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# Drug Education Resources

## Where to Call and Write for Information

By Leilani Proctor

**T**eachers who wish to be well-informed about the drug issue and desire teaching aids on the subject often feel somewhat lost because they think that they will have to contact one organization for pamphlets on alcohol, another for materials on drugs, yet another for a film, somewhere else for a book, and yet another source to subscribe to a publication. Unfortunately, even if they spend the time to collect all this information, chances are that some of it will not

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be usable, since many organizations promote a moderate-use approach to drug education, especially in dealing with alcohol.

If you are a busy teacher who doesn't have time to make a personal search for reliable teaching aids, you will be glad to know that Narcotics Education, Inc., the General Conference Health and Temperance Department resource center, is prepared to serve your special needs.

Narcotics Education, Inc. has a new catalog titled "The Health Connection," which includes five major subject areas: alcohol,

drugs, and tobacco, as well as behavior change and health. For each of these subjects, a full spectrum of teaching aids is available: audio-visuals (films, slides, videos); books, displays, and demonstrations; and posters. You may obtain this 32-page full-color catalog by phoning toll-free 1-800-548-8700 or by writing to Narcotics Education, Inc., 6830 Laurel St. NW, Washington, D.C. 20012-9979.

### *The Winner Magazine*

Narcotics Education, Inc., also publishes *The Winner*. This attrac-

tive 16-page monthly magazine teaches the principles of healthful, drug-free living. The copy is targeted by the Fry Readability Scale for grades five and six, but most teachers find the magazine works well for grades four through eight.

Seventh-day Adventist schools get more than 40 percent off the regular subscription price regardless of the number of copies ordered. In times past, this discount was available only if the conference divided the remaining cost equally with the local school. However, this year the discounted rate of \$4 is available to all Seventh-day Adventist schools, whether or not the conference offers a subsidy, which would lower the school's cost to \$2 per subscription.

A \$3 subscription to the Teaching Guides brings additional factual background information, activity ideas, discussion questions, audio-visual suggestions, and ready-made quizzes.

### **Listen Magazine**

Although *Listen* is designed to present teenagers with positive role modeling and the advantages of a drug-free life-style, many teachers and parents subscribe mostly for its reliable newsnotes and factual articles that keep them up-to-date on drug issues. A 12-month subscription costs \$11.95 from Narcotics Education or Pacific Press.

### **Government and Nonprofit Organizations Offering Free or Inexpensive Information**

The following organizations differ in scope and focus, but they all provide a variety of useful services, such as publications and media resources; information on alcohol, street drugs, or smoking; prevention or rehabilitation services; and referrals to other groups. I have added an asterisk in front of the

best sources for classroom materials.

In addition to these organizations, your state departments of public health and education should have information or be able to refer you to other local sources.

Action on Smoking and Health  
2013 H St. NW  
Washington, D.C. 20006  
(202) 659-4310

Alcoholics Anonymous  
General Services Office  
Box 459, Grand Central Station  
New York, NY 10163  
(212) 686-1100

\*American Cancer Society, Inc.  
90 Park Ave.  
New York, NY 10016  
(212) 599-8200

\*American Council for Drug Education  
5820 Hubbard Dr.  
Rockville, MD 20852  
(301) 984-5700

\*American Heart Association  
National Headquarters  
7320 Greenville Ave.  
Dallas, TX 75231  
1-800-527-6941

\*American Lung Association  
1740 Broadway  
New York, NY 10019  
(212) 315-8700

American Medical Association  
National Headquarters  
535 North Dearborn St.  
Chicago, IL 60610  
(312) 751-6000

\*Office on Smoking and Health  
Park Building, Room 110  
5600 Fishers Lane  
Rockville, MD 20857  
(301) 443-1575

\*PRIDE U.S. National Office  
100 Edgewood, Suite 1216  
Atlanta, GA 30303  
1-800-241-9746

\*American Public Health Association  
1015 15th St. NW  
Washington, D.C. 20005  
(202) 789-5600

Hazelden Educational Materials  
Box 176, Pleasant Valley Rd.  
Center City, MN 55012  
1-800-328-9000

\*National Clearinghouse for Alcohol Information  
U.S. Department of Health and Human Services  
P.O. Box 2345  
Rockville, MD 20852  
(301) 468-2600

\*National Clearinghouse for Drug Information  
P.O. Box 416  
Kensington, MD 20975  
(301) 443-6500

\*National Federation of Parents for Drug Free Youth  
8730 Georgia Ave., Suite 200  
Silver Spring, MD 20910  
(301) 585-5437

\*National Institute for Drug Abuse Information  
Room 10A-43, Parklawn Building  
5600 Fishers Lane  
Rockville, MD 20857  
(301) 443-6500

\*U.S. Government Printing Office  
Superintendent of Documents  
Washington, D.C. 20402  
(202) 783-3238

World Health Organization  
Publications Center U.S.A.  
49 Sheridan Ave.  
Albany, NY 12210  
(518) 436-9686

### **National Sources of Alcohol and Drug Information Available Via Toll-Free "800" Number Services**

Alcoholism Hotline

1-800-ALCOHOL

Cocaine Hotline

1-800-COCAINE

National Federation of Parents for Drug Free Youth

1-800-554-KIDS

National Institute on Drug Abuse Prevention Branch

1-800-638-2045

PRIDE National Parents' Resource Institute for Drug Education 1-800-241-9746

### **Other Curricula and Teaching Plans**

There are many health and drug education curricula or teaching aids that may be helpful.

The Pacific Union Conference's drug-education program for grades one through eight consists of four booklets, each targeted to two grade levels. Contact Phyllis Paytee, Pacific Union Conference, P.O. Box 5005, Westlake Village, CA 91359.

*Growing Healthy* is the name of the health and drug education cur-  
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secular courses. About 11,000 students are affected in one locale, more than 25,000 in the other. Also, the Reagan administration, which had been pushing for more public involvement in private schools, is nursing a wound.

By implication the rulings indicate at least the following:

1. The high tribunal remains capable of emphatic reaffirmations of church-state separation despite the "conservative" or "accommodating" tendency of its 1983-1984 rulings.

2. In judging aid to parochial schools the three-part test adopted in the 1971 case of *Lemon v. Kurtzman* is alive and well. Under that test a law or program is permissible if its purpose is secular, if its primary effect is neither to advance nor inhibit religion, and if excessive entanglement of government and religion is not fostered.

3. The notion that some curricular aspects of parochial schools are "purely secular" is dubious, as are some of the child-benefit theories currently used to defend parochial aid.

The finding that on-site neutral services are not constitutional is reverberating nationwide. A chorus of sympathy for disadvantaged pupils, many of whose most urgent educational needs may now go unmet, is being heard. The morale of the participating high school teachers is down—they had vowed to function in a strictly separationist way, but now find their integrity being questioned.

There is also a search for alternative, more acceptable kinds of aid to parochial schools. Catholic leaders, for example, may put public school instructors in mobile classrooms parked adjacent to Catholic schools, or bus parochial students to nearby public schools during or after school hours (release-time in reverse). Third-party

providers of remedial instruction (educational television) and neutral sites (such as storefronts) are also under consideration. Meanwhile, the White House is striking back with shopworn proposals to give parents of children in affected schools a tuition tax credit or an expendable voucher—proposals whose fate is uncertain.

Since 1971, the Court has reviewed more than a dozen varieties of aid to parochial schools. Only one or two have passed constitutional muster, most notably Minnesota's provision of a tax break for the payment of tuition. Right now Government's revenue preoccupations bode well for critics of parochial aid, as does the Supreme Court's careful scrutiny of practices that are litigated on church-state grounds. □

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## Sources of Materials

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riculum for elementary schools in New York state. For information, write to TEMPCO, Inc., P.O. Box 1982, Topeka, KS 66601.

*8:30 Monday Morning* is an alcohol prevention project for use with young people in grades 7 through 12. It is available from American Business Men's Research Foundation, Suite 1208, Michigan National Tower, Lansing, MI 48933.

*The Peer Education Manual on Alcohol and Drugs* for grades 7 through 12 costs \$65 and is available from the County of Riverside Health Department, Attention: Monzoor Massey, 3575 11th St., Riverside, CA 92501. □

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## AU Educational Research Index

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Ladd, Karen. *A Comparative Study of the Psychological Profiles of a Selective*

*Sample of Incarcerated Females Versus Non-Incarcerated Females*, August, 1984, 179 pages, Fitcher.

Lukman, Roy L. *Androgynous Coping Behaviors: A Test of Bem's Sex-Role Theory*, July, 1983, 107 pages, Blitchington.

Melgosa, Julian. *Occupational Identity Assessment Among Middle and Late Adolescents*, March, 1985, 231 pages, Cruise.

Napper, Byron P. *A Comparative Study Between the Black and White Seventh-day Adventist Seminarians Concerning Their Attitudes and Perceptions of Their Ministry Relative to Selected Social and Theological Issues*, August, 1983, 257 pages, Harris.

Purcell, Stephen L. *An Empirical Study of Relationship Between Religious Orthodoxy Defined as Religious Rigidity and Religious Closed-Mindedness and Marital Sexual Functioning*, April, 1984, 183 pages, Thayer.

Reye, Arnold Colin. *Frederick Griggs: Seventh-day Adventist Educator and Administrator*, January, 1984, 492 pages, Knight. □

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## Keeping Youth Drug-Free

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phoric highs with mild discomfort coming down. As a result, the user begins to develop a tolerance for the substance. Behavior changes occur; the user becomes moody, hostile; loses interest in hobbies and school; begins to have problems with the law. What started as a way to feel good (in Stage 1) becomes the way to feel good.

*Stage 3. Preoccupation with drugs.* Now the young person's whole life revolves around drugs. Being high is his or her sole interest. At this stage the drugs of choice are marijuana, alcohol, nicotine, pills, and sometimes cocaine. He steals and deals. Because body tolerance has increased greatly, the user feels physical and psychological distress when off drugs. After the euphoria, there is a backswing into pain. By this stage, the young person has severed relationships with straight friends and begins to experience school failure, police incidents, job