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## A Study of Alcohol Education With Suggested Improvements for the Junior High Schools of the State of Washington

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A STUDY OF ALCOHOL EDUCATION WITH SUGGESTED IMPROVEMENTS  
FOR THE JUNIOR HIGH SCHOOLS OF THE  
STATE OF WASHINGTON

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A Thesis  
Submitted in  
the Graduate School of the  
Central Washington College of Education

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In Partial Fulfillment  
of the requirements for the degree  
Master of Education

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by

Melvin Archie Walker

August, 1953

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## CHAPTER I

### INTRODUCTION

The desire to make a contribution to the character and well-being of their pupils is characteristic of many teachers of the public school. In many cases the effectiveness of the contribution will be determined by the knowledge of what and how to teach.

Through the years many teachers have been teaching about alcohol hoping to make a desired impression but have felt inadequately prepared to do the job. The author has been one of those teachers. The desire to make alcohol education effective in his own classroom has led him to study this problem.

Statement of the problem. A study of alcohol education with suggested improvements for the junior high schools of the State of Washington.

Purpose of the study. The purpose of the study is three fold: (1) to evaluate the current alcohol education program through surveys of teachers, textbooks, and the Allied Youth program, and through analysis of the alcohol education program; (2) to determine the requirements of an effective alcohol education program; and (3) to make suggestions for improvement of the alcohol education program.

Limitations of the study. An adequate study of the alcohol

education program must necessarily include all instruction about alcohol in the public school. However, the author does not attempt to make recommendations that fit all schools. The limitations of this problem confine the recommendations to the junior high schools of the State of Washington. The author believes that alcohol education is particularly important in the junior high school, since it is there that students often first meet the challenge of the drinking environment. The need for being equipped with the facts as well as proper attitudes about alcohol at the adolescent age is imperative, if pupils are to make wise choices. Dr. Haven Emerson states: "Convictions must be sufficiently strong to give self justification for saying "No, thank you", when alcoholic drinks are offered. The strongest answer to drink is the cultivation of well-informed minds and habits of independent thought".<sup>1</sup>

Need for the study. Alcohol education is a public school requirement in each of the forty-eight states of the United States.<sup>2</sup> In the State of Washington it is required that "instruction shall be

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1 Harry S. Warner, editor, Abridged Lectures of the First (1943) Summer Course on Alcohol Studies at Yale University (New Haven: Quarterly Journal of Studies on Alcohol, 1944), p. 101.

2 Anne Roe, A Survey of Alcohol Education in the Elementary and High Schools in the United States (New Haven: Quarterly Journal of Studies on Alcohol, 1943), p. 9.

given in ... physiology and hygiene with special reference to the effects of alcoholic stimulants and narcotics on the human system".<sup>3</sup>

Legal provision is also made for "Temperance and Good Citizenship Day" to be observed in all public schools of the State on January sixteenth.

The state superintendent of public instruction shall have prepared and published . . . a suitable program . . . presenting the advantages of temperance to the individual and to the nation, the biographies of great leaders in temperance and good citizenship, the effects of alcohol and narcotic poisons and drugs upon the human systems, and the necessity for, the duty of obedience to and respect for the laws of our state and nation on the part of all citizens.<sup>4</sup>

Penalty is provided for failure or refusal to comply with these laws.

According to McCarthy and Douglass the legal provisions for alcohol education are met barely by the routine use of a few paragraphs in general biology in some states, and few school authorities provide adequate time and material for its teaching. These authors believe that unless educators assume the initiative they may be handed ready-made programs of instruction not formulated by school people.<sup>5</sup>

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<sup>3</sup> Remington's Revised Statutes of Washington. Annotated 1932 (San Francisco: Bancroft-Whitney Co.) Vol. VI, Sec. 4681.

<sup>4</sup> Ibid. Sec. 4901, 2.

<sup>5</sup> Raymond G. McCarthy and Edgar M. Douglass, Alcohol and Social Responsibility, A New Educational Approach (New York: Thomas Y. Crowell Co., 1949), p. 142 ff.



Not only is alcohol education a legal responsibility it is a social responsibility as Hirsh indicates in Alcohol Education. He states:

Public and private health and welfare agencies recognize alcoholism as one of America's major public health hazards . . . . .  
 . . . . .  
 Much of the tragedy and costliness related to the use or abuse of alcohol is preventable. In the case of other major diseases such as, tuberculosis, cancer, and the communicable diseases generally, the school has played a vital role in educating for their prevention. This is not yet the case with alcoholism. In fact, considering its serious and widespread social and public health aspects, instruction is not only hesitant in its approach but astonishingly inaccurate and strikingly inadequate in its content.<sup>6</sup>

If teachers are to improve alcohol education they must find a way to present facts and problems about alcohol so that pupils will develop proper habits, attitudes, and opinions in regard to personal and social responsibility. This, quite apparently, will bear study. According to Dr. Jellinek, Director of Yale Summer School of Alcohol Studies "the question of what should be taught, and in what way, and whom the education should reach, has not been answered".<sup>7</sup> Some teachers teach about alcohol because anything bad must be taught even if the facts are not readily available. Other teachers teach only

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6 Joseph Hirsh, Alcohol Education (New York: Henry Schuman, 1952), p. 14.

7. Alcohol Science and Society, twenty-nine lectures, Yale Studies (New Haven: Quarterly Journal of Studies on Alcohol, Inc., 1945), p. 22.

the potential dangers of alcohol, thus appealing to fear.

McCarthy and Douglass would have us believe that the real issue is not that alcohol is bad and therefore to be feared. They say:

Medicine and science assert that as a nation we have never faced the basic issue of the (alcohol) problem which is one of personality and its reaction to environment. In approaching the problem in our schools we have been attacking outcomes instead of fundamentals, and as a consequence much of our effort has been ineffective. There is no longer any doubt that the school has a responsibility. The real shortcoming lies in the lack of understanding among educators of what the problem is and how best to present it in the classroom.<sup>8</sup>

In the past ten years many people have become increasingly aware of the problems of alcohol and have tried new approaches to the solution of those problems. Due to the increasing awareness progress is being made in solution of the problems of alcohol. Outstanding work in this regard has been done by Yale University.

As the author sees it the need for this study is to identify the means by which progress is being made in alcohol education in the schools, and to point them out as guide posts for more rapid progress.

Procedure. The author has attempted to locate pertinent published material by authorities in the field. He has made the following surveys in the study of his problem:

1. A survey of methods and materials used in alcohol education in Washington schools. A questionnaire obtained this information from

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<sup>8</sup> McCarthy and Douglass, op. cit., p. 150.

teachers and administrators attending Central Washington College. An evaluation was made of those methods and materials.\*

2. A survey of current health texts. Inasmuch as the health texts are the major source of information on alcohol, several texts were examined for amount and kind of material on alcohol. The author evaluates these texts individually.

3. A survey of the Allied Youth program is made. The author also evaluates it.

4. A survey of the educational program of the Washington Temperance Association. The Washington Temperance Association has been especially cooperative in the alcohol education program in Washington. Their work is also evaluated.

The Washington State Department of Education was consulted about the help they were giving teachers in teaching about alcohol. This information is helpful in evaluating the alcohol education program in Washington.

State courses of study for alcohol education were obtained from Ohio and Idaho. These were obtained because these states have done outstanding work in alcohol education in recent years. These courses of study are used for comparison with the Washington courses of study.

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\* See appendix I

Definition of terms. In order that the reader may more fully understand this study, the significant terms are defined as follows:

Alcohol education refers to education about the physical, psychological, and social effects of alcoholic beverages. In its full connotation alcohol education involves not only instruction in but also development of satisfactory habits, attitudes, and opinions about alcohol.

Alcohol refers to ethyl alcohol unless otherwise specified and is often used synonymously with alcoholic beverages.

Alcoholic beverages refers to all of the beverages that contain ethyl alcohol regardless of the amount of absolute alcohol contained.

Absolute alcohol is alcohol in its pure form, one-hundred per cent pure.

Abstainer is one who drinks no alcoholic beverages.

Moderate drinker is "the person who drinks small amounts of alcoholic beverages, occasionally or frequently, as a condiment or for their milder physiological and psychological effects".<sup>9</sup> The drinking habits of such a person are said to be controlled.

Immoderate drinker is "the person who drinks in such quantities as will enable him to realize the effect or "kick" which follows. He does not ordinarily drink to the point of drunkenness".<sup>10</sup>

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9 Clarence H. Patrick, Alcohol, Culture and Society (Durham, N. C.: Duke University Press, 1952) p. 9.

10 Ibid. p. 9.

Excessive drinker is "the person who frequently drinks to the point of intoxication . . . because of a spirit of recklessness, exuberance, or good fellowship, or because he cannot resist temptation".<sup>11</sup>

Alcohol addict is "the person who feels that he cannot live without alcohol . . . has developed the habit of drinking and is unable by himself alone, to break it".<sup>12</sup>

Inebriate is "the person who is an habitual excessive drinker, irrespective of whether he is simply an excessive drinker, addict or chronic alcoholic".<sup>13</sup>

Chronic alcoholic is the person "who from the prolonged and extensive use of alcoholic beverages -- usually over many years -- develops definite physical or psychological changes".<sup>14</sup>

Alcoholism is a medical and psychiatric disorder, characterized by the inability on the part of an individual to achieve an adequate and satisfying relationship to himself and his environment, which is expressed by his uncontrolled use of alcohol. It is accompanied by physical, emotional and social symptoms of social disorganization blended in varying degrees in different cases.

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11 Ibid., p. 9.

12 Ibid., p. 9.

13 Ibid., p. 9.

14 McCarthy and Douglass, op. cit., p. 47.

It is a progressive disorder in many persons".<sup>15</sup>

Persons so afflicted are often called problem or compulsive drinkers.

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<sup>15</sup> Raymond G. McCarthy, "Public Health Approach to the Control of Alcoholism", American Journal of Public Health, 40: 1414. November, 1950.

## CHAPTER II

### THE NATURE AND EDUCATIONAL IMPLICATIONS OF THE PROBLEM

#### The Nature

Magnitude. Some people believe that the only problem in connection with alcohol is the problem of the individual drinker, but they have ignored the fact that no one lives to himself. In our present civilization we are all a part of an integrated society. Individual problems become social problems. Individual drinkers become problems to their families, to business, and to society.

In terms of the number of individuals involved, Dr. E. M. Jellinek has expressed the magnitude of the problem in the following terms:

There are approximately 100 million men and women of drinking age, that is, of age 15 years or over, in the United States. Of the 100 million persons of drinking age 50 million use alcoholic beverages; of these, 3 million become excessive drinkers; and of these 750,000 become chronic alcoholics.<sup>1</sup>

Dr. Jellinek continues by stating:

Of 1,000 users of alcoholic beverages, 60 become excessive drinkers and compulsive drinkers without chronic alcoholism; and of these 15 become chronic alcoholics with or without compulsive drinking.<sup>2</sup>

Dr. Jellinek concludes by saying:

These are persons who figure in absenteeism, who neglect their

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1 Alcohol Science and Society, twenty-nine lectures, Yale Studies (New Haven: Quarterly Journal of Studies on Alcohol, Inc., 1945), p. 23.

2 Loc. cit.

families, who cause hazards to traffic and industry, who, in brief, cause the social and economic burdens of inebriety.<sup>3</sup>

The figures above are not the result of a coincidence; in fact, society actually encourages indulgence in alcohol by making it easily accessible to everyone and by surrounding its use with practically no safeguards. According to Dr. Haven Emerson:

The actual and potential damage to human health from alcohol in the United States is greater than can be justly charged to any other commonly used drug substance, or to all the so called narcotic drugs combined, as they are availed of by the laity today.<sup>4</sup>

The Supervisor of Health Education in Los Angeles City Schools, L. C. Goffin, says "Other drugs purchasable by the public are labeled as to contents, possible harmful effects, and overdosage. But alcohol brazenly masquerades as an innocent and beneficial beverage".<sup>5</sup>

Alcoholism is becoming an increasing burden on society and is now considered the fourth greatest public health problem. Not only is it a public health problem, but it is a major factor in crime, delinquency, traffic accidents, industrial accidents, divorce, welfare cases, and poverty. To quote Anne Roe "The social as well as the

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3 Ibid., p. 24.

4 Haven Emerson, "Alcohol and Narcotic Drugs an Urgent Problem in Health Education", National Education Association Journal, 26:161, Sept. 1937.

5 L. C. Goffin, "Education the Answer to Alcoholism", pamphlet published by The World League Against Alcoholism, Westerville, Ohio.



public health aspects of the alcohol problem are of such magnitude that it is imperative to prepare the young and adolescent student to meet this problem adequately".<sup>6</sup>

Hirsh states the school's responsibility as follows:

Helping students acquire a sense of responsibility toward themselves and their community in connection with alcohol and its related problems, is the only realistic objective of alcohol in the schools today. It is also an essential one. The educational opportunities in connection with this are of the first magnitude.<sup>7</sup>

Complexity. McCarthy and Douglass indicate by the following statement that educators have not understood the significance of the approaches to alcohol education:

Due to the complexity of the origin and structure of social problems, attempts at their correction which take into account not more than one or two surface facets usually accomplish only transitory improvements. Attempts to deal with problems of alcohol have often been marked by this inefficient approach.<sup>8</sup>

The Supervisor of Alcohol Education for the State of South Carolina, A. M. Taylor, suggests the approach as follows:

Drinking is an age-old custom intricately interwoven into our social and cultural patterns; the manufacture and sale of alcoholic beverages are important factors in our business and political economy; hence the question as a whole presents a very complicated problem. The teacher will do well to do considerable background reading in preparation for teaching in this area.

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<sup>6</sup> Anne Roe, A Survey of Alcohol Education (New Haven: Quarterly Journal of Alcohol Studies, 1943), p. 9.

<sup>7</sup> Joseph Hirsh, Alcohol Education (New York: Henry Schuman, 1953), p. 13.

<sup>8</sup> McCarthy and Douglass, Alcohol and Social Responsibility (New York: Thomas Y. Crowell Co., 1949), p. V.

The subject should not be approached in a moralistic or propagandistic manner; neither should it be approached in an apologetic manner. It is a science and the teacher should endeavor to treat it as she would any other subject. The study should be impersonal, truthful and objective.<sup>9</sup>

Drinking of alcoholic beverages is a cultural phenomena bound up in the desire for social approval, according to Patrick. He states, "Alcoholic indulgence is too deeply rooted in the customs of human society to admit of being removed simply by legal process".<sup>10</sup>

It is the complexity of the problem which renders moral and legal approaches inefficient, and demands an approach which appeals to reason.

#### Educational Implications

An approach that appeals to reason may well begin with instruction of youth, since it is primarily the age when habits and attitudes are formed. The attempts of the schools of the past have not met this challenge, according to Goffin who says:

Numerous reports from all over the country say that teaching on the subject (alcohol) in schools is perfunctory, confused, inadequate or nonexistent. Teachers are not well trained, textbooks are inaccurate, and often have the wrong approach. In other words, not enough people consider the problem serious enough to insist on education doing its duty.

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9 A. M. Taylor, "The Study of Alcohol in the Elementary Grades", Division of Instruction, Department of Education, Columbia, S. C., 1949, p. 2.

10 Clarence H. Patrick, Alcohol Culture and Society (Durham, N. C. : Duke University Press, 1952), p. 143.

Yet education is our only hope. There is no other way to conquer this ancient enemy of men. The schools and colleges must inform themselves concerning alcohol and the problem it poses. They must teach young people the facts revealed by medical research. They must impress on the mind of youth that alcohol is a dangerous drug, best left strictly alone.<sup>11</sup>

Because of the magnitude and complexity of the problem it is quite improbable that the school alone can solve it, but the facts about alcohol when given sufficient emphasis by the school will act as a deterrent when alcoholic drinks are offered. Of the educational responsibility in the matter, Howard E. Hamlin says, "It is the inescapable duty of teachers and parents to see to it that school children receive the knowledge necessary for making important decisions in matters of this kind".<sup>12</sup>

The teacher, as a professional educator, is in a position to organize and integrate the teaching about alcohol. He is qualified to review and evaluate existing programs of teaching and to construct better programs. His preparation and unique position in the community qualify him for planning social improvements. The function of the teacher is stated thus by Dr. Haven Emerson:

No one else is in so favorable position to give the truthful

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11 L. C. Goffin, op. cit.

12 Howard E. Hamlin, "Saying Don't Is Not Enough", Christian Science Monitor Monthly Magazine, Nov. 9, 1946, p. 6.

story about alcohol. The job belongs to the men and the women of the classrooms, and when they have done what the laws of many states have specifically required of them, the most ingenious and specious of commercial advertising will make but little impression on youth.<sup>13</sup>

Dr. Emerson has well summarized the responsibility of educators in the following words:

It is for us who are the trustees and interpreters of the facts assembled by our predecessors and of the sciences of today to make sure that no honest truth concerning any such hazard and handicap to life as alcohol is withheld or forgotten in the teaching of school children, whom it is our privilege to travel with for some of the most formative years of their lives.<sup>14</sup>

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<sup>13</sup> Harry S. Warner, editor, Abridged Lectures of the First Summer Course on Alcohol Studies at Yale University (New Haven: Quarterly Journal of Studies on Alcohol, 1944), p. 101.

<sup>14</sup> Ibid., p. 102.

### CHAPTER III

#### A SURVEY OF CURRENT PRACTICES, MATERIALS, AND OPINIONS ON ALCOHOL EDUCATION IN WASHINGTON

The desire to make this thesis practical led to a survey of the current practices, materials and opinions on alcohol education in Washington, the state in which the author is an elementary school teacher. A questionnaire was prepared and submitted to one hundred and fifty administrators and teachers attending Central Washington College of Education during the summer quarter of 1951. Eighty-one replies were received. The plan was to submit it to a group of teachers who were best fitted to answer it. The introduction to the questionnaire stated that the author desired information from experienced teachers, particularly on the junior high school level, but also on other levels, providing they had in some way taught about alcohol.

Table I gives the distribution by grade level of teachers who answered the questionnaire. The largest number of respondents is shown to be in the junior high school group, with intermediate teachers the next largest group. Although it was hoped that most of the questionnaires would be filled by junior high school teachers, there seems to be some value in learning what teachers are doing with alcohol education at other grade levels. In addition to the practices and opinions of teachers it was thought advisable to survey those of

TABLE I

DISTRIBUTION OF RESPONDENTS BY GRADE LEVEL TAUGHT AND  
SUBJECTS IN WHICH ALCOHOL EDUCATION WAS INCLUDED

Grade level taught	Number of respondents	Health	Science	Social studies	Physical education	Biology	Others
Primary	6	1	0	0	0	0	0
Intermediate	28	22	4	4	1	0	0
Junior high	32	17	6	9	3	0	0
Senior	6	0	2	2	0	4	5
Supervisors & Administrators	16*						
Totals	81	40	12	15	4	4	5

\* Seven Administrators were also classroom teachers

administrators and supervisors.

Table I also indicates the various subjects in which teaching about alcohol was done. Of the six primary teachers who responded only one did any teaching about alcohol and that was in health. The five primary teachers who did not indicate any teaching about alcohol answered parts of the questionnaire which called for opinions. The distribution in Table I shows that 50 per cent of the eighty-one teachers taught about alcohol in health classes, 15 per cent taught it in science, 19 per cent in social studies, 5 per cent in physical education, 5 per cent in biology and 6 per cent in various other subjects, namely, English, government problems, band, and general business training. The information gained from this survey correlates well with the findings of Roe in connection with textbooks on alcohol. She states: "Almost half of the textbooks are in the field of health".<sup>1</sup>

It is significant that senior high school respondents did their teaching about alcohol in biology, science, social studies and subjects other than health and physical education. This thesis will indicate in another chapter the significance of alcohol education at the junior high school level, but briefly it may be stated that direct

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<sup>1</sup> Anne Roe, A Survey of Alcohol Education in the Elementary and High Schools in the United States (New Haven: Quarterly Journal of Studies on Alcohol, 1943), p. 79.

teaching about alcohol seems easily adapted to the junior high school health class.

Only 77 per cent answered the question, "Did your course of study require you to teach about alcohol?" Of those 37 per cent answered "yes" and 40 per cent answered "no". Many who answered "no" or who did not answer question two (at all), had done some teaching about alcohol since only 7 per cent had done no teaching. Only 52 per cent of those teaching health said they had course of study requirements for teaching about alcohol. Another observation of question two shows that 46 per cent of the respondents indicated the use of a state course of study and 16 per cent a local course of study.

Conclusions from data on question two cannot support the fact that teaching about alcohol is required in "physiology and hygiene". The author assumes that much of the teaching about alcohol is in addition to the course of study requirements. This seems a wise procedure, for course of study requirements constitute a minimum of teaching.

Table II shows how five approaches to alcohol education were ranked by the respondents. Respondents indicated their opinions by numbering the approach they thought most important, number one. The five approaches were ranked from one to five in that manner. In tabulating the results a tally was made for each approach. Thirty respondents thought social responsibility was the most important approach. Twenty-three respondents ranked it second, etc. The



TABLE II

## RANK OF IMPORTANCE OF APPROACHES TO ALCOHOL EDUCATION

Approach	First	Second	Third	Fourth	Fifth	Rank
Social responsibility	30*	23	16	3	4	1
Physical harm	37	11	19	4	5	2
Moral	6	21	24	20	4	3
Cost	2	17	18	18	18	4
Legal	0	3	1	27	44	5

\* Numbers indicate tally for each rank

tabulation shows social responsibility to be the first in the order of importance. Physical harm, moral, cost, and legal approaches were rated second, third, fourth, and fifth, respectively.

The amount of time and effort teachers spent on alcohol education was indicated in three ways: taught a unit, one or more class periods, and incidental. Although only 10 per cent of them taught a unit on alcohol, 36 per cent used one or more class periods. Incidental teaching was done by 59 per cent and 7 per cent did not teach about alcohol. A number of teachers who taught a unit or used one or more class periods to teach about alcohol also did incidental teaching. (Incidental teaching is teaching as occasion arises in class discussion without previous planning). Although 7 per cent could not recall teaching about alcohol in their classrooms they gave their opinions on other parts of the questionnaire.

Respondents were asked to indicate the kind of methods used. The results are shown in Table III. We can account for the popularity of the discussion method by its usability in many classrooms. It seems particularly adapted to incidental teaching and a valuable means of arousing interest. Experiments seem to have little use probably because of the difficulty of drawing valid conclusions from them. Among other methods which teachers used are:

1. Visual aids
2. Assembly programs
3. Outside speakers

TABLE III

## METHODS AND MATERIALS USED IN ALCOHOL EDUCATION

Method	Percentage of respondents	Material	Percentage of respondents
Discussion	83	Health text	57
Experiments	7	Science text	30
Lectures	33	Social studies texts	14
Lesson assignment	33	Reference books	12
Tests	9	Pamphlets	23
		Charts	11
		Films	11
		Special speaker	12

Note: The numbers in this table refer to percentages of respondents using the different methods and materials. For example, 83 per cent of those who responded used discussion as a method of teaching about alcohol.

#### 4. Pupil research

Table III also indicates the use of materials. Health and science texts seem to be much in use while films apparently are little used. Respondents who did more than incidental teaching often used supplementary material, such as, reference books, pamphlets, charts, films or special speaker. Several respondents indicated that they made use of newspaper articles.

Teachers responded as follows to the question "Do you consider the methods you used effective?" yes 58 per cent, no 26 per cent, don't know 4 per cent, no response 12 per cent. They responded to the question "Do you consider the materials you used effective?" as follows: yes 59 per cent, no 25 per cent, don't know 7 per cent, no response 9 per cent. The percentage answering yes for both methods and materials seems to be low, and may indicate one or more of the following:

1. Teachers may be reluctant to evaluate publicly their own teaching.
2. It seems difficult to decide whether effective or not.
3. Teachers may not feel that enough work had been done to make the teaching on alcohol effective.

In answer to the question "Did your school have assemblies that stressed alcohol education?" the responses were yes 11 per cent, no 79 per cent, and no response 10 per cent. The results of this question show the assembly method to be little used. Perhaps it is

not a type of teaching well adapted to this subject.

On the question "In your opinion should more be done with alcohol education?" the response was as follows: teachers' responses, yes 72 per cent, no 17 per cent, no response 11 per cent; administrators' and supervisors', yes 88 per cent, no 12 per cent. Comments on what should be done with alcohol education were of various opinions.

Administrators' and supervisors' opinions were:

1. Start with the home and work from there into the school.
2. Have a good assembly program.
3. Teach in social studies as a social responsibility.
4. Use suitable films.
5. Have a committee representing the school and the community to work out the methods and the extent of alcohol education.
6. Stress the five approaches to alcohol education listed in this questionnaire.
7. Put more time into teaching the effects of alcohol.
8. Make it part of the guidance program.
9. Show the results of those using alcohol.
10. Each teacher do his best. Method is not important.
11. Study to find the most effective ways to present alcohol education to youth.
12. Teachers themselves become familiar with the facts on alcohol and the reasons behind teaching it.

The following were opinions of teachers:

1. Need more text and reference material for elementary and junior high school levels.
2. Need assistance on planning learning activities. Research to tell which learning activities are good.
3. Do more direct teaching and use good audio-visual aids.
4. Teach a unit each year.
5. Use realistic approach - not condemning the practice of drinking but showing advantages of waiting until old enough to make mature decisions.
6. Teach by problem solving methods.
7. Use more factual information on the effects.
8. Educate the parents.
9. Study alcohol more objectively.
10. Teach it more thoroughly.
11. Educate the public concerning exemplary attitudes that children will emulate.
12. Teach it in upper grades with health education.

Those who thought more should not be done with alcohol education gave the following reasons:

1. Parents' objection is too great in certain communities.
2. Not below the seventh grade.
3. Should be taught by the right person - not a drunkard nor a teetotaler.

4. Overemphasis would make alcohol more attractive.

Administrators' and supervisors' practices in regard to alcohol education are as follows:

1. Reminded teachers of course of study and state manual requirements, yes 63 per cent, no 37 per cent.

2. Held assemblies to show film or have lecture or discussion on alcohol, yes 25 per cent, no 75 per cent.

3. Provided resource material for study of alcohol, yes 88 per cent, no 12 per cent.

Conclusions. While the information obtained by this survey is not entirely reliable for junior high school evaluation, it may be valuable.

The following conclusions seem justified:

1. Primary teachers do not usually do any teaching about alcohol.

2. Health is the subject in which alcohol education is most often included.

3. Science and social studies frequently provide opportunities to do incidental teaching about alcohol.

4. Many high school subjects can occasionally include incidental teaching about alcohol.

5. The most direct and formal study about alcohol is being done at the junior high school level.

6. It is apparent that some teachers are teaching more than their course of study requires about alcohol.

7. According to teachers' opinions the approaches to alcohol education should be ranked in importance as follows: social responsibility, first; physical harm, second; moral, third; cost, fourth; and legal, fifth.

8. The amount of time and effort spent in teaching about alcohol varies with the grade level and the subject being taught.

9. The methods adaptable to alcohol education are varied but discussion seems to be the most frequently used.

10. Less than 60 per cent of the respondents thought their methods and materials were effective.

11. Assemblies for presenting programs on alcohol appear little used.

12. Administrators and supervisors generally do their duty in supplying resource material for study of alcohol and in reminding teachers of course of study requirements.

The most helpful information obtained in this survey seems to be the suggestions as to what should be done with alcohol education. The suggestions seem good and correspond with the suggestions of experts in the field of alcohol education.

The suggestions which were made by teachers on the questionnaire indicate the feeling of inadequacy in teaching about alcohol. They feel that the material available is inadequate, that they



themselves are not well-informed, that the job of teaching about alcohol is big due to parent attitudes and public indifference, and that the approaches to alcohol education need to become more realistic. It is the author's opinion that these teachers can do a better job and will when they are shown how and are given more and better material.

## CHAPTER IV

### A SURVEY OF TEXTBOOKS CURRENTLY USED IN ALCOHOL EDUCATION

The survey of textbook material on alcohol seems to the author to be an important phase of evaluation of the alcohol education program, because the content of textbooks often determines the subject matter taught. In many cases it will have a greater effect on the subject matter taught than will course of study requirements.

Health textbooks only were surveyed, since alcohol education is germane to this branch, and since in many states the laws specify that alcohol education is to be given in physiology and hygiene. Therefore, it seems highly advisable to have in the health textbooks adequate, accurate, and convincing information on alcohol.

The author has surveyed junior and senior high school health textbooks of several publishing companies. Information was obtained on the number of pages given to discussion on alcohol, the content of the discussion, and the name of unit or general topic in which information about alcohol was given.

Table IV shows the amount of material in pages, and gives the name of the general topic in which alcohol was discussed. In addition to the number of pages devoted to alcohol in each text, the table shows the total number of pages in the series, i.e., the American Book Company textbooks for seventh and eighth grades have a total of

TABLE IV

HEALTH TEXTS INCLUDING TOPICS ON ALCOHOL:  
AMOUNT OF MATERIAL AND TOPIC IN WHICH INCLUDED

Publisher	Grade levels	Pages on alcohol		Topic in which alcohol was included
American Book Co.	7	6		Alcohol, Narcotics and Health
American Book Co.	8	1	7	Training for Sports
Bobbs-Merrill	7	8		Protect Your Well-being and the Nervous System
Bobbs-Merrill	8	13	21	Learning About Alcohol and Tobacco - Two Problems
Ginn and Co.	7	7		Solving Problems
Ginn and Co.	8	11	40	Health of the Mind
Ginn and Co.	9-12	22		The Case Against Alcohol
Harcourt, Brace & Co.	9-12	8		Alcohol, Tobacco and Narcotics
Heath and Co.	7	6		Control of Harmful Substances
Heath and Co.	8	4	12	Nervous System and Mental Hygiene
Heath and Co.	9-12	2		Alcohol
Houghton Mifflin	9-12	9		Tobacco, Alcohol and Drugs
Macmillan	7	4		Safety
Macmillan	8	10	28	Controls of the Body, Body Temperature, Resistance
Macmillan	9-12	14		Problems Arising from Use of Alcohol, Tobacco & Drugs
Scott, Foresman Co.	7	1		Growing Up Healthfully
Scott, Foresman Co.	8	1	2	Your Health Questions

seven pages, while the Bobbs-Merrill Company has a total of twenty-one pages. The Macmillan Company has health textbooks for grades seven, eight, and nine totaling twenty-eight pages. On this basis it is observed that the following companies have included considerable material on alcohol: Bobbs-Merrill, Ginn and Company, and Macmillan. The high school health textbooks of Ginn and Company, Harcourt, Brace and Company, Houghton Mifflin, and Macmillan seem to have ample material on alcohol. The other companies listed have not elaborated on alcohol in their textbooks for seventh and eighth grades.

A study of the topics in which alcohol was discussed shows that there is diversity of practice in this regard. Several textbooks deal with alcohol in a chapter given to the narcotics. Others deal with alcohol in connection with health of the mind. Alcohol is also dealt with as it effects body functions and resistance to disease. As a rule, those textbooks which do not devote an entire chapter to narcotics, deal with alcohol in various parts of the book as alcohol is related to the various topics allied with it.

In Table V the author has surveyed the material in the chosen textbooks for the topics on alcohol. The list of topics is adapted from Roe's survey of textbooks.<sup>1</sup> The chart indicates which textbooks

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<sup>1</sup> Anne Roe, A Survey of Alcohol Education in the Elementary and High Schools in the United States (New Haven: Quarterly Journal of Studies on Alcohol, 1943), p. 30.

TABLE V

## TOPICS ON ALCOHOL INCLUDED IN HEALTH TEXTS

Topics	* AB-7	AB-8	BM-7	BM-8	Gi-7	Gi-8	Gi-9-12	Ha-9-12	He-7	He-8	He-9-12	HM-9-12	Ma-7	Ma-8	Ma-9-12	SF-7	SF-8
Reasons for Drinking	X			X	X	X				X	X				X		
Habit Forming Drug				X	X	X	X			X	X	X		X	X	X	X
Classed as Poison or Narcotic			X	X	X	X	X	X	X	X	X		X	X	X		
Tolerance				X	X	X										X	
Alcohol and Medicine				X		X					X		X	X			
Absorption, Metabolism & Elimination	X			X	X	X	X	X	X	X	X	X	X	X	X		
Alcohol and Nutrition	X	X		X	X	X	X	X				X	X		X	X	X
Effect on Body Structure	X			X		X	X	X					X	X	X		
Effect on Body Functions	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Effect on Disease Resistance	X		X	X	X	X	X	X	X			X	X	X		X	X
Contributes to Disease	X		X	X	X	X	X	X	X					X			
Longevity			X	X		X	X	X	X		X					X	
Heredity and Germ Damage																	
General Psychological Aspects	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X
Sensory and Perceptual Aspects	X		X	X	X	X	X	X	X	X	X			X	X		
Psychomotor Aspects	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
Higher Processes Aspects	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
Alcohol and Home				X	X	X	X	X			X		X	X	X		
Crime			X	X	X	X	X	X	X			X					
Industry				X				X		X	X			X			
Traffic Accidents	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Public Responsibility				X	X	X	X	X	X		X		X		X		

Code: \*Represents textbook and its grade level

AB-American Book Co.

BM-Bobbs-Merrill

Gi-Ginn and Co.

Ha-Harcourt, Brace & Co.

He-Heath and Co.

HM-Houghton Mifflin

Ma-Macmillan

SF-Scott, Foresman Co.

deal most comprehensively with alcohol and which ones deal only slightly with it. As a rule, the textbooks which contain the largest number of pages on alcohol cover the topics quite comprehensively. The textbooks of Bobbs-Merrill, Ginn and Company, Harcourt, Brace and Company and Macmillan seem best in this respect, also.

Further study indicates that certain topics are covered in nearly every textbook surveyed, and that certain topics are nearly always neglected. The neglect to discuss alcohol as a public responsibility is unfortunate, the author feels. Attitudes toward tolerance, likewise need more consideration. All social aspects except traffic accidents are somewhat neglected.

A comparison of health textbooks now used shows that the newer editions often include more pages of information and cover more topics. Although this is not always true, the trend seems to be in that direction. The newer textbooks seem to be more accurate in statements about alcohol, also.

In 1943 when Roe<sup>2</sup> surveyed one hundred thirty-seven textbooks including sixty-four health books she pointed out the following errors and shortcomings:

1. Reasons for drinking omitted.
2. Little attention to evading reality as a reason for drinking.

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2 Anne Roe, ibid., p. 33 ff.

3. Failure to distinguish between amounts of alcohol consumed.
4. Failure to clarify the apparent stimulating effect.
5. Little attention to tolerance.
6. Failure to show detrimental nutritional aspects.
7. Failure to discuss chemical tests.
8. Alcohol destroys body tissue or cells.
9. Alcohol injures nerve cells, rather than point out that the injury is due to vitamin deficiency.
10. Alcohol affects blood pressure.
11. Any amount of alcohol impairs disease resistance.
12. Alcohol is the cause of certain diseases.
13. Alcohol causes hardening of the arteries.
14. Alcohol causes venereal disease.
15. Alcohol causes kidney diseases.
16. Alcohol causes cancer.
17. Failure to distinguish between alcoholic and nonalcoholic mental disorders.
18. Drinking regardless of amount shortens life.
19. Parental alcoholism causes insanity and feeble-mindedness of offspring.
20. Use of alcohol injures human germ.
21. Not enough material on alcohol and safety.
22. Not enough emphasis on the social aspects of drinking.

23. Statistics are often taken from old compilations.
24. Statements on alcohol and crime are in exaggerated terms.
25. Not enough emphasis on driving "under the influence".
26. Wide variation of statistics on alcohol and accidents confusing. (Suggest use of National Safety Council figures).
27. Lack discussions of legal control.
28. Lack discussions on care for chronic alcoholics.
29. Lack discussions on treatments for alcohol addiction.
30. Lack discussions on alcohol as a public health problem.

While it should be made clear that the errors and shortcomings listed are not found in all the textbooks examined, it should give the careful reader a sort of standard by which to evaluate a given textbook. It should also help the reader to be on guard against misstatements concerning alcohol.

Evaluation of textbooks. The author realizes that the survey of health textbooks was not extensive. It is a sample which indicates to some extent the information that would be obtained by surveying the whole field of health textbooks. The following conclusions seem evident.

1. Companies that have published health textbooks for seventh and eighth grades and have included ample and comprehensive material on alcohol are: Bobbs-Merrill, Ginn and Company, and Macmillan.
2. Ample and comprehensive text material for health in high



school grades is included in textbooks by Ginn and Company, Harcourt, Brace Company, Houghton Mifflin, and Macmillan.

3. The physical and psychological aspects of drinking receive more attention than social and other aspects.

4. Topics on public responsibility, need for tolerance, alcohol and the home, alcohol and industry, alcohol and crime, and reasons for drinking, are often neglected.

5. The trend in newer editions of health textbooks is toward more information about alcohol and toward better accuracy in statements about alcohol.

6. The careful reader should guard against misstatements about alcohol as pointed out in the thirty errors and shortcomings listed above.

## CHAPTER V

### A SURVEY OF THE ALLIED YOUTH PROGRAM

Allied Youth Incorporated is a nation-wide educational organization whose aim is to educate young people to live without the use of alcohol. It charters and services clubs among high school students, encourages alcohol-free recreation, stimulates study of the alcohol problem, prepares and distributes literature, and serves as a clearing house on problems related to alcohol education. Its official periodical, *The Allied Youth*, is published monthly at the Allied Youth Building, 1709 M Street Northwest, Washington, 6, D. C., by W. Roy Breg. The present membership of Allied Youth is 12,000.<sup>1</sup>

Allied Youth founders had a vision of alcohol education in a new and attractive form when they started working in the high schools of America in 1936. According to Mr. Breg:

"School administrators have hailed Allied Youth with enthusiasm because they have been aware of an obligation to advance youth's knowledge of the nature and effects of beverage alcohol yet have enjoyed no great success in recent years in fitting this subject into progressive instruction. The Allied Youth Post program gives temperance education the action and impress that it needs. It takes notice of the situation that there are more data for young people concerning alcohol than adults now drinking ever had access to. Allied Youth says little about social control of alcohol, but much about the responsibility of the individual young person and his crowd to make a life choice for freedom from

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<sup>1</sup> World Almanac and Book of Facts (New York World Telegram, New York, 1952), p. 912.

alcohol, thus thrusting away one handicap that would affect body, mind, vocation, friendships, home life and spiritual objectives".<sup>2</sup>

The foregoing statement was endorsed by forty-three civic, educational and religious leaders.

The organization has the enthusiastic support of many well known leaders in education, among whom are: Dr. Earl J. McGrath, former U. S. Commissioner of Education; Williard E. Givens, former Executive Secretary, National Education Association, and Dr. E. M. Jellinek, Dean, School of Alcohol Studies of the Southwest. Dr. Jellinek has said, "Allied Youth extensively promoted on a national scale, can provide just what is needed to attack the alcohol problem at its source and make the work of Alcoholics Anonymous less burdensome".<sup>3</sup> The National Sponsoring Committee of Allied Youth is composed of one hundred sixty-nine educators, doctors in religious, medical and scientific fields, sportsmen, industrialists, and community leaders from all parts of the United States.

The need for such an organization is apparent from the following facts:

1. Twenty-eight per cent of high school freshmen already drink and nearly half drink "sometimes" by their senior year.

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<sup>2</sup> W. Roy Breg, "Putting Action Into Alcohol Education", California Journal of Secondary Education, April 1940, 15:214.

<sup>3</sup> "Do You Know This About Allied Youth?", pamphlet, Allied Youth Inc., 1709 M Street, N. W., Washington, D. C.

2. Two out of three alcoholics begin drinking at high school age.<sup>4</sup>
3. About 120,000 boys and girls now in high school will probably become alcoholics.
4. Alcohol does its greatest damage to immature young people.
5. Sympathetic help and sound advice are most needed at the high school age.

The plan for organizing an Allied Youth Post in any high school is, first, arrange for an Allied Youth representative to come and speak to the student body, second, the representative meets with young people interested in forming the Post, and third, selection of a faculty sponsor for the Post. The newly organized Post meets twice monthly for educational fact-finding and discussion on data from the parent organization. It holds frequent recreational activities - parties, dances, and fun nights. These activities are an attempt to make non-drinking popular.

According to Dr. Homer P. Rainey, chairman of the Allied Youth National Board of Trustees:

"A substantial proportion of youth questioned in the surveys of the American Youth Commission and Allied Youth, Inc., report that they drink "because others do so" or simply to conform. This motive can just as easily be made to work in the opposite

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<sup>4</sup> "Do You Know This About Allied Youth?", pamphlet, Allied Youth Inc., 1709 M Street, N. W., Washington, D. C.

direction, given proper leadership".<sup>5</sup>

Allied Youth emphasis on alcohol-free recreation makes it appear that it's smarter not to drink. Students are often impressed by the program and ideals, and frequently athletes, student body officers, and others with rank are attracted. The wholesomeness of the recreation alone can make a significant contribution to the school. Students of all "strata" in society may become a closely knit group. Parents back the Post and churches provide recreational facilities in some communities.

The sponsors of Allied Youth call their program an activity program in alcohol education. The students don't sit down to learn something about the ultimate effects of alcohol, but they realize that in order to get in on the recreation and fellowship they must abstain.

The Allied Youth Posts are self-governing and independent. The members turn to Allied Youth manuals, pamphlets, magazine, and packet service for guidance and program suggestions for their semi-monthly meetings. The pamphlet Youth Faces the Liquor Problem by Bert H. Davis was written especially for the Allied Youth teen-agers and answers six questions or problems youth ask about alcohol. Activities for study of the six questions are outlined in detail. Shall I Become A Drinker by Bert H. Davis is one of the Personal Growth Leaflets published by

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<sup>5</sup> Kenneth F. Weaver, "Teen-Age Answer to Drink", Christian Science Monitor, November 13, 1948, p. 9.

the National Education Association. It is widely used by Allied Youth Posts and deals with alcohol as a personal problem. The Allied Youth motto is "the truth shall make you free".

Coaches and physical education instructors are often asked to speak at the educational meetings, and are urged to give their reasons why alcohol is tabooed for athletes and all others who want to be physically and mentally at their best. Their reasons are frequently printed in the Allied Youth magazine. The facts about health, fitness, crime, safety, family life and employability are checked and compared with what goes on in their own community.<sup>6</sup> These facts, presented to youth who have a reason for wanting to know them, help defeat the emotional urges for drinking. To quote Kenneth F. Weaver, "Allied Youth is not moralizing or theory, but a practical, positive program of education, recreation, and personality building that appeals to the imagination and intellect of modern teen-agers".<sup>7</sup>

In order to evaluate the program of Allied Youth from a practical standpoint it is necessary to see what the program is doing in individual cases. The sponsors of the organization claim amazing results. Concerning the Post at South Pasadena "Allied Youth's

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<sup>6</sup> W. Roy Breg, "An Activity Program in Alcohol Education", Journal of Health and Physical Education, December, 1941, p. 561.

<sup>7</sup> Kenneth F. Weaver, op. cit., p. 9.

influence virtually ended drinking at student parties".<sup>8</sup> At Nashville "a boy who had been drinking since junior high school took an active lead in forming an Allied Youth Post".<sup>9</sup> There is little doubt that many teen-agers are attracted by the activities of the program. The approach appears educationally sound and the result in character building is admirable.

The author wanted to find out the extent of participation and the interest of members as well as the attitudes of non-members toward their Allied Youth Posts. A questionnaire was sent to principals of four high schools during the 1951-52 term.\* The names were chosen at random from a list supplied by Allied Youth headquarters. All of the questionnaires were returned. The results are tabulated in Table VI. Although all the Allied Youth clubs were considered active, two principals said their interest was waning and one principal simply indicated that their club was active. The wide variation of the per cent of the student body participating seems to indicate the variation in popularity of the club. The attitude of non-members is not shown to be disdainful in any of the schools, but in the two clubs where interest was waning the attitude of non-members was indifferent. In the

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8 "Do You Know This About Allied Youth?", op. cit.

9 Ibid.

\* Refer to Appendix II

TABLE VI

DATA CONCERNING FOUR ALLIED YOUTH POSTS

Name of School	No. years since organized	Per cent of student body belonging	Present condition of Allied Youth club				Attitude of non-members	
			Active	Inactive	Interest waning	Interest vital	Tolerant	Indifferent
Arkansas Sr. H.S. Texarkana, Ark.	4	50	X				Respectful	
Coachella Valley Union H.S. Coachella Valley, Calif.	2	20	X		X			x
Coral Gables Sr. H.S. Coral Gables, Fla.	4	30	X			X	Tolerant	
LaJolla Jr.-Sr. H.S. LaJolla, Calif.	8	1.5	X		X			X



Texarkana and the Coral Gables high schools where participation was greater and interest was apparently vital the attitude of non-members was tolerant, or respectful.

Perhaps the most valuable information obtained through the questionnaire was the respondent's estimate of the worth and effectiveness of the Allied Youth program, summarized in Table VII. The two California schools seem to have less effective Allied Youth clubs than either of the other two. Respondents from each of them indicated the clubs had weak educational program. Respondents from Coral Gables and Texarkana indicated worthwhile educational value in the clubs of their schools. The key to the success of the Allied Youth clubs seems to the author to be the ability and interest of the sponsor and officers, as indicated by D. W. McSevan, principal of Coachella Valley Union High School.

Perhaps a better evaluation would be possible if number of members in each club was known rather than the per cent of the student body. The Coral Gables club had a membership of 658 out of an enrollment of 2,200.<sup>10</sup> The number indicates a group large enough to set the social pace of the school and swing the opinions of the entire school. It is likely that the contribution of the club to the well being of the school was considerable.

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<sup>10</sup> Mrs. Chris Steers, "Coral Gables Four Hundred", School Activities, Vol. 23:160-1, January, 1952.

## TABLE VII

RESPONDENT'S ESTIMATE OF THE WORTH AND EFFECTIVENESS  
OF THE ALLIED YOUTH PROGRAM

1. K. B. Davis, principal, Arkansas Senior High School,  
Texarkana, Arkansas.

"Excellent - not a complete answer but it certainly approaches  
the problem with the proper philosophy".

2. D. W. McSevan, principal, Coachella Valley Union High  
School, Coachella, California.

"Can be a strong club. It is really a social club with a  
certain amount of educational value. A great deal depends upon  
sponsor and officers. It always seems stronger the second  
semester when there are fewer games, etc.".

3. Mrs. Ruth Johnston, sponsor, Coral Gables Senior High  
School, Coral Gables, Florida.

"It is the first time in the history of our school that we  
have had an effective alcohol education program. The parents in  
our community are backing it one hundred per cent. Coral Gables  
is a sophisticated community and there are many social drinkers,  
but the parents who drink do not want their children to drink.  
They are grateful to the school and Allied Youth for what it is  
doing. Mr. Rath, our principal, says, 'Allied Youth is the  
greatest spiritual force in the school today'".

4. Robert F. Heilbron, principal, La Jolla Junior-Senior High  
School, La Jolla, California.

"A valuable experience for the members. Of practically no  
influence on the rest of the school. The value to the members is  
independent of the anti-alcohol program, being what they would  
derive from any similar association based upon shared principles".

Summary. Allied Youth is an organization with many social and educational possibilities. Its approach to alcohol education appear sound and the attainments are, in some schools, remarkable. It has the support of leaders, the judgment of whom, is superior. The Allied Youth program is not a complete answer to the alcohol education problem but it can be a valuable phase of it. Its social emphasis often appeals to teen-agers when classroom teaching would not. Its program is adaptable and feasible in many junior and senior high schools. Its success depends to a great extent upon the sponsors and officers. If the club includes a substantial proportion, say one-fourth or more, its popularity can enable it to set the social pace of the school.

## CHAPTER VI

### A SURVEY OF THE WASHINGTON TEMPERANCE ASSOCIATION ALCOHOL EDUCATION

Inasmuch as the Washington Temperance Association has assumed a major role in the alcohol education of students in Washington public schools it is important that their work be surveyed and evaluated. In fact, a clear picture of the alcohol education program of the state would not be obtained without such a survey.

The Washington Temperance Association is an interchurch temperance movement with headquarters in Seattle, Washington. The membership is composed of about 30,000 people from various Protestant churches of the state. The president is Dr. L. David Cowie and the executive director is Floyd C. Carrier. Support is derived from the constituent members and from the churches in the state. The purposes of the organization are research, education, information, and legislation.

In accord with the necessity for information about their work, Mr. H. H. Hill, director of education for the Washington Temperance Association was asked to supply facts about the extent and quality of their educational services. The following paragraphs summarize the information he supplied.

Their educational services include the following:

1. A guest teaching program. This is a program in which one

of their staff members go in and conduct forum or discussion classes, spending from a half day to five weeks in one school depending on its size.

2. A film library. The library is made up of alcohol education films which are loaned to schools on request. They have the following films: Drunk Driving, M-G-M; I Am An Alcoholic, R-K-O; Alcohol and the Human Body, Encyclopedia Britannica; Alcoholism, Encyclopedia Britannica; and Where Does It Get You, Century.

3. Alcohol education manuals. Three manuals have been written by H. H. Hill and are furnished free upon request to educators. They are: A Manual on Alcohol Problems, Making Alcohol Education Effective, and Why People Drink. Mr. Hill's experience and recent study at the Yale Summer School of Alcohol Studies qualify him for writing these manuals.

4. In-service training. A limited amount of in-service training has been done by Mr. Hill, having conducted such a course for the Seattle schools in 1952. Other areas are at present receiving similar training.

5. Counselling service for schools confronted with drinking problems. When drinking among teen-agers in a community has reached a critical point the Washington Temperance Association workers are called upon to deal with the situation. The workers have been able a number of times to handle matters so that unfortunate and damaging publicity was avoided.

Of the five types of services listed, the guest teaching program seems to be the most extensive. During the period from September 1, 1951, through October 31, 1952, they provided the alcohol education classroom discussion program in 125 schools, with a total student attendance of 36,091. In the three years which the program has been operating they have been in approximately two hundred of the three hundred high schools of the state. In about 75 per cent of the schools where the program is presented, all the students in the school are reached.

The guest teaching program is presented in both junior and senior high schools. Mr. Hill's opinion as to the grade level in which there is most interest in alcohol education is that there is a crescendo of interest from the seventh through the twelfth grade. He attributes this to the stages of maturity, the higher grades being better able to grasp the more intricate problems involved in intoxication, alcoholism, economics, etc. However, he states that student interest is directly proportionate to the skill of the individual making the presentation.

In preparation for the guest teaching program, an alcohol opinion sheet is filled out by each student. In many instances teachers have worked with their classes in detailed preparation and in follow-up study.

The impact made by the guest teaching program is of course hard

to estimate, but a fair idea is gained from the evaluation made by both students and educators. Mr. Hill supplied evaluations from students as well as from administrators and teachers in Washington.\*

Total responsibility for alcohol education in Washington is not the desire of the Washington Temperance Association. They have neither the staff nor the finance to carry such a program to the entire state. Mr. Hill feels that it would defeat their ultimate goal if the schools were to rely upon them for the alcohol education program. One of their objectives in the program is to supplement, strengthen, and encourage increased teaching activity on the part of teachers throughout the state.

The philosophy of the educational work of the Washington Temperance Association is summarized in the following statements:

1. One of the effective contributions of the educator is teaching the truth about the effects of alcohol on the human body.
2. One of the goals of education is to rear children who are buoyantly healthy in body and spirit, who have a sense of social responsibility, and who have an unshakeable conviction of their own worth and the worth of other people.
3. Teaching is guidance in finding the facts and learning how to evaluate them.

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\* These evaluations are found in Appendix III.

4. Students should be given credit for having the ability to do original thinking on matters of personal conduct.

5. Since drinking is often looked upon as a grown-up practice which young people desire to emulate, educators can point out the meaning of maturity -- to have strength to determine one's own behavior without being unduly influenced by the conduct of others.

6. Young people need kind and intelligent assistance in developing the attitudes and understanding that will guide them in thinking their way through many problems.

Evaluation of the Washington Temperance Association's Alcohol Education Program. The Washington Temperance Association is playing a major role in alcohol education in Washington as is evidenced by the extent of their services, of which there are five kinds, namely; a guest teaching program, a film library, three manuals on alcohol, in-service training, and a counselling service. Their work in the junior and senior high schools is highly commended by students and teachers and administrators. However, they neither have the means nor desire to take over the responsibility of the public school in regard to alcohol education. Their job is to supplement, strengthen, and encourage increased teaching activity on the part of teachers. Their philosophy seems to be pedagogically sound.

Although Washington Temperance Association's work appears good and apparently much needed, the public schools still must carry the



major responsibility for alcohol education. The schools cannot expect that the work done by representatives of Washington Temperance Association in their limited time will be adequate to prepare young people for meeting the problems of alcohol. The schools do not turn over to professionals the teaching of other important subject matter. They will best discharge their duty when they train and equip each teacher to deal intelligently with questions related to alcohol.

## CHAPTER VII

### ANALYSIS OF THE ALCOHOL EDUCATION PROGRAM

Changing public opinion. Although scientific information about alcohol has increased considerably in the past generation, public attitudes toward the use of alcohol have not changed greatly. A change of attitudes is requisite to extensive use of the information. The prevailing attitude is lethargy which is common to drinkers and nondrinkers alike. This attitude "suggests either a lack of understanding of the seriousness of the problem, or conflicting attitudes among groups, or a combination of these factors".<sup>1</sup>

The attitude pointed out above is difficult to remove. The ordinary drinker often believes that alcohol is not the primary cause of the condition of the problem drinker; that if alcohol were completely removed the problem would remain. It is true that alcohol is but a contributing factor to the conditions ascribed to its use. The ordinary drinker is prone to turn a deaf ear to the argument that alcohol is physiologically harmful.

On the other hand there are many non-drinkers who have a conscience against drinking but who are skeptical and indifferent toward

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1 Raymond G. McCarthy and Edgar M. Douglass, Alcohol and Social Responsibility - A New Educational Approach (New York: Thomas Y. Crowell Co., 1949), p. 122.

attempts to solve the problems of intemperance. This attitude is a legacy of the Prohibition Era, and has resulted in a closed mind toward possible sources of information that might lead to a solution.

The attitude of some temperance workers which suggests, we are all either Wet or Dry--if you are not with us you are against us, has not had a marked tendency to improve relations between those drinkers who have no particular need for alcohol and temperance advocates who would have them abstain completely for the good of society . . . A program of constructive investigation participated in by as many interested groups as possible is imperative if we are to develop a place of control which will be anything more than a stalemate of opposing forces characterized by critical aggression, defensive hostility, and indifference.<sup>2</sup>

Reconciliation of temperance and non-temperance forces is difficult because of the issues involved. Temperance forces look upon drinking as a challenge to the moral and social welfare of the nation. Their objective is the "elimination of an enterprise essentially unprincipled, inherently immoral, and socially destructive".<sup>3</sup> Any plan of action which aims at less than that objective will be a compromise.

The people who consider themselves neither wet nor dry, do not

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2 Ibid., pp. 84-5.

3 Ibid., p. 119.

see any inherent evil in drinking. They would denounce immoderate drinking and irresponsibility of conduct. Although this group may support programs to reduce drunken driving, to prevent family separations, to encourage wholesome recreation for youth, and to eliminate drinking among youth, they are not able to work with the temperance group in any coordinated effort because of the differences in fundamental ideologies.

McCarthy and Douglass see the possibility of developing a program sufficiently broad to permit the participation of all thoughtful citizens, including social drinkers, non-drinkers, Jews, agnostics, abstaining church members, as well as professional temperance workers.

A nucleus of five aspects of the problem are suggested:

1. A realignment of social attitudes concerning the use of alcoholic beverages.
2. An expanded program of factual education about alcohol which will reach all levels of the community.
3. A nationwide effort to reduce the role of alcohol as a contributing factor in traffic accidents.
4. A consideration of public responsibility for the rehabilitation of the alcoholic.
5. A consideration of existing inadequacies in the discharge of public responsibility for control of the manufacture, distribution, and sale of alcoholic beverages.<sup>4</sup>

Dr. Selden Bacon, Professor of Sociology, Yale University, advocates similar steps in social reform, as follows:

1. Redefinition of the problem based on work experience, and

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<sup>4</sup> Ibid., pp. 121-2.

unemotional reasoning.

2. Goals to which a majority of the population can subscribe, practical, humanitarian, and positive.

3. Reform arising from the people, calling for reeducation.

4. Participation in reform by significant and responsible groups.<sup>5</sup>

Patrick lists the following methods by which social customs of the use of alcohol may be changed:

1. Establishment of acceptable substitutes for alcoholic beverages.

2. Widespread understanding on the part of members of society about the nature of alcoholic beverages and the effects of their use.

3. Development of a social consciousness concerning the problems arising out of the use of alcoholic beverages.<sup>6</sup>

The three authors cited have listed similar procedures. They may be summarized as follows:

1. Recognition of the problems of alcohol, and public acceptance of responsibility for action.

2. The agreement of a majority of people on goals toward which all can work in solution of the problems.

3. Reeducate the public concerning the nature and effects of alcoholic beverages.

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5 Selden Bacon, "Inebriety and Social Reform" a transcript of a series of broadcasts over the Columbia Network, November, 1946 to February, 1947, New York. (Columbia Broadcasting System) p. 19.

6 Clarence H. Patrick, Alcohol Culture and Society (Durham, N. C.: Duke University Press, 1952), p. 143.

4. Public action toward a solution of the problems, led by significant and responsible groups.

5. Establishment of acceptable substitutes for alcoholic beverages.

It seems applicable to point out ways in which some of the problems of alcohol are being brought to public attention. The Research Council on Problems of Alcohol began in 1939 to sponsor scientific investigations into certain areas of the problem and publicized the need for public responsibility leading to action. In 1941 the Yale Laboratory of Applied Psychology established a Section of Studies on Alcohol. Specialists studied and evaluated the implications for society of the problems of alcohol. The Yale Plan Clinic was established to correlate study and experience in rehabilitation of alcoholics.

In 1943 a Summer School of Alcohol Studies at Yale University was organized to inform professional and civic leaders on the problems of alcohol. The School has been held each summer since 1943, and has presented many phases of alcohol education. In 1950 the University of Wisconsin offered a Summer School of Alcohol Studies to meet the needs of educators. Educators have expressed increased concern about the prevention of alcoholism. Text materials have been reviewed and revised. State manuals for education on alcohol have been evaluated and new manuals constructed in several states. In-service training for teachers is provided and help is given in preparing courses on

alcohol by state departments of education.

Since 1944 when the National Committee on Alcoholism was founded, the public has become increasingly better informed by literature the Committee has supplied. The Committee organizes local committees for education on alcoholism and supplies facts obtained from the Yale Laboratory of Applied Psychology and the Yale Plan Clinic. It is a non-profit organization with a progressive program of adult education. The results of their work are being reflected in a public attitude which will demand the school to assume a more constructive leadership.

Approximately 100,000 members of Alcoholics Anonymous, all former excessive drinkers, are telling the story of their rehabilitation and asking the public to assume greater responsibility in the problems of alcohol.

However, with all the ways in which alcohol problems have been brought to public attention, there is still no universal knowledge and no universal program of education. McCarthy and Douglass suggest that an adequate program of education be extended to almost every person in the community. The program would begin in the public school system and would require an intensified program in teacher-training institutions. Publicity through newspapers, magazines and radio would arouse public interest. They believe that the missing element in our present program is "one of effective presentation of this material to the public. When this step is achieved, popular attitudes

effective for control of the problems will become a reality".<sup>7</sup>

Objectives of instruction. The responsibility of the school was pointed out in Chapter II under educational implications. Not only is the school responsible for teaching about alcohol but it is in a particularly favorable position to do so. However there is a wide difference of opinions over the place of alcohol education in the curriculum, and concerning the responsibility for teaching the material. To come to any agreement we must determine the objectives of instruction.

Much of the teaching about alcohol assumes adult aims. Assuming that drinking by young people is dangerous the teaching usually holds to the aim of abstinence. While the aim is good, the imposition of adult aims upon pupils, or the assumption that student and adult aims coincide, may render instruction ineffectual.

Students are not so much concerned with the future as with the immediate threat of alcohol. They want to know how their popularity will be affected if they do not drink. They reason that they will never become drunkards because it is just a matter of knowing when to stop drinking. They see the inconsistency of imposing upon them an ideal of behavior which adults in our society often reject.

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<sup>7</sup> Raymond G. McCarthy and Edgar M. Douglass, op. cit., pp. 124-5.



Instead of imposing adult aims, McCarthy and Douglass believe the following approach should be used:

If the school would meet young people on their own ground, encourage them to evaluate their individual standards of values against the superficial values which prevail in many drinking groups, both young and adult, it might be possible to equip them with effective means of solving their personal problems in respect to alcoholic beverages. This would be far more fruitful than the attempts to gain acceptance for a ready-made solution have been in the past. If the classroom activity is handled intelligently and openly and with respect for pupil needs and attitudes, and if a corresponding program of education on the question is instituted by parent-teacher associations, teachers' colleges, civic organizations, and other groups not at present considering the problem, it is conceivable that a distinct shift in popular thinking and feeling about the use of alcohol may arise in the next generation.<sup>8</sup>

Another criticism of the teaching about alcohol in the school is made by Roe in these words: "The teaching about alcohol, as it is today, reflects anxiety that objective, scientific presentation of the subject might frustrate the aims tacitly incorporated in the statutes"<sup>9</sup>. This criticism suggests that the assumed aims of the laws requiring teaching on alcohol are personal aims involving the moral issue. The moral issue, however, is only one aspect. Roe believes that the proper approach involves getting a proportion between the social aspects and the personal aspects of the problem. She states that the primary responsibility of every individual in our democratic society, and the ultimate moral issue for everyone, is: "the harmonious development of

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<sup>8</sup> Ibid., p. 177.

<sup>9</sup> Anne Roe, "Alcohol Education in the Schools", Scientific Monthly, 60:51-54, January, 1945.

his own personality, the reconciliation of his own inner conflicting drives, and his integration into society". She does not believe that an effective approach can be made from the moral angle until society has a greater understanding of the problem. She says that the present function of the school is "to educate the public to the need for public provision for meeting problems". The way to do this she suggests, is to educate high school students who are tomorrow's lawmakers who can appropriate large public funds. If large public funds are expended for alcohol problems, the people are likely to look to the cause.

Roe thinks there are two aims for alcohol education, namely:

1. Investigate and help students investigate the immediate steps we can take to care for and treat existing alcoholics.
2. Revise our alcohol education in regard to the more personal aspects of alcohol. Clear away misstatements and misconceptions. Try to see the problems of alcohol addiction as aspects of mental and emotional hygiene of the individual and of the society in which he lives.<sup>10</sup>

Another criticism of the teaching about alcohol has been made by Haven Emerson. He says,

If we were to replace the word temperance, with its present connotation, by moderation or self control, and then direct our major emphasis in character training and bodily use toward a way of life, marked by self discipline rather than by self expression we should make some progress toward a philosophy of education within which teaching about alcohol and narcotics would be included together with many other matters of human choice and opportunity . . .

It seems to me that the guidance of the mind and conduct of the life of the child toward independent practices of thought,

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<sup>10</sup> Ibid., pp. 51-54.

moderation, self control and self determination is the goal to be obtained.<sup>11</sup>

Emerson's emphasis on a way of life as a goal, is likewise supported by Howard E. Hamlin, who believes it is a goal "that will bring a deep and satisfying experience to the individual and the community".<sup>12</sup> He thinks that the goal can be achieved by giving simple and accurate knowledge concerning the effects of alcohol, and that a pupil's success in life may depend as much on that information as the information he receives in English or mathematics.

The sources cited have indicated three criticisms of the alcohol education program. They may be summarized as follows:

1. Teaching about alcohol has assumed adult aims, and has imposed them upon pupils.
2. Teaching about alcohol reflects anxiety that objective, scientific presentation of the subject might frustrate the aims of the laws requiring alcohol education.
3. Teaching about alcohol has emphasized "temperance", with its present connotation, rather than self control.

The three criticisms suggest the following objectives for teaching about alcohol:

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<sup>11</sup> Haven Emerson, "Alcohol and Narcotic Drugs, An Urgent Problem in Health Education", National Education Association Journal, 26:181, September, 1937.

<sup>12</sup> Howard E. Hamlin, "Saying Don't Is Not Enough", Christian Science Monthly Magazine, November, 1946, p. 6.

1. Present the facts about alcohol scientifically, objectively.
2. Encourage young people to evaluate their individual standards of values against the superficial values which prevail in many drinking groups.
3. Guide the mind and conduct of the child toward independent practices of thought, self control and self determination.
4. Educate to the need for public provision for meeting the problems of alcohol.

Methods of instruction. The acceptance of the objectives of instruction as stated, require a revision of methods for teaching. In criticizing the efforts of the past, Joseph Hirsh states:

Our students through our schools and the public in general must be exposed to new patterns in alcohol education that are sound in fact and unbiased in spirit.

As a suggestion for methods of teaching he states:

Present the facts about alcohol and its effects in precisely the same terms as they (teachers) present any other subject, objectively, completely. Anything less perpetuates errors and falsehoods, delays an intelligent solution of the problem, prolongs half-hearted social action and results in the waste of uncalculable thousands of dollars of public funds presently being appropriated for medical and educational programs in this field.<sup>13</sup>

That the facts about alcohol are not presented in the same

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<sup>13</sup> Joseph Hirsh, "Alcohol Education, Its Needs and Challenges," American Journal of Public Health. 37:1577, December, 1947.

manner as in other subjects, is indicated by Roe as follows: "Teaching is motivated by the desire to indoctrinate the pupil with a view point which does not stem from scientific findings".<sup>14</sup> She points out the following evidences of emotional factors in presentation of alcohol:

1. Discussion of the merits of alcohol as a solvent for varnish is motivated by wish to demonstrate openmindedness, i.e., alcohol has some use in the world.
2. Presentation of findings on sensorimotor researches in alcohol education but not in other areas of education.
3. Omission of treatment and cure of alcoholism, and of differences in effect with differences in amount ingested.
4. All errors in the same direction.<sup>15</sup>

As a method of presentation, indoctrination is quite unacceptable. Many youth cannot be reached by preaching and moralizing but will respond to presentations based on fact. Motivation is an important part of each presentation. Good motivation results when pupil interest is aroused. It is difficult to say what will interest a certain student, but consideration of the community and the social and economic groups of which the student is a part will give clues to his interest.

Programs of alcohol education will differ in emphasis and effectiveness depending on the type of school, the grade level and placement in the curriculum, the skill of the teacher, the attitude toward the subject by administration and faculty, and the relation

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<sup>14</sup> Anne Roe, A Survey of Alcohol Education in the Elementary and High Schools in the United States (New Haven: Quarterly Journal of Studies on Alcohol, 1943), p. 77.

<sup>15</sup> Anne Roe, "Alcohol Education in the Schools," Scientific Monthly, 60:51-54, January, 1945.

between the school and community. The following factors need consideration in planning a program:

1. The responsibility of administrators and teachers.
2. Organization and integration of the material.
3. Degree of emphasis at the various grade levels.

A discussion of each factor is appropriate. The attitudes of administrators and teachers is especially important in planning an effective program, since responsibility for the planning rests with them. It may be their interest and initiative which will determine whether the effort to plan an effective program is worthwhile. It may be their desire for accurate information which will determine their preparation for teaching about alcohol.

Several reasons for poor teaching on alcohol are stated thus by McCarthy and Douglass:

Many administrators have adopted a negative attitude toward the subject because of uncertainty concerning appropriate methods for handling the material, and because of the possibility of stirring up antagonistic community feelings. Few teachers have sufficient factual background to teach about problems of alcohol in the average Grade 12 class. Others feel unqualified because of the emotional reactions involved, and not only among students and their families but also in themselves. The school has not been successful in teaching about alcohol, perhaps because it has not applied in a positive manner the professional skills which the importance of the question warrants.<sup>16</sup>

Alcohol education should not be departmentalized but should be the responsibility of all teachers. Each teacher needs to know the

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<sup>16</sup> McCarthy and Douglass, op. cit., p. 177.

fundamental data and must recognize that other teachers have worked or will work with the same students on the subject. Each teacher will have a different emphasis because of the peculiar relation of alcohol education to the subject he teaches. According to McCarthy and Douglass:

An approach to teaching on this basis necessitates careful planning and organization of materials to avoid conflict which may confuse teacher and pupil.<sup>17</sup>

They also state:

It is probable that there will be no effective program of instruction about alcohol until all subject teachers recognize and accept their responsibility to participate in an integrated plan to which all areas of learning will offer some contribution.

They go on to say:

No subject in the school program is extensive enough to warrant assigning to it exclusively the study about alcohol. All teachers in all subjects can make an effective contribution to the development of constructive habits and attitudes toward alcohol on the part of students.<sup>18</sup>

Most teachers can include instruction about alcohol in the main body of the subject material and individual problems can be handled by the counsellor or home room teacher.

Concerning the organization and integration of subject matter on alcohol, each school will do well to adopt its own plan. It seems advisable to integrate it with the natural and social sciences and

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17 Ibid., p. 178.

18 Ibid., p. 166.

present it as a factor in healthful living. The effects of alcohol lead naturally to a discussion of its effects on our hygiene, social, vocational, and spiritual well-being. It can often become a part of the discussion on the topics mentioned without arousing suspicion as to motives for inclusion.

The methods suggested above use an indirect or incidental approach, but we should not assume that there is no place for direct and formal teaching about alcohol. Even incidental approaches, in problem solving situations, may lead to extensive investigation on alcohol as it relates to problems that are approached more directly.

William R. LaPorte suggests an indirect approach through other fields, particularly, the sciences. He suggests the following coorelation:

Chemistry - teach the nature and effects of alcohol on organic substances as a solvent, coagulant and dehydrant.

Life sciences and health- teach the effects of alcohol on living tissues, plants, seeds, fish and mice, and interpret its effect on the body's nervous system and functions of the organs, susceptibility to and recovery from disease.

Citizenship or social living - stress the effects of alcohol in impairing judgment and reason, modifying personality, temporary lowering of intelligence level, affecting social conduct and modifying socio-economic conditions - poverty, vice, crime, insanity and divorce.

Safety education - teach the effects of small quantities in reducing the accuracy of neuro-muscular coordinations, and in increased hazards.<sup>19</sup>

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<sup>19</sup> William R. LaPorte, "Teaching the Effects of Drugs and Alcohol," California Journal of Secondary Education, 15:217-8.



An example of the outgrowth of direct study of alcohol from an incidental approach is given by Bernice E. Brand, teacher at the Sanger Union High School, California. She relates that she taught a five weeks' unit on alcohol in consumer education which resulted from a study of good and bad points in all kinds of advertising. The emotional appeals of liquor ads aroused suspicion of misleading information. The five weeks' study about alcohol resulted from the desire to know the real facts about alcohol.<sup>20</sup>

Teaching about alcohol may appear to be incidental, but every teacher should know how the subject he teaches can contribute to the total alcohol education program of the school and be alert to possibilities of turning incidental mention of alcohol into more extensive study of the subject. Teachers of health, science and social science should find ample opportunity for extensive study.

In certain schools it may be possible and profitable to make the study of alcohol a school wide study. Such a program is carried out at the Montebello Senior High School, California. The story of how it is done is told by John L. Love, principal. Instruction in the effects of alcohol is provided in physical education classes where every boy and girl can be reached. The school nurse instructs these classes. The instruction on alcohol is not confined to

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<sup>20</sup> Bernice E. Brand, "Five Weeks of Studying About Alcohol," California Journal of Secondary Education, 15:208-11, April, 1940.

physical education, but is given in science, chemistry, physics, and homemaking classes. The school arranges for outside speakers to spend several days at the school. The speaker meets students in small group meetings where he can attain an informal and democratic procedure. Students are urged to ask questions and relate the facts on alcohol to their own experiences. This procedure enables the students to think clearly and logically about alcohol.<sup>21</sup>

There is no universal agreement on the degree of emphasis at the various grade levels. However, as a general rule we may follow the suggestion of McCarthy and Douglass which is stated thus: "The extent to which the question of alcohol will be investigated will be determined by the maturity of the pupils and the significance of the problem in their immediate environment".<sup>22</sup> Roe suggests that teaching about alcohol should not begin until it will become a real problem at the junior high school. Her reason for not presenting it in earlier grades is that "by the time it should begin to assume importance it will become 'old stuff'".<sup>23</sup> The opinion of Haven Emerson is somewhat different. He states:

It is my opinion that by the gradual building up of informed

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21 John L. Love, "A School-Wide Study of Drugs and Alcohol," California Journal of Secondary Education, 15:212-13, April, 1940.

22 McCarthy and Douglass, op. cit., p. 167.

23 Anne Roe, op. cit., p. 81.

and prepared minds in children of the earlier grades, the intricate and involved effects of alcohol on human conduct and social behavior can be taught in the later years of schooling without any reaction when they later meet the challenge of the drinking environment.<sup>24</sup>

It is quite generally agreed that alcohol education in the first six grades should be limited to teaching such simple health measures as, refraining from eating or drinking any substance the nature of which has not been approved by a responsible adult in which the child has confidence. Safety measures, such as staying away from people who are behaving strangely, may be emphasized here. McCarthy and Douglass think that "Overemphasis on alcohol as a problem with pupils in these grades may result in a conflict of loyalties between the school and the home".<sup>25</sup>

Another caution is the presentation of alcohol as isolated subject matter. If the children are interested and ask questions about alcohol as they usually will in the intermediate grades, there should be no harm in discussing the subject. The use of biographies and stories in intermediate grades that emphasize the wise choices of men who refused drink will help to establish attitudes toward non-drinking.

An extreme viewpoint concerning alcohol education in the first

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<sup>24</sup> Harry S. Warner, editor, Abridged Lectures of the First (1943) Summer Course on Alcohol Studies at Yale University (New Haven: Quarterly Journal of Studies on Alcohol, 1944), p. 101.

<sup>25</sup> McCarthy and Douglass, op. cit., p. 168.

six grades is held by La Porte. He believes that primary teachers should teach enough of the effects to develop an intelligent viewpoint on alcohol, and that intermediate teachers can use simple experiments to show the effects of alcohol outside the body, then interpret the internal effects, i.e., the drying of tissues, the loss of nerve control, dulling the senses, and impairing judgment. He also suggests the use of illustrative stories.<sup>26</sup>

Beginning in the seventh grade or junior high school there is more agreement on what should be taught. Most authorities believe this is the place for a direct approach. Many suggest using a unit in health, science or social studies, it being an integral part of the subject in which it is presented. The Joint Committee on Health Problems in Education states: "Teaching in the junior high school should place emphasis on preparation for life efficiency".<sup>27</sup>

Vierling Kersey believes the junior high school is the place to include a unit in the science program for teaching the biological effects of alcohol. He believes it should follow teaching in the elementary grades in which a good foundation of health habits is built.<sup>28</sup>

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26 William R. La Porte, op. cit., p. 218.

27 Charles E. Wilson, editor, Joint Committee on Health Problems in Education of the National Education Association and American Medical Association, Health Education (Washington, D. C. : National Education Association, 1941), p. 368.

28 Vierling Kersey, "Some Notes on Temperance Education," California Journal of Secondary Education, 15:200, April, 1940.

The aspects of teaching in junior high school should include both personal and social. Personal aspects to be developed are the effects on the body in modifying physical fitness and efficiency. Social aspects can be developed in ninth grade civics and other social studies. Care should be taken to avoid an emotional presentation, otherwise emotional resistance and resentments will develop which may cause difficulties when the subject is explored in the higher grades.

Emphasis at the senior high school level is quite generally agreed to be on social aspects, although personal aspects should also receive attention. The social aspects can be presented in the social sciences. The more scientific principles can be presented in chemistry, biology, and physiology. Nutrition and home economics are opportunities for relating the use of alcohol to physical health. Social sciences courses adapted to teaching about alcohol are: American history, problems of democracy, sociology, consumer economics, and advertising and sales. Another area for presentation of alcohol is in driver training courses.

The opportunities for teaching about alcohol in the senior high school are varied. For many students the use of alcoholic beverages has become a realistic question for the first time, and for that reason their study of alcohol can be objective. Their intellectual and emotional maturity makes possible an intensive and objective study of the problem. The opportunities for teaching place a challenge on teachers of subjects related to alcohol. According to

McCarthy and Douglass "The key to effective instruction about alcohol in the secondary school is to be found in the teacher".<sup>29</sup>

La Porte gives the following teaching suggestions:

1. Avoid moralizing, propagandizing and distortion of the facts.
2. Stress physiological, psychological, and sociological effects on the individual and on society from the standpoint of health and general welfare.
3. Emphasize the fact that alcohol is a poison, not a true stimulant.
4. Stress the idea that alcohol is habit-forming. That many people find moderation impossible.
5. Give attention to statistics that moderate drinking is more dangerous than heavy drinking from the standpoint of safety and accidents.
6. Stress the immediate rather than the remote effects on individuals and on society.
7. Substitute facts for fallacious theories.
8. Give attention to the financial backing of liquor interests.
9. Refer to the policy of employment of railroads and great industrial establishments.
10. Encourage frank questions and free discussion by all students. Have the students bring data to class.
11. Motivate discussion to develop the desire for a high level of fitness, appreciation of good citizenship and community responsibility, and how character and personality is affected.
12. Give attention to subnormal children in developing defensible attitudes and practices with regard to the use of alcohol.<sup>30</sup>

Roe makes the following recommendations for teaching:

1. Discussions of the effects of alcohol should be limited strictly to scientifically accepted findings. Present them on their own merits and let the student draw his own opinions.
2. Distinguish between drinking small amounts and excessive drinking.
3. Leave out discussions of commercial uses of alcohol.

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29 McCarthy and Douglass, op. cit., p. 169.

30 William A. La Porte, op. cit., p. 219.

4. Promote the aspect of excessive drinking as one of the great social problems.
5. Emphasize the eventual inadequacy of recourse to alcohol as an escape device.
6. In discussions on physiological effects be definite about the amounts ingested. Mention chemical tests for amount of alcohol in the blood.
7. Discussions on the effects of alcohol on body structures and functions should avoid misconceptions about physiology.
8. Show the relation between chronic alcoholism and mental diseases.
9. Show the effects of drinking upon nutrition.
10. Stress the social aspects of drinking.
11. Use recent statistics on alcohol caused accidents. Also use statistics from a central source, as the National Safety Council.
12. Stress public responsibility for problems of alcohol.<sup>31</sup>

Roe's recommendations are the result of a study of errors and shortcomings in teaching practices.

Content of instruction. One of the greatest needs of alcohol education is reliable information on the subject of alcohol. Hirsh states concerning the existing text material on alcohol: "It inevitably perpetuates stereotypes, moral judgments, errors and conclusions which are often scientifically unjustified".<sup>32</sup> He blames state and local boards of education for accepting educational materials of this kind.

Roe has carefully examined the textbooks on alcohol and states:  
The drawing of conclusions not pertinent to the data is one of

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31 Anne Roe, op. cit., p. 82 ff.

32 Joseph Hirsh, "Alcohol Education: Its Needs and Challenges," American Journal of Public Health, 37:1576, December, 1947.

the most frequent errors in these books.

It is clear, I think, that our educational material is worse than inadequate".<sup>33</sup>

Roe lists the following reasons for inaccuracies in science textbooks:

1. The textbooks are written, usually, by teachers, not scientists. Sources are usually previously published textbooks, not original sources.
2. General textbooks always lag behind current knowledge. This system perpetuates errors from one generation to the next.
3. It is difficult to avoid misstatements when very complicated conceptions must be simplified for pedagogical purposes.
4. Research scientists are at fault for failure to make their findings readily available.<sup>34</sup>

If teachers are to improve their teaching on alcohol, improvement of informational materials seems essential. It is encouraging to note that such improvements are being made.

In spite of the fact that many textbook materials are still unreliable, it is true that good scientific source materials are becoming increasingly available. Educators and scientists at Yale University have taken pains to disseminate reliable information on alcohol. The findings of research workers in the Yale Laboratory of Applied Psychology and in the Yale Plan Clinic are made available to educators through books and through the Summer School of Alcohol Studies.

Since Yale University is a leading educational force in

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<sup>33</sup> Anne Roe, "Alcohol Education in the Schools," Scientific Monthly, 60:51, January, 1945.

<sup>34</sup> Ibid., p. 51.



dissemination of reliable information on alcohol, the author believes it is valuable to know what Yale teaches about alcohol. T. N. Tiemeyer summarizes it as follows:

Alcohol is not a stimulant but a depressant, a sedative, a mild anaesthetic. Because it is absorbed directly through the walls of the stomach it quickly reaches every tissue of the body. Its effects on the central nervous system is almost immediate. Sense perception sharply decreases and response to stimuli requires a greater time lapse. Inhibitions and mental barriers are lowered, permitting the drinker to do things which he would not do normally.

But most types of alcohol wear off rapidly, usually at the rate of one hour per ounce. The use of small amounts of alcohol (1 or 2 ounces a day) over a period of years leaves no damaging effects on the average body. In our country today there are about 65 million users of alcoholic beverages. Most of these are controlled drinkers who never get into serious difficulty from their drinking. But many will overstep the bounds of moderation and from time to time find themselves in conflict with friends, families and employers.

A small number, not more than 5 per cent of all drinkers, will go down the road to addiction. Science has not been able to detect any type which is likely to become immune. Any person who drinks may become an alcoholic. He may originally have been a problem drinker trying to escape reality, or a congenial social drinker trying to be a good sport in his crowd. But somewhere along the line the pattern changes. He finds himself refusing parties where there are no drinks or taking a few extra before going. He does more solitary drinking but manages to confine his sprees to week ends and escapes general criticism. Farther along the path he cares little for the opinions of others and drinks a greater quantity and at anytime. Now he runs into serious difficulty. Soon he finds himself without friends, without a job, without a family. He cannot understand the way people are treating him. He feels grossly misjudged and maltreated, and finds escape in the stupor of more drinking.

There is more trouble ahead. He must go through the tunnels of partial amnesia known as 'blackouts', experience deep mental and physical pain, suffer delirium tremens, endless aching hangovers, and grim fear of physical deterioration. Eventually he plunges into a vicious cycle: the alcohol has created symptoms which can be removed only by more alcohol which, in turn, creates more symptoms. This is the sub-basement level known as alcoholism.

We know that alcoholism is a disease and must be treated as

such. The patient can no more control his drinking than a patient with measles can keep his rash from breaking out.<sup>35</sup>

While there is practically no limit to the number of facts about alcohol that may be taught, it seems advisable to point out the main facts for teaching in order that they may serve as a guide to teachers unfamiliar with the subject. Emerson lists seven facts every child should know. They are:

1. The effects sought and found in the use of alcoholic beverages of any strength is due to ethyl alcohol.

2. Ethyl alcohol is a narcotic drug which removes inhibitions by depressing the functions of the brain.

3. Its use has not been found to improve any of the bodily functions of a healthy person.

4. It is in no respect useful or necessary as food for healthy persons.

5. Its use tends to increase disease and accidents and contributes to shortening the length of life.

6. It has a particularly harmful effect on persons without mature and stable nervous systems, children and youth, and persons constitutionally inferior, the very kind of youth and adults who tend to become addicted to alcohol as a way of escape from their social and economic limitations.

7. In the main it may be said that the least organized creature will stand alcohol in proportion to its weight better than any of the more highly developed ones.<sup>36</sup>

Concerning the moderate use of alcohol Emerson says:

In moderate amounts alcohol may be used by adults, mature in body and with stable nervous systems, who are well nourished and have completed their work or met their responsibilities for the time being, if the beverage is of low percentage of alcohol or is greatly diluted.

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<sup>35</sup> T. N. Tiemeyer, "What Yale Teaches About Alcohol," Christian Century, September 29, 1948, pp. 1004-5.

<sup>36</sup> Harry S. Warner, editor, op. cit., p. 99.

He points out the effects of alcohol thus:

The effects of alcohol upon the drinker are best studied in the changes that occur in his conduct. Almost without exception these changes reveal inferiority of performance whether tested at the physiological or psychological level. The effect commonly sought is a sense of subjective well-being, "euphoria", a deceptive, transient state, which is apt to be followed by one of deeper inadequacy, discouragement, or worry than from which the drinker sought escape.<sup>37</sup>

Doctors now are quite universally agreed on the following statements:

1. Alcoholic beverages exert a depressant, or narcotic action affecting particularly the nervous system. The affect depends on the amount of beverage consumed and on its alcoholic content. The effect varies with individuals and is greater if taken when the stomach does not contain food.
2. Overindulgence is unquestionably detrimental to health.
3. The repeated use of alcoholic beverages strongly tends to become habitual.
4. The continued or excessive use of beverages containing high percentages of alcohol may produce marked irritation of the stomach.
5. The continued use of strong alcoholic beverages may produce serious effects on the nervous system, including delirium tremens, hallucinations, mental deterioration, and neuritis.
6. Excessive users of strong alcoholic beverages are distinctly shorter lived than the average.
7. Alcoholism is a disease. The alcoholic is a sick person; he should receive expert treatment.
8. Drivers who consume alcoholic beverages have more accidents. They endanger their own lives and the lives of others. Pedestrians who drink also create hazards.
9. Through their depressant action on the nervous system, decreasing ordinary inhibitory controls and relaxing normal moral restraints, alcoholic beverages may contribute to sex delinquency.
10. There appear to be some people who can take alcohol moderately in beverage form without noticeable harm and without becoming habitual drinkers, but young people cannot predict whether or not they belong in this classification.
11. In the average normal individual, alcohol is unnecessary.

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<sup>37</sup> Ibid., p. 100.

12. A clear distinction should be drawn between alcoholic beverages as used socially and its employment by physicians for their therapeutic purposes. Clinical evidence indicates that in certain disease conditions, especially those involving the arteries, there may be value in the moderate use of alcoholic beverages as prescribed under medical supervision.<sup>38</sup>

It is not the purpose of this thesis to give a detailed outline of subject matter to be included in a comprehensive program of alcohol education. It seems sufficient to point out errors in existing materials and give the basic data supported by authorities on the subject. The critical reader will thus be able to select text material with discrimination.

State programs of alcohol education. As evidence of the increased public interest in the study of problems of alcohol, numerous states have recently made provision for such study. Among those that have tried new approaches in alcohol education are Utah, Mississippi, Florida, Ohio, Oregon, New Hampshire, South Carolina and Idaho. Brief statements of the type of educational program in each of these states follow:

Utah. According to Margaret Hickey, Utah was one of the first states to reject the old fashioned temperance speakers and to substitute them with a special program telling teen-agers the medical facts about alcohol and what it can do to the person that drinks it, and

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<sup>38</sup> Charles E. Wilson, editor, Joint Committee on Health Problems in Education of the National Education Association and American Medical Association, Health Education (Washington, D. C. : National Education Association, 1948), p. 59.

giving the emotional appeal of the personal stories of the members of Alcoholics Anonymous. The program appeals to the student's intelligence. It tells them that they may be potential alcoholics and asks them to make up their minds whether or not to take the chance.

The Utah school program is carried on by the State Board on Alcoholism. Headed by Judge Reva Beck Bosone the Board took the new educational program to every community and high school in the state that would invite them. In 1951 a program was presented in fifty-one schools and colleges and in fifty-one meetings with adults. The program consists of three parts: First, an authority on alcohol, usually a representative of the Board, gives the medical facts, i. e., tells what an alcoholic is and how he gets that way; second, a film, usually about drunken driving, is shown; third, a member of Alcoholics Anonymous tells his story. The last part of the program is the most graphic and stirring. Partially as a result of these programs the membership in Alcoholics Anonymous in Utah has increased 440 per cent since the program began.<sup>39</sup>

Mississippi. In 1938 the state placed alcohol education in the hands of a supervisor of narcotics education. In 1945 a program was launched for teacher-training in Mississippi Southern College. Since then other teacher-training institutions have offered a course for

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<sup>39</sup> Margaret Hickey, "Teen-agers and Alcoholism," Ladies Home Journal, April, 1952, pp. 25, 114, 116, 118.

teachers concerned with alcohol. The courses are taught by instructors who have attended the Summer School of Alcohol Studies at Yale University. The response to the course is good. Ultimately the plan is to offer a course in each of the teacher-training institutions in the state and to make the course a requirement for a teacher certificate.

A program of adult education is being carried out and is well received. It is felt that this phase of education is essential to the correct interpretation of instruction in the public schools.

The State Department of Education has compiled teaching materials for two units, one for twelfth-grade health and another for ninth-grade science. It is hoped that these helps will fill the gap until acceptable textbooks are available.<sup>40</sup>

Florida. Alcohol and narcotics education is under the State Department of Education. One of the recent contributions of this department is a mimeographed bulletin, Materials in the Florida State Adopted Textbooks and in Selected Supplementary Books Pertaining to the Field of Alcohol and Narcotics Education with Suggested Teaching Aids. The state consultant of alcohol and narcotics education meets with faculty groups in the various counties and explains the point of view of alcohol study. County supervisors follow up the work of the consultant. As time permits the consultant goes into classes and

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<sup>40</sup> McCarthy and Douglass, op. cit., pp. 258-65.

holds discussions with the students, thus demonstrating to teachers the methods of presentation. One to six weeks a year the consultant works with teachers in in-service training classes.<sup>41</sup>

Ohio. In 1938 the Health and Narcotics Education subdivision was established in the State Department of Education. The purpose of this subdivision was to aid teachers through specially prepared source materials, conferences, workshops, and school assemblies, to do more effective teaching in health and narcotics.

The supervisor visits the schools of the state to bring talks, conferences and discussions. The assembly plan is used largely. Adults are addressed in Parent Teachers Association units, church groups, and service clubs, in order that they may understand the nature of the state program. High school talks are conducted as forum discussions based on students' questions.<sup>42</sup>

Oregon. Alcohol education is carried on under the direction of an Educational Commission attached to the State Liquor Control Board. In cooperation with the State Department of Education the Commission established an extension course for teachers in 1945 at the State University in Portland. The course, Alcohol in the School Curriculum carries two hours university credit and meets weekly for one term.

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41 Ibid., pp. 265-69.

42 Ibid., pp. 270-1.

Teachers are encouraged to organize units of work to be undertaken in the classroom. Favorable response among educators toward the Portland course led officials in 1949 to extend the course to other communities in the state. The purpose of the course is to acquaint teachers, social workers, counselors, school administrators and qualified laymen with the latest available scientific information that is related to the problems of beverage alcohol. A test of "Attitudes and Opinions" is given at the beginning and the end of the course to evaluate its effectiveness.

The emphasis on offering training to teachers complements the rehabilitative aspects of the Oregon program. In addition the Educational Commission publishes and reprints a number of pamphlets for public distribution and places a series of reference works in many of the libraries of the state.<sup>43</sup>

New Hampshire. In 1947 legislation established a state program to assist in the solution of the problems of alcohol, an agency to be created, one of whose duties was education and prevention. The agency, now called the Commission on Alcoholism, started to devise an effective educational program to give reliable information about the nature and scope of alcoholism and to remove stigmas and prejudices which hold back the recovery of alcoholics. A joint committee selected by the

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<sup>43</sup> Ibid., pp. 272-4.



Commission and the chief of the division of instruction from the state department of education was established to consider the matter of public school instruction about alcohol.

Faculty members from Keene College who had attended the Yale Summer School of Alcohol Studies submitted a syllabus for the public school curricula. Trial units in instruction about alcohol for the freshman college level and for the junior high school level were worked out also by one of the faculty members. The principal of the Wheelock Training School worked out and used materials on the elementary level.

The Commission plans to carry out the public school work through official educational agencies. A revision of curriculum materials is expected to provide an abundance of suitable materials. The Commission suggests that alcohol education be carried out in the context of other subjects rather than as a special unit. The Commission also carries out numerous activities in the field of adult education, distributes literature, conducts speaking engagements, and makes use of films and newspaper releases.<sup>44</sup>

South Carolina. In 1944 a supervisor of alcohol education was appointed by the state superintendent of education. Teacher-training classes were organized to insure a better understanding of the subject by teachers and a knowledge of the most effective approaches to the

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<sup>44</sup> Ibid., pp. 274-6.

problem. Materials are prepared for teacher use. Programs are developed and conducted for school assemblies. Allied Youth posts have been organized in several high schools. A study of approaches to alcohol education has revealed that older students are keenly interested in a frank and scientific discussion of the alcohol question.

In evaluation of the program, A. M. Taylor, Superintendent of Education, said:

Although nothing spectacular has been accomplished during the five years this program has been in effect, it is encouraging to note the signs of growing interest among the schools of the state in more vital instruction about alcohol. As this interest increases, as more adequate material concerning the subject is produced on the various grade levels by competent authors, as the study of alcohol becomes properly correlated and integrated with the total school curriculum, the boys and girls of South Carolina may be expected to receive more effective instruction concerning the effects of alcohol on man and society.<sup>45</sup>

Idaho. The alcohol education program of the state is under the supervision of a director of narcotic education. The Department of Public Instruction published a revised bulletin, Suggestions for Instruction Concerning Narcotics and Stimulants, which was produced in the Curriculum Workshop of the University of Idaho in 1946. In the foreword to this bulletin, G. C. Sullivan, State Superintendent of Public Instruction, states:

It is expected that administrators and teachers will study this bulletin together. This study should result in forming a sound philosophy, a workable program for the individual school,

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<sup>45</sup> W. S. Gray, editor, "Alcohol Education" editorial, Elementary School Journal, May, 1950, pp. 490-1.

and effective classroom practices.

In addition, the teacher-training institutions are urged to recognize their responsibility in training teachers for this service and to incorporate these suggestions into education courses required for certification.<sup>46</sup>

The bulletin is prepared for use by administrators and teachers of both elementary and secondary schools. Activities, outcomes and suggested units for integration are outlined for each grade level - primary, intermediate, grades seven and eight, and high school. Other features of the bulletin provide valuable information under these headings:

Understanding the program (approach and objectives).

Aids for the teacher (visual aids and experiments).

Coordinated community responsibility in promoting personal and social living.

Information for the teacher (alcohol, tobacco, stimulants, drugs, narcotic drugs, and statistics).

Annotated bibliography (separate bibliography for each grade level).<sup>47</sup>

This is one of the most thorough and practical teacher helps that the author has seen. The suggestions offered seem to be fundamentally sound and in keeping with modern educational theory and practice.

Washington. In correspondence with Marjorie Estabrooks, Supervisor of Health and Physical Education, it was learned that the

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<sup>46</sup> State of Idaho, Department of Public Instruction, Bulletin A-2 revised, Suggestions for Instruction Concerning Narcotics and Stimulants (University of Idaho, 1946), p. 3.

<sup>47</sup> Ibid., p. 4.

Guide to the Development of Health and Physical Education is out of print and there are no copies available.

"Regarding alcohol education," Marjorie Estabrooks states in her letter, "in addition to the Guide and consultation concerning the health education program, we worked with the Washington Temperance Association on their recently published bulletins on the subject". She sent a copy of Facts About Alcohol, a booklet from the Life Adjustment series prepared for high school students. The booklet is from the State Department of Education's curriculum library.

In consultation with Mr. Milton Martin, Superintendent of Yakima city schools, it was learned that on the junior high school level alcohol education is included in general science, health, and physical education courses. Ninth grade students study a unit on alcohol in general science, and all students study about alcohol in required health and physical education courses. Health classes meet two or three times a week, depending on the semester, and use textbooks, all of which include information on alcohol. Teachers of health make use of bulletins prepared for their own use by their director of physical education. They also make use of a Health Teaching Syllabus for Junior and Senior High Schools prepared by the University of the State of New York, and the Health Guide Units for Oregon Teachers, Grades 7 to 12. Each of these bulletins have outlined units which include the study of alcohol.

There seems to be little uniformity of practice in regard to alcohol education in the various states whose programs are cited. As the author sees it, the procedure is not the important thing in an effective state program. What is more important is that some educational agency of the state takes the initiative in promoting a good alcohol education program. Too often state departments of education have barely mentioned alcohol education in courses of study and have trusted the teachers with the responsibility of planning and preparing a program of their own. State departments of education have considered it important that teachers be supplied with guides for every other important phase of education, but have often neglected alcohol education.

The author lists the following practices observed in the programs cited which seem to be good:

1. Alcohol education is the full time responsibility of an employee of the state department of education.
2. This employee and his staff prepare and distribute guides and materials on alcohol education, sponsor alcohol education for teachers in in-service training and at state teacher-training colleges, and furnish consultation service to teachers throughout the state.
3. A systematic procedure for adult education is carried on by a committee working in close connection with the state department of education.
4. Key persons in preparing material for alcohol education

programs attend the Yale School of Alcohol Studies.

Evaluation of the alcohol education program. It is apparent that the public attitudes toward the problems of alcohol need realignment. A program designed to permit the participation of all the groups of divergent views seems possible. Initiative for beginning such a program lies in civic-minded citizens who will be willing to identify themselves with the National Committee on Alcoholism and form local committees on alcoholism, whose function would be to disseminate sound, unbiased information on the alcohol problem and on the means of solving the problem. The activities of this committee would enlighten the public to their responsibility toward problems of alcohol. The result of this action might well be the fulfillment of the following five points:

1. Recognition of the problems of alcohol and acceptance of public responsibility for action.
2. The agreement of a majority of people on goals toward which all can work in solution of the problems.
3. Reeducation of the public concerning the nature and effects of alcoholic beverages.
4. Public action in solution of the problems, led by significant and responsible groups.
5. The establishment of acceptable substitutes for alcoholic beverages.

The objectives of alcohol education have been justly criticized. Among the criticisms are: (1) forcing adult aims (abstinence) on young people, (2) presenting information on alcohol with intent to moralize rather than to make an objective presentation, (3) emphasizing "temperance" rather than self control. The objectives of instruction are stated as follows:

1. Present the facts about alcohol scientifically, objectively.
2. Encourage young people to evaluate their individual standards of values against superficial values.
3. Guide the mind and conduct of the child toward independent practices of thought, self control and self determination.
4. Educate to the need for public provision for meeting the problems of alcohol.

The outstanding criticisms of the methods of instruction on alcohol are:

1. Emotional factors are evident in the desire to indoctrinate students.
2. Fear and threats as to what alcohol will do are used as motivation for learning the effects of alcohol.
3. Administrators have frequently adopted a negative attitude toward alcohol education because of uncertainty concerning appropriate methods for handling the material and because of the possibility of stirring up antagonistic community feelings.

4. Teachers have insufficient factual background for teaching.
5. Failure to plan carefully and to organize materials.
6. Shifting responsibility for teaching about alcohol to some other department or grade level.
7. Lack of knowledge of effective approaches.
8. Lack of knowledge of subject correlation.

The responsibility of administrators and teachers to plan and organize materials is a prerequisite to an effective program. All teachers in all subjects should recognize and accept their responsibility to participate in an integrated plan. Each school will do well to adopt its own program. Integration with natural and social sciences is most advisable. Wherever possible motives for integration of alcohol education with other subject matter should not be apparent.

Indirect or incidental approaches to teaching can be used frequently in many subjects, but direct and formal teaching should receive special attention in health, science, and social studies. Direct study can result from incidental approaches.

A school-wide study is highly desirable in order that all pupils receive instruction. It can be done through physical education classes. Emphasis on the subject should vary with the grade level. Direct approach is recommended in the junior high school. It is important that students receive instruction on alcohol at the junior and senior high school levels when they encounter alcohol as a real



problem in a drinking environment. The teacher is the key to effective instruction.

The teaching suggestions listed by La Porte and Roe indicate desirable methods of instruction.

Improvement is being made in preparation of informational materials. The findings of research workers in the Yale Laboratory of Applied Psychology and in the Yale Plan Clinic are available to educators through books and through the Summer School of Alcohol Studies at Yale University. Although we must admit there are points of disagreement over the effects of alcohol there are also points over which there is quite universal agreement. Twelve points on which doctors are quite universally agreed are listed in Health Education by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. These twelve points should be the basis for information disseminated in the classroom.

Several states have recently tried new approaches to alcohol education. Utah, Mississippi, Florida, Ohio, Oregon, New Hampshire, South Carolina and Idaho have revised their programs with a view toward bringing them up-to-date. Analysis of the programs of these states shows that the present trend is away from reliance on temperance speakers toward preparation of teachers and text material for classroom instruction about alcohol. The assumption of the public school of this responsibility seems to be vital to an effective alcohol education program. Initiative should be taken by state departments

of education in order to give state-wide emphasis. It appears that state departments of education are not justified in a plan that lets the temperance organizations carry the bulk of the responsibility toward alcohol education. The job is one for public education and should be treated with the same regard as is given other phases of public school education.

## CHAPTER VIII

### SUGGESTED IMPROVEMENTS ON ALCOHOL EDUCATION FOR THE JUNIOR HIGH SCHOOLS OF THE STATE OF WASHINGTON

It is evident from the foregoing chapters that the alcohol problem is a complex and critical one. To say that it has always been so, and therefore always will be, is to fail to evaluate the facts accurately. Education has had success in helping to solve other serious problems; therefore it is reasonable to assume that it will do its part to bring about a solution to the alcohol problem.

According to McCarthy and Douglass a reason for the complexity of the problem is parental attitude toward drinking and public indifference toward solutions of the problem. Were it possible to successfully promote alcohol education on the adult level a quick solution might be found; but adult opinions do not change easily. Adult interest is difficult to reach and their values are ever changing. However, it should not be assumed that success is impossible on the adult level.

What is more apparent is that education of the children in school today will result in more lasting and far-reaching results. It is therefore the duty of the school to help boys and girls to see the challenge of the problem that is being passed on to them. When teachers have presented the problem in all its aspects without bias, emotion, or overstatement the new generation will be better prepared

to deal effectively with the alcohol problem.

Assuming that teachers and administrators do want to carry out their responsibility in regard to alcohol, they will need to know in what respects they can improve what is now being done. The following are criticisms of the present alcohol education program:

1. Educators attack outcomes rather than fundamentals.
2. Adult aims are imposed on students.
3. Too much emphasis is placed on moral and legal aspects; not enough on the social aspects.
4. Teaching about alcohol is often perfunctory, confused, inadequate or nonexistent.
5. Teachers are poorly trained for teaching about alcohol.
6. Textbooks are often inaccurate and have the wrong approach.
7. Schools lack coordination in regard to alcohol education.
8. Teachers are often unimpressed with the importance of alcohol education.

One of the purposes of this thesis is to make suggestions for improvement of the alcohol education program, especially for the junior high schools of the State of Washington. In view of the criticisms stated above it seems wise to make suggestions that will be constructive toward those criticisms. The suggestions that follow are headed as follows: recommendations, objectives, principles, teaching suggestions and content.

Recommendations. The following recommendations are made on the basis of authoritative statements in the foregoing chapters of this thesis. The recommendations are made with the hope that they will be considered worthy of acceptance by all for whom they are intended.

1. Start in the junior high school to give direct and formal alcohol education. Continue it through senior high school. Make use of incidental approach in many subjects. The reasons given for beginning direct and formal teaching in the junior high school are:

- a. Students there often meet the incidence of drink.
- b. Certain subjects normally required in junior high school, such as social studies, science, health and physical education are easily adapted.
- c. A sizeable per cent of students drop out of school after the eighth and ninth grades.

2. Plan for alcohol education in the junior and senior high schools on the state level. This will give a more universal program throughout the State of Washington, and it should place alcohol education in the position of importance it deserves. Planning on the state level can be a part of the work of the State Department of Education. Planning should provide a syllabus and teaching suggestions.

3. Make the study of methods and content of alcohol education

a part of the required course for teacher-training. The complexity of the alcohol problem requires instruction regarding fundamental data and the broad social implications. Adequate training by teacher-training institutions can do much to insure proper teacher presentation.

4. Secure integration and teacher cooperation through inter-departmental planning conferences in local schools. Planning conferences may include all teachers who should have a concern with any aspect of alcohol education. Preliminary discussions may be directed along these lines:

- a. The general purpose of the proposed teaching program.
- b. Why the school should assume responsibility and the extent of that responsibility.
- c. General environmental factors that should affect the program.

After there is some concurrence on these factors, attention may be given to the methods and content of teaching. Community workers should take part in the planning conference in order to secure community approval.

5. Start an Allied Youth Club in the school. This can be a valuable means of securing pupil interest in alcohol education. Since the interest is primarily social, sponsorship is a unique responsibility. Care should be taken to secure a sponsor with talent in social leadership.

Objectives of alcohol education. A major criticism of the alcohol education program of the past is that it had the wrong objectives. Teachers have tried to force their opinions on students rather than to equip the students with information sufficient to make personal decisions. They have often been moralistic rather than realistic. It is important, then, that the objectives be clarified. The following objectives seem essential to effective alcohol education.

1. To present the facts about alcohol scientifically and objectively. In this way students will secure an accurate understanding of the effects of alcohol in order that orderly thinking may result in right conclusions.

2. To encourage students to evaluate their individual standards of values against the superficial values which prevail in many drinking groups. By accepting responsibility for their own welfare and the welfare of others they will thus be able to make decisions based on careful study.

3. To guide the mind of the child toward independent practices of thought, self control and self determination. Practices that should result are:

- a. Seeking lasting and genuine satisfactions of life through healthful living.
- b. Having pride in a strong healthy body and a wholesome mental attitude.

- c. Showing an attitude of respect for the rights of those who have different opinions.
- d. Showing a reasonable expression of individuality and evidence of respect for their own views.
- e. Cultivating a desire for wholesome recreation.
- f. Having pride in the conduct which brings a feeling of self-respect and approval of worth-while associates.
- g. Showing an analytical attitude toward propaganda.

4. To educate to the need for public provision for meeting the problems of alcohol. Alcohol is a social problem. Public funds are expended for control of the problem. If the public becomes sufficiently interested it will do more in caring for and treating existing alcoholics and in education toward prevention of alcohol addiction.

Principles of alcohol education. The following principles have special significance to alcohol education. They are adapted from Making Alcohol Education Effective by H. H. Hill.

1. All subject matter should be based upon scientific fact. To moralize is to weaken the presentation.
2. All teaching should be based upon situations familiar to the group and within the level of their understanding and interest. Adapt the teaching to the particular classroom.
3. Every effort should be made to integrate teaching on alcohol into the related subjects, such as health, biology, chemistry,



social science, homemaking, driver training, etc. The broader implications will become evident as the student views it in the setting of various classes. He will more readily grasp the idea that it is a very real problem and that it is related to many phases of living.

4. Initial emphasis should be given to the effect of alcohol upon the nervous system. Only by understanding the effects of alcohol upon the mind can young people properly evaluate its social impact.

5. Exaggeration and over-statement should be carefully avoided, however, the truth is not to be neglected. Distinguish carefully between expression of personal opinion and recitation of facts.

6. Care should be taken to make certain that all experiments are reliable and that the conclusions are valid.

7. The use of methods or materials which tend to create damaging emotional conflicts should be avoided.<sup>1</sup>

Teaching suggestions. These have been analyzed in Chapter VII of the thesis under the topic "Methods of Instruction". A summary of those which seem to be most practical and desirable follow.

1. Arouse student interest. The following suggestions are given by Hirsh:

- a. Have the students write an essay on alcohol for English class. English teacher turns them over the social

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1 H. H. Hill, Making Alcohol Education Effective, (Seattle; Washington Temperance Association, 1952)

studies teacher who then determines the student's attitude before instruction is given.

- b. Have an assembly program in which an ex-alcoholic tells his personal history.
- c. Use a film that portrays dramatically the dangers of excessive drinking as related to drunken driving and other kinds of accidents.<sup>2</sup>

2. Present the facts about alcohol and its effects in precisely the same terms as other subject matter is presented, objectively, completely.

3. All subject teachers should recognize and accept their responsibility to participate in an integrated plan of teaching about alcohol. No subject in the school program is extensive enough to warrant assigning to it exclusively the study about alcohol.

4. Most teachers can include instruction about alcohol in the main body of the subject material. Individual problems can be handled by the counsellor or home room teacher.

5. Integrate the study of alcohol with the natural and social sciences. Present it as a factor in healthful living. Discuss it as it effects hygiene, social, vocational and spiritual well-being.

6. Use incidental approach to begin extensive investigation

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2 Joseph Hirsh, Alcohol Education (New York: Henry Schuman, 1952), p. 70-1.

where situations warrant such.

7. Teach in science and health the effects of alcohol on living tissues, plants, seeds, fish and mice, and interpret its effect on the body's nervous system and function of the organs, susceptibility and recovery from disease.

8. In social studies stress the effects of alcohol in impairing judgment and reason, modifying personality, temporary lowering of the intelligence level, affecting social conduct and modifying socioeconomic conditions--poverty, vice, crime, insanity and divorce.

9. In safety education teach the effects of small quantities in reducing the accuracy of neuro-muscular coordinations, and in increased hazards.

10. Instruct students about alcohol in physical education classes where every boy and girl can be reached.

11. Invite a special speaker to spend several days at the school meeting students in small groups where he can attain an informal and democratic procedure.

12. Emphasize preparation for life efficiency.

13. Teach a unit in science on the biological effects.

14. Develop social aspects in civics and other social studies. Stress the social responsibility of citizens.

15. Relate the use of alcohol to physical health in home economics classes.

16. Make use of films and other audio-visual aids as teaching agents.

17. Strive for cooperation between the school and the community.

Content of alcohol education. Care must be taken to find material of recent origin, and material written by persons who have made use of recent findings in the study of alcohol. Careful examination of material in some books on alcohol will reveal weaknesses such as, failure to distinguish between amounts of alcohol consumed, failure to clarify relationship between alcohol and disease, little emphasis on social aspects of drinking, and exaggerated statements on alcohol and crime.

Information concerning suitable material for teaching about alcohol is given in the Selected Bibliography. The books, films, filmstrips and charts are good, although shortcomings and errors may be present in some.

Rather than give a detailed outline containing the subject matter content on alcohol, it seems advisable to present here only a summary. The following statements are facts about alcohol on which doctors quite universally agree as stated by the Joint Committee on Health Problems in Education:

1. Alcoholic beverages exert a depressant, or narcotic action affecting particularly the nervous system. The affect depends on the amount of beverage consumed and on its alcoholic content.

The effect varies with individuals and is greater if taken when the stomach does not contain food.

2. Overindulgence is unquestionably detrimental to health.
3. The repeated use of alcoholic beverages strongly tends to become habitual.
4. The continued or excessive use of beverages containing high percentages of alcohol may produce marked irritation of the stomach.
5. The continued use of strong alcoholic beverages may produce serious effects on the nervous system, including delirium tremens, hallucinations, mental deterioration, and neuritis.
6. Excessive users of strong alcoholic beverages are distinctly shorter lived than the average.
7. Alcoholism is a disease. The alcoholic is a sick person; he should receive expert treatment.
8. Drivers who consume alcoholic beverages have more accidents. They endanger their own lives and the lives of others. Pedestrians who drink also create hazards.
9. Through their depressant action on the nervous system, decreasing ordinary inhibitory controls and relaxing normal moral restraints, alcoholic beverages may contribute to sex delinquency.
10. There appear to be some people who can take alcohol moderately in beverage form without noticeable harm and without becoming habitual drinkers, but young people cannot predict whether or not they belong in this classification.
11. In the average normal individual, alcohol is unnecessary.
12. A clear distinction should be drawn between alcoholic beverages as used socially and its employment by physicians for their therapeutic purposes. Clinical evidence indicates that in certain disease conditions, especially those involving the arteries, there may be value in the moderate use of alcoholic beverages as prescribed under medical supervision.<sup>3</sup>

These suggested improvements are made with the understanding that the alcohol problem, complex as it is, will not be immediately solved even though all the improvements suggested are put into

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Charles E. Wilson, editor, Joint Committee on Health Problems in Education of the National Education Association and American Medical Association, Health Education (Washington, D. C. : National Education Association, 1948), p. 59.

practice. Yet it is quite possible that such improvements will lead to more effective teaching and therefore the next generation will be better prepared to meet the alcohol problem. The challenge to the public school is to accept the responsibility for doing a better job in alcohol education. When that challenge is accepted improvements will be made.

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Describes in outline form, with many illustrations, graphs and statistics, essential facts about alcohol, its use, abuse and affects. Good teaching aid for educators.

Alcohol, Science and Society. New Haven: Quarterly Journal of Studies on Alcohol, 1945. 473 pp.

Twenty-nine lectures of the Yale School of Alcohol Studies as given in 1944. The volume represents the basic results of years of study and research on the alcohol problem at Yale's Section on Alcohol Studies.

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A detailed scientific account of the physiological and psychological effects of alcohol. Each chapter is written by an authority in that phase of the subject.

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A brief condensed treatment of the physiological and psychological aspects of alcohol.

Haggard, H. W. and E. M. Jellinek, Alcohol Explored. Garden City: Doubleday and Company, Inc., 1947.

A good general book for teachers on the many problems of alcohol and alcoholism.

Hill, H. H., Making Alcohol Education Effective. Seattle: Washington Temperance Association, 1950.

A valuable aid. Points out objectives and principles of alcohol education and makes positive suggestions for effective teaching.

\_\_\_\_\_, Manual on Alcohol Problems. Seattle: Washington Temperance Association, 1950.

Clarifies eighteen opinions about the effects of alcohol with statements of fact from authoritative sources.

\_\_\_\_\_, Why People Drink. Seattle: Washington Temperance Association, 1952.

Points out the various reasons why people drink alcoholic beverages and suggests things to be considered by people in arriving at a personal decision.

Hirsh, Joseph, Alcohol Education. New York: Henry Schuman, 1952.  
107 pp.

A practical guide-book for teachers and school administrators who must answer questions on the problems of alcohol. The latest information available on alcohol has been organized for the teacher, and suggestions have been made that will guide the teacher in meeting the needs and interests of the student.

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This series of fourteen pamphlets presents in clear accurate language the facts about alcohol. They are valuable as reliable resource material for adults.

McCarthy, Raymond G., and Edgar M. Douglass, Alcohol and Social Responsibility. New York: Thomas Y. Crowell Company, 1949.  
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This book should be read by all those interested in teaching about alcohol. Drawing on all the resources of the Yale Plan Clinic it covers the entire background of alcohol as a social problem and presents an extremely valuable framework and philosophy for alcohol education.

Palmer, Bertha Rachel, A Syllabus in Alcohol Education. Evanston: Signal Press, 1933.

An excellent source of information. It is well organized for teaching use. It is presented in a scientific manner, but with certain conclusions prejudged for the reader.

Patrick, Clarence H., Alcohol, Culture and Society. Durham, N. C. : Duke University Press, 1952. 176 pp.

The author takes the viewpoint that culture is one of the important factors involved in the use of alcoholic beverages. He attempts to find a better understanding of the nature and extent to which the prevalence and forms of alcoholic indulgence in a society are culturally influenced. The findings are a means of recommending controls of the use of alcoholic beverages.

Suggestions for Instruction Concerning Narcotics and Stimulants.

Boise: Bulletin A-2, Revised, of the Idaho Department of Public Instruction, 1946. 138 pp.

A very good manual for teachers. Gives an approach to teaching about alcohol. States possible activities and outcomes for each grade level including grades seven and eight and high school. Suggests units for integration and gives visual aid and bibliographical sources. Quotations from authorities on alcohol give detailed information for teachers.

For the junior high school student

The Alcohol Problem Visualized. Chicago: National Forum Inc., 1948. 96 pp.

Because of its visual form this book is especially suited as a reference for students of junior and senior high schools. Facts, figures and findings are based on recent Yale Studies.

Almack, John C., A Clear Case Against Narcotics. Mountain View, California: Pacific Press Publishing Association, 1939. 156 pp.

A scientific account of the biological and sociological phases of narcotics. After the general effects of all narcotics are discussed, specific effects of the separate narcotics are given. Well adapted as a technical reference on narcotics.

Bogen, Emil and Lehmann W. S. Hisey, What About Alcohol? Los Angeles: Angeles Press, 1934. 112 pp.

A clearly worded, easily understood account of the psychological

and physiological effects of alcohol upon man. Prepared for use as a teacher's manual, a student's text or reference book, and as a basis of visual education through blackboard enlargements of simple illustrations.

Donnelly, Grant L., Alcohol and the Habit-Forming Drugs. Raleigh, N. C. : Alfred Williams and Company, 1936. 218 pp.

Suited for use as a text or reference. Presents the deleterious influence of alcohol on human beings as individuals and collectively through them on society.

Dry, B. A., Youth Questions Alcohol. Columbus: School and College Service, 1946.

This booklet emphasizes the social and economic problems which alcohol presents to youth.

Hamlin, Howard E., Alcohol Talks to Youth. Columbus: School and College Service, 1947. 32 pp.

A comprehensive although brief discussion of the various aspects of alcohol.

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Designed for textbook or reference.

McCarthy, Raymond G., Facts and Fancies about Alcohol. New Haven: Journal of Studies on Alcohol, 1951. 48 pp.

This book is written especially for young people as an interpretation of their questions about drinking. It emphasizes the need to be accepted and to be treated as adults, and explains how drinking sometimes becomes involved in achieving these aims.

Palmer, Bertha Rachel, A Syllabus in Alcohol Education. Evanston: Signal Press, 1933.

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Rice, Thurman B., and Rolla N. Harger, Effects of Alcoholic Drinks, Tobacco, Sedatives and Narcotics. Chicago: Wheeler Publishing Company, 1949.

Spaulding, Wilbur B., and John R. Montague, Alcohol and Human Affairs.  
New York: World Book Company, 1949. 223 pp.

One of the most recently published textbooks on alcohol suited for use in junior and senior high schools. It is written in an appealing manner. Its views are scientific and unbiased. Examples, illustrations and facts are based on the latest findings.

Safe and Healthy Living Series

A graded series of health books with a condensed and scientific presentation of information concerning alcohol. Listed below are names of textbooks for junior high school use:

Andress, J. Mace, I. H. Goldberger and Grace T. Hallock, Safe and Healthy Living. Grade 7. Boston: Ginn and Company, 1945.

\_\_\_\_\_, Understanding Health. Grades 9-12. Boston: Ginn and Company, 1950.

## SELECTED VISUAL AIDS

For junior high school use

### Films:

**ALCOHOL AND THE HUMAN BODY.** Encyclopedia Britannica Films, Inc., Wilmette, Illinois, 1949. 16 mm., sound, 14 minutes.

Shows the normal and disease effects of alcohol consumption on the human body. Traces course of alcohol through the body until it either oxidizes or escapes; shows progressive effects of alcohol on the brain centers; dramatizes cases of problem drinking and prescribes a treatment.

**AND SUDDEN DEATH.** Paramount Films, Inc., 300 W. 42nd Street, New York, N. Y., 16 mm., sound, 6 reels.

Dramatically emphasizes dangers of drunken driving and speeding.

**BENEFICIENT REPROBATE.** W. C. T. U., Evanston, Illinois. 16 mm., sound, 40 minutes.

A treatise on the uses and effects of alcohol in industry and in relation to the central nervous system of the human body. An evaluation of alcohol in the various uses to which it may be put and shows why it causes characteristic effects when taken in beverages.

**FIGURE THE ODDS.** Michigan Temperance Foundation, Inc., Lansing, Michigan, 1952. 16 mm., sound, color.

This film shows two young people getting some reliable information from a professor on what drinking does to human behavior.

**ITS THE BRAIN THAT COUNTS.** W. C. T. U., Evanston, Illinois. 16 mm., sound, 20 minutes.

A doctor demonstrates to two young people why a few drinks of beer may have caused the accident in which a friend of theirs was injured.

**THAT BOY JOE.** W. C. T. U., Evanston, Illinois, 1944. 16 mm., sound, 20 minutes.



Juvenile delinquency--its causes and means of prevention--are analyzed from a long-range view.

WHERE DOES IT GET YOU? W. C. T. U., Evanston, Illinois, 1946. 16 mm., sound, 20 minutes.

Discusses the physical and social effects of alcohol.

#### Filmstrips:

ALCOHOL PROBLEMS VISUALIZED. Society for Visual Education, Inc., Chicago 14, Illinois. 35 mm., color, purchase \$2.00.

THE CHANCE OF A LIFETIME. W. C. T. U., Evanston, Illinois. 35 mm., 53 frames, purchase \$2.25.

Safety for drivers of the future. Simple scientific explanation of relation of alcohol to traffic accidents.

CEILING UNLIMITED. W. C. T. U., Evanston, Illinois. 35 mm., purchase \$2.25.

A commercial pilot settles an argument about flying as related to alcoholic beverages.

HE RAN A RACE. W. C. T. U., Evanston, Illinois. 35 mm., Purchase \$2.25.

The story of a boy who ran a race and learned a valuable lesson.

TESTING THE DRINKING DRIVER. National Safety Council, Chicago, Illinois. Sound - slide, 20 minutes, loan.

#### Charts:

ALCOHOL EDUCATION CHARTS. Denoyer-Geppert Company, Chicago, Illinois, 1939. Priced from \$19.75 to \$36.50 depending on mounting. 38 charts on 16 sheets 44 inches by 32 inches in red and black.

Useful in illustrating lectures and as posters. Reference to authoritative sources. A visual aid that portrays facts and gives a complete picture of the relation of beverage alcohol to the element of safety in transportation, the sociological and economic aspects of society and the physical effects on the body.

W 17 -- Alcohol, Denoyer-Geppert Company, Chicago, Illinois.

A pictorial contrast of the external, beneficial uses of alcohol with the internal, harmful uses.

W 18 -- Alcohol the Narcotic, Denoyer-Geppert Company, Chicago, Illinois.

An outline showing the effect of alcohol on the body functions. Very good in connection with a study of the nervous system.

Social Problems Visualized, The Alcohol Series, Denoyer-Geppert Company, Chicago, Illinois.

A series of sixteen charts edited by the National Forum. Illustrations are large and easily seen and may be valuable teaching aids in focusing class attention on problems and facts.

APPENDIX I

QUESTIONNAIRE FORM SUBMITTED TO TEACHERS

Melvin Walker, a graduate student and teacher in Yakima, wishes to use this questionnaire as one of several methods of obtaining information about methods and materials used in teaching about alcohol. Mr. Walker desires to get the following information from experienced teachers, particularly on the Junior High School level, but also on other levels, providing they have in some way taught about alcohol. Mr. Walker will appreciate your careful and honest answers to the following questions.

1. What grade or subjects did you teach last year? \_\_\_\_\_

(Indicate in which subjects you did teaching about alcohol) \_\_\_\_\_

2. Did your course of study require you to teach about alcohol ( ) Yes ( ) No

a. State course of study? ( ) Yes ( ) No

b. Local course of study? ( ) Yes ( ) No

3. Indicate the approaches to alcohol education which you think should be emphasized in the order of their importance ( \_\_\_ cost, \_\_\_ social responsibility, \_\_\_ physical harm, \_\_\_ moral, \_\_\_ legal)  
Number 1, 2, 3, 4, 5.

4. Indicate the amount of time and effort spent on alcohol education: ( ) taught a unit, ( ) spent one or more class periods, ( ) did only incidental teaching. Incidental teaching refers to occasions where the use of alcohol enters into class discussion. Comment on above if you wish. \_\_\_\_\_

5. Indicate which of the following materials you used in alcohol education ( ) health text, ( ) science text, ( ) social studies text, ( ) reference book, ( ) pamphlet, ( ) chart, ( ) film, ( ) special speaker. If possible list the names of texts, films and other materials used. \_\_\_\_\_

6. Do you consider the materials you used effective? ( ) Yes ( ) No

7. Indicate which of the following methods you used in alcohol

education ( ) discussion, ( ) experiments, ( ) lectures, ( ) lesson assignment, ( ) tests. If you used other methods, please state. \_\_\_\_\_

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8. Do you consider the methods you used effective? ( ) Yes ( ) No

9. Did your school have assemblies that stressed alcohol education ( ) Yes ( ) No

10. In your opinion should more be done with alcohol education? ( ) Yes ( ) No. If so, what do you suggest? \_\_\_\_\_

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QUESTIONS FOR ADMINISTRATORS AND SUPERVISORS ONLY:

1. Indicate your practices in regard to alcohol education:

( ) a. Reminded teachers of course of study and state manual requirements on alcohol education.

( ) b. Held assemblies for the purpose of showing a film on alcohol or having a lecture or panel discussion on alcohol.

( ) c. Provided resource material for the study of alcohol, such as pamphlets, reference books, charts, etc.

2. In your opinion should more be done with alcohol education? ( ) Yes ( ) No. If so, what would you suggest? (Use back of sheet if necessary)

APPENDIX II

QUESTIONNAIRE FORM SUBMITTED TO ADMINISTRATORS  
OF SCHOOLS SPONSORING ALLIED YOUTH CLUBS

Please fill in and return the following questionnaire on the Allied Youth program. This will aid in a study of alcohol education by the sender, Melvin A. Walker, 1526 Cherry Avenue, Yakima, Washington.

1. Name of school \_\_\_\_\_

Address \_\_\_\_\_

Principal \_\_\_\_\_

2. Number of years Allied Youth program has been functioning in your school. \_\_\_\_\_

3. Present condition of your A. Y. Club (active, inactive), (interest waning, interest vital). Check words that apply.

4. Approximate per cent of student body joining A. Y. clubs this year. \_\_\_\_\_

5. Attitude of non-members, generally (tolerant, indifferent, disdainful). \_\_\_\_\_

6. Your own estimate of the worth and effectiveness of the A. Y. program. \_\_\_\_\_

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## APPENDIX III

### WASHINGTON TEMPERANCE ASSOCIATION'S GUEST TEACHING PROGRAM

#### A. STUDENT COMMENTS

I liked Mr. Hill's way of presenting the facts and letting us evaluate them and make up our own minds rather than trying to force it down our throats.

His talk was unusually good. The way he expressed his facts about alcohol was interesting because he showed no partiality.

I was very pleased when you said you were not here to tell us not to drink, but was here to tell us what alcohol does to man. This way I think the kids got more from your talk, than having someone come and tell them to do this or that, because I don't think it would do any good.

The problem of drinking is important and I'm glad that someone has interest enough to go traveling around to schools telling of the seriousness of drinking.

I thought he was very good. I learned an awful lot that I didn't know about alcoholics and alcohol. I wish he had stayed here longer so we would know what they did to help cure alcoholics.

I think the information gained on alcoholism will make every individual, that listened to the talk, more concerned about it. I'm sure that before any of the students find an opportunity to take a drink they will stop and really think about it.

I enjoyed your lecture very much, especially the downhill route of an alcoholic. I learned some facts which I had not stopped to consider before, like the way that alcohol effects the brain. I didn't know that the brain had so much to do with being drunk. I hope I never get on the path of an alcoholic. Your lecture has given me something to think about.

I think more people should take up your vocation and that more people should know the truth about alcohol. I think they should have a class in school for about a month on alcohol, for it would save a lot of people from becoming alcoholics.

## B. EDUCATOR'S COMMENTS

I want to take this opportunity to thank you for making available the in-school alcohol education program to the Anacortes High School December 6th and 7th.

When Mr. John Richey contacted us several weeks ago regarding the possibility of working in our high school, I was quite leary and even somewhat reluctant to schedule so much school time for the program. Needless to say, my attitude was tempered by many past experiences in attempting to provide worthwhile learning experiences in the very difficult field as alcohol education is--most of which generally fell quite flat.

Mr. Richey and Mr. Hamara were allotted twelve class periods or approximately two class periods for each high school student. Many students insisted on three or four sessions.

I am sure I voice the sentiment of the entire faculty and student body when I state that the two day program conducted by the above mentioned gentlemen was as enlightening and inspirational as any others we have ever before conducted in our school.

Please do not hesitate to use my name in any way you see fit to further your very worthwhile program.

It was a genuine pleasure to have John and Eno with us--we wish they were members of our regular staff.

/s/ Wayne A. Brubacher  
High School Principal

Our students are much better informed on what alcohol actually does than before. As one student told me, "It cleared up a lot of things that I didn't know about before." There is so much misinformation about alcohol. The "Opinion Sheet" is a wonderful help in starting the students to think.

I, especially, liked the straight forward, but interesting way in which the whole question was presented. The scientific approach takes away all chance of senseless argument. The informal discussion put the students at their ease.

I am enclosing the account as written up in our local paper.

/s/ Mary T. Carter  
Biology Teacher  
Anacortes, Washington