"</p> <p>Filmstrip: "Marijuana--A Foolish Fad" - Q-ED</p> <p>Filmstrip: "Narcotic Background" - Eyegate</p> <p>Poster: "When Flower Children Go To Pot, They Become Blooming Idiots"</p>	<p>What are some of the slang terms given to marijuana?</p> <p>Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are?</p> <p>What problems can result from the use of marijuana?</p> <p>Why do adolescents sometimes feel awkward or out of place?</p> <p>Is it normal to want to belong to a group? (Elicit idea that this is a very strong need in both young and older people.)</p> <p>What is self-pity? Why do you think it is a destructive emotion?</p> <p>Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition?</p> <p>What is meant by the word character? Reputation? What is the relationship between the two?</p>	<p>Let the debate be Harmful?</p> <p>List ways to accept ment with</p> <p>Discuss to accept shots, b are rec or as gl</p> <p>Report o</p> <p>Stress a group an desires often ta to go ag Stress t easy and is not a is the b</p> <p>Have 5-6 five-min trate th juana to</p>



Motivating Questions

Activities

What are some of the slang terms given to marijuana?

Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are?

What problems can result from the use of marijuana?

Why do adolescents sometimes feel awkward or out of place?

Is it normal to want to belong to a group? (Elicit idea that this is a very strong need in both young and older people.)

What is self-pity? Why do you think it is a destructive emotion?

Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition?

What is meant by the word character? Reputation? What is the relationship between the two?

Let the class select four students to debate the subject, "Is Marijuana Harmful?"

List ways to refuse offers to experiment with unknown substances.

Discuss why it should be a rule never to accept as a gift any pills, potion, shots, beverages, or cigarettes that are recommended as having magic powers or as giving thrills.

Report on the history of marijuana.

Stress that wanting to belong to a group and wanting attention are normal desires. Elicit the idea that it often takes a great deal of "strength" to go against the wishes of the gang. Stress the idea that growing up is not easy and that facing responsibilities is not always the easiest way, but it is the best way.

Have 5-6 students prepare and give a five-minute dramatic skit to illustrate the sequence idea, "From Marijuana to More Dangerous Drugs."

DRUGS (continued)

Concepts	Teacher Materials
2. LSD	<p>"LSD--Some Questions and Answers" #1828, U.S. Government Printing Office</p> <p>"LSD" - #OP 194 - AMA - 1968</p> <p><u>The LSD Story</u>, Fawcett Publications, 1966</p> <p>"LSD: The False Illusion" - Reprint from <u>FDA Papers</u>, July-August, 1967</p> <p>"LSD: The False Illusion - Part 2" Reprint from <u>FDA Papers</u>, September, 1967</p> <p>Ditto: Teacher Outline - p. 54</p> <p>"Denver and the Dope Problem" - <u>Empire Magazine</u> - October 22, 1967</p> <p>"LSD--Tune In, Turn On, Drop Out Permanently" - <u>Glamour</u> - May, 1967</p> <p>"Penalties for LSD" - <u>Time</u> - March 8, 1968</p> <p>"Hung on LSD--Stuck on Glue?" - Reprint from <u>American Education</u>, U.S. Government Printing Office - 1968</p> <p>"The Town That Went Mad" - <u>Look</u> - June 25, 1968</p> <p>"Your Child and Drug Addiction" - <u>Listen</u> - July, 1968</p>

Teacher Materials

"LSD--Some Questions and Answers"
#1828, U.S. Government Printing
Office

"LSD" - #OP 194 - AMA - 1968

The LSD Story, Fawcett Publications,
1966

"LSD: The False Illusion" - Reprint
from FDA Papers, July-August, 1967

"LSD: The False Illusion - Part 2
Reprint from FDA Papers, September,
1967

Ditto: Teacher Outline - p. 54

"Denver and the Dope Problem" -
Empire Magazine - October 22, 1967

"LSD--Tune In, Turn On, Drop Out
Permanently" - Glamour - May, 1967

"Penalties for LSD" - Time - March
8, 1968

"Hung on LSD--Stuck on Glue?" -
Reprint from American Education,
U.S. Government Printing Office -
1968

"The Town That Went Mad" - Look -
June 25, 1968

"Your Child and Drug Addiction" -
Listen - July, 1968

Student Materials

"LSD--Some Questions and Answers" -
#1828, U.S. Government Printing Office

"LSD" - #OP 194 - AMA - 1968

Ditto: Outline; LSD

"LSD: Trip or Trap" - Tane Press -
1969

Audio Visual	Motivating Questions	Activities
Film: #1193 - "LSD--Insight to Insanity"	What do you think LSD is?	Discuss some have concern
Transparency: #24; 30-32 - "Hallucinogens" - #27 - "LSD"	Have you read or heard anything about its abuses?	Discuss out
Film: "Fight or Flight" - (Great Falls Police Department)	What is meant by, "Taking a trip"?	Show film at discussion
Filmstrip: "LSD: Worth the Risk?"	Why would a person want to try LSD?	Use transparency how LSD seen now being m
	Do you know of any slang vocabulary connected with LSD? (acid)	Contact court enforcement
	Is it wise to try LSD even once?	recent laws LSD have be
	What future harm might result after experimentation with LSD?	

Motivating Questions

- What do you think LSD is?
- Have you read or heard anything about its abuses?
- What is meant by, "Taking a trip"?
- Why would a person want to try LSD?
- Do you know of any slang vocabulary connected with LSD? (acid)
- Is it wise to try LSD even once?
- What future harm might result after experimentation with LSD?

Activities

- Discuss comments that students may have concerning the use of LSD.
- Discuss outline on LSD.
- Show film and use film guide to lead discussion.
- Use transparency #27 and talk about how LSD occurs naturally and how it is now being made synthetically.
- Contact county attorney and law enforcement offices to find out what recent laws concerning the control of LSD have been passed.

DRUGS (continued)

Concepts	Teacher Materials	Student
3. Peyote	<u>The LSD Story</u> , Fawcett, 1966, pp. 19-22	"Glue
4. DMT	"Glue Sniffing" - Tane Press, 1967	"Glue
5. Glue Sniffing	"Glue Sniffing" - #OP 195 - AMA - 1968	Ditto
B. Depressant	"The Problem: Alcohol-Narcotics" - Tane Press	"A St Alcoh
1. Narcotic (Opiates) Medical--not legal classification	"At Last--A Non-Addicting Substitute for Morphine?" - <u>Reader's Digest</u> , April, 1968	"Narc Answ Print
a. Morphine	"Narcotics--Some Questions and Answers" - #1827, U.S. Government Printing Office, 1968	"Hook Print
b. Heroine	"Narcotics--Why the Fuss?" - Narcotics Education, 1967	Ditto
c. Codeine	"Merchants of Heroine" - <u>Reader's Digest</u> , August and September, 1968	
	"Kicking the Habit" - <u>Time</u> - January 17, 1969	
	"New Hope for Drug Addicts" - <u>Look</u> , November 30, 1965	
	"Give Drugs to Addicts So We Can Be Safe" - <u>Saturday Evening Post</u> , July 30, 1966	

Teacher Materials

The LSD Story, Fawcett, 1966,
pp. 19-22
"Glue Sniffing" - Tane Press, 1967
"Glue Sniffing" - #OP 195 - AMA -
1968

"The Problem: Alcohol-Narcotics" -
Tane Press

"At Last--A Non-Addicting Substitute
for Morphine?" - Reader's Digest,
April, 1968

"Narcotics--Some Questions and
Answers" - #1827, U.S. Government
Printing Office, 1968

"Narcotics--Why the Fuss?" -
Narcotics Education, 1967

"Merchants of Heroine" - Reader's
Digest, August and September, 1968

"Kicking the Habit" - Time -
January 17, 1969

"New Hope for Drug Addicts" - Look,
November 30, 1965

"Give Drugs to Addicts So We Can Be
Safe" - Saturday Evening Post,
July 30, 1966

Student Materials

"Glue Sniffing" - Tane Press, 1967
"Glue Sniffing" - #OP 194 - AMA - 1968
Ditto: Poem - "A Tube of Glue"

"A Student Supplement to the Problem:
Alcohol and Narcotics" - Tane Press

"Narcotics--Some Questions and
Answers" - #1827, U.S. Government
Printing Office, 1968

"Hooked" - #1610, U.S. Government
Printing Office, 1967

Ditto: Outline - Heroine

Audio Visual	Motivating Questions	Activities
<p>Transparencies: #24: 30-32 - "Hallucinogen" - #25 - "Peyote" - #28-29 - "Glue Sniffing and Tell-Tale Sniffer"</p>	<p>Are you familiar with the legal use of peyote by the Native American Church?</p> <p>Why do young people try "glue sniffing"?</p> <p>What are some of the effects of it? Do you think these people would try it if they knew the dangers?</p>	<p>Report on Native Am legal use of peyote "Mescaline," Vol. M "Cactus," Vol. C, p</p> <p>Use of transparenci</p> <p>Read and discuss po</p>
<p>Film: #1164 - "Narcotics--The Inside Story"</p>	<p>Tell students that the word narcotic comes from the Greek word <u>narke</u> which means "numbness." Ask what connection this fact has to do with narcotic drugs.</p>	<p>Install a question might submit proble or,</p>
<p>Transparencies: #19-23 - "Opium and Narcotics"</p>	<p>What do you know about the connection between narcotics and crime?</p>	<p>Ask each student to questions concerni</p>
<p>Film: #1164 - "Narcotics--Pit of Despair"</p>	<p>Why do you think organized crime is involved in peddling drugs?</p>	<p>Discuss the differ psychological and</p>
<p>Filmstrip: "Narcotic Background" - Eyegate #194 C</p>	<p>How does a drug addict become the problem of society?</p>	<p>Report on use of m Civil War.</p>
<p>Filmstrip: "Narcotics and Health" - #194 D - Eyegate</p>	<p>Does morphine have medical uses today? (Yes, under strict medical supervision.)</p>	<p>Report on opium--e it is found, growt how it is harveste drugs.</p>
<p>Filmstrip: "Narcotics: Uses and Abuses" - Q-Ed Productions</p>	<p>Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)</p>	<p>Use earphones with accompanies filmst panel discussion.</p>

Motivating Questions

Activities

Are you familiar with the legal use of peyote by the Native American Church?

Report on Native American Church's legal use of peyote (1968 World Book) "Mescaline," Vol. M, p. 344 and "Cactus," Vol. C, p. 11.

Why do young people try "glue sniffing"?

Use of transparencies

What are some of the effects of it? Do you think these people would try it if they knew the dangers?

Read and discuss poem and booklet.

Tell students that the word narcotic comes from the Greek word narke which means "numbness." Ask what connection this fact has to do with narcotic drugs.

Install a question box which students might submit problems for discussion.

or

What do you know about the connection between narcotics and crime?

Ask each student to submit one or two questions concerning narcotic drugs.

Why do you think organized crime is involved in peddling drugs?

Discuss the difference between psychological and physical addiction.

How does a drug addict become the problem of society?

Report on use of morphine during the Civil War.

Does morphine have medical uses today? (Yes, under strict medical supervision.)

Report on opium--early history, where it is found, growth peculiarities, how it is harvested and made into drugs.

Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)

Use earphones with Cassette tape which accompanies filmstrip. Follow with panel discussion.



DRUGS (continued)

Concepts	Teacher Materials	Student Ma
2. Barbiturate	"Barbiturates" - #OP 196 - AMA - 1968	"Barbitura 1968
a. Phenobarbital		
b. Seconal	"The Ups and Down Drugs--Ampheta- mines and Barbiturates" - U.S. Government Printing Office	"The Ups a and Barbit Government
c. Sodium pentothal (truth serum)	Ditto: Outline - "Barbiturates"	Ditto: Ou "Let's Tal Pep Pills" izers and
3. Tranquilizer		
a. Miltown		
b. Librium Trade Names		
c. Equanil		
4. Alcohol	ALCOHOL WILL BE DISCUSSED IN UNIT PAGES 90 TO 116	
5. Bromide		
a. Nervine		
b. Sodium bromide		
c. Neurosine		
C. Stimulant		
1. Cocaine	"The Ups and Down Drugs-- Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office	"The Ups and Barbi Governmen

Teacher Materials

"Barbiturates" - #OP 196 - AMA - 1968

"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office

Ditto: Outline - "Barbiturates"

Student Materials

"Barbiturates" - #OP 196 - AMA - 1968

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office

Ditto: Outline - "Barbiturates"

"Let's Talk About Goof Balls and Pep Pills" - (including tranquilizers and LSD) - Tane Press, 1969

le Names
ALCOHOL WILL BE DISCUSSED IN
UNIT PAGES 90 TO 116

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office

"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office, 1968

Audio Visual	Motivating Questions	Activities
Transparencies: #13-18 - "Barbiturates"	<p>What are some necessary precautions in the use of sleeping pills?</p> <p>Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)</p> <p>Why might barbiturates be called goof balls?</p> <p>Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)</p>	<p>Research - pro barbiturates.</p> <p>Report: Tragic barbiturates.</p> <p>Report on use law.</p>
Transparency: #12 - "Tranquilizers"	<p>What are tranquilizers and how are they used by doctors?</p> <p>Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?</p>	<p>Collect newspaper articles advertising "relax." Discuss</p> <p>Select a panel of whether or not tranquilizing pills--ot supervision.</p> <p>Discuss advertising Seltzer; bring directions.</p>
Film: #1131 - "Drugs and the Nervous System"	<p>Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)</p>	<p>Research concept of cocaine and</p>

Motivating Questions

Activities

What are some necessary precautions in the use of sleeping pills?

Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)

Why might barbiturates be called goof balls?

Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)

What are tranquilizers and how are they used by doctors?

Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?

Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)

Research - proper uses of barbiturates.

Report: Tragic effect of overuse of barbiturates.

Report on use of truth serum by the law.

Collect newspaper and magazine articles advertising drugs which "relax." Discuss the claims made.

Select a panel to discuss the question of whether or not one should take tranquilizing drugs--so-called happiness pills--other than with medical supervision.

Discuss advertising claims on Bromo-Seltzer; bring in bottle and discuss directions.

Research concerning the proper uses of cocaine and its derivatives.

DRUGS (continued)

Concepts	Teacher Materials
2. Benzedrine--type	"On Amphetamines" - <u>Look Magazine</u> , March 5, 1968 "Amphetamines" - #OP 197 - AMA - 1968
3. Caffeine	Ditto: Outline - "Stimulants"
4. Methedrine	"The Cruel Chemical World of Speed" - <u>Look</u> , March 5, 1968
III. Slang vocabulary has been given to drugs.	SEE TEACHER INFORMATION, VI - Pages 47 to 64
IV. Abstention is the best preven- tion. It is easier to start taking drugs than it is to stop.	Reference materials from Concepts I-III <u>Drug Abuse: Escape to Nowhere</u> , Smith, Kline, and French, 1967

Teacher Materials

Student Materials

"On Amphetamines" - Look Magazine,
March 5, 1968

"Amphetamines" - #OP 197 - AMA - 1968

"Amphetamines" - #OP 197 - AMA -
1968

Ditto: Outline - "Stimulants"

Ditto: Outline - "Stimulants"

"The Cruel Chemical World of
Speed" - Look, March 5, 1968

Advanced students may read "The Cruel
Chemical World of Speed" and plan a
panel discussion concerning it.

SEE TEACHER INFORMATION, VI -
Pages 47 to 64

Teacher may encourage study of slang
terms as each new drug is studied.
Slang vocabulary may be listed by
students and clarified by teacher
as many misconceptions may be found.

Reference materials from Concepts
I-III

Ditto: "What Would You Do?"

Drug Abuse: Escape to Nowhere,
Smith, Kline, and French, 1967

Ditto: "What Would You Say?"

Ditto: "Drug Quiz"

Teacher reference materials at the
discretion of the teacher.

Audio Visual	Motivating Questions	Activities
<p>Transparencies: #7-11 - "Stimulants"</p> <p>Poster: "Bennies--Breakfast of Chumpions"</p>	<p>What are some of the medical uses of stimulants? Why might astronauts be given stimulants?</p> <p>Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.</p>	<p>List products which it is for a long time. (studying)</p>
<p>Student-made posters depicting proper and improper uses of stimulants.</p>	<p>What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?</p> <p>Discuss the "hippie" expression, "Speed kills." What do you think this means?</p> <p>What kind of problems might be caused by "pep pills"?</p>	<p>Students coffee to the</p> <p>Explain is given to other "Crystal methedr</p>
<p>Film: #1193 - "LSD: Insight or Insanity"</p> <p>Film: "Fight or Flight"</p> <p>Either of the above films may be re-shown.</p>	<p>How do you think slang came into existence?</p> <p>Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.</p> <p>Why should you not, <u>even once</u>, experiment with drugs.</p> <p>Why are doctors and dentists qualified to prescribe drugs?</p>	<p>Clarify Teacher</p> <p>Collect article</p> <p>Student reasons others</p> <p>"It w "Ever "Don "Be a</p>

Motivating Questions

Activities

What are some of the medical uses of stimulants? Why might astronauts be given stimulants?

Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.

What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?

Discuss the "Hippie" expression, "Speed kills." What do you think this means?

What kind of problems might be caused by "pep pills"?

How do you think slang came into existence?

Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.

Why should you not, even once, experiment with drugs?

Why are doctors and dentists qualified to prescribe drugs?

List professions or activities in which it is desirable to stay awake for a longer than normal period of time. (Truck drivers, students studying for exams, etc.)

Students may interview parents about coffee use and report their findings to the class.

Explain that the slang term, "speed" is given to methedrine but may refer to other types of stimulants. "Crystal" or "Meth" also refers to methedrine.

Clarification of slang terms. See Teacher Information, VI.

Collect magazine and newspaper articles containing drug slang terms.

Students might evaluate the following reasons given by those who try to get others to experiment with narcotics:

"It won't hurt you."
"Everybody does it."
"Don't be chicken."
"Be a regular guy."

DRUGS (continued)

Concepts

Teacher Materials

St

V. Society is protected by laws regulating drugs.

A. Harrison Act

B. FDA Amendments, 1965

See Teacher Information VI
Previous reference materials,
especially Public Health Service
pamphlets and FDA Fact Sheets.

Ac
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Audio Visual

Motivating Questions

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Motivating Questions

How are illegal drugs smuggled into the country?

Activities

Have students write a paragraph or one page essay on one of the following topics:

"The Kind of Person I Would Like To Be In Ten Years from Now."

"What I Want Most Out of Life."

With the aid of the class, select the essays to be read and discussed.

Have a panel discussion concerning this question:

"If you could rub Alladin's lamp and get 5 things you want most out of life, what 5 things would you choose and why?"

Discuss how use of drugs can prevent a person's getting the most from life.

After seeing the film on LSD, discuss the risk taken by taking drugs even once. Refer to April issue of Reader's Digest, 1968.

Discuss the number of years required to become a doctor or dentist.

Make bar, line graphs, and charts depicting and correlating statistics.

Reports concerning laws and law enforcement.

DRUGS (continued)

Concepts	Teacher Materials	Student
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The teacher may enjoy reading
"Merchants of Heroine" - Reader's
Digest, August, September, 1968

Teacher Materials

Student Materials

The teacher may enjoy reading
"Merchants of Heroine" - Reader's
Digest, August, September, 1968

Audio Visual

Motivating Questions

Activities

Have you read about any punishments given to those who have illegally used or sold drugs?

Write for info rehabilitation (Hospitals at Lexington, Ken Health Service of Health in H information so Culminate with debate, or pro area of drugs found particul

Motivating Questions

Have you read about any punishments given to those who have illegally used or sold drugs?

Activities

Write for information concerning rehabilitation of drug addicts. (Hospitals at Fort Worth, Texas or Lexington, Kentucky; the Public Health Service and Montana State Board of Health in Helena are also good information sources.)

Culminate with panel discussion, debate, or program highlighting an area of drugs which the students found particularly interesting.

VI. TEACHER INFORMATION.

EXAMPLES OF DRUG TYPES

I. Hallucinogenic

- A. Marijuana
- B. LSD-25
- C. Peyote (mescal and mescaline)
- D. DMT (dimethyltryptamine)
- E. Glue sniffing, inhaling lighter fluid fumes, gasoline, ether, nutmeg, etc (depressant)
- F. Psilocybin
- G. Psilocyn
- H. Jimson weed derivatives (stramonium)

II. Depressant

A. Opium

- 1. Morphine
- 2. Heroine
- 3. Codeine
- 4. Dilaudid
- 5. Metapon
- 6. Paregoric
- 7. Laudanum
- 8. Demerol)
- 9. Methadone) synthetic substitutes for morphine
- 10. Pantapon

B. Barbiturate

- 1. Luminal
- 2. Phenobarbital (Nembutal)
- 3. Amytal
- 4. Seconal
- 5. Barbital
- 6. Pentothal
- 7. Sodium pentothal (truth serum)

VI. TEACHER INFORMATION.

EXAMPLES OF DRUG TYPES

and mescaline)

tryptamine)

, inhaling lighter fluid fumes, gasoline, ether, nutmeg, etc. (sometimes listed as

derivatives (stramonium)

)
e) synthetic substitutes for morphine

bital (Nembutal)

al
pentothal (truth serum)

TEACHER INFORMATION (continued)

C. Tranquilizer

1. Miltown
2. Librium
3. Equanil
4. Valium
5. Vistaril
6. Ultram
7. Serax
8. Thalidomide

D. Alcohol (See "Alcohol Section" of Unit)

E. Bromide

1. Nervine
2. Neurosine
3. Sodium bromide
4. Potassium bromide
5. Triple bromides

III. Stimulant

A. Cocaine

B. Benzedrine

1. Benzedrine-amphetamine
2. Benzedrex
3. Dexedrine
4. Tuamine
5. Desyphed

C. Caffeine

D. Methedrine

E. Dexedrine

F. Nicotine

TEACHER INFORMATION. (continued)

DRUG SOURCES

HALLUCINOGENS

- Marijuana - Found in the flowering tops, leaves, and flowers of the Indian hemp 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 prepared from Bhang is 1/5 to 1/8 as potent as charas
 2. Ganja - two to three times as potent; made from resin; mostly smoked
 3. Charas - pure resin obtained from plants or dried flowers; usually in a ball and sifted form of charas, but in literature referred to as cannabis
- LSD - Lysergic acid diethylamide tartrate; synthesized from lysergic acid that grows on rye and wheat; now it is made synthetically
- Peyote - Mexican cactus; peyote buttons are ground into powder; only used in religious ceremonies of Native American Church; not likely to cause psychological dependence; mescal and mescaline are also prepared from peyote
- DMT - Dimethyltryptamine; natural constituent of seeds of certain plants in South America; powder made from these seeds was used as snuff; Columbus arrived in the New World; DMT produces effects similar to LSD; no special preparation required; 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

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

three grades of cannabis prepared in India

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

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

- 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

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

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

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

psilocybin; 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 as morphine 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 a prescription, but pharmacist must, by Federal law, get a prescription from 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 Stuff"
- Paregoric - Opium; benzoic acid, and camphor; used to check intestinal cramps
- Laudanum - Tincture of opium; alcohol and water
- Barbiturate - Made chemically by heating a mixture of substances related to malonate compound found in urine, blood, and lymph of man and other mammals
- Tranquilizer - Example is reserpine--a crystalline alkaloid extracted from the roots of Rauwolfia; tranquilizers are closely related to sedatives; quiet nerves and reduce the need for one to sleep
- Alcohol - Colorless; volatile liquid; C_2H_5OH (ethyl alcohol); pungent smell; produced from fermentation of fermented grains, fruit juices, and starches
- Bromides - Composed of bromine and another element; bromine is a chemical element that is reddish-brown in color; bromine is used in making dyes, in photography, and in producing a quieting effect on nerves

STIMULANTS

- Cocaine - A crystalline alkaloid made from dried coca leaves; Indians of South America use it with lime; this keeps them from feeling tired or hungry--doesn't form a habit-forming and may ruin health; properly used as a local anesthetic for the disease of nose and eye; stimulates the heart and central nervous system; causes hallucinations--both visual and tactual; addicts may sniff or inject it; slang terms "C" or "Snow"

TEACHER INFORMATION (continued)

red from the juice of the unripe seed capsules of the opium poppy; the opium poppy is grown in China, Turkey, Iran, and Yugoslavia; contains such alkaloids as morphine, codeine, papaverine; American addicts seldom take opium--rather they take its derivatives--the ones such as heroine

codeine - 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

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"

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

codanum - Tincture of opium; alcohol and water

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

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

ess; volatile liquid; C_2H_5OH (ethyl alcohol); pungent smell; made from the distillation of fermented grains, fruit juices, and starches

posed of bromine and another element; bromine is a chemical element, usually reddish-brown color; bromine is used in making dyes, in photography, and in anti-knock motor fuel; has a paralyzing effect on nerves

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

TEACHER INFORMATION (continued)

- 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; amounts increases circulation and is harmless; in large amounts causes headaches, and digestive disturbances; produced from plants in pure form; made in laboratory; caffeine is used as a stimulant of the heart and as a remedy for poison of alcohol, opium, and other drugs that depress the nervous system.
- Nicotine - An acrid, poisonous, oily alkaloid, $C_{10}H_5NO_2$, contained in the leaves of the tobacco plant.

TEACHER INFORMATION (continued)

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

ephedrine which is obtained from certain desert shrubs

the hydrochloride; slang - "Speed," "Crystal"

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

poisonous, oily alkaloid, $C_{10}H_{15}NO_2$, contained in the leaves of tobacco

TEACHER INFORMATION (continued)

MARIJUANA

Marijuana - Found in the flowering tops, leaves, and flowers of the Indian hemp plant, can dried, crushed, or chopped into small pieces

I. Proper uses

- A. None (except medical research)
- B. No medical uses
- C. Illegal in United States

II. Improper uses

- A. Smoked in form of short cigarette or pipe
- B. Sniffed
- C. Eaten or drunk; may be baked in cookies
- D. May be habit forming (dependence rather than addiction)

III. Symptoms resulting

A. Physical

- 1. Dehydrates body
- 2. Heart beat increases
- 3. Lowering of body temperature
- 4. Eyes redden; pupils enlarge
- 5. Stimulates appetite

B. Mild intoxication

- 1. Unsteady
- 2. Drowsy (stupor)

C. Behavior

- 1. May become loud
- 2. May become talkative
- 3. May appear very happy

D. Long-term physical effects not yet known

E. If used daily and heavily, mental illness may result

TEACHER INFORMATION (continued)

MARIJUANA

ing tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; usually chopped into small pieces

research)

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rt cigarette or pipe

e baked in cookies

(dependence rather than addiction)

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temperature

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ffects not yet known

vily, mental illness may result

TEACHER INFORMATION (continues)

F. May cause one to seek stronger drug

IV. Law

A. Federal

1. To have, give, or sell is a felony in the United States
2. Penalty - 2-10 years imprisonment plus fine up to \$20,000 for second offense - 5-20 years; third offense - 10-40 years
3. Penalty - 5-20 years imprisonment for first offense (for sell)

B. State

V. Slang

Pot	Roach	Kif (North America)
Hay	Grass	Charas (India)
Weed	Jive	Gage
Hemp	Mary Jane	Griefo
Hashish	Rope	Joint
Ganja	Texas Tea	Locoweed
Reefer	Bhang (India)	Mezz
Sticks	Dagga (South America)	Mutah

TEACHER INFORMATION (continued)

one to seek stronger drug

to buy, give, or sell is a felony in the United States
first offense - 2-10 years imprisonment plus fine up to \$20,000 for first offense (for possession);
second offense - 5-20 years; third offense - 10-40 years
first offense - 5-20 years imprisonment for first offense (for selling); second offense - 10-40 years

Roach	Kif (North America)
Grass	Charas (India)
Jive	Gage
Mary Jane	Griefo
Rope	Joint
Texas Tea	Locoweed
Bhang (India)	Mezz
Dagga (South America)	Mutah

TEACHER INFORMATION (continued)

HALLUCINOGENS

Hallucinogens - Drugs which produce hallucinations and distortions

Example: LSD

- I. Proper uses
 - A. No accepted use in medical practice
 - B. Reports that LSD helps in treatment of neurotics and alcoholics have not been followed-up; studies indicate improvements not lasting
 - C. Reports that LSD helps aid autistic children, psychotic children, and adults evaluated
 - D. Government--approved use for research
- II. Improper uses
 - A. Taken in sugar cube, cracker, cookie or licked off a stamp or other object
 - B. Injected
 - C. Inhaled
- III. Symptoms resulting (results are unpredictable)
 - A. Physical
 1. Increased pulse and heart rate and causes a rise in blood pressure and temperature
 2. Dilated eye pupils
 3. Shaking of hands and feet
 4. Cold sweaty palms, shivering, chills with goose pimples
 5. Flushed face or paleness
 6. Wet mouth
 7. Irregular breathing
 8. Nausea
 9. Loss of appetite
 - B. Mental
 1. Effect of change of environment--sensory impressions may be translated or distorted
 2. Mystical feeling (some users report a sense of rebirth or new insight)

TEACHER INFORMATION (continued)

HALLUCINOGENS

produce hallucinations and distortions

medical practice
helps in treatment of neurotics and alcoholics have not been evaluated completely;
indicate improvements not lasting
helps aid autistic children, psychotic children, and adults is being tested and
use for research

e, cracker, cookie or licked off a stamp or other object treated with drug

results are unpredictable)

and heart rate and causes a rise in blood pressure and temperature
pills
hands and feet
chills, shivering, chills with goose pimples
or paleness

thing

te

change of environment--sensory impressions may be translated or merged into another
thing (some users report a sense of rebirth or new insight)

TEACHER INFORMATION (continued)

3. Users believe increase of creativity occurs; studies fail to support
4. May impair user's power of concentration and ability to think
5. Hallucinations are both visual and auditory

IV. Dangers reported

- A. Panic--because user can't stop drug's action; may fear loss of mind
- B. Paranoia--feel someone is trying to harm him or control his thinking
- C. Recurrence--visions seen while on LSD trip may recur
- D. Accidental death due to feeling that user can fly or float; user may die or may occur due to a bad trip
- E. Mental derangement
- F. Indirectly leads to chromosome damage and abnormal birth defects in offspring
- G. Effects may last 8-10 years and may recur without taking the drug

V. 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--imprisonment from 1-3 years with fines up to \$15,000
- B. State laws--penalties vary

VI. Slang

- Acid
- Acid head

TEACHER INFORMATION (continued)

Decrease of creativity occurs; studies fail to support this viewpoint
Decrease of power of concentration and ability to think
Both visual and auditory

Can't stop drug's action; may fear loss of mind
User is trying to harm him or control his thinking
Hallucinations while on LSD trip may recur
False feeling that user can fly or float; user may think he can't be harmed; suicide
trip

Chromosomal damage and abnormal birth defects in offspring
May recur without taking the drug

(Control Amendments, 1965)

Prohibition of sale or distribution

1-3 years with fines of \$1,000-\$10,000

to sell or give drugs to anyone under 21--imprisonment up to six years and fines

vary

TEACHER INFORMATION (continued)

GLUE SNIFFING

Glue Sniffing - is the voluntary inhalation of fumes of airplane glue, gasoline, alcohol, thinner, lighter fluid, etc.

- I. Proper uses
 - A. None
- II. Improper uses
 - A. Inhaling airplane glue
 - B. Inhaling other hydrocarbons
 - 1. Gasoline
 - 2. Alcohol
 - 3. Cleaning fluid
 - 4. Paint thinner
 - 5. Lighter fluid
- III. Symptoms resulting
 - A. Euphoria (giddy, silly, excited - feel "good all over")
 - B. Loss of muscular coordination
 - C. Slurred speech
 - D. Blurred vision
 - E. Ringing in ears
 - F. Mild hallucinations
 - G. Nausea
 - H. Depression
 - I. Drowsiness
 - J. Stupor
 - K. Unconsciousness
 - L. Tolerance (need for larger doses); habit develops
 - M. Loss of weight
 - N. Lowering of blood pressure
 - O. Loss of interest in home and school activities

TEACHER INFORMATION (continued)

GLUE SNIFFING

halation of fumes of airplane glue, gasoline, alcohol, cleaning fluid, paint
fluid, etc.

ns

excited - feel "good all over")
ation

er doses); habit develops

re
and school activities

TEACHER INFORMATION (continued)

P. Toxic (poisonous) effect on

1. Brain

- a. Crimes--theft--injure others
- b. Endanger lives of others and self

2. Kidney

3. Liver

4. Bone marrow

Q. Leads to more serious drugs

R. Death

IV. Laws

A. Several states have passed laws (in Maryland--misdemeanor)

B. Retailers have curbed access by ceasing to stock airplane glue; retailers quantities of glue, gasoline, paint thinner, lighter fluid, etc.

TEACHER INFORMATION (continued)

OPIUM

Opium - a powerful narcotic drug made from the juice of the opium poppy; opium it is cultivated in India, Egypt, and Turkey; the plant grows 3-4 feet commercial opium comes from the juice of the unripened seed pod--as soon as the juice is taken; as the juice dries, it becomes brown and gummy; now to refineries where it is changed to a white powder with a distinctive

I. Proper uses

A. Morphine

1. In large doses will relieve pain and permit sleep
2. In small doses will reduce pain without sleep
3. Overdose will cause death by slowing lungs until they stop functioning
4. Used in treatment of these diseases and conditions:
 - a. Cancer
 - b. Cardiac asthma
 - c. Whooping cough
 - d. To allay 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. Commonly used orally and hypodermically to relieve pain, spasm, and cough
2. Used to treat severe coughs, asthma, intestinal pains, and neuralgia

C. Paregoric

1. Used to check intestinal fermentation

II. Improper uses (See Heroine Outline)

TEACHER INFORMATION (continued)

OPIUM

drug made from the juice of the opium poppy; opium is native to Greece and the Orient; India, Egypt, and Turkey; the plant grows 3-4 feet and contains a milky juice; comes from the juice of the unripened seed pod--as soon as petals fall, pods are slit and as the juice dries, it becomes brown and gummy; now it is rolled into balls and shipped it is changed to a white powder with a distinctive odor and a sharp, bitter taste.

will relieve pain and permit sleep
will reduce pain without sleep
cause death by slowing lungs until they stop functioning
treatment of these diseases and conditions:

- asthma
- cough
- vomiting and check diarrhea
- spasms
- colic
- hemorrhage
- shock
- heart failure
- abortion

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

for intestinal fermentation

Heroin Outline)

TEACHER INFORMATION (continued)

HEROINE

Heroin - a dangerous drug obtained from the opium poppy; a depressant

- I. Proper uses
 - A. None
 - B. Illegal in United States
- II. Improper uses
 - A. Sniffed as a powder (snorting)
 - B. Injected (mainlining)
 - C. Most commonly used by American addicts
- III. Symptoms resulting
 - A. Slows body organs
 - 1. Affects heart; poor circulating results
 - 2. Cold, clammy feeling to body
 - 3. Addict may wear surplus clothing
 - B. Withdrawal symptoms; addict sweats, shakes, get chills, diarrhea, vomits, and has an upset stomach
 - C. Addicts clothing is often soiled and unkept; rarely bathes
 - D. Malnutrition may result
 - E. Crave sugar
 - F. Infection may result from unsanitary conditions of injection
 - G. Lives for "fix"
 - H. Dependence
 - 1. Physical - tolerance develops
 - 2. Psychological
- IV. Law (Harrison Act, 1914)
 - A. First offense--illegal possession--2-10 years
 - B. Second offense--illegal possession--5-20 years
 - C. First offense--illegal sale--fine of \$20,000 and 5-20 years

TEACHER INFORMATION (continued)

HEROINE

ed from the opium poppy; a depressant

orting)

American addicts

circulating results

g to body

plus clothing

dict sweats, shakes, get chills, diarrhea, vomits, and suffers sharp pains in

en soiled and unkept; rarely bathes

om unsanitary conditions of injection

e develops

possession--2-10 years

possession--5-20 years

sale--fine of \$20,000 and 5-20 years

TEACHER INFORMATION (continued)

- D. Second offense--illegal sale--fine \$20,000 and 10-40 years
- E. Selling to a minor (under 18)--offender is refused parole and probation even can be sentenced to life imprisonment or to death
- F. Narcotic Rehabilitation Act of 1966--designed to support rehabilitation servi his home or community

V. Slang

- "H"
- Horse
- Stuff
- Harry
- Joy powder
- Scat

TEACHER INFORMATION (continued)

legal sale--fine \$20,000 and 10-40 years
(under 18)--offender is refused parole and probation even for first offense and
life imprisonment or to death
tion Act of 1966--designed to support rehabilitation services for the addict in
ty

TEACHER INFORMATION . (contin

BARBITURATE

Barbiturate - a form of depressant used in medical practice to calm patients

I. Proper uses

- A. Slow central nervous system
- B. Relax patients before and during surgery
- C. Reduce nervousness
- D. Produce sleep; relieve insomnia
- E. Control convulsions (epilepsy)
- F. Treat and diagnose mental conditions
- G. Increase effects of pain-killing drugs
- H. Treat high blood pressure

II. Improper uses

- A. Unsupervised self-medication
- B. Taken under extreme mental or emotional confusion
- C. To counteract the effect of stimulant drugs
- D. In combination with other drugs, mainly alcohol and/or other opiate drug abusers
- E. Experimenting by young people for thrills; to give temporary feelings
- F. Suicide--intentional and unintentional (becomes confused about how to die)

III. Symptoms resulting

- A. Drowsiness
- B. Tremor of hands, lips, and tongue
- C. Slurring of speech
- D. Staggering and falling
- E. Confusion and poor judgment
- F. Quick temper
- G. Quarrelsome
- H. Coma (with dangers of pneumonia or death)
- I. Criminal involvement
- J. Social consequence; job loss; delinquency; deterioration of appearance

TEACHER INFORMATION . (continued)

BARBITURATE

essant used in medical practice to calm patients and/or to produce sleep

us system
ore and during surgery

lieve insomnia
s (epilepsy)
e mental conditions
of pain-killing drugs
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-medication
ne mental or emotional confusion
effect of stimulant drugs
th other drugs, mainly alcohol and/or other opiates, by thrill seekers and chronic

young people for thrills; to give temporary feeling of well-being
nal and unintentional (becomes confused about how many pills have been taken)

lips, and tongue
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lling
r judgment

s of pneumonia or death)
ent
e; job loss; delinquency; deterioration of appearance

TEACHER INFORMATION (continued)

- K. Tolerance
- L. Physical dependence
- M. Psychological dependence
- N. Sudden, complete withdrawal from a person physically dependent causes in extreme cases--death
- O. Deterioration of appearance

IV. Law

- A. Each delivery, with or without payment, is a separate offense with a year in prison
- B. After prior conviction, the maximum penalty for illegal delivery is \$ imprisonment
- C. First offense--all persons over 18 who sell or give barbiturates to a for 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
- E. No pharmacist may fill or refill a prescription more than six (6) more than five (5) times, if refills are authorized, unless a medical practitioner renews the prescription

V. Slang

Barbs	Yellows	Seggy, seccy
Candy	Yellow jackets	Rainbows
Goof balls	Nimbies	Double trouble
Sleeping pills	Reds	Blues, blue birds
Peanuts	Pinks, reds and blues	Tooies
Red buds, red devils		

TEACHER INFORMATION (continued)

nce
pendence
withdrawal from a person physically dependent causes convulsions and mental disturbances;
--death
appearance

with or without payment, is a separate offense with a maximum penalty of \$1,000 and one (1)

violation, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years

All persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned
in two (2) years or fined not more than \$5,000 or both

six (6) years imprisonment and maximum fine of \$15,000 and/or both
may fill or refill a prescription more than six (6) months after date of issue or more
times, if refills are authorized, unless a medical practitioner orally or in writing
prescription

- | | |
|-----------------------|--|
| Yellows | Seggy, seccy |
| Yellow jackets | Rainbows |
| Nimbies | Double trouble |
| Reds | Blues, blue birds, blue devils, blue heavens |
| Pinks, reds and blues | Toodies |

devils



TEACHER INFORMATION (continued)

STIMULANTS

Stimulants - drugs which excite the central nervous system; produce alertness and temporary rise in blood pressure and respiration. Cocaine is obtained from the coca plant. Benzedrine is obtained from ephedrine, which is made from certain des

I. Proper uses

- A. Under supervision of physician to curb appetite when weight reduction is desired
- B. Relieve mild depression
- C. Keep patients awake in narcolepsy (disease characterized by uncontrollable sleep)
- D. Treat Parkinson's disease (disease which results in rigidity of some muscles)
- E. Doctor may prescribe for fliers and astronauts

II. Improper uses

- A. Taken in social setting for "thrills"
- B. Combined with other drugs for "thrills"
- C. As substitutes when other narcotic supplies are cut off
- D. To give feeling of increased strength, endurance, and reduction of fatigue
- E. To ward off sleep (young adults may use pills for all night test-cramming)
- F. Experimentation--used as "magic energy supplier"

III. Symptoms resulting

- A. Increase heart rate; raise blood pressure; dilate pupils; cause dry mouth
- B. Talkativeness--often unclear or rapid
- C. Restlessness--excitability
- D. Tremor of hands
- E. Enlarged pupils
- F. Sleeplessness
- G. Profuse perspiration; headache; diarrhea; paleness
- H. Exhaustion (from lack of sleep)
- I. Psychological dependence--may become "hooked" after one or two tries
- J. Acute psychosis--characterized by auditory or visual hallucinations or delusions
- K. Depress appetite
- L. Mirages or hallucinations may occur
- M. If combined with alcohol, death may result

TEACHER INFORMATION (continued)

STIMULANTS

the central nervous system; produce alertness and wakefulness and in some cases, a blood pressure and respiration. Cocaine is obtained from dried coca leaves. Amphetamine is obtained from ephedrine, which is made from certain desert shrubs.

physician to curb appetite when weight reduction is necessary
in narcolepsy (disease characterized by uncontrollable desire to sleep)
tension (disease which results in rigidity of some muscles)
for fliers and astronauts

used for "thrills"
drugs for "thrills"
other narcotic supplies are cut off
increased strength, endurance, and reduction of fatigue during athletic performances
young adults may use pills for all night test-cramming; truck drivers, etc.)
used as "magic energy supplier"

raise blood pressure; dilate pupils; cause dry mouth
unclear or rapid
irritability

; headache; diarrhea; paleness
(lack of sleep)
dependence--may become "hooked" after one or two tries
characterized by auditory or visual hallucinations or both

reactions may occur
overdose, death may result

TEACHER INFORMATION (continued)

IV. Law

- A. Each delivery, with or without payment, is a separate offense with a maximum one (1) year in prison
- B. After prior conviction, the maximum penalty for illegal delivery is \$10,000 imprisonment
- C. First offense--all persons over 18 who sell or give barbiturates or stimulants may 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 and/or \$5,000
- E. No pharmacist may fill or refill a prescription more than six (6) months after more than five (5) times, if refills are authorized, unless a medical practitioner's writing renews the prescription

V. Slang

Bennies	Footballs	Roses
Bernice	Gold dust	Snow
Cartwheels	Greenies	Wake-ups
Coke	Hearts	Whites
Co-pilots	Crystal	L.A. Turnabouts
Corine	Meth	Browns
Dexies	Oranges	Bombido
Dust	Peaches	Speed

TEACHER INFORMATION (continued)

without payment, is a separate offense with a maximum penalty of \$1,000 and the maximum penalty for illegal delivery is \$10,000 and/or three (3) years for persons over 18 who sell or give barbiturates or stimulants to anyone under 21 for more than two (2) years or fined not more than \$5,000 or both for years imprisonment and maximum fine of \$15,000 and/or both for years if refill a prescription more than six (6) months after date of issue or more, if refills are authorized, unless a medical practitioner orally or in writing

- Roses
- Snow
- Wake-ups
- Whites
- L.A. Turnabouts
- Browns
- Bombido
- Speed

Drugs	Pharmacologic Classification	Controls	Medical Use
Alcohol	Depressant	Legal age restrictions vary within state	Use of beverage alcohol medicine is rare; possible as sedative. Disinfectant alcohol used
Amphetamine drugs (e.g., amphetamine, dextroamphetamine--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 depression, anti-tense, narcotic
Barbiturates (e.g., amobarbital, pentobarbital, secobarbital)	Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedative sleep-producers, epilepsy, blood pressure
Bromides	Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative
Cocaine	Central Nervous System Stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic
Codeine (an opium derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain 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 relieve pain

DRUG ABUSE PRODUCTS

Pharmacologic Classification	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
Depressant	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
Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producing, epilepsy, high blood pressure	Yes	Yes
Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative	No	Yes
Central Nervous System Stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic	No	Yes
Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain and coughing	Yes	Yes
Depressant	No Federal controls. Glue sales restricted in some states.	None	Unknown	Yes
Depressant	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. Oral use limited to six (6) months. Only in some countries during this period.
Yes	Drowsiness, staggering, slurred speech	Orally or by injection	Prescription only. Oral use limited to six (6) months. Only five (5) months in some countries. Dependence generally requires high doses for a prolonged period.
No	Drowsiness; sedative reactions	Orally	Depressant dehydration causing some danger of asphyxiation
No	Extreme excitation, tremors, hallucinations	Sniffed or by injection	Although cocaine does not depress the central nervous system like morphine, it has been controlled because its abuse potential is high. Stringent control measures are required.
Yes	Drowsiness, pinpoint pupils	Orally (usually as cough syrup)	Preparations containing codeine are classified as narcotics and are obtained without prescription in some countries.
Yes	Staggering, drowsiness, slurred speech, stupor	Inhaled	Freely available as controlled substance in some states have laws forbidding its use under 18.
Yes	Same as morphine	Sniffed or by injection	Not legally available in some countries for medical use

How Taken When Abused	Comments
each, Drunk	Depresses central nervous system.
pills, Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period.
Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted 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.
smokers, 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.
pills Orally (usually as cough syrup)	Preparations containing specified minimal amounts of cocaine are classified as "except" 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 glass to persons under 18.
Sniffed or by injection	Not legally available in United States. Used medically in some countries for relief of pain.

Drugs	Pharmacologic Classification	Controls	Medical Use	Potential Physical Dependence
LSD (also mescaline, psilocybin, DMT)	Hallucinogen	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	
Marijuana	Hallucinogen	Narcotic (Per Marijuana Tax Act, 1937, plus subsequent restrictive legislation which covered marijuana and narcotics together)	None	
Meperidine (synthetic morphine-like drug)	Depressant	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	
Methadone (synthetic morphine-like drug)	Depressant	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	
Morphine (an opium derivative)	Central Nervous System Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	
Paragoric (preparation containing opium)	Depressant	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	
Tobacco	Nicotine - stimulant	Legal age restrictions vary within state	None; nicotine used in insecticides	

DRUG ABUSE PRODUCTS

Control	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
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 the Control Amendments of the International Narcotics Control Act. Not legally available in the United States.
No	Drowsiness or excitability, dilated pupils, talkativeness, laughter, hallucinations	Smoked or orally	From a legal control as a narcotic. It is not available 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 more rapidly.
Yes	Same as morphine	Orally or by injection	Longer acting than morphine; withdrawal symptoms appear more slowly, are less severe. Prescription only.
Yes	Drowsiness or stupor, pinpoint pupils	Orally or by injection	Morphine is the standard analgesic; other analgesics are comparable only.
Yes	Same as morphine	Orally or by injection	Paregoric is often used prior to injection. In some states, may be used for pain relief.
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
Hallucinations,	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 medical research.
excitability, talkative- hallucina-	Smoked or orally	From a legal control standpoint, marijuana is treated as a narcotic. It is almost never legally available in the United States.
Morphine, except high doses, exci- table and con-	Orally or by injection	Shorter acting than morphine. Frequent dosing required. Withdrawal symptoms appear quickly. Prescription only.
Morphine	Orally or by injection	Longer acting than morphine. Withdrawal symptoms develop more slowly, are less intense and more prolonged. Prescription only.
Morphine stupor, pin-	Orally or by injection	Morphine is the standard against which other narcotic analgesics are compared. Legally available on prescription only.
Morphine	Orally or by injection	Paraloric is often boiled to concentrate narcotic content prior to injection. Classified as an exempt narcotic. In some states, may be obtained without prescription.
Nicotine heart beat, blood pressure, central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is toxic

Escape to Nowhere, Smith, Kline, & French, 1968
 Education Resource Materials, Marin County, California



TEACHER INFORMATION (continued)

SLANG TERMS

- A
Acid
Acid head
Artillery
Backtrack

Bag
Bagman
Bang
Barbs
Bennies
Bernice
Big John
Bindle
Biz
Blanks
Blasted
Blow a stick
Blue devils
Blue heavens
Blue velvet
Bombido
Boo
Boxed
Bread
Bull
Burned
Busted
Cactus
Candy
Cap
Cartwheels
Champ
Charas
Charged up
- Benzadrine, dexedrine and methedrine
 - LSD
 - An abuser of LSD
 - Equipment for injecting drugs
 - To withdraw the plunger of a syringe before injecting drugs to make su position
 - A container of drugs
 - A drug supplier
 - To inject drugs
 - Barbiturates
 - Benzadrine (brand of amphetamine sulfate, Smith, Kline, & French Labor
 - 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 (continued)

SLANG TERMS

ine and methadone

cting drugs

unger of a syringe before injecting drugs to make sure needle is in proper

rs

of amphetamine sulfate, Smith, Kline, & French Laboratories) tablets

r packet of narcotics

cting drugs

tics

e of drugs

na cigarette

omobarbital, Eli Lilly and Company) capsules

ntihistamine

amine

agent, a police officer

er badly diluted drugs

ugs (usually a capsule)

ce (round, white, double-scored tablets)

on't reveal his supplier--even under pressure

in India; hashish

ce of drugs

TEACHER INFORMATION (continued)

- Chipping - Taking small amounts of drugs on an irregular basis
Chippy - An abuser taking small, irregular amounts--also, prostitute
Clear up - To withdraw from drugs
Coasting - Under the influence of drugs
Coasts 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 basis
Dagga - Marijuana - India
Deck - A small packet of narcotics
Dexies - Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & F
Dime bag - A ten-dollar purchase of narcotics
Dollies - Dolophine (brand of methadone hydrochloride, Eli Lilly and Comp
Domino - To purchase drugs
Dope - Any narcotic
Double trouble - Tuinal (brand of amobarbital sodium and secobarbital sodium, El
Downs - Depressants
Dropped - Arrested
Dust - Cocaine
Eisie'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)

all amounts of drugs on an irregular basis
taking small, irregular amounts--also, prostitute
law from drugs
influence of drugs
ness

addict
tag withdrawal
use drugs
supplier
the opium for smoking
the tablets
use drugs
confess

the
erate a narcotic by adding milksugar
small amounts of drugs on an irregular basis
a - India
packet of narcotics
e (brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
ular purchase of narcotics
e (brand of methadone hydrochloride, Eli Lilly and Company) tablets
use drugs
otic
brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
nts

glory seed
c for injecting drugs
tion of narcotics
lity narcotics

TEACHER INFORMATION (continued)

- Floating - Under the influence of drugs
Football - Oval-shaped amphetamine sulfate tablets
Fresh and sweet - Out of jail
Fuzz - The police
Gage - Marijuana
Ganga - Marijuana
Gee-head - Paregoric abuser
Geetie - 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
Greeniee - Green, heart-shaped tablets of dextroamphetamine sulfate and amobarbital
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 - Benzadrine or Dexadrine (brands of amphetamine sulfate and dextroamphetamine sulfate) 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)

...ce of drugs
...tamine sulfate tablets

...ion
...injecting drugs

...ed tablets of dextroamphetamine sulfate and amobarbital

...le

...em

...e or heroin

...na

...edrine (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith,
Laboratories) heart-shaped tablets

...nce of drugs
...s, an arrest
...ion ready for injection

...nce of drugs

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 a drug habit
Kif - Marijuana in North Africa
L. A. - Amphetamines
Turnabouts
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
Mess - 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) capsules
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 & French)
Paper	- A prescription or packet of narcotics
Peaches	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French)
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) capsules
Plant	- Cache of narcotics
Pop	- To inject drugs
Pot	- Marijuana
Purple hearts	- Luminal
Quill	- A folded matchbox cover from which narcotics are sniffed through
Rainbows	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly)
Reader	- A prescription
Red birds	- Seconal
Red devils	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Reefer	- A marijuana cigarette
Roach	- The butt of a marijuana cigarette
Rope	- Marijuana
Roses	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French)
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) capsules
Shooting gallery	- A place where narcotic addicts inject drugs
Shoot up	- To inject drugs
Slammed	- In jail

TEACHER INFORMATION (continued)

syringe
illicit purchase of narcotics
(brand of pentobarbital, Abbott Laboratories) capsules
from drugs
influence of LSD or other hallucinogens
influence of drugs
pill
(brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
portion or packet of narcotics
pill (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
tablets
syringe
number 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
portion
(brand of secobarbital, Eli Lilly and Company) capsules
cigarette
of a marijuana cigarette
pill (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
narcotic agents
used to strain narcotics before injection
base drugs
(brand of secobarbital, Eli Lilly and Company) capsules
where 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 needles 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
Toots - Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly)
Trip, tripping - Being "high" on hallucinogens, particularly LSD
Truck drivers - Amphetamine
Turkey - A capsule purported to be narcotic but filled with a non-narcotic substance
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 (solid)

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

ct

narcotics

a cigarette

otent hallucinogen

narcotics

e hustler who sells pure narcotics

and of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules

h" on hallucinogens, particularly LSD

e

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)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

The Drug Abuse Amendments were passed in 1965. They became effective February 1, 1966 because of the national concern of the drug abuse of depressants, stimulants, and hallucinogens.

The Bureau of Drug Abuse Control has been organized as part of the Food and Drug Administration and has nine field offices to carry out provisions of the law. Three hundred trained agents 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 handlers of dangerous drugs. The following must take an inventory and keep records of sales 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 next page.

TEACHER INFORMATION (continued)

LAW'S GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

...e passed in 1965. They became effective February 1, 1966. They were passed
in order to deal with the drug abuse of depressants, stimulants, and hallucinogens.

...and has been organized as part of the Food and Drug Administration. There are
strict provisions of the law. Three hundred trained agents have the job of:

- legal supplies of controlled drugs
- persons illegally manufacturing drugs
- illegally dangerous drugs

• drug abuse:

...supplies and sales must be kept by all legal handlers of drugs designated
as such. 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

...of persons supplying illegal drugs

...the elimination of illegal drug distribution but does not provide criminal sanctions
...that through proper treatment, physical and psychological, the drug user can be
brought back to his place in society.

...legal 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 amphetamines (and drugs with a similar effect on the central nervous system) must register with the Administration.
2. Manufacturers, wholesalers, retailers, and physicians must keep records of purchases 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 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 six months; that time, is limited to five (5) refills.

The aim of these provisions is to curb illegal abuse--not to restrict legitimate medical use.

Those benefiting financially from the illicit use of dangerous drugs are dealt with under the Act. Legal penalties are as follows:

1. Each delivery, with or without payment, is a separate offense with a maximum penalty of (1) year in prison.
2. After prior conviction, the maximum penalty for illegal delivery is \$10,000 and/or prison.
3. First offense--all persons over 18 who sell or give barbiturates to anyone under 18 for 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/or prison.

TEACHER INFORMATION (continued)

Amendments of 1965

Manufacturers and wholesalers who produce, compound, or sell amphetamines and barbiturates (and other drugs having a similar effect on the central nervous system) must register with the Food and Drug Administration.

Wholesalers, retailers, and physicians must keep records of purchases and dispositions of controlled substances.

Access is clearly stated.

Prohibited for sale of illegal drugs to minors.

The Administration may carry firearms and enforcement powers related to search, seizure, and arrest.

The Administration authority to combat drug counterfeiting is expanded.

A prescription for a stimulant or depressant drug under control is valid for six (6) months and during that period is limited to five (5) refills.

The primary purpose is to curb illegal abuse--not to restrict legitimate medical use.

Penalties for offenses arising from the illicit use of dangerous drugs are dealt with under the criminal section. Penalties are as follows:

Delivery, with or without payment, is a separate offense with a maximum penalty of \$1,000 and one year imprisonment.

In the absence of delivery, the maximum penalty for illegal delivery is \$10,000 and/or three (3) years in prison.

Persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned for two (2) years or fined not more than \$5,000 or both.

Persons over 18 who sell or give amphetamines to anyone under 21 may be imprisoned for six (6) years imprisonment and maximum fine of \$15,000 and/or both.

TEACHER INFORMATION (cont)

STATE

Laws are not uniform. Most have illegal possession features and require delivery be kept for several years. Penalties for violation of state narcotic violation.

In many states violation is a misdemeanor. Sometimes the maximum penalty is generally felt that a uniform act needs to be established.

TEACHER INFORMATION (continued)

Most have illegal possession features and requirement that records of receipt and
several years. Penalties for violation of state dangerous drugs are less than for

on is a misdemeanor. Sometimes the maximum penalty is a fine as low as \$100. It is
uniform 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 IF IT CAUSES ADDICTION 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 hallucinogen)
4. Synthetic narcotics--meperidine (isonipeccaine)

FEDERAL

Harrison Act of 1914

Narcotics are under the control of the Bureau of Narcotics (a branch of the Treasury Department). The Bureau is assisted by Customs Officers and the Coast Guard. Important features of narcotic laws are:

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 trafficking

Not all narcotic preparations are treated alike. "Exempt narcotics" may be sold without a prescription; however, records must be kept and persons must sign for the narcotics. Exempt narcotics are for cough syrups.

Narcotic law penalties:

Illegal transfer or sale:

1. First offense--not less than five (5) years or more than twenty (20) years imprisonment and a fine up to \$20,000 may be levied.
2. Second or subsequent offense--not less than ten (10) or more than forty (40) years imprisonment and a fine up to \$20,000 may be levied.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

CTIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC IF IT HAS AN ADDICTION FORMING
LITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

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ally--a stimulant)

, and chemically related substances (medically--a hallucinogen)

--meperidine (isonipecaine)

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licers and the Coast Guard. Important features of narcotic laws and regulation are:

ose dealing in narcotics

levied

s and record-keeping provisions must be maintained

ions and penalties for illegal possession and trafficking in these drugs

ons 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

le:

not less than five (5) years or more than twenty (20) years imprisonment; fine up
be levied.

requent offense--not less than ten (10) or more than forty (40) years imprisonment;
,000 may be levied.

TEACHER INFORMATION (continued)

The foregoing sentences may not be suspended or probations granted. someone under 18 years of age is refused parole and probation, and or to death.

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)
3. Third or subsequent--not less than ten (10) or more than forty 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 of opium by having it sold by the producing nations to a single company who are 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 hospitals are located in Lexington, Kentucky (men and girls), in Fort Worth New York, and in Chicago, Illinois.

TEACHER INFORMATION (continued)

ences may not be suspended or probations granted. A person who sells narcotics to
ars of age is refused parole and probation, and can be sentenced to life imprisonment

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.

uent--not less than ten (10) or more than forty (40) years imprisonment. After
sentences cannot be suspended or parole granted.

form Narcotic Drug Act which follows Federal law. Some states have variations.

sions 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

working to control the distribution of narcotics.

ient must fully cooperate; 4½ months minimum must be spent in the hospital;
Lexington, Kentucky (men and girls), in Fort Worth, Texas (men), in California,
Illinois.

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 Forty-first Session of the Legislative Assembly of the State of Montana, approved of said State, on the eleventh day of March, 1969, and effective on the eleventh day of March, 1969.

IN TESTIMONY WHEREOF, I have hereunto
affixed the Great Seal of the State.

Done at the City of Helena, Montana, on
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

AN ACT PROVIDING FOR REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS AND DANGEROUS DRUGS TO INCLUDE DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC AND PHRASES IN CONNECTION THEREWITH; DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS; PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE THE FRAUDULENT OBTAINING OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS; PROVIDING FOR THE REGULATION OF THE UNLAWFUL SALE AND POSSESSION; PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE THE SALE AND POSSESSION OF DANGEROUS DRUGS; PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE THE SALE AND POSSESSION OF DANGEROUS DRUGS; AMENDING THE STATE BOARD OF PHARMACY TO EXCLUDE TRIAL JURISDICTION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER HOUSE BILLS 27-724, 27-725, 54-101 THROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-149, 94-35-150, 94-35-151, 94-35-152, 94-35-153, 94-35-154, 94-35-155, 94-35-156, 94-35-157, 94-35-158, 94-35-159, 94-35-160, 94-35-161, 94-35-162, 94-35-163, 94-35-164, 94-35-165, 94-35-166, 94-35-167, 94-35-168, 94-35-169, 94-35-170, 94-35-171, 94-35-172, 94-35-173, 94-35-174, 94-35-175, 94-35-176, 94-35-177, 94-35-178, 94-35-179, 94-35-180, 94-35-181, 94-35-182, 94-35-183, 94-35-184, 94-35-185, 94-35-186, 94-35-187, 94-35-188, 94-35-189, 94-35-190, 94-35-191, 94-35-192, 94-35-193, 94-35-194, 94-35-195, 94-35-196, 94-35-197, 94-35-198, 94-35-199, 94-35-200.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

MONTANA STATE LAW

)
) ss.

Secretary of State of the State of Montana, do hereby certify that the following is House 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 eleventh 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

REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE STATE OF MONTANA: DEFINING DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AND DEFINING CERTAIN WORDS THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS: PROVIDING FOR THE REGULATION OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FOR THE ENFORCEMENT OF THIS ACT: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, LICENSE AND SUPERVISE, DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION 95-302, R.C.M. 1947, AND PROVIDING FOR APPEAL IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS ACT: REPEALING SECTIONS 94-35-128 THROUGH 94-35-128 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, or any derivative, compound, or preparation containing any of the above listed drugs.

(d) "Stimulant drugs" include: Amphetamine, dextroamphetamine, methamphetamine, phenmetrazine, or any product, derivative, or compound or preparation of the above listed drugs.

(e) "Hallucinogenic drugs" include: Marijuana, lysergic acid diethylamide, mescaline, psilocybin, 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 packaging" mean the manufacture, preparation, cultivation, compounding, or packaging, or 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 who sells or sells to the ultimate consumer.

(i) The term "warehousing" means the receipt and storage of goods for sale or sale to the ultimate consumer.

(j) The term "wholesaling, jobbing or distribution" means the selling of a drug which is not the ultimate user or consumer of such drug.

(k) "Sell" means to sell, exchange, give, or dispose of to another, or

MONTANA STATE LAW (continued)

s. (a) "Person" includes an individual, partnership, corporation, association or entity.

Recognized in the official United States Pharmacopoeia, official Homopathic Pharmacopoeia, or official National Formulary, or any supplement to any of them.

Includes: Amobarbital, secobarbital, pentobarbital, phenobarbital, barbituric acid, chloral hydrate, paraldehyde, ethchlorvynol, and ethinamate, or any product, preparation, or compound containing any of the above listed drugs.

Includes: Amphetamine, dextroamphetamine, naphenthermine, methamphetamine, and any derivative, or compound or preparation of the above listed drugs.

Includes: Marihuana, lysergic acid diethylamide, psilocybin, dimethyltryptamine, or any product, derivative, compound, or preparation of the above listed drugs.

Includes: Opium, morphine, heroin, codeine, ethylmorphine, dihydromorphinone, or any product, derivative, compound, or preparation of the above listed drugs.

Includes any depressant, stimulant, hallucinogenic, or narcotic drug.

"Preparation, cultivation, compounding, or processing" shall include the preparation, cultivation, compounding, or processing of the drug in the container, wrapper, or labeling of any drug package in furtherance of the original place of manufacture to the person who makes final delivery.

"Receipt" means the receipt and storage of goods for compensation prior to final delivery.

"Selling or distribution" means the selling or distribution to any person who is not the manufacturer of such drug.

"Transfer" means to 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, or other person authorized by law to prescribe drugs.

(m) "Manufacturer" means a person who by compounding, mixing, cultivating, growing, producing or prepares dangerous drugs, but does not include a pharmacist who compounds or dispenses drugs sold or dispensed on prescriptions.

(n) Masculine words shall include the feminine and neuter and singular includes plural.

(o) The term "prescription" shall be given the meaning it has in R.C.M. 1947, Section 10-1-10.

(p) This act may be cited and the "Montana Dangerous Drug Act."

Section 2. Authority of the state board of pharmacy to enact regulations, impose penalties, and regulate the sale of dangerous drugs.

(a) Registration and licensing. The state board of pharmacy is hereby authorized to register, and to license, regulate, and supervise the warehousing, wholesaling, distributing, dispensing, and any other processing of all dangerous drugs, which is necessary to carry out the purposes of this act.

(b) Fees. The state board of pharmacy is hereby authorized to require registration fees, and to fix the amount to be fixed by the board, which fees shall not exceed one hundred dollars per year.

(c) Dangerous drug designation. Any drug designated by the state board of pharmacy as dangerous because of its depressant, stimulant, hallucinogenic or narcotic effects, after notification as required by law, shall be added to the appropriate definitions of section (c) of section 1 for the purpose of the Montana Dangerous Drug Act.

(d) Penalties. Failure to register or be licensed as provided for shall be a misdemeanor, and shall be punishable by a fine not to exceed one thousand dollars (\$1,000) or imprisonment in the county jail for (1) year, or both.

MONTANA STATE LAW (continued)

a physician, dentist, veterinarian, podiatrist, or other person permitted by law

a person who by compounding, mixing, cultivating, growing, or other process, drugs, but does not include a pharmacist who compounds dangerous drugs to be

all include the feminine and neuter and singular includes the plural.

ion" shall be given the meaning it has in R.C.M. 1947, Section 66-1502(n).

ed and the "Montana Dangerous Drug Act."

the state board of pharmacy to enact regulations, impose fees and designate

censing. The state board of pharmacy is hereby authorized to register manufac-
ate, and supervise the warehousing, wholesaling, distributing, sale, purchase,
cessing of all dangerous drugs, which is necessary to carry out the enforcement

ard of pharmacy is hereby authorized to require registration and license fees in
board, which fees shall not exceed one hundred dollars (\$100) per year.

gnation. Any drug designated by the state board of pharmacy as a dangerous drug
stimulant, hallucinogenic or narcotic effects, after notice, hearing, and publica-
ll be added to the appropriate definitions of section (c), (d), (e), or (f) of
the Montana Dangerous Drug Act.

a to register or be licensed as provided for shall be a misdemeanor punishable by
ousand dollars (\$1,000) or imprisonment in the county jail for not to exceed one

MONTANA STATE LAW (continued)

Section 3. Dangerous drugs--persons and preparations exempt from the prohibition. () medicinal preparations are excepted from the designated criminal offenses of sections 4 and 5 when combined with therapeutically active or inactive non-narcotic ingredients:

(a) A preparation which contains not more than 64. mg. (1 grain) of codeine or any one fluid ounce, or one avoirdupois ounce.

(b) Any preparation which contains cotarnine, nalorphine, narcaine, noscapine, or papaverine in any quantity. These medicinal preparations must contain, in addition to the narcotic drug in the same quantities and be administered, dispensed, and sold in good faith as a medicine, not for the purpose of this act.

(2) The following persons are excepted from the designated criminal offenses of sections 4 and 5 of this act while acting in the ordinary and authorized course of their business, profession, occupation, 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, compounding, or processing are qualified in conformance with law, in preparing pharmaceutical chemicals or prescriptions for distribution through branch outlets, wholesale druggists, or by direct shipment, (1) to hospitals, clinics, public health agencies, long-term care facilities, or practitioners, or (2) to 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.

(b) Suppliers (otherwise qualified in conformance with law) of persons regularly engaged in preparation, cultivation, compounding, and processing referred to in subsection (a).

(c) Wholesale druggists who maintain establishments in conformance with law and are engaged in supplying prescription 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.

(d) Registered pharmacists who are authorized to dispense dangerous drugs.

(e) Practitioners who prescribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

persons and preparations except from the prohibition. (1) The following
ed from the designated criminal offenses of sections 4 and 5 of this act
y active or inactive non-narcotic ingredients:

ains not more than 64.8 mg. (1 grain) of codeine or any of its salts, per
is ounce.

ontains cotarnine, nalorphine, narceine, noscapine, or papaverine in any
ations must contain, in addition to the narcotic drug in it, other medicinal
spensed, and sold in good faith as a medicine, not for the purpose of evading

is excepted from the designated criminal offenses of sections 4 and 5 of
nary and authorized course of their business, profession, occupation,
and whose activities in connection with dangerous drugs are solely as

ed in manufacture, preparation, cultivation, compounding, and processing who
law, in preparing pharmaceutical chemicals or prescription drugs for
ts, wholesale druggists, or by direct shipment, (1) to pharmacies or to
gencies, long-term care facilities, or practitioners, for dispensing by
riptions, or for use by or under the supervision of practitioners, or
r educational institutions for their use in research, teaching or chemical

qualified in conformance with law) of persons regularly engaged in manufacture,
ding, and processing referred to in subsection (a).

o maintain establishments in conformance with law and are regularly engaged
(1) to pharmacies, or to hospitals, clinics, public health agencies, long-
oners, for dispensing by registered pharmacists upon prescriptions, or for
of practitioners or (2) to laboratories or research or educational institutions
ng, or clinical analysis.

who are authorized to dispense dangerous drugs.

cribe 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 (g) who is a nurse or other medical technician under the supervision of a practitioner who administers a dangerous drug while such employee, nurse, or medical technician is acting in the course of his employment and not on his own account.

(j) A person to whom or for whose use any dangerous drug has been prescribed, authorized practitioner or pharmacist may lawfully possess such drug.

(k) Any bona fide religious organization incorporated under the laws of the state may transport, possess or use peyote (pellote) for religious sacramental purposes.

Nothing in this section shall be construed to prohibit or interfere with the doctor acting 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, possession or use 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 requirements 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 sells, transfers, cultivates, compounds, or processes any dangerous drug as defined in this act and excepted in the exceptions of section 3.

MONTANA STATE LAW (continued)

in a bona fide educational institution who use dangerous drugs in research,
and not for sale.

carrier or warehouseman, whose possession of any dangerous drug is in the usual
course of his business as such.

of the state, or a political subdivision of the state, while acting in the

of any person described in paragraph (a) through (g) of this subsection, and
acting under the supervision of a practitioner who administers dangerous drugs,
a medical technician is acting in the course of his employment or occupation and

whose use any dangerous drug has been prescribed, sold, or dispensed by an
apothecary may lawfully possess such drug.

an organization incorporated under the laws of the state of Montana while
using peyote (pellote) for religious sacramental purposes.

shall be construed to prohibit or interfere with the discretion of a practitioner
to administer any dangerous drug to a patient for the treatment of a disease or
illness and to medical practice. Addiction, dependence or habitual use of a dangerous
drug or condition" and the prescription, administration, or dispensation of a
drug or condition incident to such addiction or habitual use shall be deemed "treatment of

shall be construed to relieve any person from any requirement prescribed by or under
Chapter 166 of the Montana Code Annotated, 1947.

of dangerous drugs.

shall be an offense of a criminal sale of dangerous drugs if he sells, manufactures, prepares,
or dispenses 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 sentenced to the state prison not to exceed five (5) years. Any person of the age of 21 years or older who is convicted of a violation under this section shall be presumed to be entitled to a deferred imprisonment.

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 or subterfuge; (b) falsely assuming the title of, or representing himself to be a physician, practitioner, pharmacist, owner of a pharmacy or other persons authorized to possess or dispense dangerous drugs; (c) the use of a forged, altered, or fictitious prescription; (d) the use of a false name 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 container of a dangerous drug, or otherwise misrepresents the package containing a dangerous drug.

Section 8. Penalty for fraudulently obtaining dangerous drugs or altering labels on dangerous drugs. A person convicted of fraudulently obtaining dangerous drugs or altering 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 who is an excessive or habitual user of dangerous drugs either from the face of the record or from other evidence, may in lieu of imprisonment, be committed to the custody of any institution for not less than six (6) months nor more than two (2) years.

Section 10. Jurisdiction. The district court shall have exclusive jurisdiction over all offenses commenced 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 of the peace shall have jurisdiction of all offenses commenced under the Montana Dangerous Drug Act except to act as examining and preliminary hearings as provided in subsection (c).

(a) Jurisdiction of all misdemeanors punishable by a fine not exceeding one hundred dollars or imprisonment not exceeding six (6) months, or both such fine and imprisonment; commenced under the Montana Dangerous Drug Act except to act as examining and preliminary hearings as provided in subsection (c).

MONTANA STATE LAW (continued)

possession of dangerous drugs shall be imprisoned by imprisonment in years. Any person of the age of 21 years or under convicted of a first offense shall be presumed to be entitled to a deferred imposition of sentence.

dangerous drugs. A person commits the offense of fraudulently obtaining dangerous drugs by (a) fraud, deceit, misrepresentation, or the use of a false title of, or representing himself to be a manufacturer, wholesaler, pharmacist, or other persons authorized to possess dangerous drugs; (c) the use of a false prescription; (d) the use of a false name or a false address on a prescription; or (e) a material fact.

dangerous drugs. A person commits the offense of altering labels on dangerous drugs by forging, or altered label to a package or receptacle containing a dangerous drug.

dangerous drugs or altering the labels of dangerous drugs. The punishment for a person committing dangerous drugs or altering the labels on dangerous drugs shall be imprisonment for a term not to exceed six (6) months.

judicial authority. A person convicted of criminal possession of dangerous drugs or altering labels on dangerous drugs, if he is shown to be an habitual offender, shall be committed to the custody of any institution for rehabilitative treatment for a term not more than two (2) years.

District court shall have exclusive trial jurisdiction over all prosecutions under the Dangerous Drug Act.

Chapter 10, C.M. 1947, shall be amended to read as follows:

Section 10-1-101, M.C.A., shall be amended to read: Justice of the peace courts. The justices' courts have:

jurisdiction over offenses punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment for a term not exceeding six (6) months, or both such fine and imprisonment; excluding jurisdiction in cases under the Dangerous Drug Act except to act as examining and committing courts and to conduct proceedings under subsection (c).

MONTANA STATE LAW (continued)

(b) Concurrent jurisdiction, with district courts, of all misdemeanors punished exceeding fifteen hundred dollars (\$1,500); and

(c) Jurisdiction to act as examining and committing courts and for such purposes hearings."

Section 12. The following ~~power~~ of the Montana state board of pharmacy shall 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 by not now included under the present Montana Dangerous Drug Act as coming within that after investigation finds such drug to have a potential for abuse because of its de inogenic or narcotic effect; (2) the appropriate federal drug authorities have prom drug because of its depressant, stimulant, hallucinogenic or narcotic effect or its board may from time to time appoint a committee of experts to advise them with reg involved in determining whether a regulation should be proposed.

(b) Before any drug shall be designated as a dangerous drug the board shall of the hearing specifying the drug concerned shall be published at least once a we weeks in five (5) newspapers of general circulation throughout the state.

(c) The regulations of the board in designating a substance as a dangerous d Dangerous Drug Act shall be published in such manner to such extent as the board m notify the public.

Section 13. If any section, subsection, sentence, clause, or phrase of this unconstitutional, such decision shall not affect the validity of the remaining por

Section 14. Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54 54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R parts of acts in conflict herewith are hereby repealed.

Section 15. This act shall become effective immediately upon its passage and

MONTANA STATE LAW (continued)

tion, with district courts, of all misdemeanors punishable by a fine only, not
less (\$1,500); and

as examining and committing courts and for such purpose to conduct preliminary

ing power of the Montana state board of pharmacy shall be inserted following section
all be cited as section 66-1504.1, R.C.M. 1947:

board of pharmacy shall have the power to designate by regulation any drug that is
resent Montana Dangerous Drug Act as coming within that act when: (1) the board
h drug to have a potential for abuse because of its depressant, stimulant, halluc-
(2) the appropriate federal drug authorities have promulgated regulations on such
nt, stimulant, hallucinogenic or narcotic effect or its potential for abuse. The
ppoint a committee of experts to advise them with regard to any of the above matters
her a regulation should be proposed.

all be designated as a dangerous drug the board shall hold a public hearing. Notice
e drug concerned shall be published at least once a week for three (3) consecutive
of general circulation throughout the state.

the board in designating a substance as a dangerous drug coming within the Montana
published in such manner to such extent as the board may deem necessary to adequately

tion, subsection, sentence, clause, or phrase of this act is for any reason held
ion shall not affect the validity of the remaining portions of this act.

7-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-106, 54-107, 54-108,
12, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122,
26, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947, and all acts and
repealed.

shall become effective immediately upon its passage and approval.

VII. GLOSSARY

- addict** - person that is dependent on drugs either physically or psychologically especially to narcotic drugs
- addiction** - state of periodic or chronic intoxication produced by the repeated use over to the habit of drugs
- amphetamine** - a stimulant, such as benzedrine or dexedrine, legal only by prescription; used as an inhalant for relief of colds; used internally to stimulate the central nervous system
- barbiturate** - a form of depressant commonly referred to as "goofballs"; sedative
- benzedrine** - a stimulant of the amphetamine class; brand of amphetamine
- caffeine** - a stimulant found in coffee, coca, tea, and coca beans
- coca** - dried leaves of South American shrub, yielding cocaine; sometimes used as a stimulant
- cocaine** - a drug obtained from coca leaves; found as a white powder called crack
- codeine** - a drug of the opiate family used to relieve pain; it is habit forming and used as a mild narcotic
- dexedrine** - a stimulant of the amphetamine class
- diet pills** - stimulants of the amphetamine class; used to curb the appetite
- drugs** - any chemical compounds, other than food, intended for use in treatment of disease; substances that affect the normal behavioral patterns
- glue sniffing** - dangerous action which produces the effect of hallucinogenic drugs and death
- habituation** - a condition resulting from the repeated consumption of a drug
- hallucinogens** - any of several drugs (psychedelics) which produce sensations or distortions of time, space, sound, color, and other bizarre effects

VII. GLOSSARY

ndent on drugs either physically or psychologically; given to some habit
tic drugs

x chronic intoxication produced by the repeated consumption of a drug; given
of drugs

as bensedrine or dexedrine, legal only by prescription; used as a spray or
of colds; used internally to stimulate the central nervous system

at commonly referred to as "goofballs"; sedative

amphetamine class; brand of amphetamine

n coffee, coke, tea, and coca beans

uth American shrub, yielding cocaine; sometimes chewed for stimulating effect

om coca leaves; found as a white powder called "C" or "snow"

te family used to relieve pain; it is habit forming; derived from morphine
narcotic

amphetamine class

amphetamine class; used to curb the appetite

unds, other than food, intended for use in treatment, prevention, or diagnosis
nces that affect the normal behavioral pattern of an individual

hich produces the effect of hallucinogenic drugs; may cause serious body damage

ing from the repeated consumption of a drug

ags (psychedelics) which produce sensations or distortion of such things as
color, and other bizarre effects

GLOSSARY (continued)

- heroin - the most powerful and dangerous narcotic of the opiate family; its manufacture, sale, and possession are prohibited in the U.S.
- LSD (lysergic acid diethylamide) - a powerful hallucinogen affecting the central nervous system
- marijuana - cannabis sativa; a powerful hallucinogen affecting the central nervous system; controlled legally as a narcotic
- morphine - a drug of the opiate family used to relieve pain; it is habit forming
- narcotics - (dope); a habit forming drug that produces sleep, causes a stupor, and is habit forming; of the opiate family are of this class; ~~OK-narke--numbness--one who~~ narcotics
- novocaine - a synthetic drug used as an anesthetic produced from coca leaves
- opiates - drugs obtained from opium, a gum from the opium poppy
- physical dependence - physiological adaptation of the body to the presence of a drug; the need for drugs; dependence of body on a certain drug
- procaine - a synthetic drug used as an anesthetic produced from coca leaves
- psilocybin - derived from certain mushrooms in Central America; used in Indian ceremonies; not as potent as LSD but with adequate doses similar effects; in crystal, powder or liquid; psilocyn
- psychological dependence - mental dependence which satisfies emotional or personality needs
- sedatives (depressants) - any of several drugs which calm by acting on the central nervous system
- stimulants - drugs working on the central nervous system producing excitation,

GLOSSARY (continued)

powerful and dangerous narcotic of the opiate family; it has no use in medicine; its production, sale, and possession are prohibited in the U.S.

hallucinogen affecting the central nervous system

Lysergic acid diethylamide; a powerful hallucinogen affecting the central nervous system; found in the form of tablets; controlled legally as a narcotic

of the opiate family used to relieve pain; it is habit forming

habit forming drug that produces sleep, causes a stupor, or relieves pain; members of the opiate family are of this class; opium addict--one who is addicted to the use of opium

anesthetic drug used as an anesthetic produced from coca leaves

obtained from opium, a gum from the opium poppy

physical adaptation of the body to the presence of a drug; the body develops a continuing dependence on a certain drug

anesthetic drug used as an anesthetic produced from coca leaves

obtained from certain mushrooms in Central America; used in Indian religious rites since prehistoric times; not as potent as LSD but with adequate doses similar effects produced; available in tablet, powder or liquid; psilocybin

dependence which satisfies emotional or personality needs

several drugs which calm by acting on the central nervous system; medicines which soothe

acting on the central nervous system producing excitation, alertness, and wakefulness

GLOSSARY (continued)

- tolerance - state of being where an individual must keep increasing the dose to get the same effect
- tranquilizer - closely related to sedatives; this drug has the effect of quieting nerves and tensions, and making a person feel more at ease without producing any noticeable effects
- withdrawal - severe and painful symptoms which result from the abrupt stoppage of a drug

GLOSSARY (continued)

an individual must keep increasing the dosage of a drug to maintain the

sedatives; this drug has the effect of quieting the nerves, reducing anxieties
making a person feel more at ease without putting him to sleep as a sedative

symptoms which result from the abrupt stoppage of certain drugs

ALCOHOL

Concepts	Teacher Materials	Student Materials
I. Some types of alcohol	<u>Basic Information on Alcohol, Narcotics Education, 1964</u>	Ditto: "Sc accompany f
A. Ethyl (present in alcoholic beverages) C_2H_5OH Three main types:	"Alcohol and Alcoholism" - Public Health Service - #1640	"Health for Foresman ar.
1. Beer	"Health for All," Book 7, Scott Foresman, 1965 - pp. 165-173	"About All Foresman an
2. Wine	"Health for All," Book 8, Scott Foresman - pp. 117-125	Ditto: "A
3. Whisky, rum, gin	"A Syllabus in Alcohol Education," School and College Service, 1962	
B. Methyl (wood)	"Thinking Straight About Drinking" <u>The PTA Magazine, Highlight Series #1 - pp. 19-24</u>	
C. Glycerol (glycerine)	"The Problem--Alcohol and Narcotics" Tane Press, 1964	
	"A Student Supplement to the Problem: Alcohol, Narcotics. A Handbook for Teachers," Texas: Tane Press, 1967	
II. Advertising and history	<u>Basic Information on Alcohol, Narcotics Education, 1964 - pp. 170-179</u>	Collection from newspa
	"The Wild Story of Prohibition" - <u>Look, January 21, 1968</u>	
	<u>Basic Information on Alcohol, Narcotics Information, 1964 - pp. 54-63</u>	

Teacher Materials

Student Materials

Basic Information on Alcohol,
Narcotics Education, 1964

Ditto: "Science of Alcohol" (to
accompany film)

"Alcohol and Alcoholism" - Public
Health Service - #1640

"Health for All," Book 6, Scott
Foresman and Co., 1965 - p. 200

"Health for All," Book 7, Scott
Foresman, 1965 - pp. 165-173

"About All of Us," Book 6, Scott
Foresman and Co., 1965 - pp. 199-200

"Health for All," Book 8, Scott
Foresman - pp. 117-125

Ditto: "A Story About Alcohol"

"A Syllabus in Alcohol Education,"
School and College Service, 1962

"Thinking Straight About Drinking"
The PTA Magazine, Highlight Series
#1 - pp. 19-24

"The Problem--Alcohol and Narcotics"
Tane Press, 1964

"A Student Supplement to the
Problem: Alcohol, Narcotics. A
Handbook for Teachers," Texas:
Tane Press, 1967

Basic Information on Alcohol,
Narcotics Education, 1964 - pp.
170-179

Collection of alcohol advertisements
from newspapers and magazines

"The Wild Story of Prohibition" -
Look, January 21, 1968

Basic Information on Alcohol,
Narcotics Information, 1964 -
pp. 54-63

Audio-Visual	Motivating Questions	Activities
<p>Samples of alcohol</p> <p>Experiment materials: celery, red ink, ethyl alcohol, plants, flower pots, soil, grass seed, raw meat, egg, green leaf, oil, gold fish</p>	<p>What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water.</p> <p>What kinds of beverage alcohol are there?</p>	<p>Experiment</p> <p>Discussion between</p> <p>Preparation - play - tion"</p>
<p>Film: #1162 - "Science of Alcohol"</p> <p>Filmstrip: "Alcohol: Decisions About Drinking" - Q-Ed</p> <p>Transparency: "Distillation"</p>	<p>Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants.</p> <p>Discuss alcoholic content of different beverages</p> <p>How is alcohol made? (Fermentation and distillation.)</p>	<p>Research</p> <p>Experiment</p> <p>Alcohol</p>
<p>Poster: "Products of Fermentation"</p>	<p>What foods are made by the process of fermentation?</p>	<p>Discussion (sauerkraut, pickles, on bread)</p>
<p>Transparencies: Alcohol Advertisements</p> <p>Poster: "Is It Really?"</p>	<p>How are advertisements of alcoholic beverages usually portrayed?</p> <p>Why is the "glamorous" setting used?</p> <p>What do you know about the early history of alcohol?</p> <p>What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?</p>	<p>Preparation</p> <p>Writing</p> <p>air, of glamour</p> <p>Write</p> <p>concern</p> <p>Analysis</p> <p>Report</p> <p>alcohol</p> <p>Make</p> <p>in his</p>

ery, red ink,
wer pots, scil,
green leaf,

Alcohol"
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Advertisements

Motivating Questions

What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water.

What kinds of beverage alcohol are there?

Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants.

Discuss alcoholic content of different beverages

How is alcohol made? (Fermentation and distillation.)

What foods are made by the process of fermentation?

How are advertisements of alcoholic beverages usually portrayed?

Why is the "glamorous" setting used?

What do you know about the early history of alcohol?

What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?

Activities

Experiments: See pp. 104-106

Discuss differences and similarities between alcohol and water.

Prepare bulletin board and table display - "A Syllabus in Alcohol Education" - p. 51.

Research on simple distillation process - World Book, 1968 - p. 195.

Experiments from film, "Science of Alcohol."

Discuss foods made by fermentation (sauerkraut, cheese, buttermilk, dill pickles, chocolate, action of yeast on bread.)

Prepare bulletin board showing advertising approaches (i.e., sports, fresh air, country, patriotism, social, glamour, etc.)

Write to publishers for information concerning advertising rates.

Analyze claims made by advertisements.

Report or tape on the history of alcohol.

Make cartoons depicting alcohol's use in history.

ALCOHOL (continued)

Concepts	Teacher Materials	Student Materials
III. Uses of alcohol	Encyclopedia: Industrial and medical uses of alcohol	Ditto: "
A. Beneficial uses	<u>Basic Information on Alcohol, Narcotics Education, 1964</u>	"Alcohol- Press, 195
1. Appetizer stimulant (by doctor's prescription) 2. Relaxing agent 3. Aid to good fellowship (questionable aspect)		
B. Industrial uses		"The Story U.S. Indu
1. Lacquer 2. Solvent (many products) a. Hand lotions b. Drugs c. Perfumes d. Dyes e. Patent medicines		
C. Medical uses	<u>Basic Information on Alcohol, Narcotics Education, 1964 - pp. 91-93</u>	
1. Helpful in some heart conditions 2. Helpful in some diseases of blood vessels		

Teacher Materials

Student Materials

Encyclopedia: Industrial and
medical uses of alcohol

(by
on)
Basic Information on Alcohol,
Narcotics Education, 1964

Ditto: "Uses of Alcohol"

"Alcohol--Fun or Folly?" - Tane
Press, 1968

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"The Story of Industrial Alcohol" -
U.S. Industrial Chemicals, 1967

Basic Information on Alcohol,
Narcotics Education, 1964 -
pp. 91-93

Audio Visual	Motivating Question	Activities
Filmstrip: "Alcohol--Chemistry and Uses" - Eyegate - 190-A	What is the root word in prohibition? What does prohibit mean? Has the drinking of alcoholic beverages always been legal?	Discuss the 19th century Research
Transparencies: "Snake Bite" - "Warms Guys Up"	Do you think there are beneficial uses for alcohol? List them. Does alcohol contain calories? (Yes) Vitamins? (No) Minerals? (No) Proteins? (No) Does alcohol really cure snakebite? Does it really "warm one up?"	Collectible List contents etc. Discuss of alcohol
	What are some industrial uses of alcohol? What is the connection between alcohol and patent medicines?	Experiment Alcohol Hold using Bulletin alcohol Alcohol 50 and Outline Show crystal
Pictures from magazines showing medical uses for alcohol	What are some medical uses for alcohol?	Research

Motivating Question

Activities

What is the root word in prohibition?
What does prohibit mean?

Discuss the problems which arose after the 18th Amendment or "Dry Law" was passed on 1919.

Has the drinking of alcoholic beverages always been legal?

Research: "18th Amendment"

Do you think there are beneficial uses for alcohol? List them.

Collect items containing alcohol for table or bulletin board display

Does alcohol contain calories? (Yes)
Vitamins? (No) Minerals? (No)
Proteins? (No)

List items used in the kitchen that contain alcohol (vanilla flavoring, etc.)

Does alcohol really cure snakebite?
Does it really "warm one up?"

Discuss fallacies concerning the use of alcohol.

Experiments from film, "Science of Alcohol" may be incorporated.

Hold a pronunciation and defining bee using key words learned thus far.

What are some industrial uses of alcohol?

Bulletin board showing importance of alcohol in industry. "Syllabus in Alcohol Education" - pp. 19-21 and 50 and 51.

What is the connection between alcohol and patent medicines?

Outline industrial uses.

Show solvent action of alcohol on crystals of iodine.

What are some medical uses for alcohol?

Research: "Alcohol in Medicine"

ALCOHOL (continued)

Concepts	Teacher Materials	Student Materials
3. External alcohol messages		
4. Disinfectant; sterilize surgical equipment		
5. Diagnose early stage of Hodgkin's disease		
6. Test acid secreting glands of stomach		
D. Detrimental uses		
1. Alcoholic beverages	<u>Health and Fitness</u> - D.C. Heath, 1962 - pp. 324-326	"Alcohol: Education"
IV. Adolescents may drink for a variety of reasons. Some of these are:	"How Teens Set the Stage for Alcoholism" - AMA - 1964	Ditto:
A. To be one of the crowd	"Teenage Drinking in a Modern Society" - PTA Magazine - Reprint: Highlight Series #1	Ditto: "a Drink"
B. To appear mature and grown-up		"Booze and Field Ent"
C. To escape reality		
D. "Bottled" courage	"Thinking About Drinking" - Public Health Service #1683	"Thinking Health Se Publicat
E. To conquer shyness		
F. To be popular		
G. To quell feelings of inadequacy		
H. A form of rebellion against parents and adults		
I. Because associates drink		
J. To satisfy curiosity; experiment		
V. Alcohol is absorbed directly into the bloodstream	Refer to previous teacher materials	Ditto:
A. Effects on body--immediate	<u>Basic Information on Alcohol, Narcotics Information, 1964</u> "Alcohol Today--A Workbook for Youth" - Tane Press, 1965	Ditto: For the A Workbook 1965

Teacher Materials

Student Materials

Health and Fitness - D.C. Heath,
1962 - pp. 324-326

"How Teens Set the Stage for
Alcoholism" - AMA - 1964

"Teenage Drinking in a Modern
Society" - PIA Magazine -
Reprint: Highlight Series #1

"Thinking About Drinking" - Public
Health Service #1683

Refer to previous teacher materials
Basic Information on Alcohol,
Narcotics Information, 1964

"Alcohol Today--A Workbook for
Youth" - Tane Press, 1965

"Alcohol: Fun or Folly?" - Narcotic
Education, 1966

Ditto: "Alcohol is Dynamite"

Ditto: "How to Say 'No' When Offered
a Drink"

"Booze and You--For Teenagers Only" -
Field Enterprises, 1964

"Thinking About Drinking" - Public
Health Service - Children's Bureau
Publication #456

Ditto: "Absorption of Alcohol"

Ditto: "The Brain"

For the able student: "Alcohol Today--
A Workbook for Youth" - Tane Press,
1965

Audio Visual	Motivating Questions	Activities
<p>Film: #1257 - "Alcohol is Dynamite"</p>	<p>Can you think of any harmful uses of alcohol?</p> <p>Why do you think young people experiment with alcohol?</p> <p>How does alcohol affect the individual's personality?</p> <p>How might you say "no" when offered a drink?</p> <p>Why is there a certain legal age for drinking?</p>	<p>Discuss alcohol.</p> <p>Bring and drinking</p> <p>Creative</p> <p>Make int young pe discuss</p> <p>List and people e</p>
<p>Transparency: "Absorption of Alcohol"</p> <p>Transparency: "The Brain"</p> <p>Filmstrip: "Alcohol--Health Control" - Eyegate 190-B</p>	<p>Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.</p>	<p>Research which fo into bod</p> <p>Lesson: the bra</p>

Motivating Questions

Activities

Can you think of any harmful uses of alcohol?

Discussion of detrimental uses of alcohol.

Why do you think young people experiment with alcohol?

Bring articles related to adolescent drinking.

How does alcohol effect the individual's personality?

Creative dramatics.

How might you say "no" when offered a drink?

Make interview tapes concerning why young people drink. Analyze and discuss them.

Why is there a certain legal age for drinking?

List and discuss reasons why young people experiment with alcohol.

Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.

Research and discussion of the way in which food and alcohol are absorbed into body cells.

Lesson: Functions of the areas of the brain.

ALCOHOL (continued)

Concepts

Teacher Materials

Stu

B. Effect on health

**"The Illness Called Alcoholism" -
AMA - #OP 192**

Dis

**"Alcoholism--A Sickness That Can
Be Beaten" - Public Affair
Pamphlet #118**

Tea

tea

**"Alcohol--Why the Fuss" - Narcotics
Education, 1966**

Teacher Materials

Student Materials

"The illness Called Alcoholism" -
AMA - #OP 192

"Alcoholism--A Sickness That Can
Be Beaten" - Public Affair
Pamphlet #118

"Alcohol--Why the Fuss" - Narcotics
Education, 1966

Ditto: "What Do You Think?"

Teacher materials with discretion of
teacher.

Audio Visual	Motivating Questions	Activities
Poster: "Stages of Intoxication" Transparency: "Legal Limit"	What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.) What is meant by the saying, "Alcohol and water don't mix."?	Give an explanation statement: the brain structure and works properly at the lowest concentration of alcohol content of the blood. Analyze the effects you have observed. Discuss the effects during each stage. Investigate the effects of alcohol content on State Law. Police Resources: the law to determine degree of intoxication. Invite the health professional about alcoholism to training. View pictures of people who might appear intoxicated. (Example: film)
Film: #1258 - "To Your Health"	How might we discover what vitamin deficiency diseases are associated with alcoholism? How do coaches train young people for life as well as for athletics? How do alcoholics differ from other drinkers?	Activities planned. Vary the diet and beverage alcohol but not in other ways. Invite a public health professional to explain the effects of alcohol on health.

Motivating Questions**Activities**

ion"
What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.)

What is meant by the saying, "Alcohol and water don't mix."?

Give an explanation for the following statement: "The action of alcohol on the brain starts at the highest centers and works progressively downward to the lowest centers as the alcoholic content of the blood increases."

Analyze the actions of a person you have observed who has been drinking. Discuss the part of the brain affected during each stage of intoxication.

Investigate the legal limit of blood-alcohol content according to Montana State Law.

Police Resource: Invite an officer of the law to show methods used to determine degree of intoxication.

Invite the high school coach to speak about alcohol and athletics as related to training for varsity sports.

View pictures showing how a scene might appear after alcohol intake. (Example: film out of focus.)

h"
How might we discover what vitamin deficiency diseases are associated with alcoholism?

How do coaches train young people for life as well as for athletics?

How do alcoholics differ from other drinkers?

Activities p. 107

Vary the diets of mice or rats. (Mix beverage alcohol in food of one rat but not in other, etc.)

Invite a public health nurse or doctor to explain a phase of the effect of alcohol on health.

ALCOHOL (continued)

Concepts	Teacher Materials	Student Ma
VI. Alcohol has a definite effect on society	Refer to previous teacher materials.	Ditto: "W
A. Traffic accidents	"How Britain Cuts Road Deaths" - <u>U.S. News and World Report</u> - February 19, 1968	Ditto: "W Ditto: "S Passenger
B. Industry	"Alcoholism in Industry" - <u>America</u> , March 9, 1968	Ditto: Q
1. Accidents	"The Beginning of Wisdom" - <u>Fortune</u> , May, 1968	
2. Absenteeism	"Test Your Alcohol Quotient" - <u>AMA</u> - #OP 87	
C. Crime	Current news articles	Current n

Teacher Materials

Student Materials

Refer to previous teacher materials.

Ditto: "What Would You Do?"

"How Britain Cuts Road Deaths" -
U.S. News and World Report -
February 19, 1968

Ditto: "What Would You Say?"

Ditto: "Stopping Distances for
Passenger Cars on Dry Roads"

"Alcoholism in Industry" - America,
March 9, 1968

Ditto: Quiz - "Alcohol"

"The Beginning of Wisdom" -
Fortune, May, 1968

"Test Your Alcohol Quotient" - AMA -
#OP 87

Current news articles

Current news articles

Audio Visual	Motivating Questions	Activities
Film: "None for the Road" - G.F. Public Library Poster: "Effects on Society" Transparency: "Stopping Distances"	Under what circumstances might a person's drinking of alcoholic beverages be harmful to others? What are some of the reasons behind the safety slogan, "If you drink, don't drive"? What legal restrictions have been put on individuals driving under the influence of alcohol? Can you afford the expense and risks in drinking? Why is the sale of liquor prohibited on election day?	Bring to articles in which these as or panels: quency an Write a p Safety Pr Make post ing the u Discuss t forbiddin beverage
Transparency: "Rules for Pilots"	What are some problems that the use of alcohol poses for industry? What are some special hazards in industry for the person who is under the influence of alcohol? What measures have various industries taken to help prevent the huge losses that result from workers who drink <u>too</u> much? How would you explain this statement, "Alcohol gives a person a false sense of security"? What rules must pilots obey concerning the use of alcohol? (See teacher information.) How are alcohol and crime related?	Write to Patrol fo tistics a to accide Find out transport their emp Report: Interview Invite a regulatio enforces Prepare b Crime"

Motivating Questions

Activities

G. F.
"stances"
Under what circumstances might a person's drinking of alcoholic beverages be harmful to others?
What are some of the reasons behind the safety slogan, "If you drink, don't drive"?
What legal restrictions have been put on individuals driving under the influence of alcohol?
Can you afford the expense and risks in drinking?
Why is the sale of liquor prohibited on election day?

Bring to class clippings from news articles reporting crimes or accidents in which drinking was a factor. Use these as a basis for class discussions or panels relating to juvenile delinquency and teenage car accidents.
Write a paragraph - "Alcohol as a Safety Problem."
Make posters and write slogans concerning the use of alcohol.
Discuss the laws that have been passed forbidding the sale of alcoholic beverages to minors.

"lots"
What are some problems that the use of alcohol poses for industry?
What are some special hazards in industry for the person who is under the influence of alcohol?
What measures have various industries taken to help prevent the huge losses that result from workers who drink too much?
How would you explain this statement, "Alcohol gives a person a false sense of security"?
What rules must pilots obey concerning the use of alcohol? (See teacher information.)
How are alcohol and crime related?

Write to the Montana State Highway Patrol for information concerning statistics about alcohol's relationship to accidents.
Find out how aviation, railroad, and transportation authorities feel about their employees' use of alcohol.
Report: "Rules of Pilots"
Interview pilot and report to class.
Invite a pilot to tell about alcohol regulations that airlines have enforces.
Prepare bulletin board: "Alcohol-Crime"



ALCOHOL (continued)

Concepts	Teacher Materials	Stu
D. Home 1. Broken homes 2. Neglect of children	"Thinking Straight About Drinking" - <u>The PTA Magazine</u> - Highlight Series No. 1, 3-7 "Alcoholism--A Sickness That Can Be Beaten" - Public Affairs Pamphlet #118	"Tr Th #1
E. Self 1. Health 2. Degeneration of appearance		

Teacher Materials

Student Materials

"Thinking Straight About Drinking" -
The PTA Magazine - Highlight Series
No. 1, 3-7

"Thinking Straight About Drinking" -
The PTA Magazine, Highlight Series
#1 - pp. 8-13

"Alcoholism--A Sickness That Can Be
Beaten" - Public Affairs Pamphlet
#118

Audio Visual	Motivating Questions	Activities
Transparency: "A Little Drink Every Day"	Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always?	Have more able prepare and give "The Work of Alcohol"
Transparency: "How Long Does An Alcoholic Live?"	Review effects of alcohol on health.	Allow students experiences of but ask them names. (Encourage know a person who)
Poster: "Don't Hide--Face Facts"	Discuss the appearance of the "alcoholic."	How can smoking educate the teenagers rather than so

Motivating Questions

Activities

ery Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always?

Review effects of alcohol on health.

Discuss the appearance of the "alcoholic."

Have more able student committees prepare and give class reports on "The Work of Alcoholic Anonymous."

Allow students the opportunity to cite experiences of others' use of alcohol, but ask them not to mention specific names. (Encourage their saying, "I know a person who...")

How can smoking and drinking complicate the teenage social problems rather than solve them?

VII. TEACHER INFORMATION

Alcohol in beverages is ethyl alcohol (C_2H_5OH). It is prepared by:

Fermentation - (Example: Beer is fermented at 3-6% alcohol)

1. Barley is converted to malt which is dried and ground. (Corn or rice added to the malt and is stirred and cooked. The result is a starch sugar. Liquid wort (malt and water) is then boiled. Hops (for better yeast and the process of fermentation then takes place. The unripe of 1-2 months (chemicals have reduced this to three days) after which added) and pasteurized before packaging.
2. Example: Wine is made a 14% alcohol or 20% if it is fortified. In and stemmed. This liquid result is then mixed with alcohol and put removal the liquid is then placed in a settling tank which permits s It is then filtered, cooled, and flash pasteurized. It is then stor years before packaging.

Distillation - (Process used for the preparation of hard liquors)

1. Meal, grain, or fruit is ground and water is added. This liquid mas through cooling pipes. Yeast is now added and fermenting takes plac then run through a still (where the alcohol is separated as a vapor) into a liquid and put into oaken barrels for aging. According to U. process cannot be for less than a period of four years.

VII. TEACHER INFORMATION

alcohol (C_2H_5OH). It is prepared by:

Beer is fermented at 3-6% alcohol)

ed to malt which is dried and ground. (Corn or rice may also be used.) Water is and is stirred and cooked. The result is a starch that contains fermentable rt (malt and water) is then boiled. Hops (for better flavor) are added along with cess of fermentation then takes place. The unripe beer is then aged for a period emicals have reduced this to three days) after which it is carbonated (CO_2 is rized before packaging.

made a 14% alcohol or 20% if it is fortified. In making wine the fruit is crushed s liquid result is then mixed with alcohol and put into a fermentation tank. After d is then placed in a settling tank which permits sediments in the liquid to settle. ed, cooled, and flash pasteurized. It is then stored for a period of months to aging.

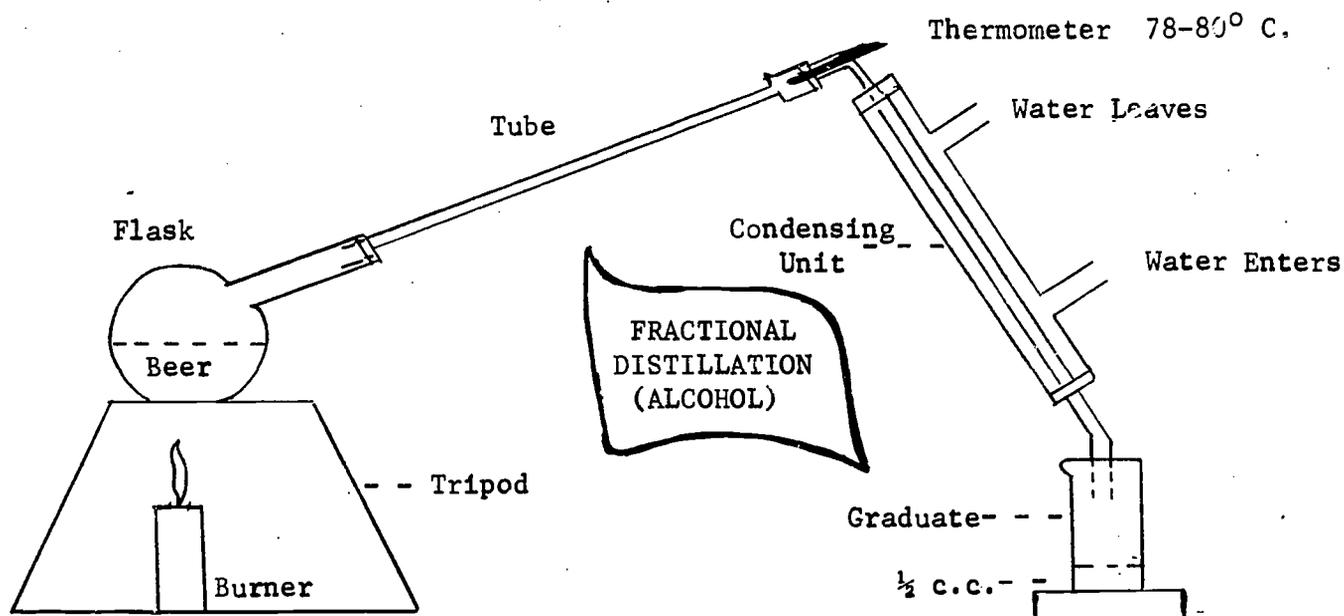
used for the preparation of hard liquors)

Fruit is ground and water is added. This liquid mash is then cooked by steam pumped pipes. Yeast is now added and fermenting takes place. Mash (distiller's beer) is a still (where the alcohol is separated as a vapor). This vapor is then condensed and put into oaken barrels for aging. According to U.S. Government laws, this aging e for less than a period of four years.

TEACHER INFORMATION (continued)

For advanced groups: Have chemist distill a bottle of beer.

ACTIVITY SECTION
EXPERIMENT AND RESEARCH



FRACTIONAL DISTILLATION

To determine the amount of alcohol in a bottle of beer, enlist the aid of a chemist or science teacher in working out this project. The alcohol may be used for experiments outlined in A Syllabus in Alcohol Education.

TEACHER INFORMATION (continued)

EXPERIMENTS

Materials:	Celery	Grass seed
	Red ink	Raw meat
	Ethyl alcohol	Egg
	Pint bottle	Green leaf
	Two similar plants	Oil
	Two small flower pots	Goldfish
	Soil	Frog
	Matches	Small jars

Experiment 1 - Stick a piece of celery into red ink; look later to see what changes

Experiment 2 - Look at these two bottles. They look as if they had water in them. (contents and then tell what each contains.) "Yes, one is water and a drop from each bottle on some of the children's arms. Explain the action. Question until they say that the two liquids look alike, b "Let's find if they act alike on plants."

Experiment 3 - Into a pint bottle put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (t of 4½% beer) and fill with water. We will call this alcohol soluti flower pots with soil; plant the same amount of grass seed in each. the other W for water. Wet A each day with the mixture or solution amount of pure fresh water. Set in a sunny window and watch the re

Experiment 4 - Give two other children potted plants exactly alike. Label the pla A with the alcohol solution and the plant W with the same amount of sunny window and watch them carefully each day to see what happens.

Study experiment 1 - a. Note the changes.
b. How did the ink get inside the celery?
c. Discuss how plants get food and water from the ground. C water carried by the blood in our bodies.

TEACHER INFORMATION (continued)

EXPERIMENTS

Grass seed
Raw meat
Egg
Green leaf
Oil
Goldfish
Frog
Small jars

nts
r pots
f celery into red ink; look later to see what changes have taken place.

wo bottles. They look as if they had water in them. (Let several smell the
en tell what each contains.) "Yes, one is water and the other is alcohol." Place
h bottle on some of the children's arms. Explain the difference in feeling and
on until they say that the two liquids look alike, but smell and feel differently.
they act alike on plants."

tle put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (the amount in one 12 oz. bottle
d fill with water. We will call this alcohol solution. Have two children fill
h soil; plant the same amount of grass seed in each. Label one A for alcohol and
water. Wet A each day with the mixture or solution and water W with the same
fresh water. Set in a sunny window and watch the results.

children potted plants exactly alike. Label the plants A and W. Water the plant
cohol solution and the plant W with the same amount of fresh pure water. Set in a
nd watch them carefully each day to see what happens.

the changes.

did the ink get inside the celery?

uss how plants get food and water from the ground. Compare with the food and
r carried by the blood in our bodies.

TEACHER INFORMATION (continued)

Study experiments 3 & 4 - Time would not permit more for one day but children should discuss daily, discussing changes as they appear. Bring out:

What happened to the seeds in W and A?

What happened to the plants in W and A?

What is a substance called that hinders growth or is a substance called that hinders growth or is alcohol be called a poison? Why do people sometimes

Experiment 5 - Experiment to see what alcohol does to other things.

a. Leaf in fresh water--leaf in alcohol.

b. Oil (castor or olive) in water--same in alcohol.

Divide the class into two groups. One group will get ready to test what alcohol does to water did not dissolve, using experiments "a," "b."

Experiment 6 - Use a small (3 inch) goldfish. Put it into a solution of $\frac{1}{2}$ oz. alcohol in a 12 oz. bottle of beer). In about 20 minutes the fish will float to the surface (floating to the surface). When the effect of alcohol can be seen in fresh water.

Experiment 7 - Into a large glass jar, pour a solution ($\frac{1}{2}$ oz. alcohol in $\frac{3}{4}$ pint of water). In this set a lively frog and place a wire net over the top. Wait 15 or 20 minutes. Observe the actions of the frog. Remove frog.

Experiment 8 - TEMPERATURE:

Cold Water freezes at 32°F.

Alcohol freezes at 20°F.

Heat Water boils at 212°F.

Alcohol boils at 172°F.

Conclusion: Water and alcohol are different.

Experiment 9 - Touch a lighted match to a small container of water. Note action. Touch a lighted match to a small container of alcohol. Note action. Conclusion: Water quenches fire, alcohol does not.

TEACHER INFORMATION (continued)

ould not permit more for one day but children should watch the other experiments discussing changes as they appear. Bring out:

t happened to the seeds in W and A?

t happened to the plants in W and A?

t is a substance called that hinders growth or is injurious? (Poison) Could alcohol be called a poison? Why do people sometimes forget that alcohol is a poison?

what alcohol does to other things.

esh water--leaf in alcohol.

r or olive) in water--same in alcohol.

into two groups. One group will get ready to tell how alcohol dissolved what solve, using experiments "a," "b."

ch) goldfish. Put it into a solution of $\frac{1}{2}$ oz. alcohol in $\frac{3}{4}$ pint of water (the bottle of beer). In about 20 minutes the fish will be "under the influence" surface). When the effect of alcohol can be seen, remove the fish and place him

s jar, pour a solution ($\frac{1}{2}$ oz. alcohol in $\frac{3}{4}$ pint of water) to a depth of one t a lively frog and place a wire net over the top of the jar. Leave in place for Observe the actions of the frog. Remove frog and place in fresh water to recover.

er freezes at 32°F.

Alcohol freezes at 200° below F. (anti-freeze)

er boils at 212°F.

Alcohol boils at 172°F.

r and alcohol are different.

atch to a small container of water. Note action. Touch a lighted match to a f alcohol. Note action. Conclusion: Water quenches fire; alcohol burns readily.

TEACHER INFORMATION (continued)

Experiment 10 - Fill a two-dram vial only half full of water; tip vial and slop top with finger, turn upside down and shake. Watch the vacuum of alcohol. It is this action which makes alcohol a preservative preventing decay.

Conclusion: The actions of water and alcohol are different. "water" because it looked like water but burned in characteristic actions: it dissolves what water

Experiment 11 - Place a small portion of raw meat in a jar containing alcohol jar of water. Leave overnight. Note reactions.

Place a leaf in a jar of alcohol. Place a leaf in a jar of water appearance of solution. (Leaf in alcohol has had chlorophyll the liquid a green color.)

Pour a small amount of alcohol into a saucer containing the water

Film #1162 - "Science of Alcohol" contains experiment suggestions

TEACHER INFORMATION. (continued)

ram vial only half full of water; tip vial and slowly fill up with alcohol; close
ger, turn upside down and shake. Watch the vacuum formed by the dehydrating action
It is this action which makes alcohol a preservative, absorbing moisture, and thus
decay.

The actions of water and alcohol are different. The Indians called whisky "fire
water" because it looked like water but burned in the fire. Alcohol has two
characteristic actions: it dissolves what water will not; it absorbs water.

1 portion of raw meat in a jar containing alcohol. Place a piece of raw meat in a
Leave overnight. Note reactions.

in a jar of alcohol. Place a leaf in a jar of water. Leave overnight. Note
of solution. (Leaf in alcohol has had chlorophyll extracted by the alcohol leaving
green color.)

amount of alcohol into a saucer containing the white of an egg. Note reaction.

"Science of Alcohol" contains experiment suggestions.

TEACHER INFORMATION (continued)

ACTIVITIES

A normal driver, when looking ahead, can see objects approaching from both sides. sitting on a chair (the driver's seat) and name the children as they approach from that as much alcohol as is in a glass of beer narrowed the eye span. Place pieces position of blinders. Let the children approach from both sides again. Note reaction safety?

The normal eye can see distinctly about 30 feet ahead. (Measure and mark distance a glass or two of beer reduced that distance as much as one-third. How many feet How far then could the drunken driver see? (20) Have you ever heard a driver say "close."?

Discuss:

Red and green lights are the signals for danger and safety. Alcohol equal to the lights. Two hours after drinking, traffic lights may appear pink or white. driver doesn't see the red light, he is likely to conclude that the green light red light without knowing he has done so.

Numbing the nerve centers affects the head and hand teamwork. A sober driver a second. It was found that the alcohol in a glass or two of beer may lengthen of a second. (Kraepelin). All the senses have been dulled and the thinking pro

Have the children make a list of the rules for good pilots. What rules must pilots of good pilots:

- Good eyesight
- Good hearing
- Keen sense of smell
- Accurate thinking and ability to make decisions quickly
- Prolonged endurance
- Steady nerves and sense of responsibility and honor
- Ability to fix attention over a one period of time and to make decisions

TEACHER INFORMATION (continued)

ACTIVITIES

ng ahead, can see objects approaching from both sides. Have the children try it by
ver's seat) and name the children as they approach from both sides. It was found
in a glass of beer narrowed the eye span. Place pieces of cardboard or paper in the
the children approach from both sides again. Note reactions. How would this affect

ncrly about 30 feet ahead. (Measure and mark distance.) As much alcohol as is in
ced that distance as much as one-third. How many feet is that? (10) Measure that.
ken driver see? (20) Have you ever heard a driver say, "I didn't think it was so

the signals for danger and safety. Alcohol equal to a glass or two of beer dims
ter drinking, traffic lights may appear pink or white instead of red. Because the
ed light, he is likely to conclude that the green light is on and drives through the
g he has done so.

s affects the head and hand teamwork. A sober driver can put on the brake in 1/5 of
that the alcohol in a glass or two of beer may lengthen that time to 2/5 or even 4/5
All the senses have been dulled and the thinking process slowed down by alcohol.

st of the rules for good pilots. What rules must pilots obey? Name the requirements

nt

g
of smell

anking and ability to make decisions quickly

ndurance

es and sense of responsibility and honor

fix attention over a one period of time and to make demands at one time

TEACHER INFORMATION (continued)

What could help develop these rules? What could hinder their development?

Alcohol interferes with both reflex and voluntary movements

Alcoholic drinks hinder quick action in flying

Small amount of alcohol in the blood causes a dullness in the nerve ce
important functions required of the pilot

TEACHER INFORMATION (continued)

rules? What could hinder their development?

Interferes with both reflex and voluntary movements

Stimulants hinder quick action in flying

Presence of alcohol in the blood causes a dullness in the nerve cells which control the actions required of the pilot

TEACHER INFORMATION (contin

ALCOHOL IN INDUSTRY

Alcohol has many uses in industry. Some of them are:

A solvent for making drugs, dyes, oils, resins, shallacs, varnishes, shoe
dissolves what water will not dissolve.

A chief element in extracts, perfumes, lotions, liniments, essenses, tinc
washing preparations, insecticides; in the processes of printing, photogr
and felt hats, soap, artificial silks, imitation leather, cutlery and jew
substances which water does not affect, or it will harden other substance

An antiseptic for ablutions--because it kills bacteria.

A preservative for specimens of plant and animal tissues, by absorbing st
and prevents decay.

An important element in barometers, thermometers, spirit levels, anti-fr
affected by temperature changes.

A fuel for producing heat, power, "canned heat"; it burns freely without

SEE ENCYCLOPEDIA REFERENCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

After absorption and distribution by the blood, alcohol undergoes changes.
in the liver; here alcohol is changed to acetaldehyde (a toxic irritating c
Acetaldehyde is oxidized to form acetate, carbon dioxide, and other compound
doesn't change and is eliminated in the breath, perspiration, and urine. E
up the rate of metabolism, but as yet none have been successful.

TEACHER INFORMATION (continued)

ALCOHOL IN INDUSTRY

industry. Some of them are:

drugs, dyes, oils, resins, shallacs, varnishes, shoe and stove polishes--because it will not dissolve.

tracts, perfumes, lotions, liniments, essenses, tinctures, disinfectants, cleaning and insecticides; in the processes of printing, photography, the making of films, straw artificial silks, imitation leather, cutlery and jewelry--because it will dissolve or does not affect, or it will harden other substances.

antiseptics--because it kills bacteria.

preservation of specimens of plant and animal tissues, by absorbing some of the water it leaves them hard.

in barometers, thermometers, spirit levels, anti-freeze mixtures because it is little affected by temperature changes.

heat, power, "canned heat"; it burns freely without smoke or ash.

REFERENCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

distribution by the blood, alcohol undergoes changes. The major part of the changes occur in the liver where alcohol is changed to acetaldehyde (a toxic irritating chemical which rarely accumulates). It is then oxidized to form acetate, carbon dioxide, and other compounds. A small per cent of alcohol is eliminated in the breath, perspiration, and urine. Efforts are now being made to speed up the elimination, but as yet none have been successful.

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

.05% - .15%	lack of coordination
.15% - .20%	obvious intoxication
.30% - .40%	unconsciousness
.50% - +	may be fatal
.60% - .70%	centers that control breathing and heartbeat are

TREATMENT FOR ALCOHOLISM

1. Some cases are incurable.
2. Long, tedious treatment for those who wish to be cured; hospitalization required
 1. Psychotherapy for patient
 2. Conditioning--purpose is to make patient hate the smell, s alcohol; drugs are given to bring about nausea and vomiting
 3. Sensitization--give agents such as animal charcoal to produce
 4. Alcoholism clinics--try to create group spirit
 5. Alcoholics Anonymous--fellowship of former addicts
 6. Effects of alcohol withdrawal--"D T'S"--delirium tremens (auditory); treatment is to improve nutrition, vitamins, mineral balance

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

of coordination
ous intoxication
nsciousness
be fatal
ers that control breathing and heartbeat are affected and death follows

TREATMENT FOR ALCOHOLISM

e who wish to be cured; hospitalization required; forms of treatment:
for patient
-purpose is to make patient hate the smell, sight, taste, and thought of
s are given to bring about nausea and vomiting
--give agents such as animal charcoal to produce dizziness and nausea
inics--try to create group spirit
onymous--fellowship of former addicts
cohol withdrawal--"D T'S"--delirium tremens (hallucinations--visual and
reatment is to improve nutrition, vitamins, minerals, and restore water-salt

TEACHER INFORMATION (continued)

MISCELLANEOUS INFORMATION

Alcohol has the following effects on the body:

- Stimulates flow of saliva and gastric juices; increases urine excretion
- Dilates blood vessels
- May increase heartbeat and blood pressure
- May affect the liver
- Causes inflammation of throat, windpipe, and stomach linings (hard liquor)
- Increases weight because it is a high energy food and doesn't need digesting; the
- Affects brain, acts as a stimulant; dulls thinking
- Creates a warmth illusion

Excess alcohol causes:

- Euphoria (sense of well-being)
- Causes overly assertive personality
- Reflexes become sluffish
- Depression (crying spells)
- Inebriation--face flushed; pupils dilated; speech difficulty; violence; creates d

Alcohol in beverages is absorbed without digestion--some is absorbed through the stom
intestine. Rate of absorption depends on:

- Amount of alcohol consumed
- Other chemicals in the beverage
- Food in the stomach
- Speed of drinking
- Body weight

The health of a person may be affected by alcohol:

- Malnutrition
- Liver ailment (cirrhosis) - No Positive Proof
- Alcoholic polyneuritis
- Wernicke's disease

TEACHER INFORMATION (continued)

MISCELLANEOUS INFORMATION

ects on the body:

and gastric juices; increases urine excretion

blood pressure

coat, windpipe, and stomach linings (hard liquor)

is a high energy food and doesn't need digesting; therefore food intake must be cut
stimulant; dulls thinking

ing)

personality

pupils dilated; speech difficulty; violence; creates disturbances

bed without digestion--some is absorbed through the stomach, but most through the small
n depends on:

verage

e affected by alcohol:

-- No Positive Proof

TEACHER INFORMATION (continued)

Amnesia
Epileptic seizures
Mental disturbance--paranoia
Unusually affected by cold
Cancer
Beer heart
Pellagra
Kidney disease--no medical evidence, but can aggravate stomach ulcers

Symptoms of alcoholism:

Bloodshot eyes
Puffy skin on forehead and face
Flushed skin
"Whisky nose"
Hoarseness
Trembling of fingers
Appetite loss
Stomach lining inflammation--gastritis
Nausea and vomiting

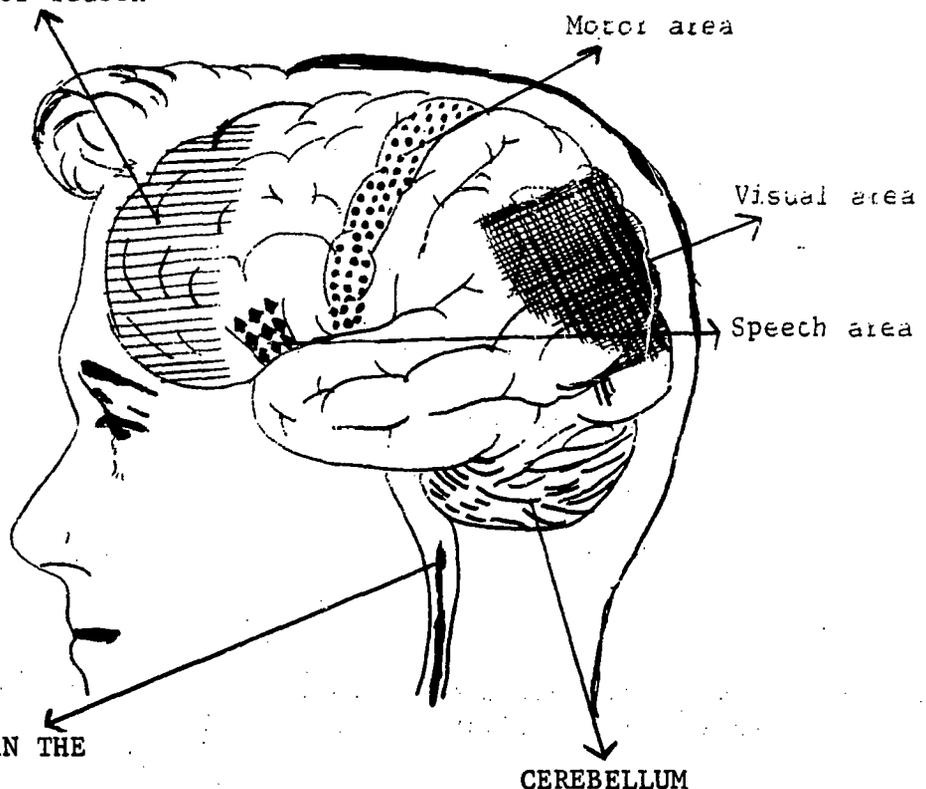
TEACHER INFORMATION (continued)

HOW DOES ALCOHOL AFFECT THE BODY?

The higher centers of the brain--which control judgment and reasoning--are affected first. Inhibitions are removed and emotions begin to take charge of behavior.

As more motor areas result in

Center for control of reason



MEDULLA OBLONGATA--IN THE BRAIN STEM

(Part of the brain that helps control breathing, circulation of blood, digestion.)

CEREBELLUM

(Part of the brain that helps control balance and coordination.)

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

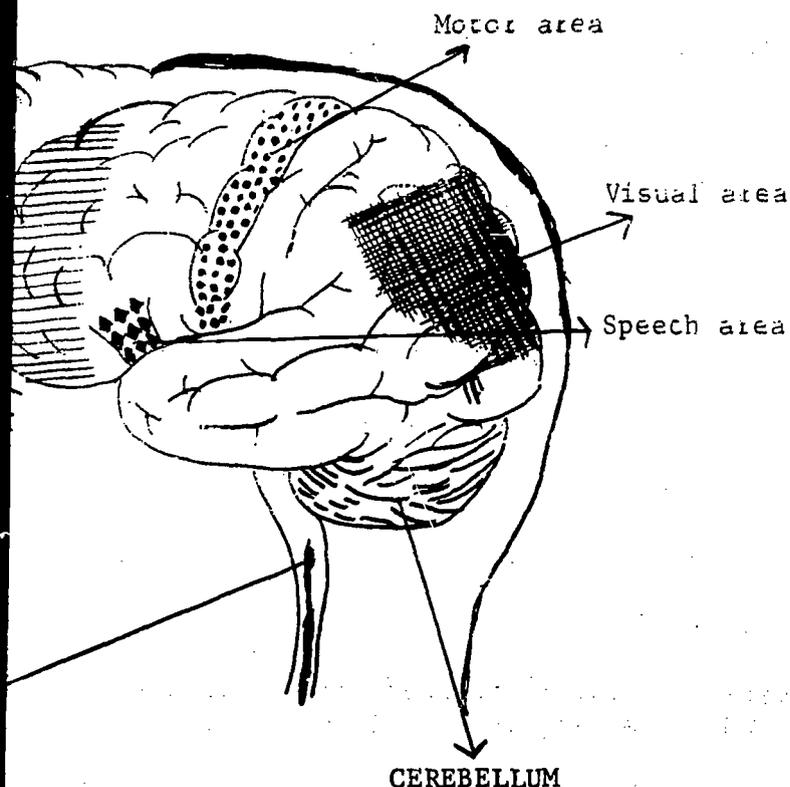
SCOTT, FORESMAN & COMPANY - p. 100 - 1965

TEACHER INFORMATION (continued)

HOW DOES ALCOHOL AFFECT THE BODY?

n--which control
ected first,
otions begin to

As more alcohol is absorbed, the
motor area of the brain is affected--
resulting in impaired coordination.



Next, the center for speech
control is upset; speech
becomes incoherent

The visual area of the brain
is affected next. Focusing of
the eyes becomes difficult.

With increased intake of alcohol,
the whole balance of the brain is
upset, and the person "passes
out"--numbed into unconsciousness
by the effects of alcohol, an
anesthetic drug.

(Part of the brain that helps
control balance and coordination.)

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

SCOTT, FORESMAN & COMPANY - p. 100 - 1965

VIII. 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 alcohol
- amnesia - partial or total loss of memory
- anesthetic - a drug, gas, etc., that produces a partial or total loss of the sense of touch
- antiseptic - free from infection; stopping the action of microorganisms
- blood pressure - the pressure exerted by the blood against the inner walls of the vessels
- 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
- 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 obtain a purer or refined substance
- ethyl alcohol - beverage alcohol which is composed of carbon, hydrogen, and oxygen
- euphoria - a feeling of well being

VIII. GLOSSARY

incorporate into the cells

alcohol in a given substance

intoxication caused by habitually drinking too much alcoholic liquor

loss of memory

anesthesia, that produces a partial or total loss of the sense of pain, temperature,

sterilization; stopping the action of microorganisms

operculum, a flap of tissue that is pushed by the blood against the inner walls of the veins and arteries

chemical element found in many compounds

sedative, which lowers the rate of muscular or nervous activity

ostomy, an organ, cavity, or opening of the body beyond normal size

antiseptic, destroys harmful bacteria or viruses

distillation, 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

all 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 of

GLOSSARY (continued)

side or exterior

ate or mistaken feeling of being assured or certain

and change of molecules in a substance due to a ferment such as a bacteria

e is habit forming if it causes its user to repeat its use over and over again so
comes automatic

able, colorless, odorless, gaseous chemical element

y or condition of feeling lower in value, below average, or mediocre

condition characterized by redness, pain, heat, and swelling

the inside

ishment resulting from insufficient food or improper diet

n; fully developed; mental and physical development

s, orderly adjustment or working of the muscles

, odorless, gaseous chemical element

e to a stimulus

r quality of being real

to a stimulus

(command; authority) of oneself, or of one's own emotions, desires, and actions

spect (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 kind determine their quality or value
- stimulant - a substance that increases the action of a body part; stimulates and alerts

GLOSSARY (continued)

to do with human beings living together as a group in a situation requiring feelings with one another

for dissolving another substance

principle, or model with which things of the same class are compared in order to quality or value

increases the action of a body part; stimulants produce excitation, wakefulness,

CULMINATING ACTIVITIES

The culminating activity may be a large project or it may be a relatively simple class activity. These activities should not be mere "show pieces." The activity should bring together the unit into one focal point and allow the widest possible range of pupil contributions.

Information may be shared by means of committee work, individual reports, or class discussions. These culminating activities should involve a new look at the unit--a review of material. Dramatizations, exhibits, panel discussions, and debates may be undertaken. Some suggestions:

Plan a program for parents centered around some of the most successful projects undertaken during the unit.

Have students plan ways to share information gathered during the unit.

Have a panel discussion or debate concerning some part of the unit that the students have learned.

Plan a program for another class to witness.

Dramatize an aspect of the unit. (Example: A sociogram concerned with alcohol.)

Divide the class into groups and have them put on a "quiz program" covering some of the material learned.

Invite a resource person to tell the students some new information not dealt with in the unit.

Invite an officer of the law to talk about legal controls over alcohol and drugs in the community.

CULMINATING ACTIVITIES

may be a large project or it may be a relatively simple classroom activity. Culminating activities should be more than mere "show pieces." The activity should bring together the basic learning of the unit and allow the widest possible range of pupil contributions.

Activities should be carried out by means of committee work, individual reports, or class discussion. Keep in mind that activities should involve a new look at the unit--a review of materials in a fresh new way. Panel discussions, and debates may be undertaken. Some suggestions are as follows:

1. Presentations centered around some of the most successful projects undertaken during this unit.

2. Displays to share information gathered during the unit.

3. A panel discussion or debate concerning some part of the unit that the students have found most stimulating.

4. A play or skit presented to another class to witness.

5. A sociogram of the unit. (Example: A sociogram concerned with alcohol.)

6. Quiz groups and have them put on a "quiz program" covering some of the information they have learned.

7. Invite a guest speaker or person to tell the students some new information not dealt with in class discussions.

8. Invite a lawyer to talk about legal controls over alcohol and drugs in relation to the local scene.

EVALUATION

Evaluation should be a constant and continuing process. Every discussion and class should be evaluated by the teacher before proceeding on to the next day's activities. Usually at the completion of the unit, a great deal may be gained by pausing to consider what information, in study skills, and in attitudes and behavior. Written tests are especially important in information growth, and the teacher can use this measurement in planning further.

Obviously, however, an important aspect of evaluation concerns social attitudes and pupil self-evaluation should not be overlooked. Pupils should join in the evaluation. What did they find especially interesting and worthwhile? What have they learned that will help them work effectively?

The following questions may serve to aid in teacher-pupil evaluation:

KNOWLEDGE

Have the objectives set forth at the beginning of the unit been fulfilled?

Do the students understand the importance of making wise decisions concerning the use of alcohol?

Are students aware of the effects that smoking has on a person's health?

Do students understand the general over-all conclusions reached by the Surgeon General?

Do students understand the main drug types and their effects on the central nervous system?

Do students understand that valuable medicines can also be poisons?

Do students understand the facts concerning marijuana's controversial effects?

Do students understand that no drugs should be taken unless prescribed by a physician or pharmacist, and that "over-the-counter-drugs," under parental supervision?

EVALUATION

continuing process. Every discussion and class period should be informally leading on to the next day's activities. Usually, however, after the may be gained by pausing to consider what individuals have gained in information and behavior. Written tests are especially valuable to measure gains and how they can use this measurement in planning further review.

object of evaluation concerns social attitudes and progress of individuals. It is often overlooked. Pupils should join in the evaluation of the unit. What have they learned and worthwhile? What have they learned that will help them attack some new

aid in teacher-pupil evaluation:

KNOWLEDGE

beginning of the unit been fulfilled?
importance of making wise decisions concerning the use of tobacco, drugs, and
that smoking has on a person's health?
all over-all conclusions reached by the Surgeon General's Advisory Committee?
drug types and their effects on the central nervous system?
able medicines can also be poisons?
concerning marijuana's controversial effects?
drugs should be taken unless prescribed by a physician, or as in the case of
parental supervision?

EVALUATION (continued)

Do students understand what alcohol is and how it is used commercially?

Do students understand how alcohol is absorbed into the bloodstream and how it affects the body?

Do students understand that the alcohol problem is a major health concern today?

Do students understand that alcohol has a definite effect on society?

EVALUATION (continued)

Understand what alcohol is and how it is used commercially?

Understand how alcohol is absorbed into the bloodstream and how it affects the brain?

Understand that the alcohol problem is a major health concern today?

Understand that alcohol has a definite effect on society?

EVALUATION (continued)

SKILLS

Has the unit prompted the students to do more research on their own initiative?

Have the students become better listeners?

Can the student better remember what he has heard and seen?

Can the student be more critical and discriminate concerning methods and approaches?

Have the students improved in notetaking and research skills?

Can the students look for their own sources of information and question sources of

Are students learning to observe, weigh, and retain or discard information.

Have the students developed skills to pursue further learning?

Has the child been better able to communicate and share with others those things t

EVALUATION (continued)

SKILLS

ents to do more research on their own initiative?

er listeners?

er what he has heard and seen?

cal and discriminate concerning methods and approaches of advertising?

notetaking and research skills?

ir own sources of information and question sources of others?

erve, weigh, and retain or discard information.

skills to pursue further learning?

e to communicate and share with others those things that he has read and seen?

EVALUATION (continued)

ATTITUDES

Has the student:

Gained self-respect in regard to his abilities to make decisions?

Become a better and happier member of the group?

Acquired understandings regarding responsibilities for individual and citizen within the classroom?

Been able to present and listen calmly and courteously to a different point of view?

Been seeking information on both sides of the problem regarding the use of tobacco?

Become more sensitive to the problems regarding the use of tobacco, alcohol, and drugs?

Been better able to face and try to solve problems and accept responsibility?

Gained healthy, wholesome, and intelligent outlooks concerning the use of tobacco, alcohol, and drugs?

EVALUATION (continued)

ATTITUDES

regard to his abilities to make decisions?

ppier member of the group?

s regarding responsibilities for individual and group tasks--thus becoming a better
ssroom?

nd listen calmly and courteously to a different point of view?

on on both sides of the problem regarding the use of tobacco, drugs, and alcohol?

to the problems regarding the use of tobacco, alcohol, and drugs?

ce and try to solve problems and accept responsibilities rather than run away from them?

ome, and intelligent outlooks concerning the use of tobacco, alcohol, and drugs?

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

Bureau of Narcotics and Dangerous Drugs
P. O. Box 2079
Arlington, Virginia 22202

Department of Health, Education, and Welfare
Public Health Service
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20203

Montana Heart Association
510 First Avenue North
Great Falls, Montana 59401

Narcotic Education
P. O. Box 4390
Washington, D. C. 20012

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National Cancer Institute
United States Public Health Service
Bethesda, Maryland 20014

National Center for Chronic Disease Control
United States Public Health Service
4040 North Fairfax Drive
Arlington, Virginia 22203

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

Montana Tuberculosis Association
825 Helena Avenue
Helena, Montana 59601

The National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611

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