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ALCOHOL and SOCIETY



*A Study of
Some Socio-Economic Implications*



Department of Public Instruction
State of Iowa
1953

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ALCOHOL and SOCIETY

A Study of Some Socio-Economic Implications

Issued by the Department of Public Instruction
Jessie M. Parker, Superintendent
Des Moines, Iowa

State of Iowa

1953

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ALCOHOL AND SOCIETY

A Study of Some Socio-Economic Implications

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FOREWORD

It is the duty of our schools to help young people prepare themselves for a life that is personally satisfying and at the same time one that contributes to the strength of the society in which they live. Beverage alcohol has such an intimate relationship to personal living and society's welfare, that education must be concerned with the problems which are created by its use. It seemed both fitting and proper, therefore, that the State Department of Public Instruction create a committee to examine the problems of *Alcohol and Society*.

I originally established a Steering Committee to look into the question, "What should our Iowa schools be doing to best help our young people become intelligently informed about and develop sound attitudes toward the problems related to the use of alcoholic beverages?" After due consideration, this committee decided that a curriculum handbook, containing up-to-date information and practical suggestions for teaching, should be prepared and made available to the schools of the state. A Production Committee was formed with personnel drawn from the original Steering Committee. This Production Committee went to work immediately and drew up plans for the proposed publication. These plans included a survey of the problem and an objective presentation of factual information, organized in question-and-answer form.

It was felt, too, that schools would profit by a short-time, direct study of *Alcohol and Society*, and thus the decision to include two instructional units in the bulletin—one of which was to be specific and detailed, the other more general in nature and thus admitting more initiative and flexibility in its use. In order to stress the need for intelligent appraisal, an entire chapter was devoted to suggestions for evaluation. A highly selected, annotated list of instructional materials was included so that a wide range of sources and ideas would be available. It seemed that accessibility to such a list would result in a more unbiased and scientific search for the true facts about *Alcohol and Society*. In order to help develop and stress precision in thinking and dis-

cussion, a glossary of the most important terms completes the publication.

It has been a prime purpose of this publication to present pertinent information and teaching suggestions which will be helpful to our schools in developing their own local programs for teaching about *Alcohol and Society*. The Production Committee has been concerned about helping teachers and pupils alike to do fair-minded, intelligent thinking—in all instances based upon the facts of the case. From what evidence the committee has been able to gather, it appears as though the end results will be better when students and teachers together search honestly for the truth regarding problems of social, economic, and moral significance. The answers they come out with, rather than the answers we give them, will be of most consequence in actively shaping their habits and beliefs.

Jessie M. Parker
Superintendent of Public Instruction

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Chapter One

INTRODUCTION

The sale and use of alcohol is creating a problem of tremendous importance to the social and economic welfare of our nation. This problem is an especially difficult one because beverage alcohol has been legalized for both public and private consumption. One way to combat the evils, which are inherent in its widespread and intemperate use, is through the development of a common sense workable program of public enlightenment based on accurate information.

Reading materials, particularly school texts on health and physiology, have emphasized the physiological effects of indulgence in alcoholic drinks. Today, the social and economic facets of this problem command the attention of the responsible citizen. It is with these social and economic aspects that this booklet is primarily concerned.

What are the agencies needed to help people understand the truth about alcohol and its use? The press can play some part but it reaches only a small segment of the adult population. Radio and television, too, can be of help. But a direct, frontal attack is needed and it can best be made when the schools of the nation become concerned about the problem and accept it as a challenge and a responsibility.

Wise and influential instruction is by no means a simple task. When alcohol is involved there are inherent difficulties which are not found in the teaching of other subjects. Emotionalism, inaccurate and incomplete information, and prejudiced zeal need to be replaced by a rational, scientific, and factual approach. This approach will emphasize the seriousness of the problem and at the same time will avoid the detrimental effects of the scare technique.

To develop an informed public it is necessary to go beyond the mere presentation of facts. It is a truism that knowledge in itself is unlikely to produce effective solutions to socio-economic problems. Schools will need to continue the teaching of certain basic understandings of the physiological effects of alcohol on the human body and thus develop awareness of the many popular misconceptions that exist. Of parallel importance is the develop-

ment of proper attitudes, such as the recognition that people may lead satisfying lives without resorting to the use of alcoholic beverages. There are certain skills which are also important, including the ability to think clearly and critically on social and economic problems as they are related to alcohol and its use. Emphasis will be placed throughout this booklet upon the thorough development of such understandings, attitudes and skills.

How can a school go about developing an informed, thoughtful, and socially-conscious attitude regarding alcohol and its use? In this booklet, two specific approaches are presented in detail. In Chapter III, a specific day-by-day program is presented which has been tried out in a pilot school. This chapter presents in somewhat direct form the day-by-day procedures and activities that were carried on in a senior problems class in the Eagle Grove High School under the direction of Mr. A. B. Parsons. With some modifications and adjustments to local situations, the systematic development of a similar program could well achieve desirable goals in other classrooms throughout the state.

In Chapter IV, a resource unit is presented which is intended to cover the same areas of study developed in the day-by-day program just discussed. Here, however, the systematic sequence of day-by-day procedures will not be found. The teacher and students are expected to plan their own activities and make decisions regarding the degree to which each area of the subject will be explored. The pilot study of this unit was carried out in a ninth grade social studies class in the Warren G. Harding Junior High School, Des Moines, under the supervision of Mr. Harold A. Casady. While the understandings developed in this unit will parallel quite closely the understandings developed in the day-by-day program, both the students and the teachers will have the opportunity to exercise their initiative, inventiveness and organizational ability to a much larger degree.

Alcohol education should not be the sole responsibility of the social studies teacher, nor should it be confined to a single grade, or a single unit, or a single year, any more than should safety or health or civic education. The teacher of English, whether working with a 7th grade or a 12th grade class, may attack the alcohol problem in connection with theme writing, debate, critical reading, radio listening, or dramatization. Certainly, the teacher of science, emphasizing physiology and body chemistry, should

take advantage of numerous occasions for developing functional concepts and socially desirable attitudes in connection with the same problem. Sponsors of homeroom groups, athletic coaches, and teachers of business education can hardly avoid the subject if they are alert to its possibilities for teaching in their specific fields and aware of their responsibilities for developing young people who have sound mental health and are sensitive to their responsibilities to society.

Chapter Two

QUESTIONS OFTEN ASKED ABOUT ALCOHOL

Junior and Senior high school students have many questions and pre-conceived ideas regarding the use and the effect of alcohol in the body. Some of these ideas are good, but many are based upon misunderstanding and misinformation. To be successful, an alcohol education program must clear up these misconceptions and establish a background of common understandings based upon accurate information. It is the purpose of this chapter to provide the teacher with a background of information that will be of assistance in answering the more common questions that are so often asked. While complete answers are not given, "Teacher References" are indicated in most instances. Materials suggested are not intended for nor adapted to pupil use, but will introduce the teacher to valuable sources listed in the bibliography. (See Chapter VI.)

1. What is Alcohol?

Alcohol, a clear colorless liquid, acts as a solvent and is readily soluble in water. It is composed of carbon, hydrogen, and oxygen. Beverages containing alcohol, when in the body, always have some physiological effects.

2. What are alcoholic beverages?

The common alcoholic beverages are beer, ale, hard cider, gin, wine, brandy, and whiskey. (Hirsh. *Alcohol Education*.)

3. What are the differences among the various alcoholic beverages?

Alcoholic beverages differ in production process and in percentage of alcohol, either by weight or volume. To illustrate:

Whiskey is a beverage processed by distillation and contains, by weight, 32 to 40% alcohol or, by volume, 40 to 50% alcohol. Cocktails are mixed drinks containing, by weight, 24 to 28% alcohol and, by volume, 30 to 35% alcohol. Beer is brewed and fermented liquor with as little as 3.5% alcohol by weight or 4.5% alcohol by volume. (*The Nature of Alcoholic Beverages and the Extent of Their Use*. Lay Supplement, Number 2.)

4. Is alcohol a food?

It is a food only in the limited sense that it supplies energy. It is a very poor food because it lacks the vitamins, minerals, proteins, and fats which are essential in the prevention of malnutrition. (*Alcoholic Beverages as a Food and Their Relation to Nutrition*. Lay Supplement, Number 8.)

5. Is alcohol a medicine?

Until recently doctors considered alcohol an important medicine. Its use in the direct treatment of various diseases has declined rapidly. Today it is used very little by leading hospitals and physicians. (Hirsh. *Alcohol Education*.)

6. Is alcohol a stimulant?

Alcohol is actually an anesthetic rather than a stimulant. It "deadens" nerve pathways and the centers of the cerebral cortex, thus tending to reduce the usual inhibitions and slow down thinking and reflex coordination. Because of this lack of control, the person drinking the alcohol often behaves so "freely" as to appear stimulated. With each new drink the quality of his mental effort grows foggier and becomes more rambling and generally incoherent. (Hamlin. *Alcohol Talks from the Laboratory*.)

7. Does alcohol keep a person warm?

It does the opposite. The alcohol causes the surface blood vessels to dilate and thus to lose body heat. This action gives the drinker a false sense of warmth causing many to say that alcohol will keep you from getting cold. The internal body temperature falls so low during heavy drinking that the drinker is actually in danger of freezing part or all of his body when exposed to winter weather. (Carskadon. *How Much Do You Know About Alcohol?*)

8. Does alcohol overcome fatigue?

Alcohol does not have the power to overcome fatigue. It often seems to produce that effect because of the power of alcohol to blank out the normal conscious attention and awareness of the present. The drinker may have a brief feeling of elation followed by a period of depression, often of considerable length. (Seliger. *It's Smarter Not to Drink*.)

9. Does alcohol kill disease germs in the human body?

Alcohol, in a concentration of 70% by weight, does kill

germs. That concentration is never attained in the body. Therefore, alcohol does not cure snake bites, colds, etc. Since it increases the acidity of the blood, it may even make a cold worse. (Hamlin. *Alcohol Talks from the Laboratory.*)

10. **What is the effect of alcohol on muscular power and accuracy?**
Even small amounts of alcohol while in the body will result in a loss of muscular control with accompanying increase in errors and accidents. Alcohol hinders the precise, split-second timing required by athletes, industrial workers, transportation and communication workers, business men, public leaders, etc. (*Alcohol and Industrial Efficiency.* Lay Supplement, Number 3.)
11. **What are some of the direct effects of alcohol when in the body?**
 - a. Limits control of the muscles in the face, eyes, arms, and legs.
 - b. Temporarily deadens nerve centers, affects judgments, prevents normal functioning of the brain, impairs reason, and excites the emotions.
 - c. Affects the flow of blood to the lungs and decreases lung capacity.
 - d. Prevents normal work of white blood corpuscles in the control of bacteria.
 - e. Congests, constipates, and causes gastritis. (Seliger. *It's Smarter Not to Drink.*)
12. **Why do people drink alcoholic beverages?**
 - a. As a temporary escape from the problems and tensions of life.
 - b. Because of social pressure, tradition and custom.
 - c. As a result of "power of suggestion" in current advertising.
 - d. As a result of growing dependency on alcohol.
 - e. Because it affords a temporary pleasant feeling. (Hirsh. *Alcohol Education.*)
13. **How can people be classified as to their non-use or use of alcohol?**
 - a. *Non-drinkers* abstain from any consumption of alcoholic beverages.

- b. *Occasional drinkers* use liquor on infrequent and rare occasions.
- c. *Regular and frequent drinkers* use beer or mixed drinks often but experience no frustration when the situation precludes their indulgence.
- d. *Alcohol dependents* are frustrated when their demands for indulgence are not met, but still may exercise some self-control relative to the use of alcohol.
- e. *Alcoholics* drink excessively without control over their desires, with no consideration for the effects of their immoderation. Chronic alcoholism is considered a disease. (Cosgrove and Josey. *About You*. Family Living Series, Vol. 1.)

14. How are personality traits affected by alcohol?

When alcohol is present in the body, it releases inhibitions and controls which the individual exercises over undesirable traits, such as over-exuberance, sadism, or arrogance. The person who is easily influenced to fighting, crying, or talking too much will find these traits accentuated. (*How Alcohol Affects Psychological Behavior*. Lay Supplement, Number 11: Isbell, Harris, *Manifestations and Treatment of Addiction of Narcotic Drugs and Barbiturates*.)

15. Is the occasional or frequent drinker likely to become an alcoholic?

It is impossible to answer positively. It is known that large numbers of occasional or frequent drinkers resort to alcohol as an escape from personal problems and so become excessive drinkers. (*The Problems of Alcohol*. Lay Supplement, Number 1.)

16. When is a person intoxicated?

Alcoholic intoxication is a condition produced by alcohol in the blood to the point at which normal performance is impaired. Persons with a concentration of alcohol in the blood at, or below, .05 of 1% are sober; from .05 of 1% to .15 of 1% they may have impairment of normal performance. Intoxication is best determined by the scientific measure of the concentration or amount of alcohol in the person's blood. Other methods sometimes used in determining the state of intoxication are (1) chemical analysis of the breath, (2) urine tests, and (3) such rough physical tests as balance,

word enunciation, vision, accuracy, etc. (Greenberg. "The Concentration of Alcohol in the Blood and Its Significance," in *Alcohol, Science and Society*.)

17. What are the symptoms of alcoholism?

a. Early Signs:

Making promises to give up drinking

Gulping drinks

Feeling a necessity for a drink at a certain time of day, regardless of inconvenience to friends or family

b. Middle signs:

Intensifying of the early signs

Drinking a "must" more frequently

Use of an occasional morning drink

Missing work due to "hangover"

"Going on the wagon" because of drinking problems

Periodical bouts of real drunkenness

c. Late symptoms:

"Drinking to live and living to drink"

Promising never to touch alcohol again

Drinking bouts at any or all times that last longer

Constantly irritable and emotionally upset

(Blakeslee. *Alcoholism—A Sickness That Can Be Beaten*. Public Affairs Pamphlet, No. 118.)

18. What cures have been tried for alcoholics?

a. Alcoholics Anonymous—an organization utilizing the fellowship and understanding of persons who have broken the alcohol habit.

b. The conditioned-reflex technique—when a drug or an emetic is used to aid in curing the alcoholic. This usually is administered under special hospital or sanitarium conditions.

c. Psychotherapy, hormone, or vitamin therapy—used very successfully in conjunction with, or independent of, other methods.

d. Pastoral counseling or religious conversion—effective in some cases. The success of a cure depends upon the cooperation of the patient and his determination not to touch liquor. (Spalding and Montague. *Alcohol and Human Affairs*.)

19. What are the costs of the use of liquor in terms of social values?

These costs are hard to measure but certainly they are very heavy. The use of alcohol takes its toll in the unhappiness of family and friends, broken homes, mental disturbances, unnecessary tensions, lowered standards of living, social inadequacy, and inability to develop satisfactory recreational patterns. (Spalding and Montague. *Alcohol and Human Affairs.*)

20. How may the costs of the use of liquor be expressed in terms of money?

Man-hours lost due to accident or absenteeism
 Reduction in industrial efficiency
 Traffic accidents
 Non-productive spending
 Cost of law enforcement
 Cost of rehabilitation
 (Hirsh. *Alcohol Education.*)

21. What are some of the reported facts about the relation of alcohol to crime?

It is difficult to establish the direct relationship of alcohol to crime. The following will give some idea as to the probable relationship:

- a. There is overwhelming evidence that a large percentage of criminals are intoxicated at the time of committing the crime. The F.B.I. has reported that about one-third of all the crimes it investigates are alcohol-connected.
- b. Excessive drinking of alcohol runs very high among criminals.
- c. Statistics available from all states show a greater amount of crime attributable to liquor than to any other factor.
- d. Drunken driving alone accounts for about 50% of all traffic deaths.

(Spalding and Montague. *Alcohol and Human Affairs.*)

22. What effect has alcohol had on the breakdown of the home?

According to reliable court records, from 20 to 30% of divorces are caused by the use of alcohol. It has become one of the most serious threats to happy home life due to the resulting increased incidents of sickness, hunger, infidelity,

nonsupport, psychological upsets, etc. (Hamlin. *Alcohol Talks from the Laboratory.*)

23. Must you drink to be popular?

Popularity is a matter of one's personality and not one's appetite for food or drink. Thoughtful companions will not insist that those with them accept a drink. The considerate hostess will offer non-alcoholic beverages to avoid embarrassment. In fact, most drinkers will have considerable respect for the non-drinker, if he doesn't make an ostentatious show of his greater "virtue." (Hamlin. *Alcohol Talks from the Laboratory.*)

24. Has the teaching of physiological effects of alcohol in public schools been effective?

Not entirely. Young people often discredit the entire program because of extreme statements and gross exaggerations. It seems that the "horrible effects" of liquor have not impressed our youth. School-age people often are not concerned with their future health.

25. What approach to the alcohol problem might be more effective in the schools?

The socio-economic approach seems to be an answer. Let youth face the problems which arise in the homes and affect families and children as a result of the use of liquor. Concern them with the extremely high costs of liquor. Encourage them to think the problem through to the point of recognizing the possible results of the use of alcohol on dates, at parties, in business and when driving.

26. When and where can alcohol education be effective in our schools?

Alcohol education needs to be a continuous integrated program. It should be so organized as to be a part of our educational program at all stages and in several areas. When it is designed and geared to the interests of each group, it will certainly be much more effective than if taught only in one concentrated area of the educational program.

Chapter, Three

A SPECIFIC DAY-BY-DAY PROGRAM

OVERVIEW

The use of beverage alcohol is an old and complex problem. Its complexity increases as population becomes more concentrated and more mobile. Consequently, many teachers hesitate to present anything connected with the subject. The purpose of this unit, describing a specific day-by-day program on alcohol education, is to provide the teacher with definite information based on scientific research and on authoritative opinion, together with a systematic order and procedure of presentation.

The unit was the subject of a pilot study conducted in a class in Senior Problems in the Eagle Grove High School, Eagle Grove, Iowa, during the spring of 1953. A total of fourteen days was devoted to the study of the problem.

The unit aims to give the students a better understanding of the scientific facts concerning alcohol. It presents and explains the falsity of the many misconceptions that people often have about alcoholic beverages. It analyzes the reasons why people use alcoholic liquor. It attempts to point out the implications of the use of alcohol on individual personality, family living, employment, job tenure, industrial efficiency, and on various aspects of community life.

From the study of this unit, students should recognize more fully the seriousness of the use of alcohol in family life and in social and economic living. It is hoped that they will think more clearly and critically in the future on social and economic problems as they are related to alcohol.

While the teacher will want to cover all of the areas indicated in the unit, he need not attempt to follow exactly the suggested outline, nor should he necessarily carry out all of the procedures that are used. He will find it advantageous to add other materials and activities, not given in this pilot study, that are adaptable to his particular situation

STUDENT OBJECTIVES

I. UNDERSTANDINGS

- A. A basic, scientific knowledge about alcohol and how it works in the human body
- B. A knowledge of the popular misconceptions existing concerning alcohol
- C. An understanding of why people use alcoholic beverages
- D. An understanding of the implications of the use of alcohol on the individual and on society

II. ATTITUDES

- A. A desire to get at the facts about alcohol and the personal and social implications of its use
- B. An appreciation that individuals may lead satisfying lives without using alcoholic beverages
- C. A sense of social responsibility toward meeting community situations related to alcohol
- D. A realistic attitude toward the problems associated with drinking

III. SKILLS

- A. In using the terminology peculiar to alcohol education
- B. In analyzing and thinking critically on social and economic problems as they are related to alcohol
- C. In evaluating the impact of alcohol on the individual and society
- D. In distinguishing between fact and opinion in alcohol literature
- E. In setting forth findings clearly in written and oral form

OUTLINE OF DAY-BY-DAY PROGRAM

I. The First Day

- A. *Introduction*—The teacher informed the class that there is available scientific information concerning the effects of beverage alcohol on the user and that it is necessary for people to know this information in order to arrive at intelligent decisions. He then explained a plan to give an objective survey to discover the students' general attitudes and understandings with respect to the use of alcohol and its effects.

B. The teacher gave the following objective survey to the students:

Directions: This is an attitude test. Express your opinion on each of the following statements concerning the use and effects of alcoholic beverages. If you agree, draw a circle around the "A" after the statement. If you disagree, draw a circle around the "D". *Do not sign your name on the test.*

1. Alcohol is found in a large percentage of medicines. A D
2. It is necessary to drink in order to get along in business life today. A D
3. The alcoholic beverage industry is one of the chief users of agricultural products. A D
4. Indulgence in alcohol sometimes leads to sexual immorality. A D
5. When a person indulges in alcoholic beverages, his brain reaction is slowed down considerably. A D
6. The alcohol in medicines is present because of its curative values. A D
7. Alcohol makes the user's physical reactions much more accurate and rapid. A D
8. Alcohol causes the body temperature to rise. A D
9. Alcohol is used chiefly in medicine as a solvent for other drugs. A D
10. Excessive use of alcohol often results in broken homes or divorces. A D
11. The taste for alcohol is inherited. A D
12. Alcohol is a stimulant, used to increase the user's mental activities. A D
13. Alcoholic beverages are a great source of food value. A D
14. Alcohol tends to cause people to disregard the consequences of their acts. A D
15. Most persons who drink have little respect for the non-drinker. A D
16. There is little connection between the use of alcohol and the increasing crime wave. A D
17. Fifty per cent of the alcoholic beverages used in the United States are sold illegally. A D
18. Very few business or industrial organizations

- check up on whether or not prospective employees use alcohol. A D
19. The best estimates agree that about 15% of the persons in insane institutions are there because of the use of alcohol. A D
20. The use of alcoholic beverages always makes persons friendly and agreeable. A D
21. The frequent use of alcoholic beverages is apt to cause stomach ulcers or even cancer. A D
22. The highest percentage of alcoholics is found among persons with low incomes. A D
23. The use of an alcoholic beverage aids in the digestive processes. A D
24. While a person who drinks may live as long as the non-drinker, this is true only if he does not become involved in an accident caused by his drinking. A D
25. The use of alcohol is a common cause of malnutrition. A D
26. Like ether, alcohol acts as an anesthetic or a depressant on the nervous system. A D

Teacher's key to the above objective test:

1.	A	8.	D	15.	D	22.	D
2.	D	9.	A	16.	D	23.	D
3.	D	10.	A	17.	A	24.	A
4.	A	11.	D	18.	D	25.	A
5.	A	12.	D	19.	A	26.	A
6.	D	13.	D	20.	D		
7.	D	14.	A	21.	D		

- C. The teacher collected the papers and redistributed them for correction in class. Then he asked for volunteers from the class to serve on a committee to tabulate the results and report back to the class the next day.
- D. The film, *The Beneficent Reprobate*, was shown to the class to give the students information on the nature and properties of the different kinds of alcohol, the uses of alcohol in industry, and the physical and psychological effects of ethyl alcohol on the user.

II. The Second Day

- A. *Introduction*—The teacher stated that much accurate scientific information on beverage alcohol had been brought out on the previous day. He said that the film shown described the chemical composition of alcohol and its effects upon various substances. He summarized briefly some of its chief commercial uses, and pointed out some of its effects upon the reactions of human beings.

The teacher suggested to the class that each one should watch the newspapers and bring in clippings of news items about alcohol concerning possible new uses, reports on government revenue from the sale of beverages, statistics showing the definite relation of alcohol to crime and traffic accidents, the amount and significance of the national drink bill, etc. (One student volunteered to file these clippings so that they could be used for class reference.)

- B. Two students were assigned to the project of keeping a scrapbook of current magazine advertisements sponsored by the beverage industry. They were asked to analyze the advertising techniques and claims used by the industry and to report later to the class with specific illustrations of each technique. (*The Alcohol Problem Visualized*, p. 65; Harkness and Fort, Chapter VI)
- C. A student who was interested in farming was asked to contact the Agricultural Extension Division at Iowa State College and to present a report later to the class on recent research in the processing of alcohol from Iowa farm products.
- D. Overview of the unit by the teacher and presentation of an outline to pupils on mimeographed sheets:
1. The teacher pointed out that there are many kinds of alcohol and listed some of the main ones. He stated that the unit would be concerned primarily with ethyl alcohol. He explained that, next to water, alcohol is the most universal solvent and that alcohol will dissolve many substances not soluble in water—hence, its extraordinarily great value for industrial purposes. He then pointed out briefly some of the chief industrial and commercial uses of ethyl alcohol as well as a few

of the commercial uses of some of the other kinds of alcohol. He mentioned that people often have misconceptions about the use of alcoholic beverages and that the class would discuss this topic the following day.

The teacher then expressed his belief that the major portion of the time to be spent on the unit should deal with the physiological effects of the use of alcohol and with the effects of its use on personality, family living, employment, industrial efficiency, community life, and community responsibility. He suggested that the culminating activity of the unit would be the formulation of both individual and group conclusions with respect to the use of beverage alcohol.

2. The following mimeographed outline was then presented to each pupil:

SOME SUGGESTED DISCUSSION TOPICS

1. The nature and properties of the different kinds of alcohol
2. Sources of the different kinds of alcohol
3. Industrial and commercial uses of the alcohols
4. Common misconceptions about the use of alcoholic beverages
5. A comparison of the alcoholic contents of the various kinds of beverages
6. The means of determining what constitutes intoxication
7. The rate of intoxication under varying conditions and for various individuals
8. Reasons for which people drink
9. The physiological effects of the use of alcohol on the human body and brain
10. The characteristics of a well-balanced personality
11. The effect of alcohol upon personality
12. The effect of alcohol upon family living
13. The effect of alcohol upon employment and job tenure
14. The effect of alcohol upon industrial efficiency
15. The effect of alcohol upon community life
16. The effect of alcohol upon civic responsibility
17. General conclusions with respect to the alcohol problem

3. Projects were assigned for the third day's work.
 - a. Two students volunteered to meet with the chemistry teacher and secure information on the nature and properties of alcohol. (Hamlin, *Alcohol Talks from the Laboratory*, pp. 5-7; Spalding and Montague, pp. 29-34, 81-86; Seliger, p. 7; Hamlin, *Alcohol Talks to Youth*, pp. 5-6, 15-16; Carskadon, pp. 7-10; McCarthy, pp. 23-24, 26-28; Hirsh, *Problem Drinker*, Chapter II; Hirsh, *Alcohol Education*, Chapter III; Lay Supplement, No. 2)
 - b. Another committee was selected to secure information about the kinds of alcohol and their specific uses for domestic, commercial, and industrial purposes. (Spalding and Montague, pp. 29, 33-39, 55-60; Hamlin, *Alcohol Talks to Youth*, pp. 31-32)
 - c. One student volunteered to prepare for use on the bulletin board a chart on four main kinds of alcohol and the chief uses of each. (Hamlin, *Alcohol Talks to Youth*, pp. 31-32)
 - d. One individual was asked to compile a list of well-known stimulants and narcotics. The purpose of this project was to discover to which list alcohol belongs. (Harkness and Fort, Chapter V; Vogel, *Present Status of Narcotic Addiction*, p. 22)
 - e. One individual was assigned the project of making a bar graph comparing the alcoholic contents of various kinds of drinks. (Spalding and Montague, pp. 39-46; Hamlin, *Alcohol Talks to Youth*, p. 6; McCarthy, Chapter IV; Lay Supplement, No. 2)
 - f. Another committee was assigned the task of securing information about the sources of alcohol. Spalding and Montague, pp. 30-33, 43-44; McCarthy, Chapter IV; Lay Supplement, No. 2.
 - g. One student volunteered to prepare a report showing the rate of intoxication under varying conditions and for different individuals. (Hamlin, *Alcohol Talks from the Laboratory*, p. 5; *Alcohol Problems Visualized*, p. 22; Haggard and Jellinek, p. 22; Haggard and Jellinek, pp. 83-94; Hamlin, *Alcohol Talks to Youth*, pp. 7-8; McCarthy, p. 21; Hirsh, *Problem Drinker*, pp. 40-42)

- h. Each pupil was asked to bring in the next day an unsigned list of reasons why people drink. (McCarthy, pp. 30-33; Seliger, pp. 11-12; Hamlin, *Alcohol Talks from the Laboratory*, pp. 23-24; Harkness and Fort, Chapter IX, *The Alcohol Problem Visualized*, pp. 11-14)

III. The Third Day

- A. *Introduction*—The teacher stated that there has been much discussion in the past as to whether alcohol should be classed as a stimulant or a narcotic; that most authorities today, including the U. S. Public Health Service, classify alcohol as a narcotic; that one student had investigated this question and would give his report later on in the period.

The teacher reported that the survey test, taken earlier by the class, showed that the students were subject to many of the common misconceptions which would be discussed later. He made the point that people drink for many different reasons, and emphasized that one must understand these reasons in order to understand the liquor problem.

- B. A report was given by the committee which had interviewed the chemistry teacher concerning the nature and properties of alcohol. A short class discussion followed. The student who had volunteered to compile a list of well-known stimulants and a list of common narcotics made a report in which he established the fact that alcohol belongs with the list of depressant narcotics.
- D. The report of the committee on the kinds of alcohol and their specific domestic, commercial, and industrial uses followed. Students were encouraged to contribute additional information to this report.
- E. The student assigned to make a bar graph comparing the alcohol content of various kinds of drinks was given an opportunity to show and explain his graph.
- F. The committee assigned to secure information on the sources of alcohol gave its report. This was followed by a brief discussion.
- G. The student assigned to report on factors influencing the rate of intoxication made his report.

- H. The teacher then handed to each pupil a mimeographed sheet showing the tabulated results of the survey given the first day. The sheet gave the statements and the preferred answers as well as the answers actually given by the class.
- I. The teacher guided the class in the development of a list of common misconceptions concerning beverage alcohol, many of which were suggested by the survey test. As the instructor wrote each misconception on the blackboard, he explained briefly the reason or reasons, why it was false. The final list of misconceptions follow:
1. Good for snake-bite
 2. Cures colds
 3. Warms the body
 4. Acts as a stimulant
 5. Causes cirrhosis of the liver
 6. Makes one a good mixer
 7. Is a food
 8. Relieves fears
 9. Overcomes fatigue
 10. Increases mental alertness
 11. Taste for alcohol inherited
 12. Kills disease germs
 13. Increases the appetite and aids digestion
 14. Causes stomach ulcers and cancer
- J. The unsigned lists of reasons for which people drink were collected.
- K. The class discussed the real reasons for which people drink alcoholic beverages. The class compiled the following twelve main reasons:
1. To conform to established custom
 2. To facilitate sociability
 3. To escape from worry and tensions
 4. To escape defeatism and feelings of inferiority
 5. To feel important
 6. To get away from unwholesome living conditions
 7. To "cut loose" from conventional behavior
 8. To avoid meeting responsibilities of life
 9. To reduce physical discomfort
 10. To get pleasure from the taste
 11. To increase the enjoyment of food
 12. To imitate others who drink

- L. All students in the class were assigned a research problem on physiological effects of alcohol to be used in the class discussions on the following day. (Hamlin, *Alcohol Talks from the Laboratory*, pp. 6-8, 11-13; Spalding and Montague, Chapter IV; Hamlin, *Alcohol Talks to Youth*, pp. 8-10; Carskadon, pp. 13, 15-19; McCarthy, p. 21; Blakeslee, pp. 10-12; Hirsh, *Problem Drinker*, pp. 50-55, Chapter III, pp. 116-117; Hirsh, *Alcohol Education*, pp. 34-40; Lay Supplement, Nos. 5, 7, 8, and 9)

IV. **The Fourth Day**—The problem of the physiological effects of alcohol on the human body:

- A. The teacher had tabulated the unsigned lists of reasons for which people drink which the students had turned in on the previous day. He gave each student a mimeographed copy of this tabulation and conducted a class discussion comparing this list of reasons with the one developed in class on the previous day.
- B. *Introduction to the problem by the teacher*—The teacher suggested that the rest of the period be devoted to the problem of the physiological effects of alcohol in the human body. He explained that those diseases that often afflict alcoholics are largely the indirect results of alcohol. On the other hand, gastritis, temporary inflammation of the liver, and a few other minor bodily ailments may be the direct result of indulgence in alcohol. Alcohol supplies calories but not vitamins and minerals; hence, many alcoholics experience malnutrition and eventually may develop such nutritional disorders as cirrhosis of the liver, beriberi, and pellagra. A few persons may continue to be heavy drinkers and never suffer any permanent physical injury from indulgence. On the other hand, many alcoholics suffer an undue physical and nervous strain so that certain physiological functions are weakened, causing organic ailments eventually.

The teacher explained that a knowledge of the construction of the nervous control system is necessary in order to understand how the action of alcohol affects the nervous system. He described the various centers of the brain. He illustrated, for example, how the toughest center of the brain, located at the upper end of the spinal column, controls such functions as respiration, circula-

tion, and digestion; how other centers control motion, emotions, and sex instincts; and how the intellectual areas, located near the top and front of the head, control such faculties as self-control, judgment, self-criticism, and conscience. The intellectual areas of the brain are constructed delicately and are first affected by alcohol in the blood stream. The action of the alcohol works downward gradually from the highest, most delicate brain areas to the lower, tougher brain centers. Thus, one of the first effects of alcohol on the person is to destroy his inhibitions, and he begins to lose caution and restraint. His judgment is impaired, and his will power is weakened considerably.

When alcohol is drunk by a person, it is not digested, but it is ingested—absorbed directly and unchanged into the blood stream from the stomach and intestines. A small part of the alcohol in the blood may leave the body through the breath and through the kidneys. The liver oxidizes the rest of the alcohol and transforms it into heat energy. The effects of alcohol on the nervous system remain until the liver completes its oxidation process and rids the body of all alcohol.

- C. The class spent about half an hour discussing the general physiological effects of alcohol on the human body.
- D. All members of the class were asked to compile a list of references from the *Reader's Guide*.

V. The Fifth Day

- A. *Introduction*—The teacher introduced the film, *It's the Brain that Counts*, saying that it illustrated very well the points covered in the discussion on the previous day.
- B. The film was presented and the students looked for important ideas. The purpose of the film was to demonstrate the effects of alcohol on the brain which result in changed mental and physical reactions.
- C. A discussion based on the film followed. The students added other pertinent information on the physiological effects of alcohol which they had gathered from reading.
- D. The class was then divided into seven committees to study and report on the following social and economic aspects of the use of alcohol:

1. The characteristics of a well-balanced personality
 2. The effect of alcohol upon personality
 3. The effect of alcohol upon family living
 4. The effect of alcohol upon employment and job tenure
 5. The effect of alcohol upon industrial efficiency
 6. The effect of alcohol upon community life
 7. The effect of alcohol upon civic responsibility
- E. A bulletin board committee, composed of one member from each of the seven committees, was appointed to put up graphs, posters, cartoons, newspaper clippings, and other pertinent material illustrating the seven committee reports as they were presented to the class in the days that followed.
- F. References to current literature on alcohol were discovered by class members. A committee classified these references and prepared a list for class use.

VI. The Sixth Day

- A. *Introduction by the teacher*—The teacher stated that each of the seven committees appointed on the previous day might need some help in defining the particular areas that each was to study and proceeded to define the following terms: (1) Personality, (2) Family living, (3) Employment, (4) Job tenure, (5) Industrial efficiency, (6) Community life, (7) Civic responsibility.
- B. The reference list on current literature dealing with alcohol was distributed to the class.
- C. The teacher then handed to each committee a suggested list of topics to be developed in its respective area, emphasizing that each list was not complete and that the committee should add to its list of topics and bibliography.

THE SEVEN AREAS OF STUDY

(One area to be assigned to each committee)

- I. Characteristics of a Well-balanced Personality:
1. Is emotionally stable
 2. Arrives at logical conclusions
 3. Is able to change opinions
 4. Is interested in welfare of other persons

5. Is interested in welfare of the community
6. Is able to understand the different points of view of diverse social groups
7. Has tolerance concerning individuals and groups with different points of view
8. Has capacity to work with individuals of all ages
9. Possesses admiration for individuals with greater capacities and skills than one's own
10. Is willing to sacrifice in order to attain a worthwhile objective
11. Realizes that man is a social being
12. Appreciates the fact that man has many responsibilities concerning himself, his family, and the community
13. Shows capacity to perform undertakings requiring sustained effort
14. Has definite standards and ideals of personal conduct
15. Works toward definite goals
16. Suggested references: See McCarthy, Chapter VII; also consult a general textbook on psychology

II. The Problem of the Effects of Alcohol on the Personality:

A. The Immediate Effects of the Use of Alcohol on the Personality:

1. Behavior in mild intoxication
2. Behavior in moderately severe intoxication
3. Behavior in drunkenness
4. Wide differences of behavior displayed by individuals in the same stages of intoxication
5. Suggested references: Haggard and Jellinek, Chapter IV; Hirsh, *Problem Drinker*, pp. 66-71; Lay Supplement, No. 11; Seliger, pp. 12-16; Hamlin, *Alcohol Talks to Youth*, pp. 16-17, 21

B. The Effects of Chronic Alcoholism on Personality:

1. General alcoholic deterioration
 - a. Ethical degeneration
 - b. Cultural degradation
 - c. Development of brutality
 - d. Emotional instability
 - f. Suggested references: Haggard and Jellinek, Chapter VII, pp. 223-226

2. Development of various alcoholic psychoses
 - a. Pathological intoxication
 - b. Delirium tremens*
 - c. Korsakoff's psychosis
 - d. Acute alcoholic hallucinosis
 - e. Alcoholic deterioration with psychosis
 - f. Alcoholic paranoid states
 - g. Suggested references: Haggard and Jellinek, pp. 220-222, pp. 227-246; Lay Supplement, No. 4

III. The Effects of Alcohol on Family Living:

1. Correlation between drinking and marriage (*Alcohol Problem Visualized*, pp. 76-77; Hamlin, *Alcohol Talks from the Laboratory*, p. 21)
2. Correlation between drinking and divorces and separations (Hamlin, *Alcohol Talks from the Laboratory*, pp. 20-21; *Alcohol Problem Visualized*, pp. 76-77; Spalding and Montague, pp. 109-111; Hirsh, *Problem Drinker*, p. 136; Hirsh, *Alcohol Education*, pp. 60-62)
3. Effect of alcohol on infant mortality (Haggard and Jellinek, pp. 211-213)
4. Effect of alcohol on juvenile delinquency (*Alcohol Problem Visualized*, pp. 76-77; Hirsh, *Alcohol Education*, pp. 59-62; Spalding and Montague, pp. 109-111; Hirsh, *Problem Drinker*, p. 136)
5. Effects of female drinking on the home (Hirsh, *Alcohol Education*, pp. 60-61; Hamlin, *Alcohol Talks from the Laboratory*, p. 23)
6. Economic effects of drinking on the home (Spalding and Montague, pp. 103-104)
7. Correlation between drinking and longevity (*Alcohol Problem Visualized*, pp. 54-57; Hamlin, *Alcohol Talks from the Laboratory*, p. 19; Spalding and Montague, pp. 89-90; Hamlin, *Alcohol Talks to Youth*, pp. 26-27; Hirsh, *Problem Drinker*, p. 55; Lay Supplement, No. 6)

IV. The Effects of Alcohol upon Employment and Job Tenure:

1. The problem of drinkers' acquiring jobs (Harkness and Fort, Chapter VII; Hamlin, *Alcohol Talks to Youth*, pp. 20-21)
2. The problem of drinkers' holding jobs (Spalding and

Montague, pp. 115-116; Hirsh, *Alcohol Education*, p. 57)

3. The effects of chronic alcoholism on employability
4. The types of jobs open to drinkers
5. The correlation between drinking and pleasant working conditions

V. The effects of Alcohol upon Industrial and Military Efficiency:

1. Cost of absenteeism in industry (Spalding and Montague, pp. 113, 115)
2. Drinking and industrial accidents (Spalding and Montague, pp. 113-115; Hirsh, *Alcohol Education*, pp. 57-58)
3. The losses in industrial production (*Alcohol Problem Visualized*, pp. 41-46; Spalding and Montague, pp. 18-19; Lay Supplement, No. 3)
4. Managerial errors that may be traced to drinking (Seliger, p. 10)
5. Losses in production due to unemployable alcoholics
6. The effects of alcoholism on military efficiency (Hamlin, *Alcohol Talks to Youth*, p. 30)

VI. The Effects of Alcohol upon Community Life

A. Economic Effects:

1. The annual drink bill of the United States (Spalding and Montague, pp. 21, 53-55; Hamlin, *Alcohol Talks from the Laboratory*, pp. 27-29; *Alcohol Problem Visualized*, pp. 7-8; Irwin p. 14)
2. A comparison of the drink bill and the costs of all education in the nation (*Alcohol Problem Visualized*, p. 7)
3. A comparison of the drink bill and the total annual federal budget (Spalding and Montague, p. 21)
4. A comparison of the annual drink bill and the total retail purchases (*Alcohol Problem Visualized*, p. 65)
5. The effect of beverage industry on farm prices (*Alcohol Problem Visualized*, p. 66)
6. Significance of taxes on alcoholic beverages (Spalding and Montague, pp. 63-69)

B. Social Effects:

1. The contributions of alcohol to crime (*Alcohol Problem Visualized*, p. 75; Hamlin, *Alcohol Talks from the Laboratory*, p. 17; Spalding and Montague, pp. 104-107; Seliger, p. 10; Hamlin, *Alcohol Talks to Youth*, p. 22; Carskadon, pp. 27-28; Hirsh, *Problem Drinker*, pp. 81-84; Hirsh, *Alcohol Education*, pp. 58-59)
2. The problem of drunken drivers and how to solve it (*Alcohol Problem Visualized*, pp. 23-40; Harkness and Fort, Chapter III, pp. 34-38; Hamlin, *Alcohol Talks from the Laboratory*, pp. 16-17; Spalding and Montague, pp. 111-113; Seliger, pp. 8-9; Hamlin, *Alcohol Talks to Youth*, pp. 18-20; Carskadon, pp. 20-21, 26; Hirsh, *Problem Drinker*, pp. 78-81; *Accident Facts*; Hirsh, *Alcohol Education*, pp. 54-57)
3. The relationship between alcohol and mental diseases (Spalding and Montague, pp. 107-109; Hirsh, *Problem Drinker*, p. 136; Hirsh, *Alcohol Education*, p. 60; Lay Supplement, No. 4)
4. The correlation between drinking and the slums and poor living conditions
5. The correlation between drinking and community recreation
6. Alcohol and the spread of venereal disease (*Alcohol Problem Visualized*, p. 52; Hirsh, *Problem Drinker*, p. 43; Hirsh, *Alcohol Education*, p. 59)
7. The problem of the taverns (*Alcohol Problem Visualized*, pp. 70-73; Hamlin, *Alcohol Talks to Youth*, p. 22)
8. Liabilities of social drinking (Seliger, pp. 23-25; Hirsh, *Alcohol Education*, pp. 43-44)

VII. The Effects of Alcohol on Civic Responsibility

A. Programs Sponsored by Groups of Citizens:

1. The work of the Alcoholics Anonymous (Hirsh, *Problem Drinker*, Chapter VII; Hamlin, *Alcohol Talks from the Laboratory*, pp. 26-27; Spalding and Montague, pp. 176-178; Hamlin, *Alcohol Talks to Youth*, p. 25; McCarthy, p. 45; Blakeslee, pp. 18-20)
2. What private hospitals can do to solve alcoholism

B. Public Control of Drinking:

1. The problem of prohibition: arguments for and against prohibition (Spalding and Montague, pp. 121-124)

2. The problem of local option (Spalding and Montague, pp. 131-132)
 3. The problem of who should be allowed to buy alcoholic beverages
 4. Government versus private sale of beverages (Spalding and Montague, 128; 132-134)
 5. The problem of regulating the advertising of alcoholic drinks (*Alcohol Problem Visualized*, p. 65; Harkness and Fort, Chapter VI; Spalding and Montague, pp. 63, 129)
 6. How various states in our country restrict sale of beverages and drinking (Spalding, pp. 138-140)
 7. Chief features of liquor control in Sweden: evaluation and result (*Alcohol Problem Visualized*, p. 85; Spalding and Montague, pp. 143-145)
 8. Chief features of liquor control in Canada: its good points and bad points (*Alcohol Problem Visualized*, p. 84; Spalding and Montague, pp. 140-141)
 9. Special clinics for treatment of alcoholic addicts (Spalding, p. 184; McCarthy, pp. 43-45, 46; Hirsh, *Problem Drinker*, pp. 140-142, 154-155; Blakeslee, pp. 5-6, 14-17, 20-23, 24-25; Hirsh, *Alcohol Education*, pp. 45-50; Lay Supplement, No. 12)
 10. What our home community is doing about the problem of drinking (Hirsh, *Problem Drinker*, pp. 140-142)
 11. Other suggestions on how society might control drinking (*Alcohol Problem Visualized*, pp. 82-83, 93; Spalding and Montague, pp. 180-184, 200-203; Hirsh, *Problem Drinker*, pp. 136-140, 144-148, 162-163; Hirsh, *Alcohol Education*, pp. 49-52)
 12. Treatment of alcoholics (Spalding, 180-184, 200-203; Hirsh, *Problem Drinker*, Chapter VIII, pp. 136-140, 144-148, 162-163; Hirsh, *Alcohol Education*, pp. 49-52; *Alcohol Problem Visualized*, pp. 82-83, 93)
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- D. The teacher introduced books, pamphlets, and other reading materials for the use of the committees.
- E. The teacher assigned the following individual projects in addition to the committee work: (These reports were written and turned in. Many were given orally to the class.)

1. One person was asked to prepare a chart listing the desirable traits of personality and showing any harmful effects which alcohol might have upon them. It was suggested that he interview a minister, a scout leader, a lawyer, and a leading businessman to obtain ideas for his chart. (See general textbook on psychology.)
2. Another student was asked to report on life insurance statistics concerning the effect of the use of alcohol on longevity. He was also asked to find out if most life insurance companies want to know whether prospective policyholders drink or not. If they inquired about this, the student was to find out their reasons. (*Alcohol Problem Visualized*, pp. 54-56; Spalding and Montague, pp. 89-90; Lay Supplement, No. 6; Hamlin, *Alcohol Talks from the Laboratory*, p. 19; Hamlin, *Alcohol Talks to Youth*, p. 27)
3. Two students were asked to prepare an imaginary editorial for the local newspaper describing the direct relationship of the use of alcohol by parents to juvenile delinquency and to the break-up of the family. (*Alcohol Problems Visualized*, pp. 76-77; Hamlin, *Alcohol Talks from the Laboratory*, pp. 20-23; Spalding and Montague, pp. 109-111; Hirsh, *Problem Drinker*, p. 136; Hirsh, *Alcohol Education*, pp. 60-61; Haggard and Jellinek, pp. 211-213)
4. A student was chosen to interview a district court judge and the local social welfare worker in order to discover how big a factor the use of alcoholic beverage is in poverty, family discord, non-support of children, and divorce. He was to report back to the class. (*Alcohol Problem Visualized*, pp. 76-77; Hamlin, *Alcohol Talks from the Laboratory*, pp. 20-23; Spalding and Montague, pp. 109-111; Hirsh, *Problem Drinker*, p. 136; Hirsh, *Alcohol Education*, pp. 60-6, Haggard and Jellinek, pp. 211-213)
5. A student with ability in art was asked to draw a series of cartoons showing the direct relationship between juvenile delinquency and the use of alcoholic beverages.
6. Two students were appointed to visit two factories in the local community to interview the managers con-

cerning their attitudes on employing workers who drink and on their views concerning the probable loss of efficiency from drinking. (Lay Supplement, No. 3; Harkness and Fort, Chapter VII; Spalding and Montague, pp. 115-116)

7. A student was asked to investigate the effects of the use of alcoholic beverage on industrial efficiency and to prepare a radio script (five or six minutes in length) setting forth his findings. (Lay Supplement No. 3)
8. Three students were asked to go to the city hall and the county courthouse to interview the mayor, chief of police, and the sheriff in order to find out facts about the relationship between the drinking of alcoholic beverages and both felony and misdemeanor cases. (*Alcohol Problem Visualized*, pp. 70-75; Hamlin, *Alcohol Talks from the Laboratory*, p. 17; Spalding and Montague, pp. 104-107; Seliger, p. 10; Hamlin, *Alcohol Talks to Youth*, p. 22; Hirsh, *Problem Drinker*, pp. 81-84; Hirsh, *Alcohol Education*, pp. 58-59)
9. Two students volunteered to write to the superintendents of state institutions for the insane at Cherokee and Independence, Iowa, to find out to what degree mental diseases are associated with the drinking of alcoholic beverages. The letters were to be specific about seeking answers to three questions, *viz.*: (a) What percentage of the total number of inmates have case histories associated with the drinking of alcohol? (b) What percentage of drinkers who entered the hospital probably had mental disorders in the beginning that caused them to become drinkers? (c) What percentage of drinkers who entered the hospital probably were normal people who, because of excessive drinking, became mentally ill? (Haggard and Jellinek, Chapter VII; Spalding and Montague, pp. 107-109; Hirsh, *Problem Drinker*, pp. 94, 136; Lay Supplement, No. 4; Hirsh, *Alcohol Education*, p. 60)
10. A student volunteered to write to the National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, to find out to what extent traffic accidents are caused by drinking drivers and pedestrians. (*Alcohol Problem Visualized*, pp. 23-40; Harkness and Fort, Chap-

- ter III; Spalding and Montague, pp. 111-113; Seliger, pp. 8-9; Hirsh, *Problem Drinker*, pp. 78-81; *Accident Facts*; Hirsh, *Alcohol Education*, pp. 54-57; Hamlin, *Alcohol Talks from the Laboratory*, pp. 16-17; Hamlin, *Alcohol Talks to Youth*, pp. 18-20)
11. A student was asked to search for pictures, drawings, or cartoons to illustrate two or more different types of psychosis developed by chronic alcoholism. (Haggard and Jellinek, pp. 220-222, pp. 227-246; Lay Supplement, No. 4)
 12. A student agreed to prepare three graphs showing the actual economic benefits of the alcoholic beverage industry to agriculture, employment, and governmental revenue. (*The Alcohol Problem Visualized*, pp. 66-68)
 13. Another student volunteered to make a graph comparing the annual alcoholic beverage bill with costs of all education in the country. (*Alcohol Problem Visualized*, p. 7)
 14. A student was selected to investigate the ratio of drinking to non-drinking drivers involved in fatal accidents in Iowa and in the nation. It was suggested that he also report on Iowa's laws regarding driving while intoxicated. (*Accident Facts; Alcohol Problem Visualized*, pp. 23-40; Hirsh, *Alcohol Education*, pp. 54-57; Spalding and Montague, pp. 111-113)
 15. A student agreed to prepare a brief talk showing the relationship between the use of alcohol and the spread of venereal disease. (*Alcohol Problem Visualized*, p. 52; Hirsh, *Problem Drinker*, p. 43; Hirsh, *Alcohol Education*, p. 59)
 16. A committee of two persons was appointed to interview a local member of Alcoholics Anonymous to find out how the organization works and to discover the percentage of alcoholics that are rehabilitated by the organization. (McCarthy, p. 45; Blakeslee, pp. 18-20; Hirsh, *Problem Drinker*, Chapter VII; Spalding and Montague, pp. 176-178; Hamlin, *Alcohol Talks from the Laboratory*, pp. 26-27)
 17. Another member of the class was selected to prepare a three-minute talk on the history of Alcoholics Anonymous and to list some of its contributions. (McCar-

- thy, p. 45; Blakeslee, pp. 18-20; Hirsh, *Problem Drinker*, Chapter VII; Spalding and Montague, pp. 176-178; Hamlin, *Alcohol Talks from the Laboratory*, pp. 26-27)
18. One student volunteered to prepare a special report on Prohibition days and an evaluation of the experiment. (Spalding and Montague, pp. 121-124; any U. S. History text; McCarthy and Douglas, pp. 27-28, 33-41)
 19. One student was asked to prepare a five-minute report on the Canadian plan of liquor control, and another student was assigned to make a similar report describing Sweden's Bratt Plan to control drinking. The teacher suggested that each report should include both the good and the poor features of the plan investigated. (a) Canadian Plan: *Alcohol Problem Visualized*, p. 84; Spalding and Montague, pp. 140-141; (b) Swedish Plan: *Alcohol Problem Visualized*, p. 85; Spalding and Montague, pp. 143-145)
 20. A student was appointed to gather and present evidence of the good and bad features of local option. He was advised by the teacher to secure this information from a resident of a county in a state using the plan. McCarthy and Douglas, pp. 17-28, 67; Spalding and Montague, pp. 131-132)
 21. One student agreed to prepare a brief report on Connecticut's special clinics for alcoholics. (Spalding and Montague, p. 184; McCarthy, pp. 43-46; Hirsh, *Problem Drinker*, pp. 154-157; Blakeslee, pp. 24-25; Hirsh, *Alcohol Education*, pp. 45-49; Lay Supplement, No. 12)
 22. The entire committee on alcohol and civic responsibility was assigned the task of preparing a ten-minute panel discussion on the topic of "The Wisdom of Returning to a Policy of National Prohibition." They were urged to investigate both the strong and the weak points of prohibition. (Spalding and Montague, pp. 121-124; McCarthy and Douglas, pp. 27-28, 33-41; See also any U. S. history text)
- F. The class divided into committees and spent the remainder of the period doing research on their assigned problems.

VII. The Seventh Day

The teacher announced that the period would be given over to further research by the seven committees. The teacher met with each of the committees to watch their progress and to give occasional suggestions.

VIII. The Eighth Day

A. *Introduction by the teacher*—The teacher explained that it was necessary to have an understanding of the characteristics of a well-balanced personality in order to measure the undesirable effects that alcoholism has on personality. The teacher also stated that there are certain mental diseases and disturbances that tend to cause people to drink and eventually become alcoholics. Drinking of this type is referred to by psychiatrists as “symptomatic drinking”. The teacher cited “schizophrenia” and “dipsomania” as examples of mental diseases that cause people to become alcoholics.

The teacher then emphasized that science today recognizes at least six major mental diseases disrupting personality that can be traced partly or wholly to excessive drinking. He stated that the committee on the effects of alcohol on personality would explain later some of these diseases, commonly called “alcoholic psychosis.”

- B. The teacher then called for a panel discussion by the committee appointed to study the characteristics of a well-balanced personality. A discussion by the class followed.
- C. The student who had interviewed prominent people in the community and who had prepared a chart listing desirable personality traits and the harmful effects of drinking on these traits gave his report.
- D. The committee on the effects of alcohol on personality next gave its report. The committee illustrated how many of the traits of a well-balanced personality were undermined and disrupted by alcoholism.
- E. The teacher elaborated on this report and explained further some of the behavior characteristics of the more common alcoholic psychosis.
- F. The student assigned to illustrate the various types of

alcoholic psychosis then showed some of his pictures, drawings, and cartoons.

IX. The Ninth Day

- A. *Introduction by the teacher*—The teacher advised the class not to lose sight of the fact that the disruption of good personality traits by alcohol explains to a large degree the failure of many families to produce well-balanced children. He stated that the committee on alcohol and family living would develop this further.
- B. The report was given by the committee on alcohol and family living.
- C. The individual reports on special projects pertaining to family living were then given. (See VI, E, Nos. 3, 4, and 5)
- D. A class discussion on alcohol and family living followed.

X. The Tenth Day

- A. *Introduction by the teacher*—The teacher stated that the costs of drinking to the nation could be measured in economic values as well as in the human values discussed the previous day when the problem of alcohol related to family living was presented. Surveys show that drinking probably causes an annual loss to the nation's industry estimated between one and two billion dollars. This loss is due to absenteeism, careless work, and unnecessary accidents. Corporations and business firms today are becoming more and more strict on checking up on prospective employees because the ever increasing use of intricate machinery requires sober judgment and maximum efficiency.
- B. The committee on the effects of alcohol upon employment and job tenure made its report. A brief discussion by the class followed.
- C. The committee that investigated the problem of alcohol and industrial efficiency then made its report. A brief discussion followed.
- D. The two students selected to visit local factories to interview the managers concerning employment standards

and loss of worker efficiency from the viewpoint of drinking gave their report.

- E. Another student gave his radio script setting forth his findings on the effects of alcohol on industrial efficiency.

XI. The Eleventh Day

- A. *Introduction by the teacher*—The teacher suggested that the significance of the alcohol problem in the nation can be judged partly by the amount of money spent for drink in comparison with worthwhile enterprises. Furthermore, the propaganda issued by the beverage industry emphasizing its benefits to agriculture, employment, and governmental revenue seems to be grossly exaggerated. The teacher went on to say that the costs of drinking should be measured particularly in terms of law enforcement, highway accidents, care of criminals and mental patients, and many other social and economic losses to society. He said that the human grief and tragedies resulting from the use of alcohol are probably more important but are impossible to measure.
- B. The report by the committee on the effects of alcohol upon community life was given.
- C. The five individual reports pertaining to the relationship between drinking and crime, mental diseases, traffic accidents, and the spread of venereal diseases followed.
- D. The student who had prepared a graph comparing total drink costs with total education costs in the nation explained his graph.
- E. The student who had prepared graphs showing the economic benefits of the beverage industry on agriculture, employment, and governmental revenue explained his graphs.
- F. An amplification was given by the teacher and a class discussion followed.

XII. The Twelfth Day

- A. *Introduction by the teacher*—The teacher stated that the class had discussed in the past few days the economic losses from drinking and the effects of alcohol on men's lives and society. It now seemed appropriate for the class

to discuss plans for controlling drinking and rendering help to alcoholics. It was noted that practically all persons agree that excessive drinking is undesirable. Ideas differ, however, as to how to control the use of alcohol and prevent excessive drinking. One group favors total abstinence and prohibition. Another group favors local option. A third group wants legalized but restricted sales of beverages.

The teacher suggested that the systems of liquor control and conditions in other nations might be examined in looking for solutions to our own problem.

The teacher stated that society must emphasize methods of treatment and cure of alcoholism but that particular emphasis should be placed on ways of preventing alcoholism. He reminded the class of the old proverb that "an ounce of prevention is worth a pound of cure" and stated that this proverb certainly would hold true in solving the alcohol problem.

It was pointed out that a system of laws is ineffective, unless the citizens desire efficient enforcement and obedience to these laws. Consequently, control of the use of alcohol will be determined by the ideas, ideals, ethics, and character of the citizens. Herein lies the responsibility of education.

- B. The committee on alcohol and civic responsibility gave its report. During the course of this report, the students assigned to investigate the Swedish and Canadian control programs, the prohibition era and an evaluation of it, local option, and Connecticut's special clinics for alcoholics gave their individual reports.
- C. The students assigned to interview a member of the Alcoholics Anonymous and to prepare a brief history and summary of the contributions of the organization gave their reports.
- D. The committee on alcohol and civic responsibility then held a panel discussion on "the wisdom of returning to a policy of national prohibition."
- E. The committee placed on the blackboard a list of suggested means whereby society could better handle the alcohol problem.

XIII. The Thirteenth Day (Culminating Activities)

- A. *Introduction by the teacher*—The teacher said that it is important for both the student and the teacher to discover the facts in connection with alcohol and its use, to formulate a set of conclusions, and to estimate the value of both facts and conclusions. The teacher said that this could be done easily by having each student write down a list of conclusions with respect to the alcohol problem and develop from these lists a final list representing the opinions of the entire class.
- B. Each student was asked to list his conclusions with respect to the alcohol problem and to hand in his list. Then two capable students were selected to compile a list representing the opinions and conclusions of the class and to present this list to the class the following day.
- C. The teacher gave the class a true-and-false test on the list of misconceptions that had been collected on the second day. This test was corrected in class.
- D. The teacher gave the same objective survey test used on the first day of the unit.

XIV. The Fourteenth Day (Culminating Activities, continued)

- A. *Introduction by the teacher*—The teacher stated that he planned to use part of the period to give students a general test on attitudes and understandings with respect to the alcohol problem. Following this, the two students appointed the previous day to compile a representative list of conclusions by the class would give their report.
- B. The test on attitudes and understandings regarding the use and effects of alcoholic beverages, found in Chapter V, was administered to the class.
- C. This test was corrected in class following an exchange of papers.
- D. The two students appointed to compile a representative list of conclusions on the beverage alcohol problem by the class reported.
- E. A discussion of this report followed. The class was urged by the teacher to offer further suggestions and criticisms.

AN EVALUATION OF THE UNIT

The students were interested in the subject at the outset, but as they learned more about the scientific aspects of alcohol and became more familiar with terms and vocabulary pertaining to alcohol education their interest increased measurably. In particular, those parts of the unit dealing with the popular misconceptions concerning the use of alcohol and with the study of the reasons for which people drink did much to increase student interest in the subject. The students frequently expressed surprise at four things: (1) the number of misconceptions which they had; (2) the effects of alcohol upon human reactions scientifically measured; (3) the very nearly equal amounts of alcohol contained in a single conventional drink of different types of alcoholic beverages; and (4) the various reasons why people drink.

In the opinion of the instructor, the students as a whole achieved a higher degree of understandings and developed better attitudes on the subject than he had anticipated at the beginning of the unit. The pre-test and the culminating test on understandings and attitudes proved conclusively that the majority of the students acquired a more basic, scientific knowledge of alcohol and its effects in the human body and on the brain, and a deeper understanding of the effects of its use on individuals and on society. The discussions in class showed that a large majority of the students developed a sense of social responsibility for helping to solve community problems related to alcohol and learned that there were several logical solutions of which they had been previously unaware. Certainly a large group of the students developed a much greater appreciation of the fact that people can live most satisfying lives without indulging in the use of alcoholic beverages. Above all, many students showed a willingness to overcome bias and increased their ability to develop a realistic attitude toward problems pertaining to drinking. Almost every student improved in the ability to distinguish between fact and opinion concerning the use of alcohol and to analyze and think critically on social and economic problems related to alcohol.

In order for a unit of this type to be successful, the instructor feels that both teacher and students must be genuinely tolerant. An examination of all facts available should be made in as scientific a manner as possible, and then only by a proper weighing

of these facts can the class arrive at logical conclusions. But it should be remembered that the scale used in measuring is human judgment and that therefore a variety of conclusions may be arrived at honestly. Both the instructor and students should be encouraged to state their attitudes on the sale, distribution, and use of alcoholic beverages, so that their comments can be interpreted properly by the others.

Comments by the students without exception favored including a similar unit in the Senior Problems classes for next year. The students liked the books and materials based on evidence presented logically, but dogmatic materials with an apparent bias and with little supporting evidence were not well received. They liked the idea of bringing to class clippings from newspapers and reports on broadcasts pertaining to the alcohol problem. They liked the films that were used.

Discussions of the problem of alcohol were started many times in classes of other instructors by students who participated in the unit. The students reported comments by other students and by other instructors for the consideration of the class studying the alcohol problem.

A common comment by students at the conclusion of the unit was: "I know much more about alcohol than before. Much of what I thought I knew isn't true, and at least I am prepared to do some thinking concerning beverage alcohol."

Chapter Four

A RESOURCE UNIT ON ALCOHOLIC BEVERAGES

I. OVERVIEW

Effective teaching of this unit on the effects of alcoholic beverages upon the individual and society demands that the fullest advantage be taken of the interests and understandings already possessed by the students. Properly utilized, these common interests and understandings will act as the track on which the train of future critical and objective thinking will successfully run. Student and teacher planning lends itself to bringing out and developing these interests and understandings.

Knowledge that is subject to "long run" recall, changes in attitudes, and the making of satisfying personal decisions result only when the student takes an active part in planning the learning situation. Defining the problem from the standpoint of the student is, therefore, the important starting point in bringing to his level of consciousness an evaluation of experiences, attitudes, and knowledges about alcohol and its use. In preparing to define the problem the teacher needs to arouse interest and encourage a desire for objective and factual information.

II. INITIATORY ACTIVITIES

Before undertaking the teaching of the unit, it is desirable to engage in activities which will set the stage for further investigation and create an atmosphere in which teacher-pupil planning is able to proceed effectively. The use of one or more of the four following activities will help to achieve these aims by arousing interest, discovering existing misconceptions relative to the use of alcohol, making the student aware of the fact that alcohol has created socio-economic problems, and creating the need for more information regarding those problems and their situations.

A. Present a *Check List of Beliefs About Alcohol* to the Class

Give the *Check List of Beliefs About Alcohol* to discover misconceptions and common beliefs. Use the results as the basis for

a class discussion which will point out the need for further research and study. This, or a similar check list, might be used as a culminating activity.

Sample Check List

Directions to students: Read each statement carefully and place a check mark in the appropriate blank.

	True	False	Undecided
1. Ability to drive a car is not affected by two or three beers.
2. Alcohol in the body does not warm you.
3. A good treatment for snake bite is to "take a drink."
4. When alcohol is in the body it slows the speed with which the brain acts.
5. People are seldom "scared away" from using alcohol.
6. Many divorces and broken homes result when people use alcohol.
7. Best estimates agree that one of every 16 who start drinking becomes an alcoholic.
8. Alcohol is used in most prescribed medicines.
9. Most alcoholics come from the lowest social strata.
10. When alcohol is in the body it acts as a stimulant.
11. Whiskey is a good cure for a cold.

Teacher's Key

1. F	4. T	7. T	10. F
2. T	5. T	8. F	11. F
3. F	6. T	9. F	

- B. Show an instructional film. For instance—*It's the Brain That Counts*.

Accompany the showing of the film with a thoughtful discussion to bring to light many problems and facts relative to the use of beverage alcohol. It may be desirable to show the film again after such a discussion.

- C. Discuss a current news story which relates *Alcohol and Society*.

The news story may be so selected as to make the students aware of the presence of socio-economic problems stemming from the use of intoxicants in today's society. This is an interest-creating device.

- D. Present a short talk on common misconceptions about alcohol:

The teacher may prepare a list of popular misconceptions about alcohol and present them to the class. After each item is introduced, allow adequate time for class discussion. This will show a need for "getting at the facts."

Sample of Misconceptions

1. *Statement:* A little alcohol sharpens one's senses and gives extra strength.

Reply to draw on: See Chapter II—Questions 8 and 10.

2. *Statement:* A drink helps people make friends more easily.

Reply to draw on: See Chapter II—Questions 14 and 23.

3. *Statement:* It's poor manners to refuse a drink when at a party where drinks are served.

Reply to draw on: See Chapter II—Question 23.

III. ORGANIZING FOR ACTION

Items A and B below indicate a method of organizing the class for committee work. Item C sets forth the five major divisions of study which when developed through teacher-pupil planning will provide a content outline of the unit. A suggested use of this outline is indicated in Item E.

- A. Organize discussion groups—4 to 6 students. Appoint a scribe in each group who will summarize the thinking of the group and report later to the whole class.

- B. Within each group allow each person one minute to give his best thinking to each of the following discussion questions:
1. What troubles or problems do you know of that are caused by people using alcohol?
 2. People have many ideas as to what should be done to solve alcohol problems. Which one idea would you most like to see the class try and work out?
- C. Consider as a class, the results of the group discussions, classifying problems and ideas under these (or similar) headings: psychological; economic; social; civic; and ethical. The following are illustrative of problems and questions which students may report from their groups. For convenience the samples have been classified under the five suggested headings:
1. *Psychological*
Are drinkers always trying to forget their troubles? After a person has a couple drinks he is "braver". Why does drinking make a person want to "show off"?
 2. *Economic*
How much does it cost the government to control bootlegging?
Drinking is a waste of money.
Does drinking affect the amount of work you can do?
Drinking keeps you from doing your best work.
 3. *Social*
Drinking causes family troubles.
Drinking is not confined to any one person or group of persons.
Is crime greater among those who have been drinking?
Must you drink to be popular?
 4. *Civic*
How can drunken drivers be stopped?
There ought to be laws against the sale of alcoholic beverages.
Could drinking keep you from being a good citizen?
 5. *Ethical*
Is it fair to hurt others by one's "drinking"?

The advertisers of beer and whiskey don't give an honest picture.

You aren't fair to yourself when you drink.

- D. The teacher should feel free to suggest other important problems or ideas not presented by the students.
- E. Each student should have a copy of all problems and ideas with a space in which to comment or record future findings. (See Section III, C.)

IV. PLANNING RESEARCH

It is suggested that work groups be formed to study each of the five classifications indicated above (or other classifications which follow naturally from class discussion.) Membership in the work groups may vary from the committees established in Section III, A, in order to allow for student interests.

A. Organization of work groups:

The order of the following steps in organization is important to the preservation of democratic principles in teacher-pupil planning:

1. Students should divide into groups according to personal interests.
2. Determine orderly rules of procedure.
3. Have chairman and recording secretary selected in each committee. (Selection by students when feasible.)

B. Distribution of materials to the appropriate group. A student librarian facilitates this distribution. (See below—Section VI, Suggested Readings.)

1. Each committee should understand clearly which of the major areas (Section III, C.) it is responsible for. Each committee should then engage in such research as is needed to find solutions for the problems allocated to its area and to find possible verifications for ideas previously listed.
2. Preparation for the presentation of the results of each committee's study to the rest of the class through charts, diagrams, minute "lectures", TV quiz programs, debates, panel discussions, etc.

V. SUMMARY, REVIEW, AND TESTING

- A. Reports of study groups—from which each student can fill in the form prepared in Section III, E.
It is desirable to allow ample time for class discussion following each committee's presentation.
- B. Check the problems and ideas listed in the content outline (Section III, C.) to see if each problem has been answered and the ideas verified or disproven. This may be done by use of:
1. Discussion techniques
 2. A review activity such as a "baseball quiz" or a "question spelldown"
- C. Have each student write in 300 words or less a paragraph on "What I Believe Should Be Done About the Alcohol Problem", emphasizing *why* and *how*.
1. Have the several groups listen to what each of their members has written and pick the best paper to be read to the class.*
 2. Have the class vote on the paper it thinks is the best.
 3. Have this selected paper published in the school or local paper.
- D. Prepare a socio-drama for presentation at an assembly program or before a civic group.
- E. Have the class evaluate the unit. (See Chapter V, Sections II and/or IV.)

VI. SUGGESTED READINGS

These suggested references are listed under the five major divisions of the study which serves as the basis for the content outline. (Section III, C.)

A. Psychological

Pamphlets

AlcoholismBlakeslee
(A sickness that can be beaten.)

*It might be a good alternative to have the group select the *best ideas* presented and have a committee subsequently prepare a group paper based on these ideas.

How Much Do You Know About Alcohol?.....Carskadon
 Questions 8, 11, 13, 23

Alcohol Talks from the Laboratory.....Hamlin
 Pages 7-8, 22-27

Alcohol Talks to Youth.....Hamlin
 Pages 24-26

Facts About Alcohol.....McCarthy
 Pages 35-46

Of Cats and People.....Alabama Polytechnic Institute

Books

The Alcohol Problem Visualized.....National Forum, Inc.
 Pages 11-20, 59-64

Alcohol and Human Affairs.....Spalding
 Chapter Eight

B. Economic

Pamphlets

How Much Do You Know About Alcohol.....Carskadon
 Questions 2, 3, 7, 12, 24, 29

Alcohol Talks from the Laboratory.....Hamlin
 Pages 8-11, 19, 27-29

Alcohol Talks to Youth.....Hamlin
 Pages 9-13, 26-27

Youth Questions Alcohol.....Irwin
 Pages 7-9, 14, 18-19, 23-25, 29

It's Smarter Not to Drink.....Seliger
 Pages 8-10, 23-25

Books

Accident Facts.....National Safety Council

The Alcohol Problem Visualized.....National Forum, Inc.
 Pages 21-28, 65-68

Alcohol and Human Affairs.....Spalding
 Chapters 1, 2, 3 and 5

C. Social

Pamphlets

How Much Do You Know About Alcohol.....Carskadon
 Questions 5, 17, 25, 31

Alcohol Talks from the Laboratory.....Hamlin
 Pages 2, 11-15, 20-21

Alcohol Talks to Youth.....Hamlin
 Pages 13-18, 27-28

It's Up to You.....Hiltner
 Pages 4-16

- Youth Questions Alcohol*..... Irwin
 Pages 7, 22-23, 26-27
- Facts About Alcohol*..... McCarthy
 Pages 23-29
- Of Cats and People*..... Alabama Polytechnic Institute
- It's Smarter Not to Drink*..... Seliger
 Pages 11-23

Books

- Alcohol and Human Affairs*..... Spalding
 Chapter Five
- The Alcohol Problem Visualized*..... National Forum, Inc.
 Pages 41-58

D. Civic

Pamphlets

- How Much Do You Know About Alcohol*..... Carskadon
 Questions 10, 19, 22, 28, 30
- Alcohol Talks from the Laboratory*..... Hamlin
 Pages 16-17
- Alcohol Talks to Youth*..... Hamlin
 Pages 18-23
- Youth Questions Alcohol*..... Irwin
 Pages 9-11, 14-17, 27-32

Books

- Accident Facts*..... National Safety Council
- The Alcohol Problem Visualized*..... National Forum, Inc.
 Pages 29-40, 69-77
- Alcohol and Human Affairs*..... Spalding
 Chapters 1, 3, 5 and 6

E. Ethical

Pamphlets

- How Much Do You Know About Alcohol*..... Carskadon
 See Questions 1, 6, 14, 18, 21, 32
- Alcohol Talks from the Laboratory*..... Hamlin
 Pages 29-31
- Alcohol Talks to Youth*..... Hamlin
 Pages 29-32
- It's Up To You*..... Hiltner
 Pages 16-30
- Youth Questions Alcohol*..... Irwin
 Pages 6, 17-18, 19-20, 25-26, 32-35
- Facts About Alcohol*..... McCarthy

Books

- The Alcohol Problem Visualized*.....National Forum, Inc.
Pages 79-93
- Alcohol and Human Affairs*.....Spalding
Chapters Seven and Nine
- The Bible*
(Ten Commandments, Great Commandment and Proverbs)

VII. AN EVALUATION OF THE UNIT

Several days before actual work was begun, a class period was set aside to stimulate interest in the proposed unit on *Alcohol and Society*. This was done by announcing the beginning of the new unit and by asking each student to report to the class a current news item (newspaper, magazine, radio, or television) which concerned directly or indirectly the affects of the use of alcoholic beverages. As the unit progressed, it was clearly evident that this was an effective means of generating interest.

The entire unit was not only highly interesting to the class but the outcomes were most satisfactory to the instructor. The majority of students showed an increased understanding of the role of alcohol in society. This was made apparent by their ability to discuss the various phases of the subject, by their use of the terminology, and by their ever-broadening viewpoints relative to the information made available to the class.

It was the impression of the instructor that this unit can be most effectively taught at the ninth grade level. Because students at this age have not been subjected to as much social pressure from their peers in relation to this subject, and since their value judgments at this age are more fluid than later, there is more freedom to consider the facts objectively. It was also demonstrated that there is sufficient reference material available at this grade level. The instructor was of the opinion that effective teaching of this unit demands an abundance of material for student use.

Upon the completion of the unit, students suggested that more time be made available for class discussion of committee reports. The instructor felt that time could be saved for class discussion by naming a class librarian in charge of reference materials. (See Suggested Readings, Chapter IV.) Another time-saving technique used was to have one student become familiar with the

glossary (Chapter VII) and to furnish a definition of terms to members of all committees upon request.

One of the most satisfying results of the unit was the unusual amount of carryover into home discussions as reported by several of the parents. This factor plus the favorable reaction of the students contributed to the instructor's belief that the socio-economic approach leads to an objective and satisfactory growth of interest in, and understanding of, the problems created by the use of alcohol in society.

Chapter Five

EVALUATION OF THE SCHOOL'S ALCOHOL EDUCATION PROGRAM

A major purpose of this handbook is to present to the student the social and economic implications of the use of alcoholic beverages and to help him make intelligent decisions in connection with the problems of *Alcohol and Society*. The teacher, after teaching the unit, will want to evaluate its effectiveness and plan needed modifications before presenting it a second time. The following suggestions will be of assistance in making that appraisal.

EVALUATION BY TEACHERS PRESENTING THE UNIT

A. Time allotment

1. How many days were devoted to the study of the unit?
2. Do you suggest that the time allotted to the unit is
 - a. too short
 - b. too long
 - c. about right
3. How many days would you suggest?

B. The unit

1. Introduction to the unit
 - a. What approaches to the unit did you find especially successful?
 - (1)
 - (2)
 - b. What new approaches do you have in mind for use when teaching the unit again?
 - (1)
 - (2)

2. Content of the unit
 - a. What subject-matter proved to be inappropriate or ineffective in meeting the objectives of the unit?
 - (1)
 - (2)
 - b. What subject-matter should be added to meet the objectives of the unit?
 - (1)
 - (2)
 3. Culminating activities
 - a. What culminating activities appeared to contribute most toward summarizing the unit?
 - (1)
 - (2)
 - b. What culminating activities appeared to contribute least toward summarizing the unit?
 - (1)
 - (2)
 - c. What new culminating activities do you have in mind to improve the unit?
 - (1)
 - (2)
- C. Methods
1. What techniques proved to be particularly effective in the teaching of this unit?
 - a.
 - b.
 2. What techniques proved to be ineffective in the teaching of this unit?
 - a.
 - b.

2. Content of the unit
 - a. What subject-matter proved to be inappropriate or ineffective in meeting the objectives of the unit?
 - (1)
 - (2)
 - b. What subject-matter should be added to meet the objectives of the unit?
 - (1)
 - (2)
 3. Culminating activities
 - a. What culminating activities appeared to contribute most toward summarizing the unit?
 - (1)
 - (2)
 - b. What culminating activities appeared to contribute least toward summarizing the unit?
 - (1)
 - (2)
 - c. What new culminating activities do you have in mind to improve the unit?
 - (1)
 - (2)
- C. Methods
1. What techniques proved to be particularly effective in the teaching of this unit?
 - a.
 - b.
 2. What techniques proved to be ineffective in the teaching of this unit?
 - a.
 - b.

3. What new techniques might be used to make the unit more effective?

a.

b.

D. Materials*

1. Reference materials

a. Which of the suggested references were of outstanding value?

(1) (3)

(2) (4)

b. Which of the suggested references were of little value?

(1) (3)

(2) (4)

c. What additional reference materials did you use?

(1) (3)

(2) (4)

d. What additional reference materials should be made available?

(1) (3)

(2) (4)

2. Audio-visual materials

a. Which of the suggested audio-visual materials were most effective?

(1) (3)

(2) (4)

b. Which of the suggested audio-visual materials were least effective?

(1) (3)

(2) (4)

*The State Department would greatly appreciate teacher opinion regarding this section.

- c. What additional audio-visual materials did you use?
 - (1) (3)
 - (2) (4)
 - d. What new audio-visual materials should be made available?
 - (1) (3)
 - (2) (4)
3. What provision is being made to secure up-to-date materials as they are made available to the public?
- a.
 - b.

E. General evaluation

1. Was the unit placed to the best advantage within the established curriculum (grade and course)?
2. Was the unit taught in the proper time sequence with respect to other units?
3. Did the students participate in planning the work of the unit?
4. Was there evidence of good student motivation shown by:
 - a. Voluntary contributions of additional material
 - b. Work done in excess of the normal assignment
 - c. Unbiased discussion of the facts
5. Were community resources (including interviews with leaders of business, industry, welfare organizations, etc.) used in carrying out the unit?

**EVALUATION BY STUDENTS PARTICIPATING
IN THE UNIT**

- A. *Suggestions to Teacher:* Present to the students a series of questions as suggested in "B" below. The following procedures were found to be of value:
1. Have each student remain anonymous.
 2. Appoint a student committee to tabulate the results.
 3. Allow one class session for discussion of these data.

B. Suggested questions:

1. With what parts of the unit did we spend too much time?
2. What parts of the unit did we need to study in greater detail?
3. Which books or pamphlets did you use the most?
4. For which topics do we need more reading material?
5. From which of these did you receive the most knowledge?
(Check one or more)
 - a. Research reading
 - b. Committee work
 - c. Oral reports
 - d. Written reports
 - e. Class discussion
 - f. Other activities
6. On which assignments did you need more time for study and preparation?
7. What changes could be made to make this unit more worthwhile?

EVALUATION BY TEACHERS NOT PRESENTING THE UNIT

- A. Do you make any study of beverage alcohol and the implications of its use in your classes?
 1. Yes
 2. No
- B. If so, which of these areas do you emphasize?
 1. Economic
 2. Manufacturing processes
 3. Commercial and industrial uses
 4. Physiological
 5. Psychological
 6. Social
 7. Ethical

C. What materials do you find to be the most effective in your treatment of the subject?

1.
2.
3.
4.

GENERAL TEST ON ATTITUDES AND UNDERSTANDING

To the Teacher: The primary purpose of this test is to measure the students' understandings and attitudes with respect to alcohol and its use, and to evaluate their abilities to recall information that they have acquired through reading and discussion of the subject. Some teachers may wish to give this test at the opening of the unit. If this is done, they can determine the areas which will require special emphasis in treating the unit. In other cases, the test might be administered by a school to determine the desirability of offering a unit on alcohol education.

Part 1

Directions: Fill in the right word or words in each blank, so that each sentence will be complete and correct.

1. A poisonous kind of alcohol that often produces blindness when taken internally is known as
2. Some alcohol is classified as "100 proof." When this term is used what per cent of alcohol (by volume) does this solution contain?
3. A substance that temporarily quickens one's mental or physical capacities is called a
4. What social organization consisting of former habitual inebriates strives to help alcoholic addicts to stop drinking?
5. A person who believes in total abstinence in respect to the use of alcohol beverages is called a
6. Which amendment to the Federal Constitution prohibited the manufacture, transportation, and sale of alcoholic beverages in the United States?

7. Ethyl alcohol is commonly called
8. The chemical process of changing sugar and starches into alcohol by the action of yeast is called
9. An individual who makes, transports, or sells alcoholic beverages secretly and illegally is often called a
10. Which amendment to the Federal Constitution repealed Prohibition in 1933?

Part 2

Directions: Express your opinion on each of the following statements concerning the use and effects of alcoholic beverages. If you agree with a statement, draw a circle around the "A" which follows the statement. If you disagree, draw a circle around the "D". If you are not sure, draw a circle around the "U".

1. Excessive drinkers have a shorter average life than moderate drinkers and abstainers. A D U
2. Drunkenness on the part of a parent at the time of conception of a child injures the human germ cell, causing hereditary defects or weaknesses in the child. A D U
3. There is little foundation for the statement that a concentration of over one half of one per cent of alcohol in the blood usually causes the drinker to die. A D U
4. The high death rate for children of abnormal drinkers is due largely to low standards of living or to neglect in the homes. A D U
5. Certain diseases that develop in chronic alcoholics are primarily due to nutritional deficiencies, particularly of vitamins and minerals. A D U
6. Chronic alcoholics are more apt to contract eventually such diseases as beriberi, pellagra, and cirrhosis of the liver than abstainers or moderate drinkers. A D U
7. Cirrhosis of the liver is a disease limited to those who use alcoholic beverages in excess. A D U
8. The most common damage to the liver attributed to drinking of alcohol is an accumulation of fat around the cells of the liver. A D U

9. Alcohol is not really a stimulant but rather a depressant. A D U
10. Indulgence in alcoholic beverages results in a temporary loss of sharpness in one's judgment. A D U
11. While the use of alcohol may affect the drinker's muscular reaction time, it has little effect on his visual reaction time. A D U
12. Alcohol drunk in large quantities acts in the same way as well-known anaesthetics such as ether and chloroform. A D U
13. Today most medical experts are of the opinion that alcoholism is really a sickness or disease. A D U
14. Alcohol has a disastrous effect on the functions of the kidneys. A D U
15. A person can inherit the habit of drinking alcohol. A D U
16. Most of today's alcoholics started out thinking that they could use alcoholic beverages moderately. A D U
17. Science has proven that alcohol first affects the higher brain centers that control emotions, judgment, and voluntary behavior. A D U
18. The estimates that about one dollar in every fifteen spent by the American people at retail stores goes for alcoholic beverages are far too high. A D U
19. Most alcoholics drink because of some deep-seated psychological disturbances or maladjustment. A D U
20. One should never condemn an alcoholic and berate him on his apparent lack of will power and common sense, but rather one should encourage him to seek help by visiting a competent physician, psychiatrist, or clergyman. A D U
21. There is only a slight correlation between the intemperate use of alcoholic beverage and the big increase in the number of patients admitted to our mental hospitals today. A D U
22. Alcohol is an important cause of heart disease. A D U
23. It is the responsibility and duty of every citizen to report at once to the police the license number of an automobile driven by a driver under the influence of liquor. A D U
24. Science has proven that the excessive use of alcohol results in drunkenness and affects the lower brain

- centers that control automatic behavior such as breathing and digestion. A D U
25. The State of Iowa should adopt a legal standard for determining intoxication by means of alcoholic concentration in the blood and should install equipment in each city for testing persons suspected of drunken driving on a mandatory basis. A D U
26. Of the male alcoholics who marry, three fourths do not live with their families. A D U
27. The therapeutic and medicinal values of alcohol beverages are significant. A D U
28. Alcohol tends to increase the human body's resistance to disease germs and infection. A D U
29. Life insurance statistics substantiate the motto: "Leave liquor alone to live longer." A D U
30. The use of alcoholic beverage actually increases a person's stamina and relieves fatigue. A D U
31. If a person indulges in even small quantities of alcoholic beverage, the alcohol tends to upset the coordination of his mind and muscles. A D U
32. Society ought to pass restrictive laws designed to prevent the beverage industry from using subtle, high-pressure advertising in making youth liquor-conscious. A D U
33. The State of Iowa should establish heavier fines and longer jail sentences for persons convicted of drunken driving. A D U
34. The drinking of alcoholic beverages impairs industrial efficiency, because it decreases the thinking ability of the working man. A D U
35. The argument that the use of alcoholic beverage is a major factor in the increase of juvenile delinquency in our country is nonsense. A D U
36. The typical alcoholic addict uses alcohol because its psychological effects afford him a means of escape from unpleasant reality or frustration. A D U
37. Alcohol is valuable in keeping the body warm. A D U
38. There is little nourishment in beer because the grains used in its manufacture have lost much of their food value in the process of fermentation. A D U

39. According to reliable statistics, approximately one half of all male alcoholics never marry. A D U
40. There is a corresponding increase in the number of divorces and the increase in the number of women who drink. A D U
41. Social pressure has little effect on drinking habits. A D U
42. The estimates that the financial losses of industry throughout the nation caused by careless work, accidents, and absenteeism due to alcoholism amount to more than one billion dollars each year are an exaggeration. A D U
43. It is necessary to drink in order to get along well in business today. A D U
44. Very few business or industrial organizations check up on whether or not prospective employees use alcohol. A D U
45. The use of alcoholic beverages always makes persons friendly and agreeable. A D U

Part 3

Directions: Select the best of the four responses to the statement and write the number of that response in the space provided in front of the statement.

- () 1. The conditions given in the following statements include factors that influence the degree of intoxication of a person who has consumed alcohol. Which statement is false? (1) The alcoholic concentration in the blood is higher if alcohol is drunk rapidly; (2) One becomes intoxicated easier if alcoholic beverage is drunk in low altitudes; (3) The concentration of alcohol in the blood is higher if it is taken on an empty stomach; (4) Thin people become intoxicated more quickly than heavy people.
- () 2. Below are listed four basic reasons explaining why people drink. Which item is really *not* correct? (1) To make their minds more alert; (2) To attempt to remove feelings of inferiority; (3) To escape from worry; (4) To get away from bad living conditions.

- () 3. Which of the following alcoholic beverages would probably contain the highest alcoholic content? (1) Whiskey; (2) Ale; (3) Wine; (4) Rum.
- () 4. According to statistics for a recent year, persons injured or killed in automobile accidents in this country numbered approximately 1,131,500. In what proportion probably was the use of alcoholic beverages a factor in this toll? (1) In less than one-tenth of the accidents; (2) In about one-fourth of the accidents; (3) In about one-third of the accidents; (4) In at least one-half of the accidents.
- () 5. The National Safety Council and the American Medical Association both recommend the following standard to be used in either convicting or exonerating a person involved in an accident and suspected of being under the influence of alcohol: (1) $\frac{1}{2}$ drop of alcohol per 1,000 drops of blood which is a concentration of 0.05%; (2) $1\frac{1}{2}$ drops of alcohol per 1,000 drops of blood, a concentration of 0.15%; (3) At least 5 drops of alcohol per 1,000 drops of blood (a concentration of 0.5%); (4) At least 3 drops per 1,000 drops of blood (a concentration of 0.3%).
- () 6. Which is *not* a reason why alcohol causes many accidents? (1) Alcohol in the blood blurs one's vision; (2) It causes the drinker to lose self-confidence; (3) It decreases coordination between the mind and the different parts of the body; (4) It causes the scope of vision to become narrower.
- () 7. How does the annual drink bill of the nation compare with the country's annual costs of education? (1) The spending for alcoholic beverages is approximately $\frac{1}{2}$ of the education costs; (2) The drink bill and the education bill are approximately the same; (3) The drink costs are $\frac{2}{3}$ of the expenditures for education; (4) The drink bill is $1\frac{1}{4}$ times education costs.
- () 8. Three of the following statements are common misconceptions concerning the use of alcoholic beverages. Which statement alone is true? (1) It is really a narcotic; (2) It makes a good mixer; (3) It aids digestion; (4) It causes stomach ulcers and cancer.

- () 9. Which of the following four statements would *not* be listed among the common misconceptions concerning the use of alcoholic beverages? (1) It cures colds; (2) It causes cirrhosis of the liver; (3) It is good for snake bites; (4) It may cause inflammation of the lining of the stomach.
- () 10. When alcohol is taken into the body, it affects the nervous system in the following manner: (1) It stimulates or increases action; (2) It depresses or retards action; (3) It has little effect on the action of the nervous system; (4) It starts to destroy the nerve fibers.
- () 11. Society has the responsibility of devising effective ways of dealing with the problem of drinking in this country. Which of the four phrases listed below represents the *least* effective way that society might use? (1) To supply decent and wholesome living conditions; (2) To build emotionally well-balanced personalities in our children and youth; (3) To build sanitariums in which alcoholics suffering from delirium tremens may be treated; (4) To provide wholesome places of amusement and recreation.
- () 12. Which of the following four suggestions on how society might deal with the problem of drinking in the United States has the least value? (1) Provide that alcoholic beverages may be bought only at government stores; (2) Provide work and jobs that give workers greater satisfaction in their work; (3) Fix stricter limits on the amount of alcoholic beverages that the individual may purchase each month; (4) Prohibit an individual from buying alcoholic beverages if his income is not sufficient to warrant such purchases.
- () 13. What is the approximate annual cost of alcoholic beverages sold (legal sales only) in the United States? (1) About \$500 million; (2) Slightly over \$3 billion; (3) At least \$5 billion; (4) About \$9 billion.
- () 14. List the estimated percentage of the total alcoholic beverages sold each year in the United States that is sold illegally: (1) Less than 5% since Prohibition ended in 1933; (2) Probably not over 15%; (3) Probably about 25%; (4) Approximately 50%.

- () 15. What is meant by local option? (1) The right of a county, municipality, ward, or township to decide by ballot whether or not alcoholic beverages shall be sold; (2) The exclusive right of the state government to operate a liquor store in the community; (3) The right of licensed taverns to sell beer, ale, and wine in a local community; (4) The exclusive right granted by distillers and wholesalers to various local retail stores to sell particular brands of distilled liquors.
- () 16. Where can people drink more alcohol with fewer signs of intoxication? (1) In the Rocky Mountain regions of Colorado; (2) In the Amazon River Basin of Brazil; (3) In Iowa; (4) In a fishing village of Labrador.
- () 17. Three of the following items are features of the Bratt Control Plan in Sweden that has resulted in drastic reductions in alcoholic beverage consumption and in arrests for drunkenness in that country. Which item is *not* a feature of the plan? (1) Low limits placed on the quantity of distilled liquor that may be bought; (2) Profits of firms from sales of beverages severely limited; (3) Pass books confiscated for drunkenness or offenses involving the use of liquor; (4) Liquor consumption confined only to homes.
- () 18. Check the item of the four listed below that is not a feature of Sweden's renowned Bratt plan for the control of drinking: (1) Liquor Pass Books limited to only one member of the family; (2) Alcoholic beverages not sold to individuals with low incomes; (3) Alcoholic beverage sales in cafes or hotels not permitted except with bona fide meals; (4) Monopoly practices in wholesale distribution of beverages frowned upon.
- () 19. In most Canadian provinces today, distilled liquor may be purchased only at governmental (provincial) stores and may be consumed only in homes. A survey of the Canadian alcohol problem shows that under this provincial monopoly plan there has been: (1) An actual increase in drunkenness and crime in the nation; (2) A decrease in drunkenness and crime; (3) A reduction in bootlegging; (4) A complete elimination of private profit in the liquor traffic.

- () 9. Which of the following four statements would *not* be listed among the common misconceptions concerning the use of alcoholic beverages? (1) It cures colds; (2) It causes cirrhosis of the liver; (3) It is good for snake bites; (4) It may cause inflammation of the lining of the stomach.
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- () 20. People often disagree over whether or not distilleries and breweries really boost the price of grain and corn. What percentage of the total grain produced in the United States is actually used in making alcoholic beverages? (1) About 25%; (2) About 15%; (3) About 7½%; (4) About 11½%.
- () 21. How does the total annual cost of alcoholic beverages (legal sales only) compare with the annual costs of running the Federal Government? (1) About 1/40; (2) About 1/8; (3) About 1/4; (4) About 1/20.
- () 22. According to reliable statistics, the number of divorces due to the use of alcohol is about: (1) 10%; (2) 25%; (3) 40%; (4) 50%.

**Teacher's key to the test on attitudes and understandings
of the use and effects of alcoholic beverages:**

I. Completion

- | | |
|---------------------------|--------------------|
| 1. Wood or methyl alcohol | 6. 18th Amendment |
| 2. 50% | 7. Grain |
| 3. Stimulant | 8. Fermentation |
| 4. Alcoholics Anonymous | 9. Bootlegger |
| 5. "Dry" | 10. 21st Amendment |

II. Evaluation of Statements:

- | | | | | |
|------|-------|-------|-------|-------|
| 1. A | 10. A | 19. A | 28. D | 37. D |
| 2. D | 11. D | 20. A | 29. A | 38. A |
| 3. D | 12. A | 21. D | 30. D | 39. A |
| 4. A | 13. A | 22. D | 31. A | 40. A |
| 5. A | 14. D | 23. A | 32. A | 41. D |
| 6. A | 15. D | 24. A | 33. A | 42. D |
| 7. D | 16. A | 25. A | 34. A | 43. D |
| 8. A | 17. A | 26. A | 35. D | 44. D |
| 9. A | 18. D | 27. D | 36. A | 45. D |

III. Multiple choice:

- | | | | |
|------|-------|-------|-------|
| 1. 2 | 7. 4 | 13. 4 | 18. 4 |
| 2. 1 | 8. 1 | 14. 4 | 19. 1 |
| 3. 4 | 9. 4 | 15. 1 | 20. 4 |
| 4. 4 | 10. 2 | 16. 4 | 21. 2 |
| 5. 2 | 11. 3 | 17. 4 | 22. 2 |
| 6. 2 | 12. 1 | | |

Chapter Six

INSTRUCTIONAL MATERIALS

I. Books and Pamphlets

A. Teacher references:

1. *Alcohol, Science and Society*. Quarterly Journal of Studies on Alcohol. New Haven, 1945.
Contains twenty-nine lectures given in 1944 at the Yale Summer School of Alcohol Studies. Each one deals with some phase of the alcohol problem. Those dealing with the economic aspects of inebriety, the relation of alcohol and pauperism, and alcohol and traffic are especially pertinent.
2. *Alcoholism, 1941-1951*. Yale Center of Alcohol Studies. Quarterly Journal of Studies on Alcohol. New Haven, 1952.
Contains helpful chapters on social science research on alcoholism, on American programs on alcoholism, and on the activities of state Departments of Education concerning alcohol education.
3. Anderson, Dwight. *The Other Side of the Bottle*. A. A. Wyn, Incorporated. New York, 1950.
Furnishes a clear understanding of alcoholism, its causes, and what can be done for it. This is partly autobiographical.
4. Clapp, Charles, Jr. *Drinking's Not the Problem*. Thomas Y. Crowell Company, New York, 1950.
Based upon the author's experiences, this book discusses the evolution of, and some methods of, treating alcoholism.
- *5. Hirsh, Joseph. *Alcohol Education*. Henry Schuman, New York, 1952.
This is designed to serve in the words of the author, as a guide book for teachers handling alcohol education. It contains good, but brief, discussions of the nature and effect of alcohol, alcoholism, and the problems associated with alcoholism.
- *6. Hirsh, Joseph. *The Problem Drinker*. Duell, Sloan and Pearce. New York, 1949.
Describes the problem of alcoholism in modern society and suggests what can be done to help the alcoholic.
- *7. Isbell, Harris. *Manifestations and Treatment of Addiction to Narcotic Drugs and Barbiturates*. Medical Clinics of North America. Vol. 34, No. 2, March, 1950.

Discusses the various types of addiction and the symptoms which are manifest in each as well as the psychiatric aspects of the treatment.

8. Landis, Benson. *Some Economic Aspects of Alcohol Problems*. Yale University Press. New Haven, Connecticut, 1945.

Includes much useful information for the teacher treating the economic aspects of the alcohol problem. It deals with such topics as the costs of mental illnesses, bodily diseases, and accidents and crime costs resulting from inebriety.

- *9. *Lay Supplement Series*. Quarterly Journal of Studies on Alcohol. New Haven, Connecticut, 1948.

No. 1. *The Problems of Alcohol*

No. 2. *The Nature of Alcoholic Beverages and the Extent of Their Use*

No. 3. *Alcohol and Industrial Efficiency*

No. 4. *Facts on Delirium Tremens*

No. 5. *Alcohol, Heredity and Germ Damage*

No. 6. *Alcohol and Length of Life*

No. 7. *What Happens to Alcohol in the Body*

No. 8. *Alcoholic Beverages as a Food and Their Relation to Nutrition*

No. 9. *Facts on Cirrhosis of Liver and Other Liver Damage in Chronic Alcoholism*

No. 10. *The Drinker and the Drunkard*

No. 11. *How Alcohol Affects Psychological Behavior*

No. 12. *The Rehabilitation of Inebriates*

The titles are self-explanatory of the topics treated in the pamphlet series. In each case, the treatment is brief and concise.

10. Masters, Walter E. *The Alcohol Habit and Its Treatment*. H. K. Lewis & Co., London, 1931.

A carefully written and scientific study of alcoholism which can be used by teacher and student alike.

- *11. McCarthy, Raymond G. and Douglass, Edgar M. *Alcohol and Social Responsibility*. Thomas Y. Crowell, New York, 1949.

Surveys the historical and contemporary attitudes and knowledges about problems of alcohol. Considers the place of instruction about alcohol in the school program and suggests techniques for handling that instruction.

12. Strecker, Edward A. and Chambers, Francis T. Jr., *Alcohol—One Man's Meat*. The Macmillan Company, New York, 1938.

Treats alcoholism as a symptomatic disease. Useful for both teachers and students.

- *13. Vogel, Victor, Isbell, Harris, and Chapman, Kenneth. *Present Status of Narcotic Addiction*. American Medical Association. Chicago, 1948.

Deals with the present extent of narcotic addiction making particular reference to the comparative addition liability of newer and older analgesic drugs. Emphasizes the classification of alcohol as a drug.

14. Wilson, Andrew, and Schild, H. O. *Applied Pharmacology*. The Blakiston Company. New York, 1952.

This book gives an account of the direct, scientific evidence regarding the therapeutic action of the more important drugs. It presents a study of the action of the drugs upon the functions of the body.

B. Student references:

1. *Accident Facts*. National Safety Council. Chicago, 1952.

This presents a detailed analysis of all accidents: occupational, motor-vehicle, transportation, home, farm, and school.

2. Blakeslee, Alton L. *Alcoholism—A Sickness That Can Be Beaten*. Public Affairs Pamphlet, No. 118. New York, 1952.

This is a consideration of the nature of alcoholism, its impact on the individual and on society, the need for adequate treatment, and suggestions for treatment. Well adapted to student use.

3. Carskadon, Thomas R. *How Much Do You Know About Alcohol?* Association Press. New York, 1951.

A question and answer treatment of some common beliefs concerning the effects of the use of alcohol. This is particularly useful in stimulating further reading.

- *4. Haggard, H. W. and Jellinek, E. M. *Alcohol Explored*. Doubleday, Doran. New York, 1942.

A good general book for teachers and students studying the problems coming from the use of alcohol and alcoholism.

- *5. Hamlin, Howard E. *Alcohol Talks from the Laboratory*. Columbus, Ohio, 1947.

The author describes the nature of alcohol and its effect on the body. He considers the cost of alcohol and its use in relation to success at sports, safe-driving, life expectancy, happy home life, etc.

- *6. Hamlin, Howard E. *Alcohol Talks to Youth*. School and College Service. Columbus, Ohio, 1947.

Written to appeal to high school students, the effect of the use of alcohol on the individual as a member of society is emphasized. Excellent material for student use.

7. Harkness, Kenneth M. and Fort, Lyman M. *Youth Studies Alcohol*. Benjamin Sanborn and Company. Chicago, 1937.
Illustrates a possible teaching approach but is not entirely objective.
8. Hiltner, Seward. *It's Up To You*. Association Press. New York, 1952.
This pamphlet encourages the weighing of facts in the various aspects of the alcohol problem.
- *9. McCarthy, Raymond G. *Facts About Alcohol*. Life Adjustment Booklet, Science Research Associates, Inc. Chicago, 1951.
Describes the nature of alcohol and its effect on the body and the personality. Suggests possible treatments for alcoholism. Excellent material for student use.
- *10. Irwin, John W. *Youth Questions Alcohol*. School and College Service. Columbus, Ohio, 1949.
Detailed answers are given to most of the serious questions about alcohol which concern youth.
- *11. *Of Cats and People*. Alabama Polytechnic Institute. Auburn, Alabama, 1951.
Presents, through the use of cartoons, the results of scientific experiments to determine what alcohol does to people.
- *12. Seliger Robert V. *It's Smarter Not To Drink*. School and College Service. Columbus, Ohio, 1949.
Considers alcoholism as an illness. Lists reasons for drinking and the real effects of alcohol on human behavior. Emphasizes "social drinking" in the discussions.
- *13. Spalding, Willard B. and Montague, John R. *Alcohol and Human Affairs*. World Book Company, 1949.
This reviews the present day role of alcohol in our society. It is designed as a text for secondary school classes.
- *14. *The Alcohol Problem Visualized*. National Forum, Inc. Chicago, 1950.
Much use is made of illustrations, graphs, and statistics to show facts concerning the effects of alcohol. It is a good teaching aid.

II. Magazine Articles

Current periodicals contain much excellent material dealing with the alcohol problem which is suitable for classroom use. It is suggested that the *Reader's Guide* is rich in reference to such materials and should be consulted by both students and teachers. Headings, such as Alcohol, Alcoholism, Education, Temperance, Drugs, Safety, Drinking, etc., may be consulted.

*The items so indicated were found to be basic in the pilot schools.

III. Audio-Visual Materials

There are many excellent films available which deal with the alcohol problem. The suggested list includes only those which were used successfully in the pilot schools. They are available from the Iowa State College, Ames, Iowa, and the State University of Iowa, Iowa City, film libraries.

A. *Alcoholism* 22 minutes

Shows how the roots of alcoholism as an illness lie in personality difficulties reaching back into the early days of the alcoholic.

Encyclopedia Britannica Films. Chicago.

B. *It's The Brain That Counts* 20 minutes

Directed to high school students, this is a doctor's discussion of the effects of alcohol on the brain.

Women's Christian Temperance Union. Chicago.

C. *Problem Drinkers* 19 minutes

Shows the downfall from "moderate drinking" to "excessive drinking", how A. A. may help a man to regain his place in society, and the responsibility of the community in treating alcoholism.

March of Time 19 minutes

D. *The Beneficent Reprobate* 40 minutes

A scientific presentation of the nature and properties of alcohol and its use in industry. An excellent presentation of the physiological and psychological effects of alcohol on the body and the brain.

Women's Christian Temperance Union. Chicago.

E. *The Choice Is Yours* 20 minutes

The chemistry teacher prepares a talk in which he emphasizes the costs of the use of beverage alcohol in terms of loss of social status and in terms of psychological effects. The relationships between accident facts, alcohol content of beverages, and estimated economic costs are pointed out.

Women's Christian Temperance Union. Chicago.

F. *The Pay-Off* 20 minutes

Shows the social and economic side of the alcohol problem from the case records of a welfare organization. It also shows the industrial uses of alcohol.

Methodist Publishing House. Baltimore, Maryland.

IV. General Sources of Teaching Materials

Many organizations interested in the alcohol problem prepare and distribute a wide variety of free and inexpensive materials, many of which are suitable for instructional purposes. It is recommended that the individual teacher contact several sources to discover what is available to fit his particular needs. Following is a suggested list of such agencies:

- A. Alcoholic Anonymous. Box 459, Grand Central Annex, New York 17, New York.
- B. Allied Youth, Inc. 1709 M Street N.W., Washington 6, D. C.
- C. American Temperance Society. Washington, D. C. (Publishes *Listen* monthly.)
- D. Federal Bureau of Investigation. Pennsylvania Avenue at 9th Street, Washington, D. C.
- E. Federal Security Agency, United States Public Health Service. Washington, D. C.
- F. Journal of Studies on Alcohol. Yale University. New Haven, Connecticut.
- G. National Committee for Education on Alcoholism. 2 East 103rd St., New York 29, New York.
- H. National Committee on Alcohol Hygiene. 2030 Park Avenue, Baltimore, Maryland.
- I. National Council of the Churches of Christ in America. 297 4th Avenue, New York 10, New York.
- J. National Institute of Mental Health, United States Public Health Service. Bethesda, Maryland.
- K. National Safety Council. 20 North Wacker Drive, Chicago 6, Illinois.
- L. National Temperance Movement, Inc. Chicago, Illinois. (Publishes the *National Temperance Digest* monthly.)
- M. National Women's Christian Temperance Union. 1730 Chicago Avenue, Evanston, Illinois.
- N. Research Council on Problems of Alcohol. 60 East Forty-second Street, New York 17, New York.
- O. The National Committee for Mental Hygiene, Inc. 370 Seventh Street. New York, New York.
- P. United States Public Health Service Hospital, Lexington, Kentucky.

Chapter Seven

GLOSSARY

The purpose of this glossary is to give both the teachers and the pupils definitions of general, technical, and scientific terms which are basic to the study of alcohol education. These terms have been gathered from standard dictionaries, textbooks on health, and books on alcohol education written by authorities in the field. This glossary should be used primarily as a reference, not as a separate unit of study in itself.

absolute alcohol: Ethyl alcohol that has been freed from the last trace of water. Absolute, or "anhydrous", is 200 proof.

abstinence: Habitually and voluntarily refraining from indulgence in alcoholic beverages.

acute alcoholic hallucinosis: A mental disease in which the patient has hallucinations which are primarily auditory in character. A disease that affects only a small proportion of those who drink to great excess. (It is said that this disease constitutes about 20 per cent of all alcoholic psychosis that may develop in chronic alcoholics.)

addict: A person who habitually indulges in the use of alcoholic beverages or drugs because he is unable to control his craving for alcohol.

adrenal cortical extract: A liquid containing hormones obtained from the adrenal glands of slaughtered cattle and injected into patients suffering from delirium tremens or into chronic alcoholics to reduce their craving for alcohol.

alcohol: Commonly refers to ethyl alcohol.

alcoholic: A person unable to exercise self-control in the use of intoxicating liquor, thus drinking to excess. (The alcoholic has little thought or consideration for effects of his immoderation.)

alcoholic deterioration: A mental condition of an inebriate in which he at times degenerates ethically and culturally, tends to become brutal, and irresponsible and unstable in his emotions. A disease that affects many persons who drink to great excess.

alcoholic paranoid states: A mental disease in which the patient has delusions causing him to think he is being persecuted by others. A disease that affects about 10 per cent of all chronic alcoholics who develop alcoholic psychosis.

Alcoholics Anonymous: An organization of former alcoholic addicts and derelicts, the chief aims of which are to help each other refrain from

indulgence in alcohol and to help chronic alcoholics overcome their craving for drink and restore them to respectability.

alcometer: A scientific device which is used in several states to test the concentration of alcohol in a person's blood. (This apparatus simply takes a sample of the drinker's breath, and a needle on a dial shows the concentration of alcohol.)

amyl alcohol: The principal constituent of fusel oil, an unwanted, poisonous by-product of the alcohol manufacturing industry.

anesthetic: A substance that causes insensibility to pain.

beriberi: A disease of the peripheral nerves caused by a deficiency of vitamin B₁ (thiamin) in the body and characterized by pain or paralysis in the legs and arms. Often accompanied by severe emaciation of the extremities. (The disease often is listed as one of the common bodily diseases of chronic alcoholics, but it is not necessarily dependent on alcohol, and can develop in any person who suffers a vitamin deficiency.) (See *wet beriberi*.)

blackstrap molasses: A residue that remains at sugar refineries after the crystallizable sugar has been removed from the sap. The chief raw material used in the production of commercial grain alcohol.

body tolerances: The capacity of a body to withstand the effects of a drug, alcohol, poison, or some other substance that may be harmful if taken in excess.

bootlegger: An individual who makes, transports, or sells alcoholic liquor secretly and illegally.

brewing: The process of preparing certain beverages, such as beer and ale, from cereals mixed with malt by steeping, boiling, and fermentation. (Hops are often added to flavor the beverage.)

calories: The unit used in measuring the heat-producing or energy-producing value of foods. (When foods are oxidized in the tissues of the body, they release a certain amount of energy to be used in bodily activity.) One calorie is the amount of heat required to raise one kilogram of water one degree centigrade.

catarrh: An inflammatory infection of a mucous membrane in the body that may be aggravated by excessive use of alcohol.

chronic alcoholic: An individual habitually given to excessive drink who definitely has undergone certain psychological changes of an undesirable nature.

chronic alcoholic deterioration with psychosis: A mental condition characterized by uncontrollable fits of rage and delusions of various kinds. A disease that affects a small proportion of people who drink to great excess. (Probably about 15 per cent of heavy drinkers who develop a psychosis are affected by this disease.)

cirrhosis: The hardening of an organ of the body due to excessive forma-

tion of connective tissue, possibly caused by malnutrition. (Excessive use of alcoholic beverages sometimes is responsible for the dietary deficiency.)

cocktail: An iced drink containing distilled alcohol, consisting typically of gin, whiskey, or brandy, well mixed with fruit juices or with other flavoring ingredients.

concentration: The relative content of dissolved material per unit of volume in a solution.

conditioned-response treatment: The process of learning a new response to a stimulus or acquiring a new habit through training. (It consists in using certain drugs to drive the patient away from alcohol. These drugs may produce ill-feeling, nausea, and vomiting, which timed to coincide with alcoholic intake will associate the discomfort and distress with the taking of the drink. Eventually, even the thought of the drink is accompanied by nausea.)

coordination: A state of harmonious adjustment in the functioning of the different parts of the body.

delirium tremens: A condition caused by excessive and prolonged indulgence in alcohol and characterized by trembling, terrifying dreams and hallucinations, or other mental disturbances.

denaturants: Foul-tasting or poisonous substances that are added to ethyl alcohol to render it unfit for beverage purposes without destroying its value for commercial uses.

denatured alcohol: Grain or ethyl alcohol that has been rendered unfit for drinking by the addition of certain foul-tasting or poisonous materials such as benzine, pyridine, or wood alcohol. (The adding of denaturants to grain alcohol does not impair its value for industrial purposes.)

depressant: A sedative or medicine which temporarily lessens the vital activity of body functions.

dipsomania: An irresistible, periodic craving for alcoholic beverages on the part of a person who experiences alternating conditions of elation or overactivity and deep depression or inactivity. (This period of abnormal indulgence in alcoholic beverages is a symptom of the mental disturbance and not a cause.)

distillation: The process of applying heat to a liquid in a retort or still, causing it to evaporate and subsequently to condense in a purified state. The process of extracting alcohol from a liquid containing impurities by means of evaporation and subsequent condensation.

drunkenness: A state of intoxication by means of alcoholic beverages which results in a temporary loss of control over the physical and mental powers.

Eighteenth Amendment: An amendment to the Federal Constitution prohibiting the manufacture, sale, and transportation of beverages con-

taining alcohol in the United States. Adopted in 1918 and repealed in 1933. (See Twenty-first Amendment and the Volstead Act.)

elation: A condition of being exalted in spirit or unusually jubilant.

emotional conflict: A mental or moral struggle in men caused by incompatible desires or aims or by implacable attitudes.

escapism: Habitual diversion of the mind to activities of the imagination or entertainment in order to escape from reality or daily routine.

ethanol: Grain or ethyl alcohol.

ethyl alcohol: A colorless and inflammable liquid which constitutes the intoxicating agent in alcoholic beverages. Also known as ethanol or grain alcohol. Obtained in fermentation processes by treating grain with malt and adding yeast. Produced synthetically by the oxidation of ethylene gas.

euphoria: A temporary feeling of well-being.

fermentation: The process of changing sugar and starches into alcohol. A chemical change resulting in the decomposition of organic substances by the action of ferments such as yeast.

frustration: The state of finding one's efforts being in vain or ineffectual.

fusel oil: An acrid oily substance that occurs in insufficiently distilled alcoholic liquor and consists chiefly of amyl alcohol.

gastritis: Inflammation of the stomach often caused by excessive drinking of alcoholic beverages.

grain alcohol: Ethyl alcohol or ethanol.

habitual: Being such by habit.

hallucinations: A mental condition in which a person imagines that he sees, hears, or feels things that, in reality, do not exist. A condition often caused by excessive and prolonged indulgence in alcohol.

"hangover": Unpleasant effects suffered by a person after overindulgence in alcoholic liquor.

"high": A slang term indicating a state of intoxication that is characterized by exuberance, exhilaration, or undue excitement, and increased activity.

highball: An iced drink containing distilled alcohol, usually whiskey, diluted with water, ginger ale, or seltzer, and served in a tall glass.

human physiology: The science that treats with the functioning of the human body and its organs.

incoherent: Lacking coordination and consistency in actions, movements, or speech.

industrial alcohol: Ethyl or grain alcohol produced in large quantities for

- commercial uses either by fermentation of strap molasses, grains, or fruits, or by a synthetic process involving the oxidation of ethylene.
- industrial efficiency*: The degree of productivity of any worker. The relative production record of an industry under varying conditions.
- inebriate*: A person who habitually uses alcohol to excess.
- infidelity*: adultery or unfaithfulness in marriage.
- ingestion*: The act of absorbing a certain substance, such as alcohol, directly and unchanged into the blood stream from the stomach and the intestines.
- inhibition*: A psychological restraint or control that prevents expression or blocks free unrestrained activity.
- intoxication*: A condition resulting from indulgence in alcohol in which physical, mental, and emotional reactions are different from normal. (A variation in the degree of intoxication is dependent upon the percentage of alcohol present in the individual's blood stream.)
- "*jag*": A state of being intoxicated. A slang term for a person who has indulged in liquor, making him noticeably intoxicated.
- Korsakoff's psychosis*: A mental disorder frequently occurring among chronic alcoholics in which the patient is constantly struggling to fill in gaps in his memory. (Probably about 11 per cent of heavy drinkers who develop a psychosis are affected by this disease.)
- lethal*: Deadly or fatal.
- liquor license*: Formal permission from government authorities to engage in a particular phase of the manufacture, distribution, or sale of alcoholic beverages which otherwise would be considered illegal.
- local option*: The right of voters to determine in an election whether or not the sale of alcoholic beverages shall be allowed in political areas, such as counties, cities, or townships.
- malnutrition*: Faulty or imperfect nourishment of body tissues.
- metabolism*: The building-up and tearing-down processes within the cells of the body.
- methyl alcohol*: Methanol or wood alcohol. A clear, volatile, inflammable, and poisonous liquid obtained originally by the distillation of wood in the manufacture of charcoal. Used as a fuel and solvent, but chiefly in the manufacture of formaldehyde and various other organic chemicals. (Today nearly nine-tenths of methyl alcohol is synthesized from hydrogen and carbon monoxide. Methyl alcohol is also produced from methane gas.) Produces blindness if taken internally or if the vapor is inhaled in large amounts.
- muscular*: Pertaining to performance by a muscle or the muscles, or pertaining to a condition affecting the muscles or affected by the muscles.

- narcotic*: A drug that gives relief from pain, blunts the senses, and induces deep sleep or stupor. (A small dose may relieve pain without producing sleep or stupefaction, but large quantities of the drug may produce complete insensibility or death.) Many authorities classify alcohol with the narcotics.
- neurosis*: A nervous disorder that results from a person's experiencing mental and emotional conflicts. A nervous disease which cannot be traced to any evident injury to the body.
- "100 proof": A solution consisting of 50 per cent alcohol and 50 per cent water.
- "on the wagon": A slang expression for abstaining from alcoholic drinks.
- pathological intoxication* ("going berserk"): A mental disturbance occurring in an abnormal or normal person who has been living under great physical and mental stress, and precipitated frequently by the drinking of a small quantity of alcohol, causing great excitement and unprovoked fits of rage.
- pellagra*: A bodily disease caused by a dietary deficiency of nicotinic acid, part of the vitamin B complex, and characterized by disturbance of digestion and diarrhea, and by spotty reddening of the skin and scarlet coloring of the tongue, lips, and gums. A disease that is often associated with chronic alcoholism.
- physiological*: That pertaining to the functioning of living organisms and their parts.
- problem drinker*: A drinker who eventually jeopardizes his position in family life, in his job, and in society.
- prohibition*: Forbidding by law the manufacture, distribution, and sale of intoxicating liquor.
- "proof spirit": A solution of ethyl alcohol in water, containing half absolute alcohol and half distilled water. A 50 per cent by-volume solution of grain alcohol in water that has a rating of 100 proof.
- propyl alcohol*: A colorless liquid alcohol used as a solvent, as a rubbing alcohol, and as an ingredient in permanent anti-freeze solutions. Poisonous liquid if taken internally in concentrated form.
- psychiatrist*: A person who is an expert in the science of treating mental diseases.
- psychological*: Pertaining to the mind or mental aspects.
- psychosomatic*: Denoting a physical disorder of the body that can be associated with a mental or emotional condition.
- psychosomatic medicine*: The treatment of a physical disease in a person by the application of principles of psychology in addition to other treatment.

- psychotherapy*: The science or art of treating nervous disorders and of curing psychological abnormalities and maladjustments.
- "rate of absorption"*: Speed at which alcohol is taken into the bloodstream. (It depends on such factors as the amount of alcohol in the drinks, the speed with which they are consumed, and the amount of food in the stomach.)
- "reaction time"*: The time interval between the stimulus and the response. (Alcohol in the blood, over a .05 per cent concentration, noticeably slows the speed with which the individual reacts.)
- reflex*: An action or movement of a muscle, gland, or other part of the body, produced by stimulation and usually performed without intervention of consciousness.
- rehabilitation*: The act of helping maladjusted or disabled persons, fitting them to make their livelihood again and adjusting them to useful citizenship.
- sadism*: An abnormal delight in cruelty. Sexual perversion in which gratification is gained through causing physical pain or humiliation to another person.
- schizophrenia*: A mental disease characterized by loss of contact with one's environment and by disintegration of one's personality. (Drinking is a symptom of this mental disease and not a cause.)
- sedative*: An agent or remedy which calms or soothes, lessens irritability or excitement, lowers functional activity of the body or makes pain less severe.
- stimulant*: Something that temporarily quickens one's mental or physical capacities.
- symptomatic drinker*: A person who drinks to excess because of mental difficulty, his drinking being a symptom of his psychosis.
- temperance*: Total abstinence in respect to the use of alcoholic beverages or constant moderation in indulgence in alcohol.
- tight*: A slang term applied to a person who shows signs of intoxication without loss of muscular control.
- tipsy*: A condition of intoxication in which a person shows signs of loss of muscular control. Staggering but not absolutely drunk.
- toxic*: Poisonous. Pertaining to, or caused by, a poison or toxin.
- Twenty-first Amendment*: An amendment added to the Federal Constitution in 1933 repealing national prohibition.
- "200 proof"*: Absolutely pure grain alcohol. Ethyl alcohol that has had all water removed from it.
- "under the influence of liquor"*: The indulgence in a sufficient amount of alcoholic beverage by any individual to cause a depressant action upon

the nervous system. (Research data give evidence that as little as .05 per cent alcohol concentration in the blood produces measurable physiological changes under ordinary conditions. $\frac{5}{100}$ of one per cent concentration can be reached with as little as eight to sixteen ounces of beer.)

vasodilation: A condition characterized by dilation or expansion of the blood vessels. A condition caused by the drinking of alcoholic beverages.

vitamins: Substances present in foods in relatively minute amounts that are absolutely essential for normal growth and health of both man and the animals.

Volstead Act: An act of Congress passed in 1919 defining intoxicating beverages as those containing as much as one half of one per cent of alcohol, and providing machinery for the enforcement of the 18th Amendment.

W.C.T.U.: An organization for temperance founded by Frances Willard in 1874 to awaken the American public to the evils of intoxicating liquors.

wet beriberi: A form of beriberi resulting from an especially severe dietary deficiency in vitamin B₁, and sometimes characterized by a swelling of the legs or body due to the collection of serous fluid. Frequently marked by a dilatation and weakening of the heart. (Alcoholics sometimes develop this disease because of deficient diet.)

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