This document begins with an article on what drug abuse is and how educators can deal with it. The annotated listing which follows is divided into sections on drug abuse, drug education, alcohol abuse, alcohol education, and venereal disease. Journal articles constitute the majority of the generally post-1971 entries; research studies, books, curriculum manuals, and bibliographies are also included. The reference section of this document was developed by the ERIC Clearinghouse on Teacher Education from a computer search of the ERIC data base. The references are composed of abstracts of ERIC documents as they appear in "Research in Education" (RIE). Annotations of journal articles have been taken from "Current Index to Journals in Education" (CIJE). (PB)
Health Education:
Drugs and Alcohol
An Annotated Bibliography

Prepared in cooperation with
the ERIC Clearinghouse on Teacher Education
John Aquino, Senior Information Analyst
Lorraine Poliakoff, Editor

Produced in cooperation with
Department of
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U.S. DEPARTMENT OF HEALTH
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NOTE

Previously published material used in this book may use the pronoun "he" to denote an abstract individual, e.g., "the student." We have not attempted to alter this material, although we currently use "she/he" in such instances.

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Introduction

In a 1973 poll of seventh grade students in California, HEW learned that nearly three-quarters of the student sample claimed to be users of alcohol. This figure represented a dramatic increase over the number of seventh graders claiming to be alcohol users in 1972. Such a statistic indicates the need for a deepening awareness on the part of educators of the types of problems involved in health abuse and the possibilities of improving health education.

For more than a decade drugs have represented a topic of concern to members of the community at large, but only recently has the use by young people of the psychotropic drug alcohol become a matter for worry. Whether we accept the fact that young people are imitating adults in their search for an effective escape from the necessity to cope with difficult problems, or whether we agree with the assumption that students are being socialized in adult behaviors at increasingly early ages, the condition is the same—a segment of our young people whose behavior is being altered, frequently for the worse, by chemical substances.

It is true that all schools are not subject to the extensive health abuse suggested by the HEW poll, but data of this sort have implications for the century to come. Indeed, if the future is to require solutions to the catastrophes events predicted by scholars concerned with futuristics, then those young people who will become adults in the next half century need to be as clear-thinking and adept at problem-solving as possible. Thus there is assurance that a population that has become sophisticated before its teens in the use of behavior-changing drugs will have the capacity to deal adequately with future national or global problems.

When members of NEA were asked a few months ago to answer questions on drug education, nearly 90% of the respondents in elementary and secondary schools said they thought the schools should offer programs in drug education. Under half reported that their schools already had such programs, and the majority of these rated the programs fair to excellent. Clearly, then, classroom teachers feel that more should be done in the field of drug education.

Because of its concern for health problems and education, NEA has developed this book in cooperation with the ERIC Clearinghouse on Teacher Education and the Department of School Nurses. NEA. The contents include suggestions for educators who need to help students facing the drug-alcohol problem and an annotated listing of published materials covering the topics of drug and alcohol abuse and education, and venereal disease, another health problem that has shown a dramatic increase among students over the past few years. It is hoped that even those educators who are not required to help students day-to-day with these health problems will be able to expand their knowledge of conditions that may well affect the future of our country. Education is the best way in which we can overcome the difficulties that threaten that future.
Drug abuse is many things. It is the heroin user in his bag of H the Methedrine user high on speed the teenager smoking "pot," the 12-year-old sniffing model airplane glue. But it is also the adult starting his day with an amphetamine for a needed pick me up and ending it with several pills to unwind and a barbiturate to put him to sleep.

The problem of drug abuse reaches deeply into our values, aspirations and fears. It is an emotionally charged area for almost all of us. Drug abuse is a growing problem here (and in many other countries as well) and teachers are increasingly being called upon to do something. They face the difficult task of deciding just what and how to teach about drugs.

Certainly no single article, pamphlet, book or film will enable teachers to be effective. There is much still to be learned about the problem of drug abuse and particularly about how to be more effective in discouraging it. Establishing an atmosphere conducive to good communication between teacher and students is of basic importance. This article contains some hints that may prove helpful in communicating with youngsters who are thinking about drugs or have already experimented with them. It is only a very elementary introduction to ways in which teachers can strengthen relationships of trust and understanding with students in this highly charged area and open up dialogue and discussion which is far more likely to influence young attitudes and behavior than the lectures and sermons that have all too often marked the crusade against drugs.

Some Concrete Suggestions

Avoid Panic. Teachers are in a particularly good position to encourage parents, students, and the community to remain level headed about drug abuse.

Drug abuse, like other forms of behavior, may have varying causes. For some, it may represent ill advised experimentation; for others it may indicate serious psychological problems. If a teacher has reason to believe that one of his students is experiencing serious emotional difficulties, consultation should be sought with the school counselor and a conference arranged with the parents with a view to obtaining professional help for the youngster. Some types of behavior that may be associated with serious problems include: loss of interest in school and social relationships with others, marked alteration in behavior, deterioration in physical and personal appearance, and the development of problems in dealing with school and parents. Since the reasons for drug use vary widely, so must the approaches to individual students.

While the teacher can play a role in referring suspected problems to the proper authorities, a panic reaction expressed either to the student or to a parent can serve only to alienate the student further and to confuse what should be straightforward, objective, and professional action if the student needs help.

Keep Lines of Communication Open. Encouraging an atmosphere in which the student feels free to confide in parents and teachers and to discuss his concerns is an important first step. Obviously, the size of present classes often makes personal contact difficult. At the same time, if a student realizes that his parents and teachers are making a genuine effort to understand his point of view, this realization is likely to help him in the process of growing up. Although it is sometimes difficult, it is important to avoid being moralistic and judgmental in talking about drugs and drug users.

Many adults, including teachers, feel uncomfortable and defensive about discussing drugs with teenagers. This is sometimes due to awareness of our own inconsistencies in the use of everyday substances like tobacco and alcohol. Nevertheless, there are good and convincing arguments against the use of drugs which can be stated in terms that are persuasive to youth. For example, some teenagers see the use of drugs as one way of developing heightened self-awareness or of enhancing their inner freedom. Pointing out the difficulty of achieving these goals if they become drug-dependent may help them realize the fallacy of this viewpoint. Similarly, if young people are to improve the society of which they are critical, they can only do so by remaining a part of it rather than by chemically 'coping out'.
Avoid Use of Sensational Techniques. Use of sensational accounts of abuse techniques in trying to discourage drug experimentation is usually ineffective because the teenagers' direct knowledge frequently contradicts them. Teenagers are demanding and are entitled to honest and accurate answers. Given the facts young people often quickly respond. The apparent decline in LSD usage for example is believed to be related to the well publicized reports of possible adverse psychological and potential biological hazards.

It is impossible to eliminate or legislate away all possible substances of abuse. The individual decides for himself whether to use or not to use drugs. To be effective prevention ultimately must be based on each student's decision not to use drugs because they are incompatible with his personal goals. Emphasizing that no authority, whether school official or police officer, can make that ultimate decision for him may help the youngster clarify his personal responsibility. It may also help to reduce the adolescent tendency to view drug abuse as an act of rebellion.

Because the abuse of drugs frequently carries with it heavy legal penalties, it is important that youngsters be aware of the possible long-term results of their behavior. While this should not be the primary emphasis of the legal and social implications over a lifetime, it should be indicated as two of the essential factors to be taken into consideration in any decision to use or not use drugs. Some young people feeling keenly that certain drug laws are unjust advocate violating them. Thoughtful discussion of the implications of such violation and of whether the use of drugs is sufficiently important to them to justify such extreme measures may be helpful.

Avoid Creating an Atmosphere of Distrust and Suspicion. Like many parents, some teachers anxious to discourage drug abuse are likely to assume that any departure from the preferred styles and customs of the majority is indicative of drug abuse. Youngsters who have tried or are using drugs come in all sizes and shapes. With short as well as long hair and conventional clothes as well as eccentric dress. So do those who don't use drugs.

By equating unconventional appearance with drug abuse, we may encourage the very behavior we are trying to avoid. At a minimum, the youngster is likely to feel that the conventional world is completely opposed to any originality or creativity that does not fit a common mood and that the price of acceptance is complete conformity. While his external appearance may conform to the norm, there is no assurance that drug abuse will not become his private mode of rebellion.

Since the problem of teen-age drug abuse embraces a wider range of substances than those prohibited by law, even an attitude of active suspicion and continuous surveillance were that possible, would not eliminate the problem. It would, however, almost certainly destroy the climate of trust and confidence essential to the intergenerational communication that is desirable in preventing abuse.

Avoid Drug Stereotypes. Many of us, when we think about the drug misuser, immediately think of some more or less vague stereotype of the addict. Similarly, we often tend to think of all the misused drugs as being generally alike. Nothing could be further from the truth. Present evidence suggests that the vast majority of youngsters who experiment with marijuana, the most popular illegal drug of abuse, do so on a one-time, experimental basis.

Drugs differ widely in their chemical composition and more important, perhaps, in their effects—depending upon the personality of the user and the circumstances of use. The person who misuses drugs may vary from the onetime user experimenting out of curiosity to the chronic, heavy user who is psychologically dependent on a drug. While some types of drug misuse may be fairly apparent even to the untrained observer, other types may be so subtle as to escape the detection of even the expert.

Although some drug users go on to the use of more potent types of drugs, many others do not. Just why some users become dependent on particular drugs and others do not is not very clearly understood. It may be related to personality development, but physiological factors may also play a role. While a physical dependency on the drug plays some role, psychological dependence appears to be more important. Physical dependence on heroin, for example, can be cured in a relatively short time. Yet the heroin addict has a very difficult time avoiding using the drug again upon discharge from treatment.

Be Well Informed Yourself About Drugs. Much information is available about the drug problem—some of it accurate and useful. But unfortunately, much of what is published tends to be overdramatized and frequently inaccurate.

Much of the controversy over the effects of marijuana and its control, for example, results from over-interpretation or misinterpretation of what little data are presently available. Drug use advocates frequently use the scarcity of scientifically reliable information as a basis for arguing that marijuana and other drugs are harmless. The absence of complete agreement based on reliable evidence that a substance is harmful
does not. of course. demonstrate its harmlessness. Often. relatively long term use of a substance is required before its public health implications are apparent. Cigarette smoking provides an obvious and apt example. While American experience with marijuana is of relatively short duration. foreign research studies. though often difficult to interpret. suggest that long term use of marijuana may be detrimental to the health of the users.

A discussion of the implications of various social policies regarding marijuana and public health is one approach that may enable you to reach your students. The social problems of adding another intoxicant of unknown long-range implications to our present difficulties with alcohol may be the subject of profitable discussion. Another topic which might stimulate good discussions among intelligent youngsters and their teachers is the problem of allowing a harmful drug to become popular and then subsequently making it illegal. It might also be productive to discuss some of the originally unsuspected deleterious effects of drugs, such as birth defects resulting from use of Thalidomide.

Use Drug Education Materials as a Springboard to Discussion. Even good films, pamphlets, and other materials need to be made personally relevant to students. This can usually be done best through discussion. As teachers skilled in classroom discussion are well aware, much of the art of effective discussion requires that the teacher be a thoughtful and responsive listener as well as a catalyst.

The arguments (often heated) of the student who advocates use of drugs deserve a hearing and. when appropriate. a considered rebuttal. Often a teenager's apparent conviction masks considerable uncertainty about the worth of his arguments, which are frequently offered to test their validity and/or the honesty of the teacher. Summarily rejecting the advocate's points may alter his classroom verbal behavior but it is unlikely to change his thinking. The most probable result of an arbitrary putdown will be to convince the youngster that adult objections to drug use are merely prejudices.

A student run discussion on prevention of drug abuse may be even more effective. Teenagers are frequently far more responsive to the mores and values of their own group than they are to the values of the adult world. Former drug abusers can often be highly effective in communicating with a student group—they can 'tell it like it is'.

Use by teachers and parents of alcohol and tobacco is of more than casual interest to teenagers—all too often this is the thrust of their argument in favor of marijuana in addition, the problem of compulsive overeating may be discussed as similar to drug dependence. Habits, such as smoking and drinking and even compulsive overeating, can readily serve to illustrate the highly persistent nature of habitual behavior despite strong rational grounds for change.

As adults we can also serve to demonstrate that it is possible to live an involved, truly meaningful life without the use of chemical substances to add meaning or excitement. The adult who is himself turned on by life without recourse to drugs is one of the best advertisements for that type of life.

Alternatives to Drug Use

Youngsters who find satisfaction in other activities are less likely to find regular use of drugs appealing. Aware of this, the teacher may open up for individual or classroom discussion ways in which students are or can become involved in activities that have personal meaning for them.

Many young people, while attempting to appear biased or uninvolved, feel keenly the problems of our contemporary world, and opportunities for active involvement, such as work with a political party, or a program for slum children, might be encouraged. While a strong interest in other activities may not deter a student from experimenting with drugs, he is less likely to adopt habitual drug use if he feels turned on by shared and constructive human experiences.

Adolescence is a lonely time for many youngsters. The teenager who is unable to find his place in some orthodox group sometimes turns to drug use as a means of finding a kind of group acceptance. The student who is isolated from others or having more than the usual difficulties in gaining acceptance will sometimes respond very well to a special interest shown by one of his teachers. Even when the teacher is unable to solve a problem, he may serve as a necessary bridge in helping the student get assistance from some specialized professional source. Particularly, for the student with a poor home situation, a sympathetic teacher can provide a model of an understanding adult who has no need to escape into a state of drugged unreality.

Wherever possible, discussions of drug abuse should be integrated into the general curriculum rather than limited to a specific drug abuse unit or lecture.
1. Drug Abuse


Drug dealers are often popularly stereotyped as pushers who actively engage in enticing young people into the drug habit. But there have been no scientific studies of their behavior or their attitudes toward drug abuse or public health. In an attempt to gain information about behavior characteristics and communication patterns of middle-class dealers in Connecticut, questionnaires were distributed through user contacts and 50 anonymous responses were received. Results indicated that dealers tend to be users of the drugs they sell, and that their primary motivation is to obtain free drugs although they also sell drugs as favors to friends. The networks in fact are the principal sources for dealers and their customers for awareness of drugs and drug effects, drug abuse and treatment methods and for initiating neophytes to experimentation. Studies of nonusers of drugs have shown that they, on the other hand, rely more on official drug program agencies and other professional sources for drug information. Implications for drug abuse information dissemination and treatment are discussed.

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This report contains a substance abuse program guide for fourth, fifth, and sixth graders. Each program combines pharmacological facts with effective experiences included are descriptions of self-awareness experiences, activities that identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities that will identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities that will identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities that will identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities that will identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities that will identify and improve communication skills, activities that will develop decision making and problem-solving skills.


This paper examines the cultural milieu of drug users, delineates two distinct analytical types of drug users, develops a theoretical perspective of these types of drug users, and outlines the apparent implications for treatment of both types.


Examination of the medical research literature reveals specific drug users may have certain physical or psychological abilities to handle this substance who may use it in doses that are more than minimal. or who may use it over extended periods of time.


The authors report a study which reviews, evaluates, and indicates that the study was to facilitate the refinement of the program into the most effective prevention modalities possible.


LSD Now is a nationwide, statistical survey and analysis of hallucinogenic drug use by individuals presented in formal educational surroundings. Analysis, concentrating on the extent and rationale related to the use of such drugs, now offers a deeper and more meaningful understanding of a particular facet of the drug culture. This understanding may very well be the keystone to solving the problem of drug abuse in general.


The failure of incarcerative approaches in the alleviation of drug abuse combined with the advent of more liberal public opinion toward drugs has resulted in the development of various rehabilitation programs. The complexity and heterogeneity of the problem, however, indicate the desirability of a multidimensional approach which integrates traditional resources and innovative concepts. Residential treatment facilities provide a structure to incorporate a multilevel approach which is dependent upon community responsibility and commitment, which are necessary conditions for a successful rehabilitation program. This article explores issues and presents components of a residential treatment program, and discusses implications for the community in the area of drug rehabilitation.


This article discusses recent trends in heroin addiction in Washington, D.C. In 1969, a comprehensive, multimodal treatment program for addicts was introduced and a major law enforcement commitment was made to reduce the heroin supply. These factors, together with changing community attitudes, may be responsible for a remarkable decline in heroin addiction.


A content analysis of 17 federally-funded campus drug programs provides information on criteria and objectives which would be useful to other colleges planning drug education programs. Addresses are provided so that additional information may be obtained.

Trends in University Student Attitudes and Behavior toward Drugs. College Park, University of Maryland Counseling Center. 1973. 19 pp. ED 089 174 MF and HC.

Trends in student attitudes and behavior toward drug use were investigated through administration of two anonymous polls to University of Maryland freshmen during summer 1971 (N = 538) and summer 1972 (N = 761). Both polls were devised to investigate the incidence and frequency of drug use among incoming students as well as students reasons for using and not using drugs their attitudes toward drug legalization the illegal sale and use of drugs and the university's role in providing drug related services. Results indicated a fairly stable although slightly increasing trend in the incidence and frequency of drug use. Although marijuana was the only drug to evidence a significant increase of use, all drugs (except hashish, marijuana and DMT) tended to be used more frequently. Only LSD and DMT were shown to have increased by a significant percentage. A substantial portion of the incoming students have tried alcohol in at least one form (90%). The correlation between use of marijuana and hashish and use of heroin was found to be low. With the exception of cigarettes more men than women use drugs.

The policy of the Framingham School System with respect to drug use and abuse is to establish a climate within its schools that is conducive to the understanding and respect for the proper use of drugs and an attitude toward nonabuse of drugs. To achieve this climate, some basic measures described in this report were taken. One measure was to set up effective counseling programs for students and a continuing program of instruction on the nature of drugs and the disease and prevention of abuse. Cooperative programs with other local, state, and national agencies were established to enhance the school's efforts.
The effects of exposure to mass media on drug abuse among college students is a topic of discussion in the document. It suggests that there is a strong relationship between exposure to such media and the incidence of drug abuse. The document also discusses the role of integrating drug education into the curriculum and the various sources that should be avoided in such programs. The text delves into the characteristics of psychoactive drug usage of students at a heterogeneous university and the role of teacher education in preparing educators to teach about drug use and abuse. It concludes that drug education should be an ongoing and effective area of focus for educators.
Drug Education: An Annotated Bibliography

This bibliography consists of 215 entries dealing with drug education, including curriculum guides, that were drawn from documents in the ERIC system. There are two sections: the first containing 130 annotated citations of documents and journal articles, and the second containing 85 citations of journal articles; without annotations but with the index terms used in the system.


This study was designed to collect and analyze student reactions on a broad range of social cultural and educational issues, including the non medical use of drugs. Two questionnaires and a personality inventory were used in the collection of data obtained from a stratified random sample of 282 students of the University of Alberta. An analysis of data indicated the use of drugs other than alcohol and tobacco among resident students is essentially limited to about one-fourth in experimental sessions only. For hard drugs like LSD and heroin the reported percentage is much smaller. For only 2% of the students in general seem to be quite aware of drug users. Drug use is and its attributes the studies one-year of studies. Family socio-economic level users concept of God and seeing marijuana use found to be significantly related to drug use. The problem of drug use differed significantly from those of non users in the personality inventory indicating the drug users to be individually more obedient and socially "undisciplined. Drug users were generally more liberal in their social attitudes than non users were.

A sample of 371 students (about 10% of the student body) were questioned in an attempt to tap into the conflict which is considered most frequently in the drug problems. The authors suggest that the findings are that drug users in addition to being more knowledgeable about drugs than non-users also quite different problems related to drug use. The authors report that the study was designed to investigate the relationship between the degree of herd sell and desire for help with drug problems. The results indicate that the media and message goals are important in determining the strategies used in drug abuse prevention. The authors conclude that the media and message goals are important in determining the strategies used in drug abuse prevention. The authors suggest that the findings are that drug users in addition to being more knowledgeable about drugs than non-users also quite different problems related to drug use. The authors report that the study was designed to investigate the relationship between the degree of herd sell and desire for help with drug problems.

The paper explores certain findings of a DAI (Drug Abuse Information Research Project) study at the University of Connecticut which is investigating the dissemination and impact of drug abuse information. Specifically, findings on the audience's response to persuasive drug abuse messages on television are discussed. The authors conclude that the media and message goals are important in determining the strategies used in drug abuse prevention. The authors suggest that the findings are that drug users in addition to being more knowledgeable about drugs than non-users also quite different problems related to drug use. The authors report that the study was designed to investigate the relationship between the degree of herd sell and desire for help with drug problems. The results indicate that the media and message goals are important in determining the strategies used in drug abuse prevention. The authors conclude that the media and message goals are important in determining the strategies used in drug abuse prevention. The authors suggest that the findings are that drug users in addition to being more knowledgeable about drugs than non-users also quite different problems related to drug use. The authors report that the study was designed to investigate the relationship between the degree of herd sell and desire for help with drug problems.
data suggest that at least for major types of drugs, treatment programs can provide two different patterns toward students with drug use problems. One group was nonuser, the other used drugs. The results show that marijuana users tend to use less other drugs, and marijuana use is correlated with other drug use. The use of marijuana is not, however, a significant predictor of drug use among high school students. Therefore, the social variables which have been associated with marijuana use are not in fact strong predictors. Additional factors, such as the use of alcohol and other drugs, may also be important in predicting drug use patterns. These findings suggest that future research should focus on the relationship between drug use and other variables, such as personality characteristics and attitudes towards drug use. Additional studies are needed to examine the impact of drug use on academic performance and future career opportunities. Overall, the results of this study indicate the importance of considering the social context in which drug use occurs and the need for comprehensive programs that address the underlying factors contributing to drug use.
The author offers a brief description of the Southern Regional Education Board (SREB) Drug Education Project and develops the position taken by this project. Emphasis is placed on the schools responsibility for helping eliminate drug abuse and for the implementation of an affective curriculum to achieve this goal. The curriculum focuses on skills such as values clarification, conflict resolution, interpersonal communication, and attitudes. The author also describes a tri-level teacher training model proposed by the SREB to equip teachers with the skills and competencies necessary for handling an affective curriculum and drug education program.

Level 1 Awareness is designed to make the teacher more aware of his own values, attitudes, and conflicts. The purpose of the second level, modeling, is to train the teacher to present the best possible model to his students in interpersonal relationships. Level 3 Facilitation encourages the teacher to work toward the growth of his students.

In a survey of 4-H and non-4-H youth from 10 urban and 10 rural counties, the author investigated the extent and predications of drug abuse.


This document is a bibliography of printed materials and audiovisual aids on drug abuse and drug abuse education. Many of the entries are annotated. The bibliography was prepared primarily as a buying guide for librarians and as a partial reference tool for Air Force sponsored activities. It includes sections on books, doctoral dissertations, pamphlets and documents, journals, articles from general and technical journals, articles from military journals, and audiovisual materials. An asterisk is used to indicate books recommended for most libraries. An "F" entered at the end of an entry indicates a work of fiction considered a valid presentation of the drug scene or of the drug abuse problem. Out of print items included because of popularity value are noted with OP at the end of the entry. A subject index is included.
summarizes the development of an information support system for the regional training center component of the U.S. Office of Education Program and 2) a description and sample of all of the current reports generated from the data in the system. With a discussion of their relationship to the problem solving strategies of the NDEP. The program includes the mechanisms to bring about the conditions deemed necessary to reduce the level of drug abuse. These conditions are: 1) open communication between both youth and parents and teachers, 2) an availability of meaningful alternatives to the use of drugs, 3) a feeling of self-worth and control over one's own life, 4) a willingness on the part of adults to accept the realities of alternative life-styles, and 5) an improved perception of what the consequences of drug abuse are.


The author explains that drug education in schools has failed to meet the high school people expected and may have caused more harm than good. She contends that just knowing about overdose and chromosome damage has not convinced students to stay clear of drugs. She describes the Boulder Public Schools program for integrating drug information into broader mental hygiene or problem solving courses.
2. Drug Education

Careful curriculum planning and subsequent implementation through effective teaching is stressed in assisting children and youth to recognize the benefit of total optimum health and how the wise use of drugs contributes to it.

Chow Stanley and others Drug Education. PREP-36, Washington D.C. U.S. Government Printing Office, 1972, pp 067 515 MF and HC. Also available from the publisher catalog no HE5 212 (12090. $1.00)

What schools can do and are doing to prevent the abuse of drugs by their students is the focus of this report. The first section of the report presents the findings of a one-year study of drug education in the U.S. with a subjective analysis of the various approaches in the field. In the second section, guides for the drug education planner specific guidelines for planning, implementing, and evaluating local drug education efforts are offered. Case studies section three, presents detailed descriptions of 10 different approaches in the following locations: Coral, Calif., Oregon Duluth Minn. Milwaukee, Wis., Wayne County, Mich., Seymour, Conn., Dade County, Fla., Muncie County, Ind., Parkavey, Mo., and Laredo, Texas. Six commercially developed programs are described in section four. Product reports these are The Creative Learning Group Drug Education Program (K-grade 9), Drug Education Program or Drug Abuse Decision System (DADS) (grades 9-12), The Drug Experience Data for Decisionmaking (grades 7 and 8, but also used in grades 6-12), Drugs: Insights and Illusions (junior and senior high school students) Technom Drug Decision Program (grades 6-9), and Impact Plus Two and Why? (grades 5 and 6 and grades 7 and 8). A Teacher's Guide to Resources in Drug Education provides reviews, catalogs, resource handbooks, and compiled bibliographies on instructional aids and materials, curriculum ideas, and background information on drug education. Current ERIC entries on drug education programs are listed as are past PREP reports.

Clark Walter Houston The Place of Drugs in the Religion of the Counter Culture 1972, ed 065 429 MF and HC.

The thesis of this paper is that the main catalyst for religious interest of the counter culture has been the use of psychedelic drugs along with marijuana. The author determined, through investigating subjective experiences of an unselected population of 100 users of LSD-like drugs and 20 users of cannabis drugs that psychedelic drugs are mystical in their effect. The data were gathered by a questionnaire asking the respondent to compare his/her experiences under drugs with normal everyday experiences, ranking them in six degrees of intensity from 0-no different from normal up to 5-beyond anything ever experienced or imagined. Findings indicate that category 5 is the most intense rating, was the mode of distribution for users of LSD-like drugs, with cannabis users not using intensely. All respondents rated positively at least some of the characteristics of profound religious experience. Findings suggest that the religion of Counter Culture is not only a nonrational, pure experience of being but also rational in that interpretation of the experience builds a rational base, as in theology for example. Although drugs may be religious in themselves they can be a means of triggering a religious process.
During the first year (1971-72), instructional units were developed at all grade levels by district teachers who had taken part in a training program that included a series of workshops in drug abuse education followed by a graduate level course designed to prepare them to write drug abuse curriculum. The curriculum will eventually be made available to all elementary teachers as well as to all secondary teachers in related subject areas such as health and biology. During the school year 227 staff members attending a series of four session workshops screened numerous drug abuse instructional programs and made presentations on the problems of drug abuse to civic groups. It is planned that during 1972-73 there will be a continuing emphasis on teacher training curriculum development and the offering of a training program for district counselors similar to a praxicum in drug abuse counseling.

Glickstein, Norma B. Parents As Lay Counselors: The Development of a Systematic Community Program for Drug Counseling. 1972 ED 065 812 MF and HC

The purpose of this study was to determine whether or not short term training (60 hours) could produce paraprofessional counselors competent in counseling skills, who would work effectively in their home community on drug-related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes; the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community 7 months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time but the community effectiveness was a far more difficult thing to achieve.


The Social Issues Resources Series (SIRS) is a set of loose leaf units each of which is addressed to a different social issue. Each unit consists of articles which have been reproduced from newspapers, magazines, journals, and government publications representing the prevailing spectrum of opinion emphasis and complexity. Sixty articles are contained in this unit dating from 1968 to 1972 with the sources ranging from Journal of American Pharmaceutical Association to McCall's Articles were selected to support a systematic study of the drug issue using the problem-solving approach. Thus the materials provide descriptions of the symptoms of the problem, examination of different aspects of it definition, determination of the scope of the problem, analysis of its causes and possible solutions. A Teacher's Guide accompanies the unit describing some teaching strategies that might be used with this material. Suggestions for evaluations are also made.

Holzheimer, William L. An Experimental Validation of Seven Programmed Instructional Booklets for a Course on Drugs. Paper presented at the American Educational Research Association Annual Meeting, April 1974, Chicago, Ill. 21 pp. ED 088 945. MF and HC

This validation study investigated the instructional effectiveness of seven programmed booklets on selected topics in drug education against the criterion of student achievement. A posttest only control group design was used. Six of the seven booklets were found to be instructionally effective as
Innovative Programs

Innovative Programs in Psychology 41 no 2 (October 1973) 315

A study of the drug issue and problem in American schools was presented in this Education USA Special Report, 1972. 26 pp
(Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich 48106 (order no 72-3b. 148, M-S4.00, X-S10 00)

Students in a study of the drug issue and problem in American schools were interviewed and frequency of use of 8 drugs ranged from LSD to heroin. 2 anonymous polls were conducted to 1,411 incoming freshmen and returning seniors at the University of Maryland during the summer and fall of 1971. Students were asked reasons for using and not using drugs.

The study concluded that providing drug related services were important, but students indicate that less than half (47%) of the students knew the dangers of the drugs and that evidence of the potential danger. Students use drugs and marijuana in order to get high, feel good and experience a sense of being part of a group. Students suffer from using marijuana and street drugs. Students attitudes indicated some
evidence of motivating drug related services at the universities improve a greater distaste for selling drugs than for using drugs and a greater distaste for hard drugs than for marijuana.

James J. William Drug Crisis Schools Fight Back with Innovative Programs Education U.S.A. Special Report Washington D.C. National School Public Relations Association 1971. 68 pp ED 058 097 MF only Also available from the publisher (stock no 411-12796. $4 00)

A field study of the drug issue and problem in American schools was presented in this Education U.S.A. Special Report which, while valuable and what is not being accomplished, the report voices the extent of the drug problem, reasons for its occurrence and some factors of overlap versus the lawsuit approach. Findings on drug education are used in drug education programs the Office of Drug Abuse Education across the country. The drug project essential components of a K-12 program included a set of guidelines for use in designing and implementing drug education programs. Findings indicated some approaches currently used in civilian programs could be useful in military drug education programs. Continuing concern over the non-therapeutic use of drugs in the Army is reflected in Army regulations directing that drug education efforts be made. The guidelines presented in this report, which are primarily developed for the use of those concerned with the implementation of drug education programs in the Army, are equally applicable for use in civilian programs.

Lippe Emmett Wayne Drug Education Programs in Selected Indiana High Schools. Ed D Dissertation, Ball State University, 1972. 193 pp ED 076 381. Available only from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich 48106 (order no 72-30. 148, M-S4.00, X-S10 00)

The purpose of this study was to gather and analyze data concerning the implementation of drug education programs in 14 selected Indiana senior high schools. Focus was on several aspects of the drug education programs including the description of the type of program, the determination of needs for the program, school policies related to student drug abusers, in-service training programs for teachers, school community drug programs, evaluation techniques, and the role of the high school principal in planning, implementing, and evaluating drug education programs. Conclusions indicate that most drug education programs are presented as an elective course, taken by a small percentage of students, and not coordinated with other junior high school programs. Teacher preparation is limited and few schools attempt to evaluate their programs.


This resource guide has been developed to assist elementary school teachers in offering instruction on the subject of drug education. Divided into two sections for grades K-3 and 4-6, each section offers suggested concepts and activities providing opportunities for pupils to develop wholesome attitudes and knowledge enabling them to make wise personal choices concerning the proper use of drugs and other toxic materials and abstain from any form of drug abuse. Topics for grades K-3 are: 1) food and nonfood substances and 2) the values of nonfood substances. For grades 4-6, the topics considered include the effects of experimentation with drugs and other harmful substances and 2) alternatives to drug abuse.


The purpose of this study is to assess in selected Vancouver elementary schools the drug education program utilizing the film *Drugs Are Like That*. Questionnaire responses are summarized for parents who attended the advanced showings of the film with the subsequent discussions on drug abuse and 21 principals, teachers, counselors, nurses, and junior league volunteers who assisted with the drug education program for grades 4-7 at seven elementary schools. Analysis of responses showed that 1) the majority of parents and resource personnel gave a good rating to the film, the evening program, classroom discussion, and the kit of drug information booklets. 2) Most parents and resource personnel indicated that the film was suitable primarily for grade 4 and secondarily for grade 5. 3) Both groups agreed overwhelmingly that schools should share with parents the drug education of children.

**Myers, Eddie E.** Applying a Causal Approach to Drug Education. Journal of Drug Education 3 no. 4 (Winter 1973) 415-18

A preventive drug education program for grades K-12 has been developed that contains as its core a program of education in human behavior. Findings of the National Commission on Marihuana and Drug Abuse given added impetus to programs that develop understandings and skills necessary for the resolution of a wide range of human behavioral problems.

**Human-Persons and the Use of Psychoactive Agents. Teachers' Manual and Student Rap Sheets.** Cleveland Ohio Educational Research Council of America, 1971 379 pp. ED 062 191 Available only from the publisher, 614 Superior Avenue, Cleveland, Ohio 44113 Teacher's manual S 27.50, student book S 13.35

A drug education curriculum for senior high school students utilizing a behavioral approach is offered in this two-volume set composed of a teacher's manual and student rap sheets. The teachers' manual provides introductory material about the assumptions and rationale upon which the program is based, an understanding of student behavior involved in approaching the problem of drug use and abuse, and pointers on how the teachers manual and student rap sheets are used to promote human interaction and group dynamics. Five units are constructed to develop the theme that each person must find ways of meeting the tasks of living and moving toward a goal in life that are alternatives to the abuse of psychoactive agents. Units II About the Problem, III About People, III About Drugs IV About the Use of Psychoactive Agents, and V Selecting Ways To Meet Daily Situations contain an introductory dialogue, list of resources, objectives, learning activities to be used in conjunction with the student rap sheets and an explanation of procedures suggested in the activities. Student rap sheets are designed only to provide information which may be needed for dialogue and problem solving activity. The work was completed under an ESEA Title III contract.

What Will Happen If A Programmed Instruction Course on Drugs and Their Effects  
Washington D.C. U.S. Government Printing Office 1972 54 pp. ED 078 312 MF and HC Also available from the publisher  
This booklet offers a programmed instruction course on drugs and their effects. The purpose of the text is to learn about drugs and their effects by thinking about them. The student is encouraged to think about the effects of drugs and their consequences. The text is divided into frames containing questions and questions with space for written answers. A separate section is provided for written answers. A separate section is included for teachers. A brief review section is included.

National Clearinghouse for Drug Abuse Information Report Series 16 no 1 Rockville Md. The Clearinghouse May 1973 15 pp. ED 079 146 MF and HC Also available from the publisher  
Concerned with clarifying some of the complex issues in dealing with drug abuse. The National Clearinghouse for Drug Abuse Information and Education provides a summary of its activities and the status of its programs. The report is a summary of the major activities and the status of drug abuse information and education.

Tune In, Drug Abuse News for Broadcasters about Broadcasting Rockville Md. The Clearinghouse December 1972 8 pp. ED 075 188 MF and HC Also available from the publisher  
This is a newsletter for broadcasters describing drug abuse information campaigns and evaluating radio and television broadcast materials. It is distributed to approximately 5,600 radio and television stations through the cooperation of the National Association of Broadcasters and is distributed through the cooperation of the U.S. Department of Health, Education, and Welfare. The newsletter contains summaries of drug education materials and other related materials. This is a two-week periodical publication.

Conducted over WAMU FM at Mount Alliance College in Alliance, Ohio. The remainder of the issue contains an evaluative listing of various films, tapes, records, etc. on the topic of drugs. Each entry contains a complete listing concerning the source availability cost of rental, audience etc. It is followed by a summary of the content scientific observations, evaluative comments, and suggestions for use. The reviews of the broad casts materials presented are the work of an independent panel representing a broad range of professions and opinions related to drugs and drug use.

New York State Education Department A Multimedia Reference Listing of Materials on Drug Education, Albany the State Education Department 1971 151 pp. ED 072 364 MF and HC  
This multimedia resource guide provides a listing of various materials on drug education. The materials listed include the following: advertisements, charts, editorials, reports, audio and video tapes, bibliographies, books, pamphlets, essays, film reviews, reviews, filmstrips, general articles, pamphlets, government publications, papers, proceedings, reports, professional articles, radio and television spot announcements, serial publications, audiovisual resources, and sources of information on drug education, student textbooks and booklets, teachers' handbooks and curriculum guides, and other publications. The resource guide is based on the premise that the primary focus in drug education should be placed on prevention through effective educational experiences.

This K 12 curriculum guide represents North Allegheny's integrated planned and continuous program covering various topics concerning human development at different ages. The major objective of the guide is to establish for teachers acceptable content and materials which focus generally on human development but more specifically on topics of physiological growth and drug education. Student goals stress learning not only the facts about the body but also the development of healthy attitudes toward normal changes in regard to drug education. Students learn that present behavior influences future health. The guide is arranged into two major sections by elementary and secondary grade levels. Each section includes 1) guidelines for program development, 2) behavioral objectives, 3) teaching suggestions, 4) activities, and 5) suggested resource materials. For an evaluation of the human growth program see 50 006 169.

Norstrand Peter F. The High School Principal's Role with Respect to the PresentMarijuana Problem. 1973 ED 078 516 MF and HC  
This report indicates to principals that their schools probably have a marijuana problem; outlines measures necessary to the establishment of an effective marijuana prevention program and suggests ways to handle the marijuana smoker, his peers, and his family. To help the principal focus
upon understand and take constructive action with respect to the marihuana problem. The report first attempts to educate the large number of high school principals who assume that no marihuana problems exist in their schools. It then outlines the necessary foundations on which the principal and others should construct a program designed to meet the needs of a particular school and community. Finally, the policy formation and implementation and the role of the principal in a situation involving a student who has been caught with marihuana are dealt with. This last section emphasizes the legal responsibilities of the principal and the various ways in which he or she can exercise good judgment in the decision-making process without forsaking legal duties. Appendixes contain texts of federal drug laws, a state-by-state survey of marihuana laws and penalties and guidelines for establishing and maintaining policy on drug discovery.


Drug education, alcoholism, malnutrition, lung cancer, industrial disease and emphysema represent not medical failures but educational failures, since people suffering from them are either beyond help or already seriously damaged by the time they see a physician. School programs for students must begin early. Moreover for health education to be effective it must be given a high priority in the school and public health sphere in terms of curriculum, budget, methodology, community involvement, and teacher selection. In addition to preserving and in-service teacher programs which are being intensified to meet the demand, there is a need for each school district to provide leadership in its total health education program. A member of the faculty with approved preparation should be designated as health coordinator so that the entire faculty may cooperate in realizing the potential values of the school program. The New York State Department of Education is initiating a training program for health coordinators this summer (1971). Drug education is one of the monumental tasks that lie ahead, and programs will be successful to the extent that individual youths can make intelligent decisions with respect to the health problems confronting them. It is the task of health educators to ensure that this and future generations of young people are enabled to live a life that is creative, humane and sensitive to the fullest extent.


A drug education program is an essential element of instruction in health education. This framework views each individual as having personality tasks, such as achieving self-esteem, emotional security or dealing with sex feelings, and these tasks be worked out if a person meets barriers while attempting to achieve them. Health education is an intervention designed to help the student overcome and effectively deal with these personal tasks. The specific attitude and values discussed in the text. Behavioral objectives are defined and stated in terms of behavioral objectives are defined and stated in terms of observable and measurable performance. Health education is the study of human behavior, and includes the study of the human organism and the environment in which it lives. Behavioral objectives are defined and stated in terms of observable and measurable performance. Health education is the study of human behavior, and includes the study of the human organism and the environment in which it lives. Behavioral objectives are defined and stated in terms of observable and measurable performance.


This empirical study has examined by chi-square procedures the relationship between educational level of students and the degree to which they will endorse various sources of information concerning drug problems.


The purpose of the study was to investigate the attitudes and practices toward drugs by users and nonusers at Queensborough Community College and the relationship of these attitudes and practices to selected psychosocial factors.

Richardson, Donald W. "Attitudes of Fifth Grade Students to Illicit Psychoactive Drugs." Journal of School Health 42, no. 7 (September 1972) 389-91.

Results of the study show that students have a negative view of illicit psychoactive drugs and that this contrasts to the more neutral view that they have towards alcohol and tobacco.


Study results suggest that factual knowledge and liberal conservative attitudes toward drugs is significantly related to age. Sex of parent was also found to be a factor as was level of educational attainment. It was concluded that a comprehensive drug education program should include education of parents as well as children.

Rockwell Kenneth, and others. "Drugs and Sex Scene of Ambivalence." Journal of the American College Health Association 21, no. 5 (June 1973) 453-88.

This article examines the correlation between drug use and sex among college students.


As the eighth and last in a series of short reports on 1972 legislation and achievements in specific subject areas in education, this report is devoted to curriculum and instruction. To obtain data, questionnaires asking for information on legislation and achievements in education were sent to all state departments of education, legislative service agencies. state school boards associations, and state offices of the National Education Association and the American Federation of Teachers. This report is in no way exhaustive or comparative of individual state activities involving curriculum and instruction. It merely presents a picture of the state scenes as reported by those organizations queried and as seen by a review of newsletters, bulletins, special reports, and legislative summaries. Drug education is the topic emphasized in this issue but other categories include bilingual education, consumer education, criminology, driver education, English, environmental education, free enterprise system, guidance and counseling, health education, libraries, sex education, minorities, nonspecific items, reading, social studies, instructional innovation, and textbooks and materials. Under each category, individual entries indicate the state name, bill number and/or
Suggested Activities on Sociological Health Problems: Drugs, Alcoholism, Smoking for Student Teachers

New York City University of New York Hunter College December 1972 7 pp ED 075 546 MF and HC

This is a list of recommendations for a neophyte teacher for discussions with students on drugs, alcoholism and smoking included are suggested readings, suggested questions for the school's drug education coordinator, recommended readings and New York sources of information (related document is SP 006 468)

Schertz James W Drug Should Be Included in Business Education Journal of Business Education 49 no 5 (February 1974) 207-8

The meteriness of current drug education materials and the problems of drug abuse within business organizations provide business education with the setting and opportunity for effective drug education. Management is proposed as the best drug for its inclusion.

Shelly E F and Co An Assessment of Federal Program Management Strategies in the National Drug Education Training Program (Section I and III, Observations of the Multiplier Process in Seven States (Section III) Final Report New York the company November 1971 423 pp ED 008 860 MF and HC

The U.S. Office of Education's National Drug Education Training Program which began as a limited and terminal one year effort is assessed. The base purpose-related structure of the information collection and analysis process made it possible to provide information that had multiple uses in management of the program. The fundamental question at which assessment was aimed was: Were the program management strategies employed in the 1970-71 National Drug Education Training Program validated as a way to initiate a coordinated national attack on a critical social problem? Evidence collected in this assessment suggests that the program was a success not only in terms of original expectations of impact but also in terms of original assumptions of how to bring people together to deal effectively with social problems. A detailed description of forms, design, field testing, information collection, and analyses as well as information related to management support is included in section II of this report.

Smith Bryan C Values Clarification in Drug Education A Comparative Study Journal of Drug Education 3 no 4 (Winter 1973) 369-75

The purpose of this study was to measure the relative effectiveness of two methods of teaching drug education to pupil personnel drug education students. The methods compared were the traditional teacher oriented approach and the value clarification group centered process. The latter approach was found to be superior in all ways measured.

Swisher John D and Hoffman Alan M Real Research in Drug Education Drug Information The Irrelevant Variable Paper presented at American Personnel and Guidance Association Convention 4-8 April 1971 Atlantic City N J 20 pp ED 058 571 MF and HC

These two articles argue that the presentation of drug information in drug education has no relevance. Hoffman reviews the various approaches to drug education most of which are based upon the idea that giving people information will act as a deterrent to their use of drugs. A scale was administered to a large and varied population of students to assess affective (attitudinal cognitive knowledge) and behavioral factors regarding drugs. Results indicated that the more knowledge people possessed about drugs, the more liberal pro drug user attitudes were drug users were more knowledgeable than nonusers and drug users and a low affective score liberal attitude also proved significantly related to drug usage. Swisher's review of drug education programs indicates a large variation in programs outcomes. Short term programs have little impact on attitudes regarding drug abuse. Use of group counseling with information giving also makes no difference. In certain sensitive going of information was related to increased drug abuse increased interest in acquiring additional knowledge about drugs and liberalization of attitudes but in general there is little evidence of beneficial effects.


Translation of the development of a drug educational product which appears to have potential impact is based upon published materials, documents in the files of the developing agency and interviews with staff who were involved in the development of the product. The primary goal of the product is to encourage young people to develop mature, sensible and knowledgeable attitudes toward people who use and abuse both legal and illegal drugs. During the program facts are presented and discussion about drugs and drug use are encountered. Children from kindergarten through grade 9 were exposed to the program. The multisensory learning package including flash cards, tapes, booklets, films, print slides, coloring books and the teacher's manual is described as are the development of the project and the project itself learning and the key personnel. Factors relating to the diffusion and adoption of the product are discussed and conceptual actions described. A detailed appendix is included.

A high school in the New England area was the setting for experimenting with a potential model for effective prevention and intervention in drug abuse and other areas of social concern. The method used is called partnership in research. It breaks with the traditional research model by involving the subjects as partners and participant researchers in an attempt at self-study. The students studied drug use at their school utilizing research methods to appraise objectively the problems which drugs pose to them and their peers. This paper discusses the role of science in the struggle for social survival, noting that traditional scientific models are inadequate for social science research and that much research is irrelevant and lacks utility. It is narrow and simplistic in focus and has little practical effect on social problem solving. The students' efforts as described demonstrate that high school students can develop and apply highly relevant questions and issues regarding their own interests and development. Findings from the student's study are listed and possibilities for further use of this model are examined. An appendix contains a drug group questionnaire.


The objective here is to stimulate thought, motivate action, and outline the basic concepts to be taken into consideration in planning programs for drug education.
3. Alcoholism

Burmann William University Opinion Poll 8C Fall 1973 Research Bulletin University of Minnesota 14 no 8 (January 28 1974) 6 pp ED 086 084 MF and HC

The University Opinion Poll conducted a survey to obtain an estimate of student and staff opinion toward alcohol on campus. Four hundred seventy students and staff 77% of a random sample of all students and staff at the University of Minnesota were contacted for their opinions. Most respondents favor having alcoholic beverages on campus and would not feel uncomfortable in most situations if alcohol were available.

Boggs Donald A and others Correlates of Marijuana and Alcohol Use among College Student Journal of College Student Personnel 15 no 1 (January 1974) 22 29

A questionnaire on marijuana was completed by 460 students and on alcohol was completed by 465 students. Results revealed that the relationship between the use of these two drugs is complex. Students' attitudes toward their parents are related to their use of marijuana but not to their use of alcohol. The use of alcohol is a pattern of continuity to parents whereas marijuana use is not.

Bennett Thomas E Drugism of Mental Health Service Delivery to Off Reservation Indians Anthropological Quarterly 46 no 3 July 1973 172 82

The off reservation American Indian has been consciously ignored by contemporary health services delivery systems. As a constituent of neither federally nor locally administered programs many of the Indian's health needs have been ignored. This is particularly apparent in the management of alcoholism problems.

Lemmon Colin and others comps Alcoholism in Employment Bibliography and references, with Selected Annotations Madison Wis Contemporary Bibliographical Services July 1972 89 pp ED 080 683 MF and HC Also available from the publisher P O Box 649 ($6.00)

This collection of citations and references focusing on the culture of industrial alcoholism its existence on the job and its resolution extends from 1960 to June 1972 with some pertinent works from earlier dates. The citations from books, articles, and newspapers assembled to present a composite picture of the alcoholic worker's environment are grouped in categories under the culture of alcoholism. As it affects employees, drinking in the job setting, management and the treatment of related interest including alcoholism and the family, male and female alcoholics media and sources. Some multiple listings and cross references were made but no in-depth analysis is provided.

Loranger Eileen M Linking the Problem Drinker with Treatment Social Work 17 no 2 (March 1972) 54 60

This study of an information and referral service for problem drinkers examines two variables that affect its uses: 1) the number of problems related to drinking and 2) the service provided by a social worker information specialist.

Cragg Sara Help for Women Alcoholics Opportunity 2 no 5 (June 1972) 18 23

This article describes the flexible and relatively unstructured program of activities of the Family Activity Center for Women Alcoholics in Atlanta, Georgia.

Dealing with the Drinking Problem Manpower 2 no 12 (December 1970) 2 7

This article describes government and industry efforts to avoid the loss of productive manpower due to alcoholism among those blue collar and white collar workers.

Drinking Vex Problems with Alcohol among Urban Indians in Minneapolis Minneapolis University of Minnesota Training Center for Community Programs August 1970 50 pp ED 043 434 MF and HC Also available from the Center for Urban and Regional Affairs 231 Clay School University of Minnesota Minneapolis Minn 55455 (IS 501)

Historically it is believed that the American Indians have problems with alcohol which are disproportionate when compared with persons from other cultures. One of the purposes of this study was to attempt to identify individual and cultural differences in the use of alcohol which might exist between urban Indian, white and Black subcultures in Minneapolis. The data gathered from Municipal Court, the Minneapolis Department of Public Relief Pioneer House Evaluation Center and the Minneapolis Work House indicate that at least the aspect of drinking which comes to public attention exists disproportionately in the Minneapolis Indian population. Approximately 2% of the city's population is Indian but of the average 156 drunk arrests per week in 1969 one third were made on Indians. The document lists the cross cultural comparisons in tabular form as well as recommendations to help solve the problem.

Fertig E and Mueller S The Alcoholism Questionnaire 1971 4 pp ED 072 092 Available only with ED 072 091 18 pp MF and HC

The alcoholism questionnaire used to survey college student attitudes on the subject is provided. It is identical to the drug abuse questionnaire except for word changes appropriate to the subject matter. The questionnaire consists of 40 statements about alcoholics and alcoholism, with seven possible responses: 1) completely disagree, 2) mostly disagree, 3) disagree more than agree, 4) neutral, 5) agree more than disagree, 6) mostly agree, and 7) completely agree.

Freiberger D L Covert Sensitization Treatment with Alcoholics Edmonton University of Alberta 1971 135 pp ED 063 560 MF and HC

An attempt is made to determine whether a behaviorally oriented conditioning approach covert sensitization is more effective in the treatment of alcoholism than the commonly used problem solving approach and whether female counselors employing covert sensitization were more successful than males. Thirty-two subjects selected on admission to an inpatient alcoholism facility were assigned to two treatment groups for the purpose of statistical comparison and evaluation. Eight specially prepared staff counselors (four males, four females) conducted covert sensitization with patients in treatment group one, they also participated at least 50% of the time with other staff counselors in treatment group two. A three month period of abstinence following discharge was selected as the criterion measure in the comparison of outcome.
The two papers included in this report concern personal and social effects as reasons for and reinforcers of continued drinking. In the first, a study is reported in which 95 indigent chronic alcoholics were interviewed about both the benefits and drawbacks which they associated with drinking. Results showed that 11 a change in feeling state was the most frequently cited benefit and 21 drawbacks included economic loss, impaired functioning and adverse physical effects. The second study reports data from semistructured interviews of 118 similar subjects. The data were subjected to content analysis with reference to desirable and undesirable consequences attributed to drinking. Subjects 40 years of age and younger more frequently stated that alcohol facilitated social participation while subjects 51 and older more frequently stated that they derived physical relief or relaxation from drinking. In all age groups some form of changed emotional state was reported.

Guide to Films (16mm) about the Use of Dangerous Drugs. N. narcotics, Alcohol and Tobacco, Alexandria Va Senna Press 1971 61 pp ED 050 590 Available only from the publisher 70 Kennedy St Alexandria Va 22305 ($2.25)

About 230 films and 60 filmstrips dealing with drugs, narcotics, alcohol and tobacco are synopsized. Approximately half the listings deal with alcohol, a quarter concern tobacco and the rest deal with drugs. For each item the length year of release and source where the film or filmstrip may be obtained is listed. The distributors identified in the source list must be consulted on the terms of availability: rental, sale or free loan and prices which apply to each film.

Hadley Robert G and Hadley Patricia Drinking's Reinforcement System among Rehabilitation Center Alcoholics and Age Differences in Drinking's Reinforcer System among Rehabilitation Center Alcoholics. Implications for Rehabilitation Papers presented at the Western Psychosocial Association Conventions 21 and 24 April and 3 and 7 September 1971 San Francisco Calif and Washington D C 9 pp ED 057 373, MF and HC

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The subjects are contained in this quarterly journal. Abstracts of current research related to alcohol problems and their treatment are included. After personal involvement as a group leader with alcoholics in June 1970, Klein John P. 1970. A Second Look at Traditional Variables for Predicting Success in the Rehabilitation of Alcoholics. Rehabilitation Research and Practice Review 3, no 3 (Summer 1972) 45-52. Only steady employment when applying for rehabilitation services has predictive value for successful rehabilitation of alcoholics.

Southpoint A Search for Predictive Variables for Determination of Success in Alcoholism Rehabilitation Research and Practice Review 4, no 2 (Spring 1973) 95-99. A retrospective study of variables (age, marital status, education, work history, clients' use of public assistance or compensation) involved in attempting to relate successful rehabilitation of alcoholics.

Lipscomb Wendell R. 1974. Counseling in Alcoholism. April 1974 25 pp. ED 089 179 MF and HC. This paper examines the counseling of alcoholics in an effort to determine its value and significance. It includes a cursory look at the development of the counseling field and history of treatment methods and the role of personality theory and counseling. However, the main emphasis is on the different types of counseling used and the personality counseling setting. The settings include doctors of letters, hospital rehabilitation centers, pastoral counseling, social agencies, industry, and Alcoholics Anonymous.


Mueller John F. 1972. Guideline for casework with the family of the alcoholic. Social Work 17 no 5 (September 1972) 79-84. Guidelines for casework with the family of the alcoholic indicate the importance of understanding that alcoholism is a treatable disease of letting the alcoholic and social services work together toward a complete recovery. The guidelines also include the importance of involving the alcoholic's family in the treatment process. The guidelines are applicable to all alcoholic treatment programs and to the alcoholic and his family.
Alcohol use and abuse is presented in this resource unit for grades four, five, and six. One of three units on alcohol smoking and drugs, this guide for teachers outlines information about the history of alcohol, types of alcohol, and alcoholic beverages' physiological and psychosocial effects. This will allow students to make intelligent decisions concerning the use of alcohol in everyday situations. A list of teaching aids and resources is also included.


This course summary presents some of the highlights of modern research on drinking and alcoholism, as based on technical articles published in the scientific literature and views expressed by leading authorities in the field. Contents include discussions about the nature of the problem: 1) the inescapable composition of alcoholic beverages and their effects in the body; 2) the causes, diagnosis, treatment, and prevention of alcoholism; 3) current activities in the fields of services and research; and 5) the national program. An extensive bibliography is included.


The purpose of this study was to determine whether alcoholics will show greater persistence in maintaining a punishment in a simple operant task as compared to nonalcoholics and with this task under what conditions alcoholics will suppress their responses to the same extent as nonalcoholics. In the task, all subjects during a session were trained with monetary reinforcers simulating reward aspects of drinking, followed by one of three extinction conditions: simulating possible unreward aspects of drinking: 1) punishment only; 2) simultaneous reward punishment; and 3) nonreward. The main finding was that following acquisition, alcoholics in the punishment only and punishing punishment condition failed to suppress their responses to the same extent as nonalcoholics. The author discusses implications for treatment procedures, putting the conclusion that punishment is not an effective agent for the modification of behavior in alcoholics.


Definite differences in drinking behavior were shown to exist between the delinquent and nondelinquent populations of this study. 1) A larger percentage of the delinquent group drank alcoholic beverages; 2) delinquent girls drank as frequently as delinquent boys, while nondelinquent girls who drank reported this to be less frequently than nondelinquent boys or delinquent girls; 3) the delinquent group began drinking at an earlier age; and 4) delinquents were arrested for drinking more frequently than nondelinquents.


A six to nine month interview follow-up showed that five of the seven traceable Ss given the interpersonal aversion systematic desensitization treatment had been abstinent compared with only one of seven treated by the interpersonal aversion control procedure.

Roe Betty. Don’t Ignore Alcohol. NASPA Journal 11 no 1 (July 1973) 27-32

In response to the lowered age of majority colleges must take some responsibility. 1) the drinking patterns and alcohol knowledge of their students. A test designed to use with those 14 years old and up is presented as a learning technique for a unit on alcohol and its abuse. Emphasis is on discussion of responses.


The purpose of this study was to establish a population profile of the skid row alcoholic in Houston, Texas and also to compare demographic and drinking patterns with those of similar groups described in earlier studies made in other cities. Primary data sources for the study were interviews with 100 skid row alcoholics and with police and court officials and other persons involved with the problem. Secondary data were researched from the literature and published statistics. Evaluation of the survey results indicated that typical skid row alcoholics in Houston resemble their counterparts in other areas of the country. Life styles and histories in the subculture are detailed and a demographic profile of the typical alcoholic is derived. Sample questionnaires and tabulated data are appended.


The relationship between stress and adjustment and the perceived severity of father’s drinking was studied in a random sample of adolescents in a southeastern general population. Significant differences were found on measures of psychophysiological stress degree of anger usually expressed and activities used to relieve depression. Children of heavy drinkers indicated more stress and depression but utilized fewer effective adaptive methods of dealing with their anxiety and depression. These findings suggest the importance of the perception of father’s drinking behavior for children’s physical and psychological health and the need for counseling and school programs in this area.


Summarized in this report are the outcomes of an evaluation study conducted to assess the effectiveness of the super-
A training program for preparing HSMHA supervisors to implement the employee health program on alcoholism results of questionnaires completed by supervisors with and without training indicate that the program was beneficial. The advantages of this are shown in the following ways: 1) there has been an increase in knowledge and 2) there have been changes in attitudes and augmentation of the means and methods of supervisors to engage in specific constructive ways to help employees with work-related problems involving alcohol. The report recommends 1) continuing education emphasizing observable behavioral characteristics and personal adjustment factors associated with alcoholism, 2) appointment of resource people who would be available for guiding employees into the program, and 3) in-service training about methods and techniques which supervisors could utilize to effectively handle an employee.

Van Etten, Roger E. and others, Electrical Aversion Condition and Chronic Alcoholics. *Journal of Consulting and Clinical Psychology* 34 no 3 (June 1970) 302-6

People conditioned random shock delivery, sham condition (no shock) and ward control (routine hospital treatment) groups compared with two conditioning groups: Conditioning contingent shock) and booster Ss (additional conditioning sessions after release from hospital). No shock delivered by shock termination for spitting out the alcohol. Results suggest usefulness of booster sessions in reinforcing effectiveness of the technique for some Ss.


The report summarizes the results of a questionnaire completed by 436 tenth, eleventh, and twelfth grade students in six Washtenaw County high schools during the 1970-71 school year. Content areas of the survey include driving experience, driving record, driver education, exposure to drinking and driving information in school and in the mass media, radio, television, newspaper readership, drinking and driving after drinking experience, role of alcohol in traffic accidents, effect of alcohol on driving ability, factors influencing how alcohol affects an individual, legal aspects of drunk driving, and demographic and background information on the respondents. The survey was carried out in order to obtain baseline information useful to the development and evaluation of the public information program for high school students being carried out by the Washtenaw Alcohol Safety Action Program.


This article provides a detailed discussion of the lack of consistency and clarity in the words used to describe and characterize alcohol-affected highway crashes. The author stresses the need for an interdisciplinary agency or center to gather, evaluate and assimilate research reports and disseminate information.
4. Alcohol Education

Baker, Timothy E. and Sobell, Mark B. Re-Education for the Alcoholic. Journal of Alcohol Education 17, no 1 (Fall 1971) 12-15

Educatint the alcoholic as practiced at Patton State Hospital, California is a therapy program attempting to train and educate the alcoholic in habits that would enable him to remain abstinent or to achieve successful continued drinking. The inability to alleviate social and psychological stress is seen as the greatest learning deficit.

Blume, Howard T. A Leadership Training Program in Alcoholism. Content February 1972 13 pp ED 067 594 MF and HC

This paper describes four elements of a leadership training program in alcoholism that distinguish it from other postgraduate programs. These four elements are 1) clinical teams composed of and led by trainees with leadership rotating periodically among trainees; 2) weekly experience group meetings of each team to maximize understanding of affective and cognitive levels the processes affecting team functioning; 3) small group exercises which allow teams to examine the effects of structural and social definitions of the group on its function independent of the individuals and personalities involved; and 4) the planning, development, and execution of projects with an administrative or program development purpose. The author strongly urges that any leadership short-term course be modified wherever possible, so as to include exposure to patients or clients even if it means reduction in the didactic content of the seminar or institute.


This manual is the first in a series of alcohol and alcohol safety curriculum manuals for use by teachers and curriculum developers geared to the elementary grade level. The objective of the manual is to provide responsible present and future decisions about alcohol. Emphasis has been placed on driver and pedestrian safety in recognition of the significance of the problem and of the fact that attitudes toward drinking driving behavior are often developed as early as the elementary level. The manual can be used in three different ways: 1) as an aid to teachers in developing their own tailor made curriculum outlines by applying the curriculum development process to the curriculum index and activities provided in the manual; 2) as a means for schools, state departments of education, health agencies, or private education companies to conduct community workshops; and 3) as a guide to treating specific alcohol topics in depth. The manual presents over 100 detailed classroom activities designed to achieve a variety of objectives covering the major areas of alcohol and alcohol safety.


This manual is the second in a series of alcohol and alcohol safety curriculum manuals for use by primary and secondary school teachers and curriculum developers. It is geared to the junior high level, grades seven through nine. The objective of the manual is to provide responsible decisions about alcohol use that lead to responsible behavior with regard to alcohol use. Emphasis has been placed on driver and pedestrian safety since drinking alcohol often begins in junior high school at the same time that students begin manual dates, to avoid getting their driver's permits or licenses. The manual can be used in a number of ways: teachers and school departments can use the manual to develop their own curriculum outlines, schools, state departments of education, and health agencies can use the manual to conduct community workshops, and the manual can be adapted to treat specific alcohol topics in depth. The collection of over 200 detailed classroom activities for grades seven through nine are designed to achieve a variety of objectives.


This curriculum manual for the elementary school level is the first in a series on alcohol and alcohol safety and is designed as a teachers' activities guide. Each activity provided is a self contained learning experience which requires varying numbers of class periods and focuses on one or more objectives. Activities are numbered consecutively and are organized by alcohol topic areas: safety (general and interpersonal), attitudes toward alcohol and reasons people drink, effects, industry and interpersonal (general, parents, and peers). Within each topic the activities are divided alphabetically by teaching method. The methods are art, audio-visual, discussion, drama, role plays, and independent study including interviews, polls, research, and teaching, lecture, reading, science, and writing. Each class period is clearly and concisely outlined for the teacher, core activity, objective, preliminary considerations, activities, variations and supplementary activities, and evaluation methods are provided and make the manual readily adaptable to the classroom.
The purpose of this study was to identify the objectives for a high school course in alcohol education as perceived by school administrators, department chairmen, teachers, parents, and students in one community. Data were collected by interviews and questionnaires. These provided information on opinions. Conclusions summarized from responses of the reference groups showed that 1) adult respondents exhibited a moderately authoritarian opinion toward youth. 2) reference groups generally accepted temperate teenage use of alcohol 3) administration and teacher opinions regarding teenage drinking and goals of alcohol education were related to department affiliation age and marital status while parent and student opinions were related to marital status educational level and class drinking habits and the child's drinking habits. 4) methods of alcohol control accepted by the reference groups were not formal control or modeling religious education and alcohol education 5) selected goals of alcohol education in order of favorableness were: physiology (alcohol effects), information regarding alcoholism, mental health, education, sociology of drinking patterns, the fostering of attitudes toward temperate drinking and education for abstinence.

Resource Unit Outlines for Alcohol Education Journal of Alcohol and Drug Education 17, no 2 (Winter 1972) 19-22 These resource unit outlines for classroom teachers on alcohol education are for grades seven through 12.

Room Robin Strategies of Prevention and Alcohol Opinion Campagns. Journal of Alcohol and Drug Education 18, no 1 (Fall 1972) 6-8 The assertion that normal drinking and alcoholic drinking are essentially unrelated to each other has a number of built-in attractions. But as an instrument for the prevention of drinking problems it is a step in the wrong direction.

Samalonis Bernice Preliminary Bibliography of Free and Inexpensive Materials on Alcoholism. New York City University of New York Hunter College, December 1972 9 pp ED 076 547 MF and HC This selected unannotated bibliography of material on alcoholism is divided into sections on bibliographies, books, courses of study and guidelines to classroom practices, gimmicks, packets of material, and pamphlets and leaflets. Also included are the sources of posters and addresses of resources. The materials listed are current and inexpensive with no single item exceeding $2.00.

Smith Beneda C Smith Alcohol Knowledge Test 1967 13 pp ED 053 220 MF and HC High school students knowledge of alcohol and its use is measured by a test composed of 75 five-option multiple choice items. Areas covered include definition of terms, physical effects, psychological effects, the disease concept of alcoholism, treatment and prevention, socioeconomic factors, and safety factors. Mean scores by age and sex for a sample of 300 students are reported, along with split half reliabilities. The test may be used without consulting the author.
5. Venereal Disease

Bonelli Florence B Drug Abuse and Venereal Disease Misconceptions of a Selected Group of College Students Journal of School Health 43 no 9 (November 1973) 584-87

A questionnaire administered prior to offering an undergraduate basic health course concluded that 1) students had many misconceptions about both drug abuse and venereal disease but more about venereal disease and 2) there is no significant difference between sexes or age groups in prevalence of misconceptions (Presented at American School Health Association San Diego 1972)

Center for Disease Control Current Literature on Venereal Disease, 1973 Number One Abstracts and Bibliography Atlanta Ga the Center 1973 49 pp ED 085 396 MF and HC

This report presents a survey of recently published literature in the field of venereal disease. The five main topics covered are 1) diagnosis and management of syphilis and other treponematoses b) gonorrhea c) other venereal and related diseases d) public health methods, and e) behavioral studies. The material in each of these sections contains the title of the article the name and address of the author when available, publication information and an article summary. Each of these sections also presents a selected bibliography of general literature in the field. The last section of the report includes a list of current books on venereal disease.

Faulkner Brenda Your Stand on Health 7391 01 Miami Fla Dade County Public Schools 1972 77 pp ED 089 995 MF and HC

This program is designed to present factual information and activities so that students may learn safety and first aid procedures the physiological and psychological effects of substance abuse and the signs, symptoms, and consequences of venereal diseases. The course is aimed at junior high school educational groups and was developed as part of a total program by the Division of Instruction to adapt the quinnemester administrative organization of schools to fit changin curricula Changes. The course consists of lectures, films, oral and written reports follow up discussions, and written and oral tests. Class periods are to be devoted to the mastery of the factual information presented and to the development of learning techniques appropriate to the age, level, maturity, and needs of the students. This unit of study is intended to provide a broad framework of goals objectives, learning activities, and resources all related to this specific course of study. Teachers may adapt the model framework completely or select ideas to incorporate into their classroom instruction.

Fielding Jon E Ed Problems in Comprehensive Ambulatory Health Care for High-Risk Adolescents Bethesda Md Community Health Service October 1973 243 pp ED 085 465 MF and HC Also available free from Chief Health Staff Job Corps Manpower Administration (DOL) Washington D C 20210

This volume contains 21 articles on aspects held to be important for delivering comprehensive health care to young adults who are at higher than average risk levels for a number of health and health-related problems. Choice of topics for the articles is based on experience gained in directing the health program for the Job Corps. Most of the articles are reworked presentations from two colloquia held in February 1972. A few of the articles describe new approaches used by Job Corps to address the health related problems that can prevent disadvantaged young adults from achieving their self-defined goals. Others deal with common medical problems such as hepatitis skin diseases nutritional deficiencies obesity, and sickle cell disease and traits. Yet others focus on sexuality venereal disease and family planning. The last group of articles covers mental health and drugs dealing with mental health emergencies aggressive behavior, tobacco, drug addiction and helping the drug abusing enrollment in Job Corps. A list of materials produced by Job Corps health staff including films, brochures, reports, and major publications available for distribution concludes the monograph.

Indemened Nickie and Muskrath Dwight Multifaceted Community VD Awareness Project Journal of School Health 43 no 10 (December 1973) 663-64

This paper describes a VD awareness project initiated in Los Angeles in 1972. Youth are involved in this program by telling their peers about VD. The project is considered a success because of the widespread dissemination of VD information among the youth an increase in the development of interpersonal and leadership skills of the students participating in the project, and an increase in the cases of VD diagnosed and treated.

Lea Mildred V Ed Current Literature on Venereal Disease 1972 Number One Abstracts and Bibliography Atlanta Ga Center for Disease Control 1972 39 pp ED 084 258 MF and HC

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included as are bibliographies on current research and evaluation of public health methods and behavioral studies. Also presented is a list of current books in print.

Current Literature on Venereal Disease 1972 Number Two Abstracts and Bibliography Atlanta Ga Center for Disease Control 1972 35 pp ED 084 259 MF and HC

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included as are bibliographies on current research and evaluation of public health methods and behavioral studies. Also presented is a list of current books in print.

Current Literature on Venereal Disease 1972 Number Three Abstracts and Bibliography Atlanta Ga Center for Disease Control 1972 52 pp ED 084 260 MF and HC

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included as are bibliographies on current research and evaluation of public health methods and behavioral studies. Also presented is a list of current books in print.

Schwartz William F What Can Schools Do about the Increasing VD Problem Education Digest 37 no 9 (May 1972) 43-45

Noting that venereal diseases are reaching epidemic proportions in the U S the author urges a straightforward program of informing students of the symptoms and how to get care plus increased school parent cooperation in understanding the problem in order to combat it.
A Note on the ERIC Clearinghouse on Teacher Education

The reference section of Health Education, Drug and Alcohol, and An Annotated Bibliography was developed from a computer search by the ERIC Clearinghouse on Teacher Education of the ERIC data base. The references are composed of abstracts of ERIC Documents (ED) as they appear in Research in Education (RIE), the main index to the ERIC data base. Annotations of journal articles have been taken from Current Index to Journals in Education (CIJE), a supplement to RIE.

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Lorraine Poliakoff, Editor
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