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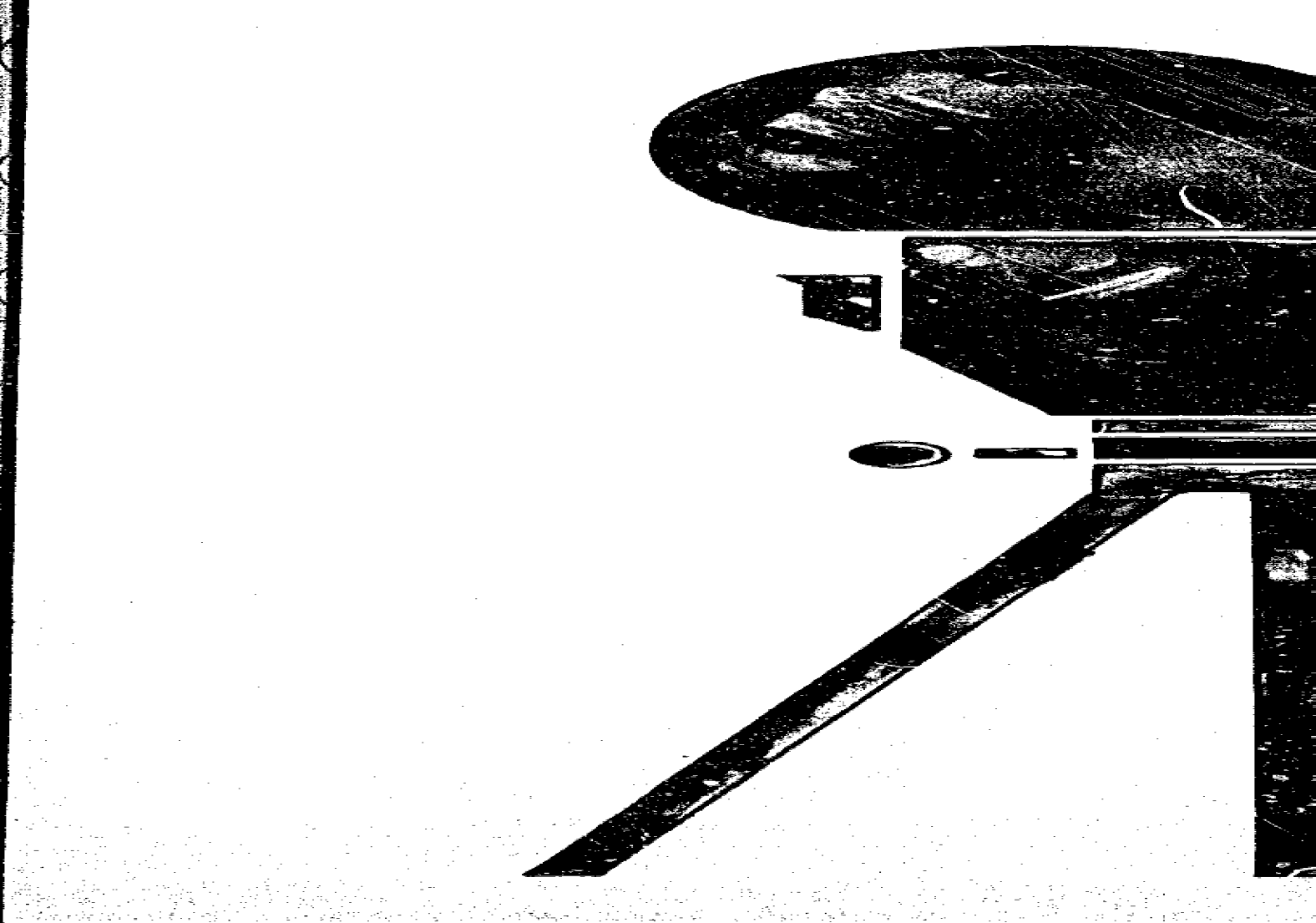
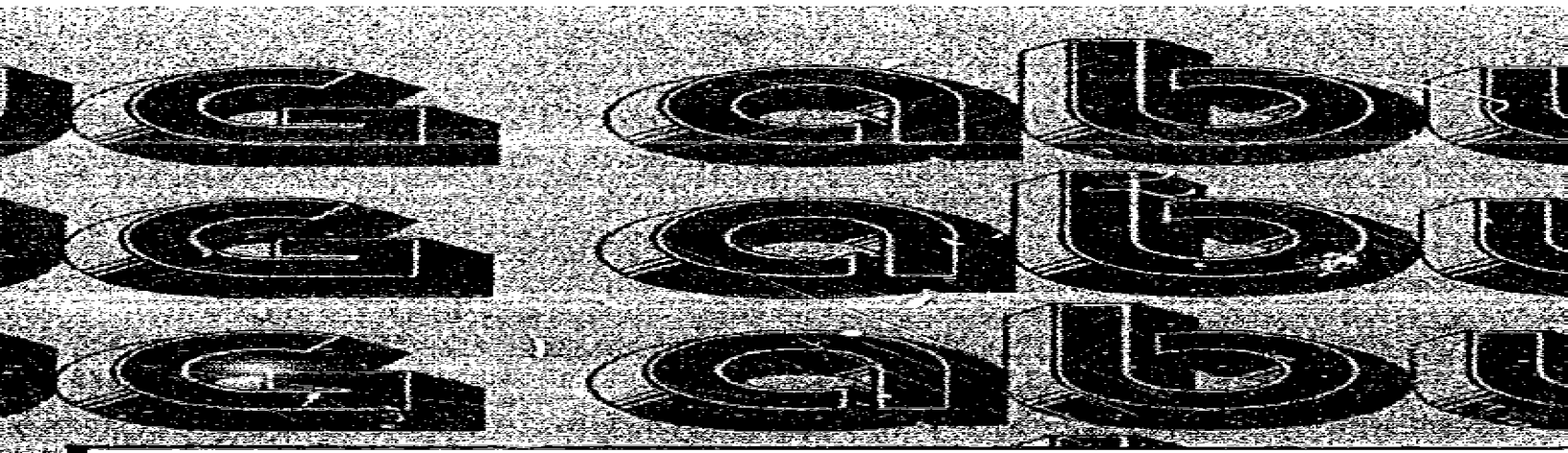
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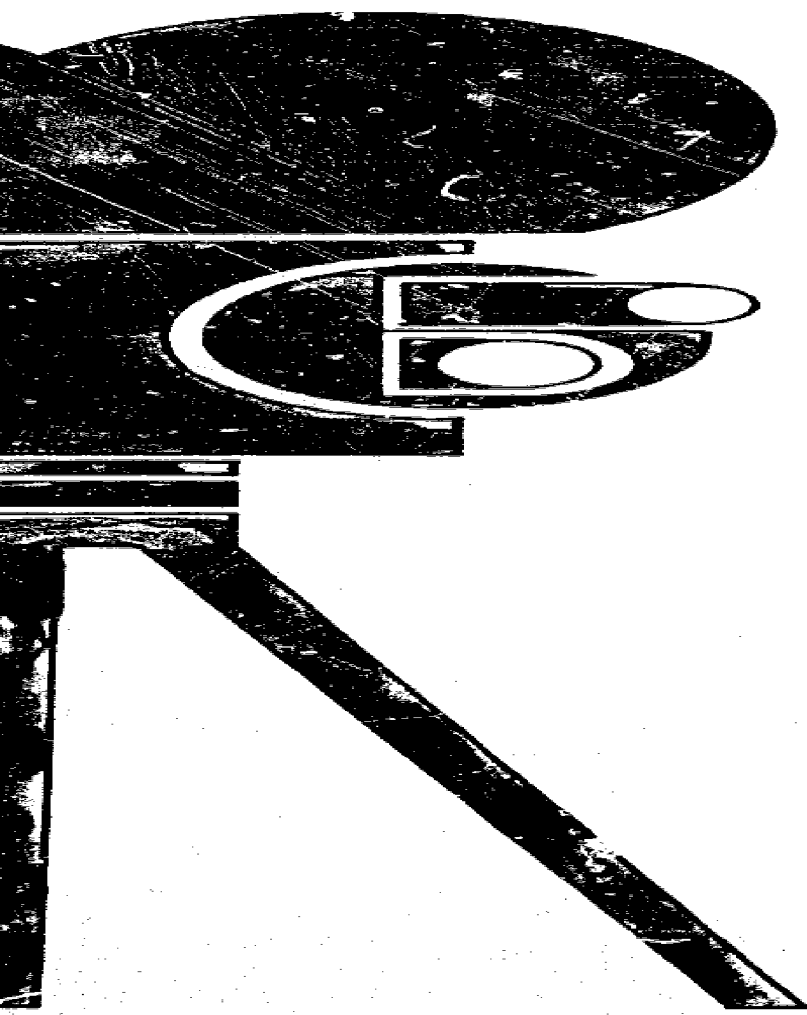
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## ABSTRACT

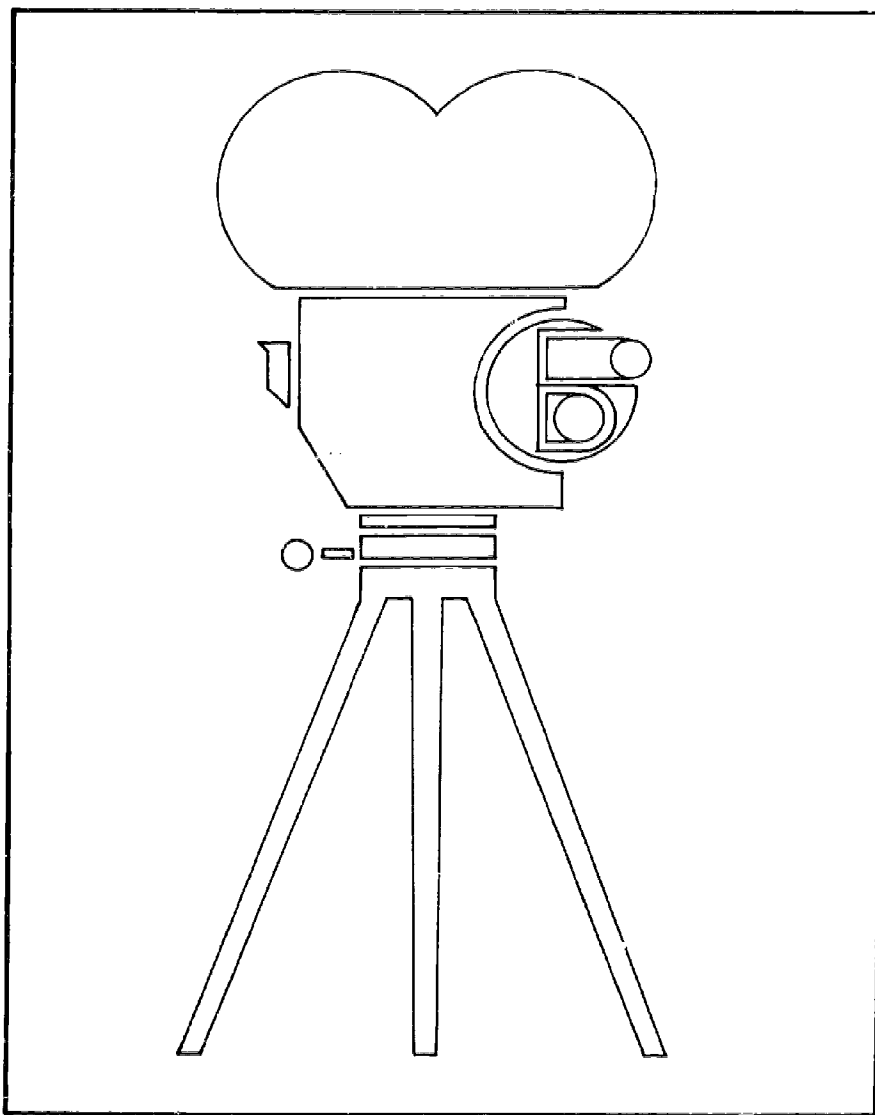
This evaluation of films and other audiovisuals related to drug education was performed by the National Coordinating Council on Drug Abuse Education and Information, Inc. Materials were evaluated both for scientific accuracy and effectiveness as a communications tool. Four categories are used for descriptive purposes: films rated scientifically acceptable and scientifically unacceptable, and other audiovisuals rated scientifically acceptable and scientifically unacceptable. Other audiovisuals include filmstrips, slides, records, and transparencies. Each entry identifies the title, year produced, intended audience, producer, source, rental fee, purchase price, physical description, synopsis of the film or audiovisual, general evaluation of the item for those rated scientifically acceptable, and evaluation of scientific accuracy. A subject index is included. (BL)



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# Drug Abuse Films



*an evaluation by*  
**the National Coordinating Council on Drug Abuse Education and Information, Inc.**

*under contract to*  
**the National Institute of Mental Health**

# Drug Abuse Films

This evaluation of films and other audiovisuals related to drug education was performed by the National Coordinating Council on Drug Abuse Education and Information, Inc. under contract #HSM-42-70-26 to the National Institute of Mental Health.

Peter G. Hammond, Executive Director of the National Coordinating Council, was Project Director. Gayle Krughoff, Assistant Director for Program Development, supervised the preparation of this book.

For NIMH, Gerald N. Kurtz served as Project Officer, Tommas J. Koehler as Associate Project Officer, and Jean McMillen as Assistant Project Officer.

This evaluation represents hours of viewing, discussing and writing on the part of the panelists whose names appear on page vi.

The National Coordinating Council on Drug Abuse Education and Information, Inc. is a private, non-profit organization working to combat drug abuse through education and information. Its membership includes more than 90 national governmental, professional, educational, law enforcement, service, religious and youth organizations, and 26 state affiliations.

Publication of this evaluation does not in any way imply or constitute an endorsement by the National Institute of Mental Health.

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This report classifies films and audiovisual materials as "scientifically acceptable" or "scientifically unacceptable." From the very first time that the scientific review panel met, it became obvious that many of the materials reviewed fell into a "gray area" as pointed out in the introduction — namely, "their task was difficult because it is not easy to establish degrees of 'wrongness.' The final comments of this panel illustrate the point."

While the scientific review panel agreed unanimously on each of the scientific inaccuracies set forth in their report (and all of the materials reviewed had some faults in the opinion of the panel), the classification of any film or audiovisual as either scientifically acceptable or scientifically unacceptable became a value judgment. The decision to classify the materials as either scientifically acceptable or scientifically unacceptable was not always a unanimous decision of the scientific advisory panel. The decision was reached by a majority of the panel.

Readers are reminded of the statement made in the introduction about the utilization of the materials which were thus classified as scientifically unacceptable. "Although these items demonstrate how not to present drug information, they may have use . . . Some can be effectively used as a springboard for discussions when viewers are made aware of their scientific inaccuracies."

# Introduction

The recent growth and awareness of the problems of drug use and drug dependence have seriously affected the lives of millions. The production and use of films, filmstrips and other audiovisuals about drug abuse have proliferated within the past few years to fill the void of information on this sensitive topic. The quality of these materials ranges from very good to very bad (including materials which are clearly inaccurate). Unfortunately, few people are equipped with either the standards or the ability to judge which of the materials are good. Too often, the use of drug education audiovisuals means more misinformation than education, more misunderstanding than insight.

To meet the need for objective criticism of the flood of drug audiovisuals, the National Institute of Mental Health contracted with the National Coordinating Council on Drug Abuse Education and Information, Inc. to describe and review a large number of extant materials. This film evaluation contract with NIMH, a Federal agency with major responsibility for research and education efforts related to drugs, reflects the urgent need for more than the traditional cursory screening of films before they are integrated into drug education programs.

## PROCEDURE

In performing this contract, the Council used two screening procedures. First, the audiovisuals were viewed by a "scientific review" panel concerned with the scientific accuracy of the material. This panel looked for misstatements of fact, distortions of scientific data, inaccurate portrayals of drugs and their effects, misleading innuendoes. If the material was scientifically acceptable, it was then viewed by a "communications" panel which evaluated the effectiveness of the audiovisual as a communications tool. The communications panel examined the material's central message and considered how effectively the message was conveyed. The panelists reviewed such important aspects as the item's value as a learning tool, its credibility, its timeliness, and its potential to educate, to persuade, to entertain. This panel also indicated appropriate target audiences for each of the audiovisuals.

The scientific review panel included a pharmacist, a psychiatrist, and a psychologist, all with extensive experience in some area of drug education. The communications panel represented a variety of ages, vocations, geographic locales, and attitudes toward drug use. Some of the communications panelists brought with them an expertise in education; others were sophisticated in the field of the film media, or had a "communications" background. Some were knowledgeable about drugs; others were not. The intentional variety gave this panel a well-rounded perspective.

## USING THE RESULTS

As you read these evaluations, keep the following facts in mind. The scientific review panel was concerned

only with the accuracy of the material. Their task was difficult because it is not easy to establish degrees of "wrongness." The final comments of this panel illustrate the point. Many of the reports label materials "scientifically accurate," and then proceed to list the inaccuracies. Generally, the panel evaluated the "accuracy" of each item on the basis of the relative absence of direct misstatements about drugs or drug effects.

A word might be said about possible utilization of the materials which are not acceptable on the basis of scientific data. Although these items demonstrate how not to present drug information, they may have use. Some have historical value. Others can be effectively used as a springboard for discussions when viewers are made aware of their scientific inaccuracies. A few contain valuable sections which can be used without showing the entire item.

The communications panel was concerned only with the effectiveness of the material presented. Determining a film's potential effectiveness, usually, was a more subjective task than determining its scientific accuracy. While the scientific review panel could utilize some objective criteria, the communications panel dealt with characteristics harder to pinpoint. The materials are not rated with a "poor," "good," or "excellent." Rather, the observations of the communications panel of the strong and weak points of the audiovisuals serve as a guideline as to which of the materials have the potential for "excellence." A very good film can be misused, just as a poor film, even one with misinformation, can be used to advantage. The evaluation process should not stop with these printed pages.

## SUGGESTIONS FOR USING AUDIOVISUALS

There is no single best way to show a film or filmstrip, but these suggestions apply to using many audiovisuals.

Previewing is an essential first step. Preview with the specific viewers in mind—their age, their interests, their environment. Black, low-income high school students probably won't get excited watching middle-class white teenagers tell why they stopped using drugs.

Know what is expected from a particular film. The messages of drug audiovisuals vary greatly. If a film's theme (the life of a heroin addict is tragic) doesn't fit the audience needs (to review the extent of drug use in this country), don't use the film. The wrong film, like a bad film, can be worse than no film.

Experiment with audiovisuals: Let students preview films. Ask for audience evaluations. Use portions of audiovisuals. Combine different items. Part of a filmstrip, for example, may be effectively shown with segments of a film or a record.

Expect questions, and if possible, have professional help available to answer the questions.



### SOME DETAILS

For the reader's convenience, films have been separated from other audiovisuals, which includes filmstrips, slides, records, and transparencies. The comments of the communications panelists, listed under "General Evaluation," will not be found in the reviews of materials considered scientifically unacceptable since the communications panel did not view most of those materials (see "Procedure," above).

The "audience" indicated for each audiovisual lists the age groups, in chronological order, for which the materials are best suited. The guidelines for ages and school grades follow:

	ages	grades
elementary	6-8	1, 2, 3
intermediate	9-11	4, 5, 6
junior high	12-14	7, 8, 9
senior high	15-18	10, 11, 12
college	19-22	
adult		

In some cases an ethnic group, economic level or a specific professional group is also indicated after "audience" when such is particularly appropriate. These audience suggestions are not exclusive. If a film is designed for junior high students, this does not mean that parents too could not benefit from viewing.

The evaluation of drug-related audiovisuals will continue by the National Coordinating Council under contract to the National Institute of Mental Health. Results will be published on a quarterly basis.

The National Coordinating Council would appreciate responses from readers who have used this evaluation. Your comments and suggestions will help us in our continuing evaluation.

### THE PANELISTS

#### *Scientific Review Panel*

GEORGE B. GRIFFENHAGEN, R.Ph., M.S., Associate Executive Director for Communications, the American Pharmaceutical Association, and editor of the *APhA Journal*.

JEROME H. JAFFE, M.D., Director of the Illinois Drug Abuse Program and Associate Professor of Psychiatry at the University of Chicago.

HELEN H. NOWLIS, Ph.D., Research Consultant for Student Affairs at the University of Rochester in New York and Chairman of the National Action Committee for Drug Education.

#### *Communications Panel*

HOWARD APPELBAUM, a junior at Northwood High School, Silver Spring, Maryland.

WILLIAM F. BUCKLEY, JR., Editor-in-Chief of the *National Review*, a syndicated columnist, and host of the weekly political television show, "Firing Line."

JUDITH CRIST, film critic for *New York* magazine and *TV Guide*, and film and theater critic for the NBC "Today" show.

NED DOYLE, retired co-founder of Doyle Dane Bernbach, Inc. Advertising in New York City.

PETER FONDA, co-producer, actor and scenarist of the film "Easy Rider" and partner in Pando Corporation, a film production company.

BASIL GAAR, Coordinator of Instructional Services at the Southeastern Materials Center, University of South Florida, Tampa, Florida.

MICHELE GABBAY, a teacher of psychology to residents of the Arthur Kill Rehabilitation Center, Staten Island, New York.

COLDEN GARLAND, Associate Professor at the State University College, Brockport, New York.

CLARENCE GIARRUSSO, Superintendent of Police, New Orleans Police Department.

SUE GUMP, a Kansas State University senior majoring in English and journalism.

ROBERT HABENICHT, a lawyer and Director of Trade Relations of the A.H. Robins Company, Richmond, Virginia.

JUAN IBARRA, JR., Chief Consultant in the Division of Administrative Services of the Texas Education Agency in Austin.

VIRGIL KEELS, a former drug user who spent over 20 years in penal institutions; now Program Consultant at the National Coordinating Council.

ROBERT LEO, Ph.D., specialist in persuasion theory, and Assistant to the Chancellor of the Dallas County Junior College District in Dallas, Texas.

LEON LESSINGER, Ph.D., Callaway Professor of Education at Georgia State University in Atlanta; former Associate U.S. Commissioner for Elementary and Secondary Education.

JOHN R. MATHIASON, Assistant Professor of Communications, University of Washington, Seattle.

LOUIS V. MORELLI, Supervisor of Health and Physical Education of the Broward County Public Schools, Fort Lauderdale, Florida.

RUTH NEUMANN, teacher of health education at White Bear Senior High School in White Bear Lake, Minnesota.

THOMAS PRICE, Ph.D., Director, Department of Alcohol Problems and Drug Abuse, the United Methodist Church.

PAUL WALSH, Ph.D., Vice President of Educational Assistance and Development Corporation.

The evaluations in this book are syntheses of the views of these panelists. As such, they are not intended to constitute any endorsement or condemnation of the audiovisuals by the Federal government.

# Films

Rated "Scientifically Acceptable"

## ANYTHING FOR KICKS

**Year:** 1969  
**Audience:** Sr. high, adults; suburban  
**Producer:** Design Center  
**Source:** National Audiovisual Center (GSA), Washington, D.C. 20409 (Attn: Distribution Branch for rental; Sales Branch for purchase)  
**Rental:** Free  
**Purchase:** \$37.25  
**Details:** 11 minutes, color, 16 mm., sound

**SYNOPSIS:** A teenage couple recall their experiences with marijuana and then heroin. Their life style gradually disintegrates until they "end up with nothing." The narrator says the story is real, only the names have been changed. The final scenes portray communications efforts between a neighborhood group of parents and teenagers in a Northern Virginia home.

This film-a-graph (converted from slides) shows all still scenes. Non-professional actors are used. Some of the scenes duplicate frames in the filmstrip "You Gotta Even Open Your Eyes."

**GENERAL EVALUATION OF THE FILM:** The film could be used effectively in situations involving discussions between parents and teenagers since it looks at the communication problems which exist between the generations. The film points out some of the common arguments of parents and young drug users. It also illustrates that the effects of drug abuse are not limited to the abusers, but are experienced by parents and friends. The setting for many of the scenes is realistic, particularly the scenes of the suburban group discussions. The photography is excellent.

The film lacks unity to correlate the comments from the couple and the later discussions involving the parents. The fact that the film does not "answer questions" about

the drug problem will be an advantage or disadvantage depending on its use.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable with the exception that a clear distinction is not made between use of drugs and addiction to drugs.

## BEYOND LSD

**Year:** 1968  
**Audience:** Parents and their teenagers; suburban  
**Producer:** Paul Burnford Productions  
**Source:** Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, California 90025  
**Rental:** \$ 20.00  
**Purchase:** \$300.00  
**Details:** 25 minutes, color, 16 mm., sound

**SYNOPSIS:** The film dramatizes a medical doctor's discussions with neighborhood parents who are concerned that their teenagers' long hair, dress and music styles indicate an involvement with LSD. The physician says the parents are victims of alarmist reactions and urges them to "cool down" and channel their concern towards listening to, and communicating with, their children. In a film clip shown to the parents, J. Thomas Ungerleider, Professor of Psychiatry at the University of California at Los Angeles, relates the problem of LSD use to the communications gap which he says encourages teenagers to turn to drugs for help with their problems. He reinforces the message that understanding can bridge the generation gap by saying that LSD also stands for "Let's Simmer Down."

**GENERAL EVALUATION OF THE FILM:** The film puts a good emphasis on the need for parents to improve communications with teenagers. The problem of the generation gap is approached in a fair and honest manner, and

valid solutions are suggested to overcome the lack of communication and trust between parents and their children. The narrator and the neighborhood physician, by emphasizing the need for a non-hysterical approach to understanding why people take drugs, add credibility. The film's opening technique, which uses filmclips that conjure up association with LSD use, draws audience interest.

The portrayal of the parents is staged and exaggerated, making their roles unrealistic and unconvincing. Portions of the film are overly preachy and condescending. Parents and their teenage children should view the film together to stimulate communication.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; however, several references require further qualification if they are not to mislead. A statement about LSD possibly affecting unborn children needs clarification that no link between LSD use and chromosome damage has yet been conclusively documented. Calling LSD a "tragic illusion" ignores therapeutic uses of LSD and implies that no pleasure can be gotten from LSD.

The film places a valid emphasis on the need for "really" listening to youth and not overacting to drug use. Dr. Ungerleider's stress on drug use as a symptom of a complicated problem rather than the problem itself is noteworthy.

### THE CIRCLE

**Year:** 1967  
**Audience:** Sr. high, college, adult; professionals  
**Producer:** National Film Board of Canada  
**Source:** McGraw-Hill Films, Hightstown, New Jersey 08520  
**Rental:** \$ 25.00  
**Purchase:** \$350.00  
**Details:** in 2 parts, 57 minutes, black/white, 16 mm., sound

**SYNOPSIS:** This film portrays the rehabilitation process of drug addicts at Daytop Village by focusing on one individual, Don, from his first day at Daytop to the time when he is ready to leave. Don gradually adjusts to Daytop's communal work and living patterns, but resists the attempts of other residents to force reactions from him in verbal encounter sessions. Various experiences with other addicts and the Daytop technique, which concentrates on self-help for addicts through group therapy, bring Don to a point where he is better prepared to face society outside of Daytop's confines, without the aid of drugs.

The film deletes profanity from the encounter sessions.

**GENERAL EVALUATION OF THE FILM:** The film realistically presents information on one type of rehabilitation method by concentrating on one individual in a thorough, convincing manner. The intense, personal nature of the group therapy involves the viewer, enabling him to understand the Daytop treatment.

At times the film is not credible. Some of the encounter sessions seem staged. The film is too long and audience interest may be lost before the story is fully developed.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically acceptable as a description of one type of therapeutic approach to heroin addiction. Because it concentrates on one rehabilitation approach only, the film inadvertently could imply that other techniques, such as those which use medication or professional help, either do not exist or are inferior. It should be explained to viewers that other similar therapeutic communities and other treatment approaches to addiction exist.

### A DAY IN THE DEATH OF DONNY B.

**Year:** 1970  
**Audience:** Intermediate students through adults; inner city  
**Producer:** Office of Communications, NIMH  
**Source:** National Audiovisual Center (GSA), Washington, D.C. 20409 (Attn: Distribution Branch for rental; Sales Branch for purchase)  
**Rental:** Free  
**Purchase:** \$27.00  
**Details:** 14 minutes, black/white, 16 mm., sound

**SYNOPSIS:** The film portrays what could be a typical day in the life of a heroin addict in a ghetto slum. Donny, a young Black, wanders through the neighborhood, oblivious to the sordid surroundings, looking only for means to support his heroin habit. He attempts to obtain money by begging from friends and strangers, by stealing, and by gambling, and finally is able to buy a heroin fix. Donny's appearance, the ways he tries to get money, and the amount of money he finally spends for heroin reveal that he is not a veteran drug user; there will be other "days" in Donny's death. The final scene shows him staggering off to the lyrics of the theme song, "Goodbye Donny . . ." Scenes of Donny are interspersed with comments by friends, Donny's mother, a policeman, a mortician, and others who are familiar with the problems of addiction.

**GENERAL EVALUATION OF THE FILM:** The film conveys the "living death" aspects of heroin addiction and the lack of society's concern which often accompanies addiction in the ghetto. One of the strongest effects of its message is the indifference exhibited by Donny's neighbors, who, surrounded by their squalor and despair, barely notice Donny's presence. The background music and theme song, the black and white photography which accentuates the bleakness of the slum setting, and the effective portrayal of the character Donny, also add to the film's quality. Because all Black subjects are used, this film is particularly suitable for Black audiences; however, it could be shown effectively to other audiences as well.

If the film related more of Donny's background, a stronger case would be made for society's role in drug addiction. The narration does not provide much useful

information and, at times, presents confusing information on drug effects.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the film is scientifically acceptable; however, it presents several inaccurate portrayals of drug effects. The film tends to attribute Donny's "death" solely to a drug, ignoring any explicit discussion of the social factors in his life which, in all probability, led him to drug use. Donny's stumbling walk and lack of coordination are more appropriate for a drunk than for a heroin addict and might confuse a lay audience which is unfamiliar with addiction. The film's tone in general, which implies that all users end up either "dead or in jail" and that no help is available for heroin addicts, is negative.

### THE DISTANT DRUMMER

**Year:** 1968  
**Audience:** Sr. high, college, adult; suburban  
**Producer:** Office of Communications, NIMH  
**Source:** National Audiovisual Center (GSA), Washington, D.C. 20409 (Attn: Distribution Branch for rental; Sales Branch for purchase)  
**Rental:** Free  
**Purchase:** \$153.00  
**Details:** 45 minutes, color, 16 mm., sound

**SYNOPSIS:** Paul Newman narrates this edited version of two shorter films, "Flowers of Darkness" and "The Movable Scene." Beginning with a historical perspective of the origin of opium, the film discusses opium's refinement to a morphine base and to heroin. It traces the import route of heroin from the Far East to Mexico and the United States, along with the accompanying price rise. Several rehabilitation techniques are briefly discussed against a review of Federal rehabilitation laws. The film focuses on the use of drugs by young, rebellious, middle-class Americans. Spontaneous interviews with drug users depict the drug scene in San Francisco, New Orleans and New York, as well as in several foreign cities.

The sound quality of some of the interviews is poor.

**GENERAL EVALUATION OF THE FILM:** The film presents an entertaining overview of drug information, both historical and current, and offers viewers an understanding of the drug culture among middle-class young people. Within this segment, a good representation is given to a variety of users, including some adults. The film is objective and does not explicitly moralize about drug use.

The film covers too broad an information scope; any central theme is thereby weakened.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; however, its information is over-generalized. The explanation of morphine's conversion to heroin is vague. The narration mistakenly attributes the

discovery of heroin to the year 1898, which is actually the accepted date for heroin's first medical use. An emphasis on the "international beatnik" set ignores the majority of drug users. The narration tends to equate Hippies with addiction. In its review of rehabilitation laws, the film mistakenly implies that the Harrison Act of 1914 makes addiction a willful, criminal act; more correctly, it is later interpretations of the Bureau of Narcotics regulations and Supreme Court decisions which emphasize the addict as a criminal.

The film presents a good description of the evolution of narcotic laws and a valuable review of treatment and rehabilitation programs, although it avoids explanation of variations in treatment methods.

### DRUG ABUSE: EVERYBODY'S HANG-UP

**Year:** 1970  
**Audience:** Sr. high, college, adult  
**Producer:** Smith Kline and French Laboratories  
**Source:** Rental: Bureau of Narcotics and Dangerous Drugs, 1405 I Street, N.W., Washington, D.C. 20537  
 Purchase: N.E.A. Sound Studios, 1201 16th St., N.W., Washington, D.C. 20036  
**Rental:** Free  
**Purchase:** \$90.00  
**Details:** 14 minutes, color, 16 mm., sound

**SYNOPSIS:** The film portrays drug abuse as a problem for all ages and all classes of people. The drug abuser today is not one, but many types of people with a variety of reasons for turning to drugs. These range from people who take drugs to stay awake, to those who need identity and those who want to escape from boredom or misery. Parents can participate in solving the problem by starting a dialogue with their children which emphasizes honesty. They should expect children to be different from adults when given the advice, "Think for yourself." Most of the scenes are stills; the narration is the only voice heard.

**GENERAL EVALUATION OF THE FILM:** The film's theme—drug abuse is a problem of concern to everyone—is reiterated in scenes which portray various age groups and social classes. The narration is frank and gives an honest assessment of legitimate drug use as well as drug abuse. Although the pictures are attractive, the film would be more entertaining if it included action scenes.

The film tends to group all drugs together in its discussion, rather than distinguish individual drugs and their peculiar effects. At times this leaves the impression that all drugs have the same effect. The film tends to play on parental fears. Its emphasis on the need for communication between parents and teenagers, while an important need, does not answer specific questions which concerned parents ask.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable, but several references to heroin detract. For example, the film implies that abuse of some drugs will automatically lead to use of heroin. Another example is the scene which portrays heroin withdrawal in a highly dramatized setting.

The film gives a good perspective to the need for unemotional communication and the "think for yourself" approach to drug decisions.

### DRUG ABUSE: ONE TOWN'S ANSWER

**Year:** 1969  
**Audience:** Jr., sr. high, adult (espec. parents); suburban  
**Producer:** Charles Cahill & Associates, Inc.  
**Source:** Rental: University of South Florida, Division of Educational Resources, Tampa, Florida 33620  
 Purchase: Aims Instructional Media Services, P.O. Box 1010, Hollywood, Calif. 90028  
**Rental:** \$ 6.00  
**Purchase:** \$275.00  
**Details:** 23 minutes, color, 16 mm., sound

**SYNOPSIS:** The film details the formation and purpose of Awareness House in Fort Bragg, California, a teen center which was started with the help of two ex-addicts. The dialogue of the teenagers and counselors at the center illustrates that Awareness House is designed as a place where young people feel free to talk about a variety of common experiences and problems, not necessarily related to drugs. The film incorporates the message of Awareness House, "Turn on to people, not drugs."

**GENERAL EVALUATION OF THE FILM:** The film describes a positive approach to the drug problem as successfully demonstrated in one community. However, the film is not effective in conveying the potential strength of that approach. The discussions are staged. They do not involve the participants, or the viewers, emotionally. The young people seem to agree on every issue discussed and the film does not illustrate how people learn to trust and care for each other, or solve problems, through open communication.

The attractive teenagers and the color photography make the film entertaining, although it is too long. The participants at Awareness House will probably provide an identity point for middle-class people and some of their discussions will serve as a base for additional discussions after the film has been viewed.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically acceptable. The film is noteworthy in its emphasis of the drug problem involving more than drugs in themselves. The information suggests the influence of drug use in the home by adults. It correctly points out that drugs are most often spread from one young

user to another rather than by a professional "pusher." The film also recognizes the social pressure of youth to use drugs. Conversations between the young people in the film note that many try drugs without apparent ill effects.

However, by uncritically presenting the opinions and observations of young people, the film presents misinformation about drug effects in some instances and in others, implies that unique, individual reactions are common, universal reactions. For example, a student mistakenly says LSD and mescaline are "not out of the body's system for two or three months." A description of an experiment with hamsters implies that LSD and mescaline are the direct cause of the animals' deaths. A reference to a marijuana user who "took pot shots at strangers and killed at least one" implies that this is usual behavior resulting from marijuana use.

### DRUGS: FACTS EVERYONE NEEDS TO KNOW

**Year:** 1970  
**Audience:** Parents, teachers, community groups  
**Producer:** Joseph Fiorelli  
**Source:** Fiorelli Films, Inc., Research Drive, Stamford, Conn. 06906  
**Rental:** Not available  
**Purchase:** \$300.00  
**Details:** 29 minutes, color, 16 mm., sound

**SYNOPSIS:** Sanford J. Feinglass, Ph.D., presents background information to a small group of adults in a classroom setting. Dr. Feinglass discusses drugs in the categories of depressants, stimulants and psychedelics. He notes similarities and differences between drugs. Questions asked by individuals in the group include the following: Are tranquilizers and amphetamines addictive? Is alcohol as serious a problem as narcotics? Is marijuana a narcotic? What is psychological dependency? In his summary, Dr. Feinglass emphasizes that solutions to drug abuse problems must consider the reasons why people take drugs.

**GENERAL EVALUATION OF THE FILM:** The film contains basic information of value to those who want a lecture-type presentation on drugs. The format, however, is unimaginative; as a filmed lecture the material is overly-long and uninteresting. The staged questions from the audience add to the film's stilted style.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. The information places a good emphasis on drug dosage, and non-drug factors which influence response. It includes a distinction between teratogenesis and mutagenesis which is seldom found in general drug information. Important emphasis is made on the problem of drug abuse originating not with the drugs themselves but with the reasons for their use.

The film presents some information as factual without noting that it is in part based on opinion and subject to

disagreement with some authorities. This includes classifying narcotics and minor tranquilizers together as depressants, and stating that marijuana has properties similar to both depressants and stimulants. Also questionable is the statement that marijuana has a reverse tolerance effect. The term "speed" does not refer specifically to Benzedrine, as stated in the narration, but to either methamphetamine or to all amphetamines. The narration says that only true tranquilizers will end a bad LSD trip; however, sedatives have also been used successfully to combat adverse reactions to LSD.

### ESCAPE TO NOWHERE

**Year:** 1968  
**Audience:** Jr., sr. high; suburban  
**Producer:** Professional Arts, Inc.  
**Source:** Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608  
**Rental:** \$ 27.50  
**Purchase:** \$275.00  
**Details:** 25 minutes, color, 16 mm., sound

**SYNOPSIS:** This film tells the real-life story of Debbie, a teenager, who describes her attitudes and feelings, and the role drugs play in her life. Debbie hitchhikes to parks, zoos, museums and bookshops. She converses with a narrator who asks her why she takes drugs, how she started, what drugs she has used, what they do for her, whether or not she's happy. The discussion is interspersed with brief comments from other drug users and interviews with medical authorities.

The film was made in cooperation with the San Mateo Union High School District in California.

**GENERAL EVALUATION OF THE FILM:** Because Debbie is a teenager who has had experiences with drugs, young viewers should be able to identify with her. She is convincing as a sincere person and illustrates that drugs have led her to a purposeless life.

The story is over-dramatized. Debbie's odyssey-like wanderings are fairly carefree. She seldom worries about money yet is supporting a costly drug habit. The film subtly implies that she obtains money from prostitution, but this is not clear. Debbie doesn't seem to suffer as a result of her involvement with drugs. She admits she is lonely, but doesn't seem to be unhappy. This lack of realism, plus the narrator's leading questions, give the film an artificial tone.

The photography makes the film enjoyable to view.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; however, its overall picture of a drug abuser and some vague references might be misleading. Debbie's idyllic life is not representative of drug users who are involved to the extent she seems to be involved with drugs. The dialogue between Debbie and the narrator often

overgeneralizes by referring to "drugs" rather than specific drugs or drug effects. The references to amphetamine action on the body do not adequately distinguish when amphetamines produce excitement and when they produce depression. The information incorrectly implies that amphetamines cause depression rather than effect a reaction to overstimulation of the drug.

An opening statement in the film saying the only way to know about drugs is to ask someone who has taken drugs is later contradicted by Debbie when she advises, "Don't believe what other kids tell you about drugs." Debbie's story might mistakenly imply that drug-taking is a cause, rather than a result of Debbie's lack of maturity and responsibility.

The information on the dangers of methamphetamine use is thorough and in good perspective.

### GROOVING

**Year:** 1969  
**Audience:** Intermediate, jr. and sr. high; suburban  
**Producer:** Benchmark Films, Inc.  
**Source:** Benchmark Films, Inc., 145 Scarborough Road, Briarcliff Manor, New York 10510  
**Rental:** \$ 40.00  
**Purchase:** \$390.00  
**Details:** 31 minutes, color, 16 mm., sound

**SYNOPSIS:** A group of teenagers is filmed over a period of several days of confrontations and discussions on drug use. Comprised of drug users, non-users, and ex-users, the group talks about reasons for trying various drugs and individual experiences with drugs. The informal sessions provide a setting for examining the motivations—some apparent, some hidden—for drug experimentation. The discussions proceed to other aspects of drug use: boredom with one drug which may lead to trying another drug; the lack of motivation for performing school work which might accompany drug use; the ability, or lack of it, to control drug experimentation and to stop when one chooses. The film ends with comments by individuals about how their attitudes have or have not changed since the beginning of the filmed discussion. None of the teenagers is a professional actor; the film has no set script.

**GENERAL EVALUATION OF THE FILM:** The film's strength lies in its attempt to deal with the often unexpressed motivation behind drug use. Visually it is very attractive. The film is also technically well done and backed up with entertaining music. It will best be utilized to stimulate discussion among teenagers.

At times the film lacks credibility because some encounters are too staged and result in pre-drawn conclusions. The discussions in the film do not convincingly support the change in attitudes which most of the youth express at the end of the film. In particular, several of the teenagers who are drug users decide either to stop using

drugs or to at least question their use of drugs; they are convinced by arguments that to the viewer aren't convincing. One young person, whose pro-drug position is not altered, says his problems are too serious to stop taking drugs, implying that those who continue to use drugs have psychological problems.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted on a scientific ground since it is based on the beliefs and opinions of young people regarding drug use rather than facts about drugs and their effects. However, the presentation of personal experiences of drug effects, as related in the film, might incorrectly suggest a universal reaction to drug use without taking into consideration such factors as dosage, personal variabilities and length of time of use.

The young people give honest statements which reflect varying viewpoints of drug use. The film includes a good confrontation between a drug-user and a non-user.

### HERE'S HELP

**Year:** 1970  
**Audience:** Jr. and sr. high, college, adult; all economic classes  
**Producer:** Office of Communications, NIMH  
**Source:** National Audiovisual Center (GSA), Washington, D.C. 20409 (Attn: Distribution for rental; Sales Branch for purchase)  
**Rental:** Free  
**Purchase:** \$96.25  
**Details:** 28 minutes, color, 16 mm., sound

**SYNOPSIS:** Comments from several drug addicts and parents reveal the sense of frustration that exists when addicts need help and don't know where to find it. The film focuses on the success of a variety of rehabilitation and treatment approaches, including the Federal Narcotic Addict Rehabilitation Act (NARA) Center at Lexington, Kentucky; Teen Challenge which is a religious approach; the Samaritan Halfway Society which uses "encounter" therapy; a methadone program in New Orleans; and the Illinois Drug Abuse Program which offers a variety of rehabilitation methods. The film states that no one approach seems to work for all addicts and that help for the drug addict is available, in more than one form.

**GENERAL EVALUATION OF THE FILM:** This film presents a good overview of the variety of methods and facilities which exist for addiction rehabilitation. Its message is a positive one—that help is available. It is useful as an information tool. The racial mixture of subjects interviewed testifies that drug addiction is a problem for everyone.

However, by showing many examples of "success" stories involving rehabilitated drug addicts, there is the danger that viewers will falsely believe that treatment for addicts is easily obtainable. The film would more accurately inform the public if it noted how difficult it is for many

addicts to get into the programs and also to receive adequate follow-up care once they've left the programs. The film is too long; it would be more interesting if it concentrated on fewer programs in greater detail.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. It is noteworthy because it presents addiction as a social sickness which can be cured. It also shows that a variety of successful approaches to addiction exists.

Some of the narrative information could be expanded to present a more accurate portrayal of methadone use. The film implies that methadone has proved effective without referring to questions or objections which are often raised in association with methadone. A more complete explanation of how and why methadone has been successful in some programs is needed. More emphasis on the necessary precautions involved in dispensing methadone, and a discussion of other methods of treatment (such as narcotic antagonists) would strengthen the film.

### HIDE AND SEEK

**Year:** 1966  
**Audience:** Jr., sr. high, college, adult; inner city  
**Producer:** Center for Mass Communications, Columbia University  
**Source:** Rental: Extension Media Center, University of Calif., Berkeley, Calif. 94720;  
 Purchase: Center for Mass Communications, Columbia Univ., 440 West 110th Street, New York, N.Y. 10025  
**Rental:** \$ 11.00  
**Purchase:** \$168.00  
**Details:** 14 minutes, color, 16 mm., sound

**SYNOPSIS:** Carl, a teenager in New York City, tries heroin on a dare and becomes addicted. Alienated from his father and friends, he wanders around the ghetto, aware that he is "losing up" his life but unable to help himself. Carl's first-person story is related by a narrator.

**GENERAL EVALUATION OF THE FILM:** Carl is an attractive boy with whom young people can probably identify. The film's photography and background music add a poetic quality to the story and evoke sympathy for Carl's plight. However, the impact of his situation is lessened because the story is sketchy. The viewer learns little about Carl. His relationship with his father is mysterious, and not much is known about Carl before he became an addict. Also, Carl's life as an addict really doesn't seem so terrible. The film is too long; it contains little action and the pace drags. The overall impression is one of triteness and sentimentality.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is generally scientifically acceptable although it includes

several inaccuracies. Carl's prior use of marijuana implies that marijuana users usually end up on heroin. Several statements overemphasize a hopelessness about heroin addiction and imply that addicts can never be cured or that addiction leads only to death, such as: "He was hooked in Vietnam and came home to die." "Nobody beats it. You really can't beat it." "I never knew I could get hooked on one shot." The film blames Carl's addiction on the drug itself rather than on his personality or his environment. The mainlining scene is unrealistic and contrived.

**THE HIPPIE TEMPTATION**

**Year:** 1967  
**Audience:** Sr. high, college, adult; suburban  
**Producer:** Columbia Broadcasting System  
**Source:** McGraw-Hill Films, Hightstown, New Jersey 08520  
**Rental:** \$ 40.00  
**Purchase:** \$610.00  
**Details:** In 2 parts, 51 minutes, color, 16 mm., sound

**SYNOPSIS:** Harry Reasoner of CBS visits the Hippie haven in San Francisco's Haight-Ashbury district to find out "who and what" the Hippies are, how they dress, where and how they live, and why they choose their life style. Reasoner examines the Hippie behavior patterns and explores the role of drugs in their subculture. He interviews medical authorities who have worked with drug users, members of the rock group, The Grateful Dead, two teenagers brought to the McAuley Neuro-Psychiatric Institute after using LSD, and their mothers. The film weighs the positive and negative sides of the Hippie life, but Reasoner concludes that their behavior is "style without content." He calls the Hippie life childish because they criticize society without working actively towards change.

**GENERAL EVALUATION OF THE FILM:** The film is an interesting, entertaining account of a way of life that, for the most part, has now changed. The photography, music and interviews with the Hippies give a first-hand account of their living style. The film is dated since Haight-Ashbury no longer exists as a Hippie center.

Reasoner's comments, which are essentially a "put-down" of the Hippies, reveal a lack of true understanding of them and an inability to break away from the "adult, establishment" viewpoint. Because of this bias the film will do nothing to enhance an understanding of the Hippie motivations; it will probably reinforce feelings of fear or dislike for the Hippies on the part of older people. If the film is presented as a portrayal of the Hippie scene as it was in 1967, and if the narration is presented as an interpretation of that scene, the film has potential use.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. However, many of the opinions voiced are presented as fact. This is particularly true of the comments of the medical authorities who theorize why people turn to drugs and how drug use may hinder psychological growth. Opinions such as "Acid users have difficulty with love," "There is a universal danger that normal young people will turn into cripples," and "Drugs hold the Hippie sub-culture together," when stated by "authorities" are often heard as facts. Some of the physicians' comments are overgeneralized. The references to electroencephalogram patterns revealing brain damage imply that this is an accepted medical theory. Since conflicting data exists, the statement should be qualified.

The film tends to uncritically blame "drugs" for adolescent problems and for the Hippie style in general. It also tends to equate LSD use with the Hippies, ignoring the fact that many LSD users are not Hippies, or that Hippies do not necessarily use LSD.

**LSD: LETTVIN VS. LEARY**

**Year:** 1967  
**Audience:** Sr. high, college, adult  
**Producer:** National Educational Television  
**Source:** Field Services Dept., Audiovisual Center, Indiana Univ., Bloomington, Ind. 47401  
**Rental:** \$ 11.25  
**Purchase:** \$210.00  
**Details:** In 2 parts, 54 minutes, black/white, 16 mm., sound

**SYNOPSIS:** Timothy Leary, a former Harvard psychologist known for advocating LSD use, expounds the doctrine of his *League for Spiritual Discovery* before a student audience at the Massachusetts Institute of Technology in Part I. MIT professor Jerome Lettvin, M.D., replies in Part II. Sitting in front of a flickering candle with film clips behind him simulating an LSD trip, Leary advances his "turn on, tune in, drop out" theory saying that man has been narcotized by convention and needs an "antidotal sacrament." He agrees that LSD involves a risk; everything "worthwhile" does, but, he adds, no substantive evidence exists which says LSD causes damage. Leary also advocates the legalization of marijuana. Lettvin agrees that marijuana laws are irrational, but says LSD and other psychedelic drugs offer no guarantee of safety and should not be legalized or used freely. He compares the LSD experience to the temporal lobe syndrome which characterizes ax-murderers and epileptics. To Lettvin, the glories of LSD are not worth the gamble.

**GENERAL EVALUATION OF THE FILM:** This confrontation over LSD is unique because of the intelligence and



credibility of both debaters. Their rhetoric is at times stronger than their logic, however, and few questions are actually resolved. Lettvin and Leary are both entertaining even though they occupy the stage alone, but the film is too long. It should be viewed in historical perspective since Leary's influence as an active proponent of LSD has declined since 1967. The film's language and reasoning require a sophisticated audience for full appreciation. The film's mechanical quality is only fair; at times it is difficult to hear.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted scientifically since it presents two opposing, individual viewpoints and does not attempt to present balanced information on drugs as much as it does philosophy. If shown with a qualified resource leader, the film could promote valuable discussions.

### LSD: THE SPRING GROVE EXPERIMENT

**Year:** 1966  
**Audience:** Sr. high, college, adult; special groups such as psychology and mental health classes  
**Producer:** CBS News  
**Source:** McGraw-Hill Films, Hightstown, New Jersey 08520  
**Rental:** \$ 25.00  
**Purchase:** \$275.00  
**Details:** In 2 parts, 54 minutes, black/white, 16 mm., sound

**SYNOPSIS:** This CBS documentary film records a highly controlled experiment at the Spring Grove State Hospital in Baltimore, Maryland involving two patients in LSD-assisted psychotherapy. The two patients, a 48-year-old housewife who suffered a paranoid breakdown and a 33-year-old alcoholic, are observed as they undergo testing and preparation for their LSD psychotherapeutic treatment. During the actual LSD sessions, the patients reveal the intense emotional strains brought on by direct confrontations with their fears and conflicts. The patients are interviewed immediately after treatment, and their progress is assessed six months later. The narration and comments from medical authorities suggest that LSD has potential for positive applications but that more clinical research is needed.

**GENERAL EVALUATION OF THE FILM:** The film presents an objective, well-documented account of a therapeutic use of LSD. It is informative as well as moving. The interjected comments from the medical authorities convey a respect for the power of the drug and distinguish between its use in a supervised setting such as these experiments, and in an uncontrolled situation. The film can be successfully shown to a variety of audiences, particularly if a knowledgeable leader can provide guidelines.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; it accurately presents two successful cases involving LSD therapy. The film would provide more balanced information if it emphasized more fully that it was not the LSD in itself which promoted the cures of the two patients, but LSD used with highly-skilled therapy and in a very controlled situation. Including therapy cases involving LSD which were not successful would be meaningful.

### LSD-25

**Year:** 1967  
**Audience:** Jr., sr. high, college, adult  
**Producer:** Professional Arts, Inc.  
**Source:** Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608  
**Rental:** \$ 27.50  
**Purchase:** \$275.00  
**Details:** 27 minutes, color, 16 mm., sound

**SYNOPSIS:** The chemical compound LSD-25 is given a voice to tell its own story. The film emphasizes the drug's unpredictability and unknown properties. The character "LSD" discusses potential dangers from use of illegally purchased drugs, from bad trips, from possible chromosomal damage, from self-injury while under the drug's influence and from recurring effects. LSD concludes that reactions to its use depend not on LSD's chemistry but on the user's chemistry.

**GENERAL EVALUATION OF THE FILM:** The film convincingly emphasizes LSD's potential dangers. It admits that much is unknown about how LSD works. Most of the information is well balanced and without bias, although the film tends to refer too often to extreme reactions to LSD as evidence that it is a "dangerous" drug. The film is fast-moving, interesting and likely to hold viewers' attention.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; however, it includes some inaccurate statements and implications. Several statements report rare reactions to LSD and incorrectly imply that these are common occurrences: "Hallucinations occur at any time up to a year." "The ultimate destination for an LSD user can be suicide." "LSD is so perplexingly horrible." The narration does not point out that the effects of LSD are highly dependent on dosage, as evidenced by its statement that LSD is the "most powerful drug ever known." References to possible birth defects from chromosomal damage are overstated since data concerning chromosomal breaks and birth defects is still inconclusive.

**THE MAD CHEMIST**

**Year:** 1969  
**Audience:** *Intermediate, jr. high*  
**Producer:** *Professional Arts, Inc.*  
**Source:** *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*  
**Rental:** \$ 13.50  
**Purchase:** \$135.00  
**Details:** *10 minutes, color, 16 mm., sound*

**SYNOPSIS:** The chemist in this comic satire sets out to discover which drugs will provide the ultimate happiness. He tests amphetamines, barbiturates, marijuana and LSD on his invented monster, Eugene, whom he wires to a "happiness index machine." Eugene's reactions, as recorded on the machine, lead the chemist to realize that there is no ultimate "kick" in drugs. The verse narrative was written by David W. Parker, Ph.D.

**GENERAL EVALUATION OF THE FILM:** The comic style of the film can be effectively used with young audiences, although some might question the suitability of a humorous approach to a subject as serious as drug abuse. Such an approach can convey an important message about drugs if followed with discussions which present more factual information than the film presents. For example, the film discusses only one drug "effect"—an unhappy, negative effect—without talking about the variables of dosage, the user and the conditions of use.

The film's narration, music and characters are entertaining and likely to hold the viewers' attention. It should be pointed out to young audiences before viewing that the film's tone is deliberately light.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted on scientific grounds since it does not convey factual information on drugs. The message, "Drugs don't lead to happiness," is presented without portraying actual drug effects on the human body.

**MARIJUANA**

**Year:** 1968  
**Audience:** *Jr., sr. high*  
**Producer:** *Max Miller/Avanti Films, Inc.*  
**Source:** *Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025*  
**Rental:** \$ 25.00  
**Purchase:** \$350.00  
**Details:** *34 minutes, color, 16 mm., sound*

**SYNOPSIS:** The film presents arguments for and against smoking marijuana and then advises individuals to make

their own decisions. Sonny Bono, of the folk group Sonny and Cher, narrates the discussion against the setting of a "pot" party which is interrupted by the police. As the teenagers are led away by the authorities, they shout out justifications for legalization and use of marijuana. Each of the arguments is then individually examined in Bono's discussion.

**GENERAL EVALUATION OF THE FILM:** In the film's presentation of pro and con positions on marijuana use, the negative comments outweigh the reasons presented in favor of marijuana and the debate is not objective as the narration states. Exaggerated portrayals of the effects of marijuana and an emphasis on violence, which tends to associate marijuana with crime, lessen the film's credibility. Use of young people in the film, a personality like Bono, and the background music make the film entertaining. The film can be used most effectively as a springboard for discussions.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable; however, it presents some inaccurate portrayals of drug effects. The marijuana-produced hallucination depicted is unfair, and probably inaccurate, since marijuana does not produce such hallucinations except at extremely high and seldom-used dosages. The film's exaggerated use of violence and aggression incorrectly implies that marijuana use leads to violence. The staged interviews in the women's prison and the men's rehabilitation center create the impression that marijuana leads to heroin, although Bono says in his narration that this is not necessarily true.

If the film is trying to present an objective, factual account, it should portray more typical reactions of typical users of marijuana.

**MARIJUANA**

**Year:** 1969  
**Audience:** *Jr., sr. high, college, adult; all economic classes*  
**Producer:** *CBS News*  
**Source:** *Rental: Extension Media Center, University of California, Berkeley, Calif. 94720;*  
*Purchase: Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036*  
**Rental:** \$ 17.50  
**Purchase:** \$275.00  
**Details:** *52 minutes, black/white, 16 mm., sound*

**SYNOPSIS:** This CBS documentary surveys the controversy over the social and legal aspects of marijuana use. Interviews with drug users, judges, clergymen, medical authorities, policemen, and legislators present a spectrum of opinions about marijuana's use, its possible harmfulness or harmlessness, its effect on the user's creative powers, and legal consequences of its use. CBS concludes that to them marijuana has not been proven to be any more harmful

than alcohol or tobacco. They deny that its use can stimulate creativity. They do not condone its use; however, they agree that the legal penalties are too stringent in proportion to any potential danger of the drug. Mike Wallace narrates.

**GENERAL EVALUATION OF THE FILM:** The objective, broad-based survey, which includes comments from those who argue for and against marijuana use, makes this film credible. Those interviewed are articulate and present a good overview because they represent different age groups, disciplines, and varying degrees of political philosophies, although the most liberal views expressed are fairly moderate. The film is professionally produced and entertaining.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. The information is well-balanced. Good emphasis is given to the lack of knowledge of Cannabis. The film contains a useful historical review of marijuana use and the U.S. laws which govern its use. Both sections of the film are well-summarized.

Certain references in the film are misleading because they imply that marijuana users "move on" to heroin. This implication is presented in the interview with Phoenix House residents; the comments are related without comment or qualification.

### MARIJUANA: THE GREAT ESCAPE

**Year:** 1970  
**Audience:** Jr., sr. high  
**Producer:** J. Gary Mitchell  
**Source:** Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90026  
**Rental:** \$ 25.00  
**Purchase:** \$265.00  
**Details:** 20 minutes, color, 16 mm., sound

**SYNOPSIS:** George Willis is a teenager interested in drag racing. He ignores the advice of someone he admires, a top professional racer, and experiments with marijuana. After his girl friend is persuaded by George to try it, she is injured in a car accident and can't attend George's important race. George appears confident of winning, but the final scene involves him in a serious racing crash.

The film uses professional actors.

**GENERAL EVALUATION OF THE FILM:** The film's photography, credible characters and settings, and background music give it a professional quality. It is an entertaining film to view. The emphasis on the disastrous automobile accidents lowers the film's credibility and makes the story unrealistic. The emphasis on the accidents seems to say "Don't smoke marijuana before driving," although it is unlikely that this is intended to be the film's central message. The film implies that marijuana users only

smoke for an "escape," and that they are irresponsible and lazy. This adds to the film's lack of credibility.

Because the story and characters provide a basis of identity for many young people, the film has potential for provoking valuable discussions.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. It places a good emphasis on the variety of personal responses to marijuana use and on the various strengths of marijuana.

However, the narration and the story-line give some false impressions about drug effects. For example, the car accidents appear to be the direct results of smoking marijuana, although it is unclear how much time had passed between George's last experience with marijuana and his racing accident. Car accidents resulting from marijuana use are not frequent occurrences; the film's emphasis on the accidents makes the story overly dramatic. Statements are made in the film which are overgeneralizations about marijuana users: "Pot smokers feel compelled to turn others on," "Pot heads have one thing in common—work is a drag," and "You are not in control when smoking marijuana."

### MARIJUANA—WORLD OF THE WEED

**Year:** 1968  
**Audience:** Jr., sr. high, college, adult  
**Producer:** KCET, Los Angeles  
**Source:** Field Services Dept., Audiovisual Center, Indiana University, Bloomington, Ind. 47401  
**Rental:** \$ 5.50  
**Purchase:** \$150.00  
**Details:** 21 minutes, black/white, 16 mm., sound

**SYNOPSIS:** The film reviews the historical background and biological facts related to the use of marijuana. It begins with a marijuana legend from ancient China, traces the spread of marijuana to India and the Middle East, gives a capsule history of legislation and medical studies concerning marijuana, including the LaGuardia Report, and defines marijuana terms. The film uses mostly photographs and drawings.

**GENERAL EVALUATION OF THE FILM:** The film contains, for the most part, interesting historical information about marijuana, and the narration is objective. Its format and the use of stills, however, make it overly-academic and uninteresting. More information on the events which led up to the 1937 Marijuana Tax Act would add interest. The film is dated because its information does not go beyond 1966.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable with a few exceptions. Several historical speculations are presented as fact, such as the reference to Shen Nung, which the narration does not

clearly identify as legendary. Marijuana is described as a nectar in the flowers of Cannabis rather than the resin covering or protecting the buds. The narration does not make clear that resin is present in both male and female Cannabis plants. The film should also discuss THC, the main psycho-active ingredient found in Cannabis, and should discuss the relationship of growing and harvesting conditions to marijuana's varying strengths.

### A NICE KID LIKE YOU

**Year:** 1969  
**Audience:** Sr. high (some), college, parents, teachers; professionals working with college students  
**Producer:** Gene Lichtenstein for the Group for the Advancement of Psychiatry  
**Source:** Extension Media Center, University of California, Berkeley, Calif. 94720  
**Rental:** \$ 17.50  
**Purchase:** \$250.00  
**Details:** 38 minutes, black/white, 16 mm., sound. Awarded a Blue Ribbon at the 1970 American Film Festival.

**SYNOPSIS:** Students from two unidentified eastern colleges reveal their feelings about drugs, sex, parents, the education system and American society in general. This documentary film visits college classrooms, bull sessions in dormitories, and conversations between young people and parents in their homes. The young people express very personal feelings in an informal, unrehearsed style. One girl says she is bored with using marijuana and now wants to experience life without drugs. A boy wonders, with amusement, if his father might be proud of a son who makes a successful business deal in the illegal drug market. Another girl says she feels competitive with her mother. In the variety of subjects discussed, the film presents some current student opinions rather than one single viewpoint.

**GENERAL EVALUATION OF THE FILM:** The film's honest approach lets college youth speak without interpretation or comment. Their natural and spontaneous comments are fresh and informative, especially for adults who can seldom hear youth speak so frankly. The film gives valuable insight into the thoughts of some college students and should promote an understanding of their drug attitudes. It is not intended to represent all college students; these students are probably above average in verbal facility, intelligence, affluence and liberal attitude. The film is well-edited and moves at an entertaining pace.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted on scientific information. It presents drugs in the context of their use on the college campus rather than as substances with pharmacological effects. The film shows people who use or have used drugs and who

continue to function and to have insight into the meaning of their "drug use" as well as other aspects of their living.

### RAPPING

**Year:** 1970  
**Audience:** Jr., sr. high; suburban  
**Producer:** Filmfair Communications  
**Source:** Filmfair Communications, 10946 Ventura Blvd., Studio City, Calif. 91604  
**Rental:** \$ 20.00  
**Purchase:** \$225.00  
**Details:** 15 minutes, color, 16 mm., sound; companion to the film "Tripping"; with teaching manual

**SYNOPSIS:** In an idyllic setting, a small group of teenagers, some of them drug users, considers why teenagers use drugs and why they stop. People use drugs, they say, to join in with friends, to help search for meaning to life, to escape from problems, and to rebel against parents and society. People stop using drugs because their friends stop, because they find a meaningful alternative, such as religion, because conflicts are resolved, or because they fear getting arrested.

The group leader is Anthony Rose, Ph.D., Director of the Institute of Drug Education, Center for Studies of the Person, La Jolla, California. A manual which suggests activities and guidelines for teachers accompanies this film and a companion film, "Tripping."

**GENERAL EVALUATION OF THE FILM:** Discussing why people use and don't use drugs is a valid approach to the subject of drug abuse. But the reasons brought out in the film seem superficial and staged. The outdoor scene beside a stream is pleasant to view, but it adds to the film's artificialness, especially since the students all sit in desks facing a blackboard and an American flag. The film may succeed in promoting discussions.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. It discusses reasons behind use of drugs rather than the pharmacological effects of drugs.

### SCAG

**Year:** 1970  
**Audience:** Intermediate, jr., sr. high, college, adult; all economic classes  
**Producer:** Concept Films, Inc.  
**Source:** Encyclopaedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Ill. 60611  
**Rental:** \$ 9.00  
**Purchase:** \$265.00  
**Details:** 26 minutes, color, 16 mm., sound

**SYNOPSIS:** This film relates the experiences of two heroin addicts—a middle-class White male and an inner city Black girl. A narrator describes how a \$40 poppy crop from Turkey becomes a supply of heroin with an estimated value of \$280,000 on New York City streets. The narration also focuses on several rehabilitation facilities including Gaudenzia House in Philadelphia, and the use of methadone in the rehabilitation process.

**GENERAL EVALUATION OF THE FILM:** The film presents a comprehensive picture of the heroin problem in an accurate, objective manner. The information is up-to-date, including a section on methadone which is particularly valuable because it presents both sides of the controversy over methadone use in rehabilitation. The film deals with a variety of economic classes, educational levels and personalities. By covering so many aspects of heroin addiction, including interviews with actual addicts, treatment facilities, and import routes, the film may present an over-abundance of information for some audiences. On the other hand, its format makes the information understandable and suitable for a broad audience. The Black addict's voice is difficult to understand at times.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically acceptable. The comparisons between therapeutic-type treatment and treatment utilizing methadone would be better balanced if a fuller explanation of methadone procedures, including its successful application, were presented.

### THE SEEKERS

**Year:** 1967  
**Audience:** Jr., sr. high; suburban  
**Producer:** Myron Solin for the New York State Narcotics Addiction Control Commission  
**Source:** Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, New York 10510  
**Rental:** \$ 40.00  
**Purchase:** \$390.00  
**Details:** 31 minutes, color, 16 mm., sound

**SYNOPSIS:** Former drug users and drug addicts who are members of Encounter, an organization which uses a group therapy approach to drug abuse, discuss their experiences with drugs. In conversations among themselves, with a group of high school students, and with several "hippies," they attempt to understand reasons behind drug use. One of the girls expresses fear about having children due to possible chromosome damage from taking LSD; she consequently has a blood test and a physician briefly describes the types of genetic damage LSD may cause. The discussions result in a strong feeling shared by the ex-addicts that drugs are only a "cop-out" and provide no answers to the problems of living.

**GENERAL EVALUATION OF THE FILM:** Any message that the ex-drug addicts in this film have for non-drug users is lost in the film's technical style. The discussions lack credibility because they appear to be staged, particularly the meetings with the high school students. The ex-addicts talk about their drug experiences in a superficial manner. The continual change in scenes is confusing and detracting. The film is too long.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. It makes a good effort to understand the reasons behind drug use. However, because it gives inadequate information about such factors as dosage, pattern of use, or the individuality of the user, the film leaves the wrong implication that drugs cause these problems rather than the abusers themselves.

Some unqualified references give inaccurate impressions about drugs. One ex-addict generalizes about her physical condition while she was an addict: her "liver and kidney were wrecked," her hair fell out, her teeth rotted. This description incorrectly implies that drugs were the direct cause of the effects. The discussion on LSD damage to chromosomes needs further qualification. Data exists which suggests that LSD does not inflict chromosome damage and this is not incorporated in the discussion.

### SKEZAG

**Year:** 1970  
**Audience:** Jr., sr. high (some) college, adult; all economic classes.  
**Producer:** Joel L. Freedman and Philip F. Messina  
**Source:** Cinnamon Productions, Inc., 508 Broadway, New York, N.Y. 10012  
**Rental:** Open  
**Purchase:** Open  
**Details:** In 2 versions, 33 minutes, 16 mm., and 71 minutes, 16 mm. and 35 mm., color, sound. Won Gold Medal Special Jury Award at the Atlanta International Film Festival, 1970.

**SYNOPSIS:** The bulk of this documentary film was shot over a period of 10 hours during which Wayne, a 21-year-old Black living in New York City, talks at length about a variety of topics, including the Vietnam war, his use of heroin, why he won't become addicted, his attitude towards his mother, his friends and the white race. During the conversation, two friends drop in and the three "shoot-up" heroin. In the final portion of the film, which was made four months later, Wayne is preparing to leave New York. His physical deterioration and depressed attitude show a marked change in contrast to his former confidence in his ability to use heroin without becoming addicted.

The filming technique is informal. The filmmakers are sometimes shown during their interviews with Wayne, asking questions, sharing jokes, or holding microphones.

**GENERAL EVALUATION OF THE FILM:** (Note: The panelists viewed the long version.) Wayne's tragedy is both alarming and believable. The film is credible because its inherent message is delivered in a non-theatrical way. The camera simply records a portion of life passing before it. The result is an authentic, convincing testimony of one individual's tragedy with heroin.

The film is too long; Wayne's conversation at times adds little to his character portrayal and nothing to what the film is revealing about drugs. The film contains profanity which may determine which audiences will view it.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted scientifically. Much of its information does not deal with actual drugs or drug effects. The scene of Wayne "four months later" is very real and dramatic.

#### **SPEEDSCENE: THE PROBLEM OF AMPHETAMINE ABUSE**

**Year:** 1969

**Audience:** Jr., sr. high; all economic classes; medical audiences

**Producer:** Medi-Cine Films

**Source:** Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025

**Rental:** \$ 15.00

**Purchase:** \$210.00

**Details:** 17 minutes, color, 16 mm., sound

**SYNOPSIS:** Interviews with speed users interspersed with statements from medical authorities present evidence against the use of amphetamines except for medical purposes. The physical dangers of hepatitis, malnutrition, and death are discussed. Psychological problems, which often are part of the life style of the speed culture, and the user's inability to deal with his environment are also discussed.

**GENERAL EVALUATION OF THE FILM:** The film effectively demonstrates the results of chronic misuse of speed. The factual information related by the physicians adds authenticity although the scientific nature of their comments at times requires augmentation for lay audiences. The film tends to overemphasize the dramatic elements in speed use. The users portrayed in the film do not represent individuals who use speed on occasion, either for pleasure or for help in performing a job. The continual change in scenes is detracting.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically acceptable. Limiting the scope of the film to amphetamines is helpful. The overall discussion presents valuable information.

However, the information at times confuses the occasional use of amphetamine taken orally and the chronic use of methamphetamine by injection. This confusion ignores the importance of the dosage level and the route of administration of the substance. An implied message—"speed kills"—is acceptable in the context of speed taken in massive doses over a long period of time; however, it is misleading to imply that death is the inevitable result of occasional uses of amphetamines. The narration which accompanies the laboratory experiment with mice incorrectly implies that the animals' death is due to injections of amphetamines.

#### **THC—THE CHEMISTRY OF MARIJUANA**

**Year:** 1968

**Audience:** Sr. high, college, adult; especially students and professionals

**Producer:** KCET—Los Angeles

**Source:** Field Services Dept., Audiovisual Center, Indiana University, Bloomington, Ind. 47401

**Rental:** \$ 5.50

**Purchase:** \$125.00

**Details:** 20 minutes, black/white, 16 mm., sound

**SYNOPSIS:** This film records an experiment at the Palo Alto Veterans Hospital which explores the physiological and psychological effects of marijuana on a volunteer subject, a young male graduate student. He is orally given the "equivalent" of three marijuana cigarettes and at timed intervals is asked to report how he feels and to perform certain tasks. The physician who is working with the subject says the experiment is designed to "settle the dispute" as to how dangerous marijuana is.

**GENERAL EVALUATION OF THE FILM:** Showing the effects of marijuana on one person's behavior is informative and should help dispel certain myths about marijuana's potential harm. The film is low keyed; it does not try to change attitudes about marijuana use but presents the results of a controlled laboratory experiment.

The results of the experiment would be more meaningful if more than one subject were involved. It would also be helpful if the film noted that the subject's reactions are possibly controlled by the fact that he is in a laboratory setting and that he is a graduate student who has insight into behavior that average marijuana users do not have. The pleasurable effects of marijuana, as depicted in the film, might stimulate experimentation in viewers who have not tried the substance. The film would benefit from editing; it is repetitive and long.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically accurate; however, several statements and procedures need qualification if they are not to be misleading. The film is mis-titled because the experiment demonstrates the pharmacology rather than the chemistry of THC. The information does not make clear that THC is

the main psycho-active ingredient in marijuana and that other active ingredients are also found in the substance. Referring to the dose of marijuana given in the experiment as the equivalent of three marijuana cigarettes is meaningless because it does not consider the varying strengths of marijuana. Nor does the reference adequately emphasize differences in individual reactions to marijuana, the importance of setting and how the substance is administered. The film does not emphasize that the experiment results in an individualized response, but rather implies that this is "the effect" of marijuana use. The techniques used in the experiment are not always objective; the subject is often asked leading questions.

### THREE

**Year:** 1968  
**Audience:** Sr. high, college, adult; all economic levels  
**Producer:** John Sughnuet and Company  
**Source:** Benchmark Films, 145 Scarborough Rd., Briarcliff Manor, N.Y. 10510  
**Rental:** \$ 30.00  
**Purchase:** \$300.00  
**Details:** 51 minutes, black/white, 16 mm., sound

**SYNOPSIS:** The "three" include Johnnie, a 19-year-old who has been a successful drug pusher; Tony, a middle-aged electronics expert; and Bart, an accomplished advertising art director. They meet in a New York state rehabilitation program for drug addicts where, in group therapy sessions, they relate individual experiences of heroin addiction. With other members of the rehabilitation program, the three prepare to move into a new halfway house for drug addicts in a nearby community. The final scenes reveal violent hostilities expressed by residents of the community toward the addicts.

Actors play the parts of the addicts; the stories are composites of actual cases.

**GENERAL EVALUATION OF THE FILM:** The film effectively points out that drug addiction can affect people from varying backgrounds, ethnic groups and ages, and that rehabilitation is possible. The ending is valuable for promoting discussions about society's attitude toward addiction and drug addicts. The film is entertaining, although at times too melodramatic.

The plot over-emphasizes the addict's individual weaknesses as a cause of his addiction because it does not take into consideration outside social factors which undoubtedly play an important role in addiction. The film thus implies that addicts are weak individuals who simply have to gain control of themselves in order to be cured. The film is dated since it includes the chairman of the New York State Narcotic Control Commission who is no longer in that position; it is also too long.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically acceptable. It contains no factual misinfor-

mation on drugs although it tends to over-emphasize "escape" as the prime motivation for drug use and to place all blame for addiction on the drug itself.

### TRIPPING

**Year:** 1970  
**Audience:** Jr., sr. high; suburban  
**Producer:** Filmfair Communications  
**Source:** Filmfair Communications, 10946 Ventura Blvd., Studio City, Calif. 91604  
**Rental:** \$ 20.00  
**Purchase:** \$225.00  
**Details:** 15 minutes, color, 16 mm., sound; companion to the film "Rapping"; with teaching manual

**SYNOPSIS:** The students who discussed reasons for using drugs in "Rapping," a companion film, attempt in this film to find some "positive alternatives" to drug use through communication with each other. Under the direction of the leader, Dr. Anthony Rose, the group demonstrates a series of Gestalt sensory awareness exercises which include verbal and non-verbal communication. They talk to each other "back-to-back" and practice "eye" and "hand" communication. The experience makes most of the participants feel happy, arouses mixed emotions in a few.

**GENERAL EVALUATION OF THE FILM:** The film's purpose is unclear. If it is designed to show what happens to some students in the exercises it demonstrates, it is ineffective since we know very little about the students and do not identify with individual personalities. On the other hand, if a recreation of their experiences is the final goal, this is something which must be done carefully, with skilled supervision, and with more guidance than the film provides. The "alternatives" which the students experience appear superficial and staged. The participants do not convince the viewer that they believe in what they are doing.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted on scientific grounds since it presents no information on drugs. It is an interesting film on Gestalt therapy which relies on the teacher's guide or professional interpretation if it is going to provide serious thought.

### YOU CAN'T GROW A GREEN PLANT IN A CLOSET

**Year:** 1969  
**Audience:** College, adult; professional groups  
**Producer:** Roy Nolan Productions  
**Source:** Zip Film Distributing Company, 2220 B. Bridgeway, Sausalito, Calif. 94965  
**Rental:** \$ 25.00 black/white; \$ 30.00 color  
**Purchase:** \$375.00 black/white; \$425.00 color  
**Details:** 52 minutes, black/white or color, 16 mm., sound

**SYNOPSIS:** This film records portions of the National Marijuana Symposium held March, 1968, at the University of California Medical Center in San Francisco. The symposium was designed to answer questions about marijuana such as whether or not it is a narcotic, whether it leads to heroin addiction, what laws control it, and what barriers exist to further research on marijuana. Most of the speakers agree on some basic issues: marijuana is legally mis-classified; this mis-classification results in overly-harsh penalties for abusers and "manufactures criminals" out of otherwise innocent people; factual information about marijuana is suppressed from the public; overreaction to marijuana use is frequent on the part of legislators and parents.

The participants, made up of psychologists, medical doctors, sociologists, criminologists and writers, include Joel Fort, M.D., David E. Smith, M.D., Price Cobbs, M.D., and James Carey, Ph.D.

**GENERAL EVALUATION OF THE FILM:** This film uses knowledgeable scientific authorities to present valuable, broad-based information on marijuana. The speakers have had direct experience with drugs or with drug users. It should be noted that the speakers share a similar liberal bias about marijuana issues and the film therefore does not present a balanced view. For example, many of the speakers would, if they don't in the discussion, advocate legalization of marijuana. Some humor in the presentations adds interest, but in spite of this, the film is too long.

Because of its technical nature, the film is particularly suited for professional audiences.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film cannot be faulted on scientific grounds. Most of the information is presented, as it should be, as opinions and personal viewpoints of qualified individuals with experience.



# Other Audiovisuals

*Rated "Scientifically Acceptable"  
(includes filmstrips, slides, transparencies, recordings)*

## A DOCTOR ANSWERS YOUR QUESTIONS ABOUT DRUGS

**Medium:** *Recording*  
**Year:** *1970*  
**Audience:** *Parents; suburban*  
**Producer:** *Bernard V. Dryer, M.D.*  
**Source:** *Media Medica, Inc., 555 Fifth Avenue, New York, N.Y. 10017*  
**Rental:** *Not available*  
**Purchase:** *\$2.00*  
**Details:** *20 minutes, 33-1/3 rpm*

**SYNOPSIS:** Bernard V. Dryer, M.D. answers questions commonly asked by parents about drug use. The discussion covers marijuana, pep pills, sleeping pills, heroin and LSD. Dr. Dryer says marijuana is a potentially harmful drug which can be "psychologically addictive." He distinguishes "hard" drugs from "soft" drugs, defines overdose, tolerance, and hashish. Dr. Dryer advises parents to "keep their cool" if their children are using drugs. As preventive measures against drug abuse, parents should evaluate their own pill-taking habits, and be ready and available to communicate with their children.

**GENERAL EVALUATION OF RECORD:** The discussion tries to cover both factual information and general advice on parental attitudes and the result is a compromise in both areas. Too many facets of drug abuse are covered for any area to be meaningfully developed. The value of the "factual" information is questionable because much of it is overgeneralized or based on opinions. The narrator offers some valuable advice to parents about their children and drugs, but its impact is lost in the medium of a recording.

**EVALUATION OF SCIENTIFIC ACCURACY:** The record is scientifically acceptable. There is a good emphasis on individual responses to drug use, the variety of motivations behind drug use and the varied sources of help available. The advice about approaching drug use with reason rather than panic is noteworthy.

However, the narration uses speculative facts and opinions which give incorrect impressions about drug effects: "One out of ten marijuana users goes on to other drugs." "Heroin is a killer." LSD use means a "wild loss of reality." The statement that "marijuana does not automat-

ically make you an addict" implies that marijuana often leads to heroin. The terms "psychologically addicting" and "hard and soft" drugs have questionable educational value.

## DRUG ABUSE, VOLUME I

**Medium:** *Recording*  
**Year:** *1969*  
**Audience:** *Sr. high, college*  
**Producer:** *Gaudenzia House with Frederick Glaser, M.D.*  
**Source:** *Medi Disc, Benjamin Fox Pavilion, Rm. 700-25, Jenkintown, Pa. 19046*  
**Rental:** *Not available*  
**Purchase:** *\$1.25 plus 50¢ mailing charge*  
**Details:** *22 minutes per side, 33-1/3 rpm*

**SYNOPSIS:** Dr. Frederick B. Glaser, Assistant Professor of Psychiatry at Temple University Medical School, Philadelphia, Pennsylvania, relates possible reasons why students are predisposed to drug use and why these may or may not be valid reasons for trying drugs. He discusses the stress often associated with students' lives, their curiosity, their desire to develop close relationships with others, and their wish to be more creative. Dr. Glaser says the most serious danger students risk with drugs is the arrest of personality growth which excessive drug use can bring.

On side two, Robert "Bob" Borriello, a 22-year-old ex-addict, recalls that a desire to be respected by his peers encouraged him to try drugs. He says drug users who think they are rebelling against society are only playing into society's hands because, by "copping out" with drugs, they provide no real alternatives.

**GENERAL EVALUATION OF THE RECORD:** The information on the record might be of value to research or special study groups who are interested in individual viewpoints on particular aspects of drug abuse. For most audiences, however, the material is unimaginative, dull and has little impact.

**EVALUATION OF SCIENTIFIC ACCURACY:** The information cannot be faulted on scientific grounds if it is presented as opinions of two individuals rather than facts. Many of Dr. Glaser's theories are stated without qualification and may be incorrectly interpreted as being accepted

views of the scientific community. For example, he says "Rebellion is a must" in the process of growing up, and "Growth would not occur without novel experiences." In his remarks, Dr. Glaser overgeneralizes by referring repeatedly to "drugs" without giving adequate qualifications regarding specific drugs, dosage, and the circumstances of their use.

The comments by Robert Borriello must also be presented as one ex-addict's opinions, not as accepted facts. His opinions are open to misleading interpretation if accepted as "typical" reactions to drug use. For example, he says "When you're high on pot, you can only tune in on one thing at a time," a statement which presents one person's experience but which sounds like a universal reaction to marijuana.

It would be helpful if clearer lines were drawn between Dr. Glaser's suggested reasons for drug use and Bob's suggested reasons.

## DRUG ABUSE, VOLUME II

**Medium:** *Recording*  
**Year:** *1969*  
**Audience:** *Sr. high, college*  
**Producer:** *Gaudenzia House with Frederick B. Glaser, M.D.*  
**Source:** *Medi Disc, Benjamin Fox Pavilion, Rm. 700-25, Jenkintown, Pa. 19046*  
**Rental:** *Not available*  
**Purchase:** *\$1.25 plus 50¢ mailing charge*  
**Details:** *22 minutes per side, 33-1/3 rpm*

**SYNOPSIS:** On side one Bob Borriello, an ex-addict, tells Frederick B. Glaser, M.D., how he became a drug addict. He discusses family and neighborhood influences and problems related to his search for identity. On side two, Bob tells Dr. Glaser how he overcame his drug habit at Daytop Village. In a structured setting he was no longer able to rely on his old excuses for taking drugs, but was forced to act on his problems.

**GENERAL EVALUATION:** The record can be useful for those who want, and don't have, the opportunity to interview an ex-addict. Bob's rehabilitation experiences might also be helpful for addicts. Unfortunately, the material is unimaginative and tends to be repetitive and dull.

**EVALUATION OF SCIENTIFIC ACCURACY:** The information cannot be faulted for scientific inaccuracies because it recalls one ex-addict's experiences. Bob's opinions as to why he became an addict can be useful information but should be presented only as opinion and the experience of one individual.

## DRUG ABUSE, VOLUME III— DRUGS WON'T GET IT, PEOPLE WILL

**Medium:** *Recording*  
**Year:** *1970*  
**Audience:** *Sr. high, college*  
**Producer:** *Gaudenzia House with Frederick B. Glaser, M.D.*  
**Source:** *Medi Disc, Benjamin Fox Pavilion, Rm. 700-25, Jenkintown, Pa. 19046*  
**Rental:** *Not available*  
**Purchase:** *\$1.25 plus 50¢ mailing charge*  
**Details:** *22 minutes per side, 33-1/3 rpm*

**SYNOPSIS:** Frederick B. Glaser, M.D. and three ex-addicts who are residents of Gaudenzia House examine drug abuse as a symptom rather than a problem in itself. The ex-addicts recall feelings they had which led them to drug abuse and comment on the expectations parents and teenagers have of each other and the problems which result.

**GENERAL EVALUATION OF RECORD:** The discussion among ex-addicts is not very meaningful because the conversation takes no particular direction. Few stimulating questions are asked. There is no interest device in the discussion to stimulate the listener.

**EVALUATION OF SCIENTIFIC ACCURACY:** The material cannot be faulted for scientific inaccuracies since it presents a recall of experience of former addicts, and concentrates on their attitudes rather than actual drug experiences. It does provide a ready basis for overgeneralization by naive listeners.

## DRUG ABUSE EDUCATION AND INFORMATION SLIDE RESOURCE KIT

**Medium:** *Slides*  
**Year:** *1970*  
**Audience:** *Jr., sr. high, college, adult; all economic classes*  
**Producer:** *Bureau of Narcotics and Dangerous Drugs for the American Pharmaceutical Association*  
**Source:** *Rental: BNDD, 1405 I Street, N.W., Washington, D.C. 20537; or APhA, 2215 Constitution Avenue, N.W., Washington, D.C. 20037;*  
*Purchase: Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409*  
**Rental:** *Free*  
**Purchase:** *\$55.00. Also available in sections.*  
**Details:** *In 8 sections, 165 slides, color, 35 mm.; with printed captions*

**SYNOPSIS:** The eight sections in the kit are color-coded to match cards with brief captions for the individual slides. The section titles include the following: "The History of Drug Abuse;" "Drug Abusers' Propaganda" (illustrates material advocating drug abuse; this section is intended for professional and adult audiences); "Drugs of Abuse;" "Drugs and Your Body" (reviewing the effects of drugs on the body, this section is designed for secondary school audiences); "U.S. Bureau of Narcotics and Dangerous Drugs" (describes the duties and responsibilities of the Bureau); "Rehabilitation and Treatment Centers;" "Drug Abuse Education Material" (reviews publications, films, audiovisual programs and posters on drug abuse available to the public); and "Drug Abuse Education Programs and Councils" (reviews task forces, committees, and councils, and describes a few local programs).

The kit is designed to supplement other presentations on drug education with basic information on various aspects of drugs. Individual slides are intended to be used according to various audience levels and interests.

**GENERAL EVALUATION OF THE MATERIAL:** The kit presents specific and carefully researched information on drugs in a well-organized form. It has a varied use because different sections can be used with different audiences. If presented as a supplement to other information and/or activities, and if used over a period of time rather than in one or two long sessions, the material will command a high interest-level. The kit can be updated easily by replacing slides or captions.

**EVALUATION OF SCIENTIFIC ACCURACY:** The kit is scientifically acceptable; however, it omits some information which makes certain sections inadequate or oversimplified. For example, no reference is made in the narration to tobacco or alcohol. The section on "Drugs and Your Body," which describes drug effects, oversimplifies its description of drug actions. The narration does not include dosage or patterns of use in its slide captions.

### DRUG INFORMATION SERIES—NARCOTICS

**Medium:** *Filmstrip*

**Year:** *1970*

**Audience:** *Jr., sr. high, college and adults; all economic levels*

**Producer:** *Guidance Associates*

**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570*

**Rental:** *Not available*

**Purchase:** *\$18.00 with record, \$20.00 with cassette; complete series of four \$66.00 with records, \$74.00 with cassettes.*

**Details:** *15 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** "Narcotics" is one of four drug filmstrips in the Drug Information Series. The filmstrip identifies drugs

in the narcotic family: opium and its derivatives (morphine, codeine and heroin), and the synthetic narcotics. It focuses on the life style of the heroin addict. Comments from medical authorities and ex-drug users cover reasons why people begin experimenting; methods by which the drugs are taken; what the term "hooked" means; how tolerance for narcotics is developed; how the illegal market results in high prices and often an impure product; and why the heroin user is endangered by overdose and poisoning. An ex-addict describes how he "kicked" his habit. Various treatment methods are discussed including specific programs which use encounter therapy or treatment with synthetic drugs.

The discussion guide which accompanies the filmstrip contains the script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.

**GENERAL EVALUATION OF FILMSTRIP:** The narration, photography and objective presentation of the information in this filmstrip all contribute to its overall quality. The use of different ethnic groups makes the material useful to a wide range of audiences.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the filmstrip is scientifically acceptable with a few exceptions: a reference to the number of heroin-caused deaths is not fully documented with the proper locale; the drug chart at the end of the filmstrip refers to duration of drug effects without indicating dosage or routes of administration.

The filmstrip does, however, present good, up-to-date information on treatment approaches and the need for a variety of approaches.

### DRUG INFORMATION SERIES—PSYCHEDELICS

**Medium:** *Filmstrip*

**Year:** *1970*

**Audience:** *Sr. high, college, adults*

**Producer:** *Guidance Associates*

**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570*

**Rental:** *Not available*

**Purchase:** *\$18.00 with record, \$20.00 with cassette; complete series of four \$66.00 with records, \$74.00 with cassettes*

**Details:** *12 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** This is one of four drug filmstrips in the Drug Information Series. The program on psychedelics begins by naming various types of psychedelics or hallucinogens, including peyote, mescaline, psilocybin and LSD. (Marijuana is referred to as having hallucinatory effects, but in this series it is included in the filmstrip on sedatives.) Interspersed with comments from a young couple about their experiences with LSD are comments from physicians

and psychologists who discuss the perceptual changes and mood alterations which the psychedelics produce. The effect an individual's personality and his immediate surroundings will have in determining what kind of "trip" he will experience is discussed. Other points include the problem of "flashbacks" for those who have had a bad trip, the possibility of long-term chromosomal damage, the legal penalties involved for sale and possession of these drugs, and the uncertain chemical nature of the black market psychedelics.

The discussion guide which accompanies the filmstrip contains the script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.

**GENERAL EVALUATION OF FILMSTRIP:** The combination of the excellent photography and the narration by medical authorities and LSD users makes this filmstrip one of the better materials available on psychedelic drugs. The narration's unemotional, unmoralizing tone contributes to the material's quality.

The filmstrip over-emphasizes the negative aspects of LSD and would be improved if it mentioned current legitimate research with LSD.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the filmstrip is scientifically acceptable with a few exceptions. Reference is made in the narration to evidence that LSD "causes permanent damage" genetically. In view of the fact that most objective observers consider that evidence of genetic damage is at present inconclusive, this reference gives incomplete information. A comment from a medical authority who refers to LSD producing a "very specific regressive phenomenon" implies a universal response rather than one limited to a portion of LSD users. The drug chart which appears at the end of the filmstrip refers to the "duration of effects" of various psychedelic drugs without taking into consideration the dosage of the drug or how it entered the body, factors which bear heavily on the duration of a drug's effect.

### DRUG INFORMATION SERIES—SEDATIVES

**Medium:** *Filmstrip*  
**Year:** *1970*  
**Audience:** *Jr., sr. high, college, adult*  
**Producer:** *Guidance Associates*  
**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570*  
**Rental:** *Not available*  
**Purchase:** *\$18.00 with record, \$20.00 with cassette; complete series of four \$66.00 with records, \$74.00 with cassettes.*  
**Details:** *14 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** The filmstrip on sedatives is one of four drug filmstrips in the Drug Information Series. The information

presented on sedatives covers alcohol, barbiturates and marijuana. Medical authorities and drug users discuss who uses barbiturates and why, and what problems can result from continued use. Comparison is made between barbiturates and alcohol use, and the dangers of using the two simultaneously is discussed. "Physical dependence," "psychological dependence," "tolerance" and "withdrawal" are defined. In the discussion on marijuana, the difference between hashish and marijuana is explained. Interviews with marijuana users relate the effects of the drug. A medical authority says more research is needed to determine whether marijuana has the potential to cause physical harm to the body.

The discussion guide which accompanies the filmstrip contains the script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.

**GENERAL EVALUATION OF FILMSTRIP:** This is an informative, unbiased presentation on sedatives which is supported with excellent photography. The comments from a variety of drug users add much to the filmstrip's entertaining qualities. The setting of many of the frames and the language of the experimenters make this a credible material.

**EVALUATION OF SCIENTIFIC ACCURACY:** The information presented in the filmstrip is scientifically accurate. The different types of sedatives are presented with good perspective. The material's emphasis on alcohol strengthens the discussion.

In the narration, inappropriate reference is made to drug effects without accounting for the dose or the route of administration. This is particularly true in the drug chart which appears at the end of the filmstrip. An exception to this oversight is the discussion on alcohol which mentions specific dosages when describing effects. The comments on marijuana rely on the "unknown" effects of marijuana to imply that dangers exist with its use. The statement "hooked" on marijuana is used, a contradictory term since it usually refers to addictive drugs.

### DRUG INFORMATION SERIES—STIMULANTS

**Medium:** *Filmstrip*  
**Year:** *1970*  
**Audience:** *Jr. and sr. high, college, adult*  
**Producer:** *Guidance Associates*  
**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570*  
**Rental:** *Not available*  
**Purchase:** *\$18.00 with record, \$20.00 with cassette; complete series of four \$66.00 with records, \$74.00 with cassettes.*  
**Details:** *11 minutes, color, 35 mm., sound (record or cassette), with discussion guide*

**SYNOPSIS:** The filmstrip on stimulants is one of four drug filmstrips in the Drug Information Series. This filmstrip examines the broad range of stimulants used daily in our society—from caffeine and nicotine to cocaine, amphetamines and methamphetamine ("Speed"), but it concentrates on "speed" and the life style of the chronic "speed" user. Comments from the narrator, physicians and drug users cover the effects of "speed" on the user's body as well as on his personality. The problems often involved with use of "speed" are discussed, such as infection from dirty needles, "crashing," building a tolerance and malnutrition. Reference is made to the psychological problems which often accompany the physical deterioration in chronic "speed" users. The discussion covers the legal controls and legitimate uses of amphetamines, and points out the difference between amphetamines and anti-depressants.

The discussion guide which accompanies the filmstrip contains the script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.

**GENERAL EVALUATION OF FILMSTRIP:** The information is presented in an objective, informative and professional manner. The specific information contained in the narration, along with the credible interviews with drug users, make the filmstrip both educational and entertaining. The material is timely and will probably not be dated soon.

One distracting factor is the picturing of brand name drugs.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the filmstrip is scientifically acceptable; however, it contains a few inaccuracies concerning drug effects. The narration says caffeine, unlike most other stimulants, does not produce a tolerance. This ignores the tolerance experienced by many coffee drinkers. The mode of action of cocaine as an anesthetic is inaccurately described as constricting the blood vessels of the skin. The chart which ends this filmstrip refers to the duration of effects of stimulants without mentioning the dosage. The chart also classifies Ritalin as an anti-depressant. When abused, Ritalin's action is basically that of a central nervous system stimulant.

### DRUGS AND THE BODY

**Medium:** *Transparencies*  
**Year:** 1969  
**Audience:** *Intermediate*  
**Producer:** *DCA Educational Products, Inc. with the Food and Drug Administration*  
**Source:** *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*  
**Rental:** *Not available*  
**Purchase:** \$61.35  
**Details:** *21 transparencies, color; with teaching manual*

**SYNOPSIS:** The cartoon transparencies emphasize basic concepts about general drug use including respect for drugs,

the importance of following a physician's directions for prescribed drugs or the manufacturer's directions for over-the-counter drugs, and the danger of using two drugs simultaneously without medical supervision. Drugs are discussed in relation to the portions of the body they are designed to treat, such as drugs for the endocrine glands, drugs for the muscular system and drugs for the circulatory system.

**GENERAL EVALUATION:** The program contains basic information which may be valuable at an elementary level but the transparencies are uninteresting and require an imaginative teacher or leader. References to specific substances such as depressants, anticoagulants and vasoconstrictors is overly-technical for elementary students. At the same time, the graphic style and the fact that much of the information is elementary makes the material unsuitable for a higher-aged group.

The information does give appropriate emphasis to the need for using good sense when dealing with drugs.

**EVALUATION OF SCIENTIFIC ACCURACY:** The material is scientifically acceptable with a few exceptions. One of the transparencies refers to phenacetin, a substance no longer used in over-the-counter drugs. More recognition is needed of individual differences and other non-drug factors which affect drug response.

The information places a good emphasis on dosage.

### DRUGS: FRIEND OR FOE?

**Medium:** *Filmstrip*  
**Year:** 1970  
**Audience:** *Kindergarten through third grade*  
**Producer:** *Marsh Film Enterprises*  
**Source:** *Marsh Film Enterprises, 7900 Rosewood Drive, Shawnee Mission, Kansas 66208*  
**Rental:** *Not available*  
**Purchase:** \$15.00 with record; \$18.00 with cassette  
**Details:** *15 minutes, color, 35 mm., sound (record or cassette); with teaching guide*

**SYNOPSIS:** Richard E. Davis, M.D., leads a discussion on drugs with a group of elementary children whose spontaneous comments are included in the filmstrip. The discussion is designed to create an awareness of the benefits of proper drug use and a knowledge of the dangers of drug misuse. Among the questions Dr. Davis asks the children are these: "Why should we take care of our bodies?" "Can drugs prescribed by a doctor be abused?" "What should you do if you take medicine by mistake?" "Why should we throw away old drugs?"

The brief teaching guide which accompanies the filmstrip identifies vocabulary used in the program which may be new to children and lists selected supplementary material for teachers and parents.

**GENERAL EVALUATION OF THE FILMSTRIP:** This is a good teaching tool for the specified audience because the discussion is specific, to the point and uses suitable language. The question and answer approach is used to its best advantage to convey the information in an entertaining, informative way. Another good quality is the general tone of the doctor's discussion which is kindly and not preachy. The filmstrip's concentration on one basic theme is another strong point.

Some of the frames are unimaginative and repetitious. The program will be best utilized if supplemented with additional information and activities.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the filmstrip is scientifically acceptable. It presents good information and encourages "respect" for drugs and the care of the human body.

The narration includes an inaccurate reference to antibiotics as a remedy for colds.

### DRUGS IN OUR SOCIETY— ALCOHOL: DECISIONS ABOUT DRINKING

*Medium:* Filmstrip

*Year:* 1968

*Audience:* Jr. and sr. high

*Producer:* QED Productions, A Division of Cathedral Films, Inc.

*Source:* Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614

*Rental:* Not available

*Purchase:* \$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes

*Details:* 15 minutes, color, 35 mm., sound (record or cassette); with discussion guide

**SYNOPSIS:** This is one filmstrip in the series *Drugs in Our Society*. The filmstrip reviews the discovery and early uses of alcoholic beverages and discusses alcohol's chemistry and psychological effects. Tolerance, dependence, damage from chronic alcoholic use and alcohol as a social instrument are also discussed.

**GENERAL EVALUATION OF THE FILMSTRIP:** The impact of important scientific information is lost because the material is overly-technical, too lengthy and weighted with the message that all drinking is bad and will lead to accidents, crime, alcoholism or fatal diseases. If the data were closer related to issues of social drinking rather than chronic alcohol abuse, the filmstrip would be more relevant. The photographs date the material and generally are not attractive or entertaining.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically acceptable. Recognition is given to

individual differences in response to alcohol use and the relation of dose to response. The filmstrip presents a good review of alcohol's psychological effects.

The narration mistakenly says alcohol is not physically addicting. The alcoholic concentration in the blood depends not only on the physical size of the drinker, as the filmstrip states, but also on his age and the amount of food he has recently consumed. The material tends to overemphasize an association between alcohol use and crimes, violence and traffic accidents.

### DRUGS IN OUR SOCIETY— TOBACCO: THE HABIT AND THE HAZARDS

*Medium:* Filmstrip

*Year:* 1968

*Audience:* Intermediate, jr. and sr. high

*Producer:* QED Productions, A Division of Cathedral Films, Inc.

*Source:* Singer (SVE — Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614

*Rental:* Not available

*Purchase:* \$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes

*Details:* 13 minutes, color, 35 mm., sound (record or cassette); with discussion guide

**SYNOPSIS:** This filmstrip is one of six in the series entitled *Drugs in Our Society*. The information on this filmstrip includes a historical review of the practice of smoking, including its recently recognized dangers, and a review of the respiratory tract and the body's protective devices. The discussion covers tobacco-related diseases, the chemical composition of smoke and nicotine, and the smoking habit.

**GENERAL EVALUATION OF THE FILMSTRIP:** The material presents accurate, well-documented information which is important for many age groups. The combination of photographs and cartoons makes it useful for audiences spanning a wide age range; however, its emphasis on technical language will be confusing for younger children. The pace of the filmstrip, some of the illustrations and the narrator's monotone voice, detract from the effectiveness of the material.

The filmstrip says the decision to smoke is an individual one. Its information, however, is slanted against smoking. The narration should admit its bias in the beginning, and then proceed to support its viewpoint. It would be helpful if the information on aids for the smoker who is trying to stop were discussed more completely.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically acceptable and presents valuable information about smoking and health.

In the discussion of the hazards of smoking, the references imply that smoking is the sole cause of some of the diseases mentioned, such as emphysema and lung cancer. Statistical comparisons between occurrences of such diseases between smokers and non-smokers would be useful.

### HEALTH EDUCATION SERIES—DRUGS

**Medium:** *Filmstrips*  
**Year:** 1969  
**Audience:** *Intermediate, jr. high*  
**Producer:** *D.C. Heath and Company*  
**Source:** *D.C. Heath and Company, 2700 N. Richardt Avenue, Indianapolis, Ind. 46219*  
**Rental:** *Not available*  
**Purchase:** \$200.00  
**Details:** *Set of 10 filmstrips with 10 records, color, 35 mm., sound; with teacher's guide*

**SYNOPSIS:** The filmstrips, composed of photographs and cartoons, are available as a set with a teacher's guide and student "score sheets" which correspond to the multiple choice questions posed throughout the narration. The introductory filmstrip presents an overview of drug abuse problems, notes similarities between the drugs which are covered in the series, and discusses factors which influence short-term and long-term responses to drugs. The introduction also covers legal controls over drugs and individual responsibility in making decisions about drug use. The filmstrips on the various drugs (barbiturates, amphetamines, marijuana, LSD, LSD-type drugs and narcotics) cover such topics as legitimate uses of the drugs, short-term and long-term effects, a survey of the drugs' general uses or abuses, and factors young people should consider when making decisions about drug use. The final two filmstrips review the previous material and discuss drug use from the viewpoint of student interest and concerns.

**GENERAL EVALUATION OF THE MATERIAL:** The series presents much valuable information on drugs. The material is basic, unbiased and up-to-date. Unfortunately, the filmstrips are slow-paced and uninteresting. The material tends to become dull because the same format—information interspersed with questions and answers—is followed for the entire series. The unimaginative style makes the series too simplistic for most teenagers although the information is appropriate for them. The set has potential use as a supplement to other material.

**EVALUATION OF SCIENTIFIC ACCURACY:** The material is scientifically acceptable. Overall, the series presents information on drugs with a good perspective. It recognizes non-drug factors when describing drug effects. It places alcohol in a logical context and gives good definitions of psychological dependence, tolerance and physical dependence.

The narration mistakenly says that "any drug can be habit forming," and that the major effect of some drugs discussed is an "alteration of the mind," an observation which does not consider a dosage factor. The statement that one-half of all amphetamines and barbiturates which are legitimately manufactured go into illicit drug channels is exaggerated. The material does not fully distinguish between major and minor tranquilizers.

### HOW SAFE ARE OUR DRUGS?

**Medium:** *Transparencies*  
**Audience:** *Elementary, intermediate*  
**Producer:** *DCA Educational Products, Inc. with the Food and Drug Administration*  
**Source:** *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*  
**Rental:** *Not available*  
**Purchase:** \$54.75  
**Details:** *22 transparencies, color; with teaching guide*

**SYNOPSIS:** The material defines "drugs" and discusses why marketed drugs are regulated for safety. The processes of the Food and Drug Administration's pre-marketing approval of a new drug and the preparation of essential labeling information is outlined. Some information is presented about those responsible for the safety of a drug product.

**GENERAL EVALUATION OF THE MATERIAL:** The information will be useful only to those who wish to know about some of the FDA's functions. The transparencies are ineffectual and not likely to communicate much useful information to a general audience.

**EVALUATION OF SCIENTIFIC ACCURACY:** The information is scientifically acceptable although a reference to FDA approval to all new types of marketed drugs is unclear. The reference should indicate that the approval is granted to a particular drug, not to every individual batch of that drug manufactured, except for certain classes which should be mentioned.

### LET'S TALK ABOUT DRUGS

**Medium:** *Filmstrip*  
**Year:** 1969  
**Audience:** *9 and 10-year olds; all economic classes*  
**Producer:** *Multi-Media Productions, Inc.*  
**Source:** *Multi-Media Productions, Inc., 580 College Avenue, Palo Alto, Calif. 94306*  
**Rental:** *Not available*  
**Purchase:** \$49.50  
**Details:** *In 2 parts, 36 minutes, color, 35 mm., sound (records); with teaching guide*

**SYNOPSIS:** The guide which accompanies the program lists five questions which form the core of the program: "What is a drug?" "Why are drugs different from other things taken into the body?" "What kinds of drugs are there?" "Why do people take drugs?" and "What do drugs do?" The subject of drug use is introduced with a discussion of how people differ and how their emotional and physical needs, as well as the ways they choose to satisfy those needs, will vary. In its definition of a drug, the program reviews the basic biochemical process by which drugs cause changes. A wide variety of drugs is discussed, including coffee and tea, medicinal and mind-altering substances. The kinds of effects that result from drug groups whose action is depressant, stimulant or a combination of these are discussed. Variable factors which determine effects are discussed, including the dosage, the setting, the reason for taking the drug, and individual biochemical differences.

One of the two records, designed for teachers or parents, interviews Sanford J. Feinglass, Ph.D., who is consultant to the project. In the record Dr. Feinglass talks about the objectives of drug education, teacher training, the role of the students and evaluation of the drug program. The guide for the program includes the complete script, suggested teacher readings and discussion topics.

**GENERAL EVALUATION OF THE FILMSTRIP:** Several factors help make this program effective. The information is sectioned so that the program can be viewed in intervals, allowing time for integrated discussions and flexibility for using the program over an extended period of time. The filmstrips use multi-ethnic groups which add authenticity to the scenes. The information is presented in an objective, low-keyed manner, which does not preach at children but urges them to make their own decisions about drugs.

The narrator's voice tends to become monotonous. The photography in some of the frames is of poor quality and detracts from the program's effectiveness.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the film is scientifically acceptable. The material presents a good perspective of drugs and their effects.

The discussion on dosage, while accurate, tends to confuse potency of drug preparation with dose. The narration incorrectly states that "All drugs can be habit forming."

### LSD: THE ACID WORLD

**Medium:** *Filmstrip*  
**Year:** 1969  
**Audience:** *Jr., sr. high; suburban*  
**Producer:** *Guidance Associates*  
**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, New York 10570*  
**Rental:** *Not available*  
**Purchase:** *\$35.00 with record; \$39.00 with cassette*  
**Details:** *In 2 parts, 34 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** In Part I, viewers share with an 18-year-old his feelings as he considers using LSD. He weighs comments from LSD users who describe their good and bad trips, medical authorities who discuss physical and psychological effects and a dealer who explains how LSD is processed and distributed. In Part II, the boy tries LSD at a party. He describes the first vivid sensations and later, his fears and confusions. Comments from physicians explain why LSD users sometimes panic.

**GENERAL EVALUATION OF FILMSTRIP:** The information presents arguments which urge as well as discourage LSD use, with the idea of letting viewers make their own decisions, but the information is weighted with negative viewpoints. Some of the frames are attractive but too often they have little relationship to the narration. The filmstrip is too long; the second half in particular is repetitive and trite. The simulation of the boy's bad trip in the end is over-dramatized.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically acceptable; however, it contains some inaccuracies. Overgeneralized statements imply that marijuana use leads to LSD or that use of LSD leads to other drugs. Some unique, individual reactions to LSD use, as presented, imply that these reactions are common. An LSD user is quoted as saying he could not graduate from school because he used LSD three or four times a month. Describing LSD as an "atom smasher of the mind" and "psychologically addicting" is using misleading over-generalizations. The information on chromosomal damage should be qualified since present data regarding LSD use and resulting chromosomal damage is inconclusive. References to Federal laws concerning LSD are dated. LSD is now controlled by the U.S. Bureau of Narcotics and Dangerous Drugs.

### MARIJUANA: WHAT CAN YOU BELIEVE?

**Medium:** *Filmstrip*  
**Year:** 1969  
**Audience:** *Sr. high, college, adults; suburban*  
**Producer:** *Guidance Associates*  
**Source:** *Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570*  
**Rental:** *Not available*  
**Purchase:** *\$35.00 with record; \$39.00 with cassette*  
**Details:** *In 2 parts, 32 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** Part I is built around comments by David Smith, M.D., Medical Director of the San Francisco Haight-Ashbury Clinic. Dr. Smith defines marijuana use as a political-legal-cultural problem rather than a major health issue. He says marijuana neither enhances creativity, nor does it act like a narcotic. There is nothing in the pharmacology of marijuana that leads to any other drug.



yet there is often a cultural association between it and other drugs. Dr. Smith explores the relationship of marijuana to other drugs, the legal restrictions on possession and sale of marijuana, and its impact on cultural and social youth norms. In Part II five teenagers relate some of their experiences with marijuana and other drugs. The five include a "head," an ex-user, a "social" smoker, one arrested for possession of marijuana and another who moved from marijuana to other drugs.

An accompanying discussion guide includes the script for both parts of the program, questions for discussion, a drug chart, a glossary and a bibliography.

**GENERAL EVALUATION OF THE PROGRAM:** Dr. Smith's discussion is rational and honest. His factual data is delivered without moralizing. The information should help clear confusion and misinformation on some issues of marijuana use. One criticism of the discussion is its length and its attempt to cover too much information. If it were better organized, a discussion leader could divide it into segments. The photos are interesting and attractive; however, some have little relation to the narration which accompanies them.

Part II is more entertaining than Part I because more people participate in the narration. The experiences related are interesting and bring out valid problems associated with marijuana use. While these experiences appear to be realistic, they are not representative of marijuana use in general because most of the situations recalled are unfortunate ones. If the young people did not have such negative viewpoints regarding marijuana use, their opinions would be more credible.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the filmstrip is scientifically acceptable. The program places a good emphasis on marijuana as a social issue rather than a drug issue. It also does an excellent job of discussing the variations of strength of marijuana and the roles the personality and environment play in an individual's reaction to using marijuana.

The classification of marijuana as a "hypnotic-sedative" should be presented as an opinion held by some rather than a fact since marijuana contains a variety of active ingredients with varying types of pharmacological action.

**SYNOPSIS:** The introductory script reviews some of the reasons why people misuse drugs. The drugs discussed include deliriant (glue, gasoline, lighter fluid), hallucinogens (marijuana, THC, peyote, mescaline, LSD), stimulants (amphetamines, cocaine) sedatives (barbiturates, minor tranquilizers) and narcotics (opium, morphine, codeine, paregoric). The discussion covers the historical background of some of the substances, what legitimate uses they have, if any, how the drugs are taken into the body, how they affect the body, what dangers are involved, and what results can be expected from long-term abuse.

**GENERAL EVALUATION OF THE SLIDES:** The slides and script present specific, well-organized information on a variety of drugs and will be useful when technical information is desired. The slide medium offers the alternative of easily using certain slides or portions of the entire set for specific purposes. The set can be updated easily by replacing certain slides when necessary.

The program makes no attempt at being entertaining or dramatic, and tends to be uninteresting. Many of the slides add little to the narration. The frequency of the slides is uneven, with some slides appearing on the screen only briefly. Because the information is technical, it is especially suitable for professional audiences. When shown to lay audiences, it should be presented by a competent leader.

**EVALUATION OF SCIENTIFIC ACCURACY:** The program is scientifically acceptable; however, it presents implications which may be misleading. The discussion tends to perpetuate the idea that chemical substances in and of themselves cause certain reactions, without considering individual differences, dosage, or setting. The statement that an amphetamine "kick" will distort the concept of right or wrong needs qualification. Terminology for classification of some substances is questionable, such as labeling glue and solvents "deliriant" and marijuana as a hallucinogen. The script also refers to barbiturates as having a "completely opposite effect" on the brain from amphetamine action, a statement which could be disputed.

*NOTE: The Pharmaceutical Manufacturers Association reports that it has revised The Problem of Drug Abuse, incorporating the changes suggested in the above evaluation.*

### THE PROBLEM OF DRUG ABUSE

**Medium:** Slides  
**Year:** 1970  
**Audience:** College, adults  
**Producer:** Pharmaceutical Manufacturers Association  
**Source:** Pharmaceutical Manufacturers Association, 1155 15th Street, N.W., Washington, D.C. 20005  
**Rental:** Not available  
**Purchase:** \$15.00  
**Details:** 77 slides, color, 35 mm., with printed script

### SCHOOL HEALTH EDUCATION STUDY— CONCEPT #9: USE OF SUBSTANCES THAT MODIFY MOOD AND BEHAVIOR ARISES FROM A VARIETY OF MOTIVATIONS

**Medium:** Curriculum with transparencies  
**Year:** 1968  
**Audience:** K-12 (Level III for jr. high—see synopsis)  
**Producer:** School Health Education Study  
**Source:** 3M Company, Box 3100, 3M Center, St. Paul, Minn. 55101  
**Rental:** Not available  
**Purchase:** \$35.00 per set of 20 visuals. The Concept #9 series contains a total of 19 sets; Level III contains 5 sets; Teaching-Learning Guides are \$3.00 per level.

**SYNOPSIS:** This series is one of 10 concept areas in the comprehensive health education program known as the School Health Education Study. Each of the 10 areas is a complete kindergarten through twelfth grade curriculum which uses transparencies. "Use of Substances That Modify Mood and Behavior" is based on the concept that an individual's behavior and mood may be modified if alcohol, tobacco, amphetamines, tranquilizers, coffee and similar beverages, hallucinogens, and other substances are used. The resulting changes may be harmful or beneficial. Many variables underlie the use of such substances, including social reasons, personal needs, psychological motives, and other pressures and circumstances.

The scientific review panel evaluated the total K-12 program for Concept #9; the communications review panel evaluated portions of the total program but concentrated on Level III (7th through 9th grades).

Level III deals with decisions about behavior which confront the early adolescent as he establishes himself as an individual growing into adulthood. The material for this level assumes that most young adolescents will try some substances that modify mood and behavior, particularly tobacco and some alcohol. It attempts to make the experimenter aware of the range and variety of modification that can result. The program places emphasis on why certain people might try drugs and on the reasons behind use, misuse, and nonuse, rather than on the nature of the substances themselves.

**GENERAL EVALUATION OF THE PROGRAM:** It is evident that the total program has been carefully planned and professionally organized. One of its strongest points is its utilization of the "conceptual approach." Each idea studied is part of the total concept of health education; also, the behavioral concepts studied at one level have reinforcements at earlier and later levels in the curriculum. Another strong point of the program's organization is that it takes into account the individual differences of students and communities and provides flexibility so that teachers can work with the differences. Also important is the amount of student involvement in the program, in discussions and activities, and in the problem-solving techniques which the program incorporates.

The program's success will be determined by a teacher's creativity in presenting it, rather than by the transparencies which are a small portion of the total program. By themselves, the transparencies are undramatic and not likely to excite students. The drawings are more appropriate for a younger audience than the junior high age.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data is scientifically acceptable. In general the program is well-balanced. It gives a good perspective to alcohol, smoking and illicit drug use. It distinguishes between reasons for trying and reasons for continuing to use drugs. The program introduces the concept of "risk-benefit" as a value judgment. Due attention is paid to the influence of dose, individual variability in response to drugs, and the importance of social and cultural factors.

Several references to the legality of marijuana and heroin, while they do not make incorrect statements, may

leave incorrect impressions. The teaching-learning guide for Level II states that marijuana is illegal "mostly because it has been seen as a 'stepping stone' to the use of heroin." The same guide later makes a statement, which is repeated in Level IV, that heroin is illegal because it has no medical use. This ignores the use of heroin in medical practice in other countries.

### YOU GOTTA' EVEN OPEN YOUR EYES

*Medium:* Filmstrip

*Year:* 1969

*Audience:* Sr. high, parents; suburban

*Producer:* Design Center Inc., for United Methodist Board of Christian Social Concerns

*Source:* Service Dept., Board of Christian Social Concerns, United Methodist Building, 100 Maryland Avenue, N.E., Washington, D.C. 20002

*Rental:* Not available

*Purchase:* \$15.00 (\$9.50 to church-related organizations)

*Details:* 20 minutes, color, 35 mm., sound (record), leader's guide

**SYNOPSIS:** Donnie and Frannie, middle-class teenagers, relate the true story of how drugs (marijuana, LSD and heroin) became the center of their lives. Eventually Donnie is referred to a hospital for treatment; Frannie is arrested for selling drugs. The second portion of the filmstrip consciously evaluates the material's potential for communicating to young people about drugs. Discussions with the director of the filmstrip, with the two young people who play the roles of Donnie and Frannie, and with the actual Frannie and her mother, revolve around questions about why people use drugs, what it does to them, and how drug abuse can be prevented.

The filmstrip uses no professional actors. Some of the scenes are repeated in the film "Anything for Kicks."

**GENERAL EVALUATION OF FILMSTRIP:** The filmstrip presents a good example of drug abuse in a middle-class, suburban setting. Frannie is able to describe her life on drugs in a realistic manner without glamorization. The filmstrip has good potential for promoting discussion. The photography is excellent.

However, the purpose of the filmstrip is unclear, in part because the format is confusing. The introduction lacks identification of the speakers and the setting. There is little continuity between segments of the filmstrip which involve different settings. At times it is hard to know who is speaking; is it the "real" Frannie, or the girl who plays Frannie? The sound is poor, making the speakers sometimes hard to hear. The extremely fast pace of the first part of the sound track adds to the confusion by making synchronization between the sound and the visual frames difficult when the filmstrip is operated manually.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically acceptable. It presents a realistic story of middle-class involvement with drugs.

# Films

Rated "Scientifically Unacceptable"

## THE BALLAD OF MARY JANE

**Year:** 1970  
**Audience:** Jr. and sr. high  
**Producer:** Professional Arts, Inc.  
**Source:** Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608  
**Rental:** \$ 25.00  
**Purchase:** \$250.00  
**Details:** 23 minutes, color, 16 mm., sound

**SYNOPSIS:** Mary Jane (marijuana) tells "her own story" to Jim, a teenager who is trying his first marijuana cigarette. Mary Jane briefly relates her historical background, tells how she grows and how she affects her user's central nervous system. She explains how she becomes involved in the underground and why she is sometimes impure. Psychologically, Mary Jane says, she is habit forming. "I'm a 'put-on' because I dull your mind and waste your precious time." Mary Jane leaves Jim by asking if he's going to make her an important part of his life.

Marijuana users interject into the narration their personal experiences with the drug.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. It refers to the "female" hemp plant as the source for marijuana. Actually, marijuana is found in the flowering tops and leaves of both the male and female plant. The visual effects which are designed to suggest marijuana-induced experiences are more appropriate to effects which could be produced by LSD. The historical references, both to the mythical Shen Nung and to the highly-dramatized gangster wave of the 1930's, are not based on actual fact in so far as marijuana is concerned. The overall tone of the film suggests that marijuana is closely associated with violence, that it is "habit forming" and leads to use of heroin, and that few, if any, who try it ever stop smoking it. This tone does not present a realistic view of

marijuana use today. The film will be viewed by most young people as an unconvincing melodrama.

One noteworthy aspect of the film is that it says people can experience different effects from marijuana use.

## DAVID

**Year:** 1965  
**Audience:** College, adult; professionals working with addicts  
**Producer:** Drew Associates for Time-Life  
**Source:** Time-Life Films, 43 West 16th Street, New York, N. Y. 10011  
**Rental:** \$ 50.00  
**Purchase:** \$400.00  
**Details:** 54 minutes, black/white, 16 mm., sound

**SYNOPSIS:** The drug addiction rehabilitation processes of Synanon are related in this story of an addict seeking treatment. David is torn between wanting to leave Synanon to join his wife and son, and probably begin using heroin again, and staying at Synanon where his behavior, motivations and attitudes are subject to continual critical analysis by other residents. David's struggles are intensified when a former resident returns for a visit because he went back to heroin after leaving Synanon; the visitor tries to cure himself by staying again, and fails. David eventually "wins" his struggle; he decides to stay at Synanon until he is cured.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the film is scientifically unacceptable because it deals with an early period of Synanon's history and does not accurately portray the current Synanon program. Drug addicts are no longer removed from rehabilitation centers by enforcement officials, as the movie portrays. The conflict over the visit by David's wife is outdated by the

present Synanon concept which encourages families to live in with addicts.

The film is useful for those who are interested in Synanon's history.

### DRIVING AND DRUGS

**Year:** 1969  
**Audience:** Jr. and sr. high  
**Producer:** Jam Handy Productions  
**Source:** Rental: Jam Handy Productions, 2821 East Grand Blvd., Detroit, Michigan 48211;  
 Purchase: General Motors Photographic, Audio-visual Dept., 465 West Milwaukee Ave., Detroit, Michigan 48202  
**Rental:** Free  
**Purchase:** \$61.55  
**Details:** 14 minutes, color, 16 mm., sound

**SYNOPSIS:** The film discusses the potential effects of barbiturates, amphetamines, marijuana, mescaline and LSD on automobile driving. It simulates the effects of the drugs as seen from the eyes of the auto operator.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. Its discussion of drugs and drug effects is overgeneralized and includes misleading and incorrect statements. Individual cases involving extreme reactions to certain drugs are used to imply a universal drug reaction. For example, the narration states that amphetamines can produce "temporary insanity." The discussion of marijuana implies that users usually move on to heroin; the information of the effects of marijuana is overgeneralized since it does not qualify its discussion with references to dose. Misleading descriptions of LSD effects, based on rare reactions, include a user who "one year later doesn't trust his friends and goes insane" and a first-time user who requires psychiatric treatment. The narration contains such incorrect statements as "Drug use is against the law" and "All drugs will produce a psychological dependence."

The film's perspective on the relationship of drug use to driving would be improved if it included the effects of alcohol as well as prescription and non-prescription drugs.

### DRUG ABUSE: THE CHEMICAL TOMB

**Year:** 1969  
**Audience:** Jr. and sr. high  
**Producer:** Film Distributors International  
**Source:** Film Distributors International, 2221 South Olive St., Los Angeles, Calif. 90007  
**Rental:** \$ 15.00  
**Purchase:** \$225.00  
**Details:** 19 minutes, color, 16 mm., sound

**SYNOPSIS:** The film presents information concerning the effects of drugs on the body. It classifies drugs most commonly abused, including solvents, barbiturates, amphetamines, LSD and marijuana. The film illustrates, often through staged settings, what it calls the pitfalls of drug abuse including dependence, infection, depression, crime, imprisonment, suicide and death. The film's message says that the use of dangerous drugs leads inevitably to a dead end, a chemical tomb from which there is no escape.

**EVALUATION OF SCIENTIFIC ACCURACY:** The data in the film is scientifically unacceptable. The logic underlying the addictive process, as described in the film, is weak. The suggestion that those who use the "dangerous drugs" are "buried alive" is unrealistic. The film's reference to "deliriant" as a drug classification is vague and not consistent with generally acceptable classifications. Glue sniffing is inaccurately described as causing brain damage. References to one Seconal producing hallucinations, marijuana resulting in hallucinations, and high dosages of THC paralleling LSD effects require further qualifications if they are not to be misleading. The term "smack" is inaccurately used as a synonym for mainlining.

The film presents good identification of Seconal, Nembutal and Tuinal.

### DRUGS AND THE NERVOUS SYSTEM

**Year:** 1967  
**Audience:** Jr., sr. high  
**Producer:** Churchill Films  
**Source:** Rental: University of Southern Calif., Div. of Cinema, Film Distribution Section, University Park, Los Angeles, Calif. 90007;  
 Purchase: Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069  
**Rental:** \$: 7.00  
**Purchase:** \$180.00  
**Details:** 18 minutes, color, 16 mm., sound; available in Spanish

**SYNOPSIS:** This animated film describes physiological and psychological effects of various drugs on the body. Aspirin is used to illustrate how a common drug acts to reduce pain and fever. The film discusses glue-sniffing, stimulants, depressants, opium-derivatives, marijuana and LSD. Therapeutic uses and the results of abuse of each class of drugs are explained.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. It contains overgeneralizations and erroneous statements about drug effects. The description of aspirin's action on the central nervous system is oversimplified and not a good analogy to how other drugs affect the body. Classifying central nervous system drugs as either stimulants or depressants uses an overgeneralized, outdated concept. The narration includes misleading statements such as "Heroin is the strongest and most dangerous

drug," and references saying LSD causes permanent brain damage and marijuana use leads to other drug use. Several references to the authoritative knowledge of medical doctors imply that a drug acts one way if taken with a physician's advice, but will act differently if taken for "kicks."

### FALSE FRIENDS

**Year:** 1967  
**Audience:** *Adult; middle and Far Eastern audiences*  
**Producer:** *Interfilm-London-Ltd. in association with Film Producers Guild*  
**Source:** *International Film Bureau, Inc., 332 South Michigan Ave., Chicago, Ill. 60604*  
**Rental:** \$ 8.00  
**Purchase:** \$125.00  
**Details:** *9 minutes, color, 16 mm., sound*

**SYNOPSIS:** The film illustrates the problems a laborer and his family face as a result of his addiction. He struggles to keep his job in order to earn enough money to buy drugs, but eventually fails. His wife and foreman persuade him to undergo treatment, and after his cure, he is again united with his family. Most of the story is told without narration. The animated characters are of Oriental origin.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. The story is based on overgeneralizations of atypical experiences. The laborer's addiction, which resulted after he experimented with opium smoking, implies that the progression from occasional experimentation to drug dependence is inevitable. The manner in which the story is presented ignores the complexity of drug addiction.

### FIGHT OR FLIGHT

**Year:** 1967  
**Audience:** *Jr., sr. high*  
**Producer:** *J & F Productions, Inc.*  
**Source:** *J & F Productions, Inc., Suite 700, 1401 Walnut Street, Philadelphia, Pennsylvania 19102*  
**Rental:** *Not available*  
**Purchase:** \$150.00  
**Details:** *16 minutes, color, 16 mm., sound*

**SYNOPSIS:** Former drug addicts who are residents of Daytop Village in New York recall their experiences with drug addiction. Their comments, interspersed with illustrated accounts of drug experiences and narration, empha-

size the effects of heroin and LSD; marijuana, "pills," alcohol and cough medicine are also referred to. The narration concludes that it is easy to escape from life, that everyone must make a decision . . . "fight or flight."

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. The information draws on the biases of four ex-addicts whose experiences are used to predict universal reactions. Using the comments of former addicts uncritically creates mistaken impressions. Several references, for example, imply that marijuana is addicting and inevitably leads to heroin addiction. Fatal automobile accidents, crime, death and irresponsible behavior are all attributed to drug abuse. A wife of an addict blames heroin for her husband's liver condition which was caused by tuberculosis. The narrator states that these addicts, "unlike most," survived their addiction; this implies that addiction is a hopeless disease which results in death.

### FROM RUNAWAY TO HIPPIE

**Year:** 1967  
**Audience:** *Jr., sr. high, parents*  
**Producer:** *Cinema Verite for NBC News*  
**Source:** *Film Distributors International, 2221 South Olive St., Los Angeles, Calif. 90007*  
**Rental:** \$ 14.00  
**Purchase:** \$185.00  
**Details:** *18 minutes, color with black/white segments, 16 mm., sound*

**SYNOPSIS:** This documentary about the Hippie movement was originally shown in three segments on NBC television's Huntley-Brinkley Report. It follows several teenage boys from a glue-sniffing party in their hometown to the Haight-Ashbury section of San Francisco where they find marijuana and LSD. The film depicts a love-in, a Hippie wedding, Hippie dwellings, and curious tourists. The film also views communal farms inhabited by "runaways." The narration discusses the impact of Hippie culture on American society.

Portions of the glue-sniffing scenes are identical to scenes in the film "Hello America."

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. It presents an overgeneralized and distorted picture of the Hippie movement. It includes erroneous statements as well as misleading implications. The narration says that a Hippie is a dope dealer. Glue-sniffing leads to "blindness, paralysis, severe impairment and death." Communal living is equated with hepatitis and venereal disease. A sociological relationship is drawn between taking dope and protesting.

The film presents little analytical information on drugs or effects. It is more of an editorial vehicle.

## THE HANG-UP

**Year:** 1968  
**Audience:** Military  
**Producer:** United States Air Force  
**Source:** Rental: Air Force (AVVUTL), Norton Air Force Base, Calif. 92409  
 Purchase: Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409  
**Rental:** Free  
**Purchase:** \$107.50  
**Details:** 32 minutes, color, 16 mm., sound

**SYNOPSIS:** The film dramatizes three fictional situations which involve the effects of drug abuse. A hospitalized serviceman dies from wounds apparently self-inflicted while under the effects of drugs. Another tries to persuade his girlfriend to try marijuana and LSD with him; he later experiences flashbacks from LSD. A lieutenant uses amphetamines to cope with job pressures. The film illustrates how a serviceman's career can be permanently damaged because of a narcotics conviction.

Stan Musial narrates portions of the film. Professional actors are used.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically unacceptable. The contrived situations presented in the film are exaggerated to the point of presenting inaccurate portrayals of drug situations. The film implies that marijuana is always used only as a crutch. The simulations of marijuana effects are overdramatized. Portrayals of the pusher, the marijuana party and the LSD trip are theatrical. There is an over-emphasis of the frequency of recurring bad trips.

Because of the film's unrealistic tone, it has questionable educational value.

## HOOKED

**Year:** 1967  
**Audience:** Jr., sr. high  
**Producer:** Churchill Films  
**Source:** Rental: University of Southern Calif., Div. of Cinema, Film Distribution Section, University Park, Los Angeles, Calif. 90007;  
 Purchase: Churchill Films, 662 North Robertson Blvd., Los Angeles, Calif. 90027  
**Rental:** \$ 6.50  
**Purchase:** \$125.00  
**Details:** 20 minutes, black/white, 16 mm., sound

**SYNOPSIS:** Former addicts who have been off drugs from three to 24 months relate how they became involved with drugs, how their drug experiences affected them and their families, how and why they stopped using drugs. The youths, who are of mixed social and racial backgrounds, are in various situations. Most of the conversations

revolve around heroin use, although other drugs are mentioned. There is no dialogue between the participants and no narration.

**EVALUATION OF SCIENTIFIC ACCURACY:** The content of the film is scientifically unacceptable. The information is based on individual experiences, which, presented uncritically, create inaccurate impressions about drug effects. References to "starting on marijuana" imply that heroin use inevitably results from marijuana use. The term "hooked" as a title is inappropriate for a film in which marijuana is discussed since the term implies addiction. Some anecdotes have an unclear relationship to the entire discussions, such as a reference to heart pills and a mention of using phenobarbitals to commit suicide.

The underlying message "I never thought it would happen to me" is valid; however, the overall information is stereotyped and does not present a balanced picture of drug use.

## LSD

**Year:** 1967  
**Audience:** Military  
**Producer:** Bureau of Medicine and Surgery, U.S. Navy  
**Source:** Rental: Medical Film Library, Naval Medical School, National Naval Medical Center, Bethesda, Md. 20014;  
 Purchase: Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409  
**Rental:** Free  
**Purchase:** \$94.00 and \$124.00  
**Details:** In 2 versions, 28 and 37 minutes, color, 16 mm., sound

**SYNOPSIS:** Lieutenant Commander Walter Minor, a Navy physician, lectures about LSD's discovery, its effective dose, how it works in the human body, its physical and mental effects, and why the Navy is concerned that its personnel might use it.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. The lecturer says he intends to be unemotional and present only documented facts, but his information contains inaccurate statements, partially true statements and overgeneralizations. The lecture presents scientific theories about the way LSD acts on the mind and body as though they are facts. Rare reactions to LSD use are presented as common occurrences. The film states that LSD causes a rapid, complete break with reality. It defines a trip as "nothing more or less than a period of insanity." The film equates differences in electroencephalograph readings before and after a subject uses LSD with brain damage.

The information assumes that changes in chromosomes in white blood cells will result in abnormal children; this assumption is not valid since no direct or conclusive link has yet been proven either between LSD use and mutated genes, or between changed chromosomes and hereditary defects. The information over-emphasizes flash-

backs; it suggests that anyone who takes LSD can never be reliable because of a vulnerability to flashbacks.

The discussion does give good emphasis to the importance of set and setting in determining effects of LSD.

### LSD: INSIGHT OR INSANITY

**Year:** 1968  
**Audience:** Jr., sr. high, college, adult  
**Producer:** Max Miller/Avanti Films, Inc.  
**Source:** Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025  
**Rental:** \$ 25.00  
**Purchase:** \$300.00  
**Details:** Revised version, 28 minutes, color, 16 mm., sound

**SYNOPSIS:** A review of teenage fads opens the film, moving from goldfish swallowing to gang fighting and on to experimenting with drugs. Eight physicians and a pharmacist, all involved in LSD research, present their views. They agree that LSD use, outside of a medical setting, is potentially dangerous and can lead to serious and perhaps permanent brain damage and personality destruction. LSD can also produce, they say, serious chromosomal damage in users. Illustrations of fetal damage in hamsters and human chromosomes affected by LSD are presented.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. It misuses information by drawing on rare, infrequent and experimental results as a basis to predict what will happen when humans use LSD. It overgeneralizes and does not recognize important factors such as dose, frequency and pattern of use, or species.

Using statements as "some doctors believe" and including testimony of actual medical doctors adds supportive authority to some controversial issues concerning LSD which are presented as though they are proven facts. Terming a bad trip "instant insanity" or "often a never, never land of no return" and stating that "many LSD users lose all contact with reality" misleadingly imply that these are frequent experiences.

The information on genetic damage resulting from LSD is confusing. Clear distinction is not drawn between teratogenesis and mutagenesis. Chromosome damage in white blood cells is inaccurately equated with transmission of traits from one generation to another. The information on LSD damage to chromosomes and resulting birth deformities is presented as fact. Because much is unknown about LSD, in particular whether or not it causes chromosomal damage and whether damaged chromosomes result in birth defects, the information in the film needs qualification.

### LSD: TRIP OR TRAP!

**Year:** 1968  
**Audience:** Jr., sr. high  
**Producer:** Sid Davis Productions  
**Source:** Sid Davis Productions, 2429 Ocean Park Blvd., Santa Monica Calif. 90405  
**Rental:** Not available  
**Purchase:** \$120 for black/white; \$240 for color  
**Details:** 20 minutes, black/white or color, 16 mm., sound

**SYNOPSIS:** Bob and Chuck, teenage friends, disagree over whether or not to try LSD. Chuck uses LSD with other friends and persuades his girlfriend to join him. Bob seeks the facts about LSD by reading newspaper articles, by visiting hospitals and police stations and by talking to other young people. He decides to write Chuck a letter warning of LSD's dangers since he cannot convince his friend in person. On his way to mail the letter, Bob comes on an automobile accident which has involved Chuck fatally.

The story is interspersed with narrative giving information about LSD.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. The exaggerated portrayals of LSD effects present an unrealistic picture of those who use LSD and the dangers involved. The story line is overdramatic: a teenager who is beginning to experiment with LSD is involved in a fatal car accident with the implication that the accident was caused by his use of LSD. LSD users are unrealistically described as "listless, indifferent, decaying and wasting away." The film inaccurately implies that flashbacks occur frequently and that there is no cure for a bad trip. The film mistakenly says the reason LSD is not legitimately manufactured in the United States is because the substance is "so dangerous." Photographs of deformed infants misleadingly imply that all of the deformities are caused by LSD use. The term "lysergic acid diethylamide" is mis-pronounced throughout the narration.

### LSD: TRIP TO WHERE

**Year:** 1968  
**Audience:** Sr. high, college  
**Producer:** WABC-TV, New York  
**Source:** McGraw-Hill Films, Hightstown, New Jersey 08520  
**Rental:** \$ 16.00  
**Purchase:** \$325.00  
**Details:** 25 minutes, color, 16 mm., sound

**SYNOPSIS:** The film begins with a simulation of LSD effects as experienced by the producer and narrator. Commentaries from authorities and from people familiar with LSD deal with controversial issues. The comments include LSD's effect on personality changes and on creativity, its possible relationship to mental disturbances and dangers to chromosome abnormality. Members of Daytop Village, a therapeutic community for drug addicts, discuss motivations for taking drugs and experiences with LSD or with people who used LSD. An actor, his face disfigured, describes how he set himself on fire while under the influence of LSD. The film concludes with the acknowledgement that LSD can produce "good" and "bad" trips, but that the dangers do not justify the risks.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. The discussion of LSD effects on chromosomes dates the film, since it implies that the occurrence of adverse genetic effects is an established and accepted fact. In view of more recent research which has failed to confirm a direct link between LSD use and chromosome damage, the references to genetic dangers and LSD use needs further qualification. References to unusual and rare reactions to LSD—such as psychotic reactions "weeks and months" after ingestion, and murders and suicides attributed to LSD—without qualifying the frequency of these occurrences, put an unrealistic perspective on the dangers of LSD. The statement that "scientists agree" that acid trips are not worth taking, implies an uncritical endorsement against LSD by the scientific community.

### NARCOTICS: THE INSIDE STORY

**Year:** 1967

**Audience:** Jr. high

**Producer:** Charles Cahill and Associates, Inc.

**Source:** Rental: Abraham Krasker Memorial Film Library, School of Education, Boston University, 765 Commonwealth Ave., Boston, Mass. 02215;

Purchase: Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, Calif. 90028

**Rental:** \$ 5.00

**Purchase:** \$150.00

**Details:** 12 minutes, color, 16 mm., sound; Spanish version available from Aims

**SYNOPSIS:** The film discusses positive applications of drugs when administered for medical purposes and potential dangers involved when drugs are abused. Clinical scenes showing animal experiments and physicians at work in laboratories illustrate how experimenting with drugs can seriously upset the central nervous system. The drugs discussed include LSD, marijuana, narcotics, sedatives and tranquilizers.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. The title is inappropriate since the subject matter is not limited to narcotics. The information is over-simplified and misleading. The narration says, without qualification, that marijuana leads to a desire to experiment with other drugs. Marijuana is inaccurately called "so unpredictable" that medical doctors can not prescribe it. The narration says LSD causes permanent brain damage; this has not been medically substantiated. Oversimplified statements such as "Some drugs are dangerous drugs" and "Depressants cause muscle weakness" have questionable educational value.

### NARCOTICS: PIT OF DESPAIR

**Year:** 1967

**Audience:** Jr., sr. high

**Producer:** Film Distributors International

**Source:** Rental: Association Films, Inc., 600 Madison Ave., New York, N.Y. 10022;

Purchase: Film Distributors International, 2221 S. Olive St., Los Angeles, Calif. 90007

**Rental:** \$ 17.50

**Purchase:** \$275.00

**Details:** 28 minutes, color, 16 mm., sound

**SYNOPSIS:** The film relates the story of John, a teenager from a middle-class home, who uses amphetamines to help him cope with pressures of growing up. An old friend who now sells drugs introduces John to marijuana and then to heroin. John becomes addicted to heroin and experiences withdrawal symptoms when his friend no longer supplies the substance free. While trying to support his habit, John gets arrested; a court allows him to enter a Federal hospital for addicts where he is cured.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. Much of the information implies that use of one drug leads to use of another. John's use of amphetamines, for example, indicates to the friend a vulnerability to other drugs. While high on beer, John is introduced to marijuana which, in turn, makes him "ready" for heroin.

The film incorrectly implies that marijuana acts like a narcotic. The meaning of the reference to a "pot-needle" is unclear since marijuana is not injected; the association with the needle inappropriately links marijuana with heroin. The title is inappropriate for a film which discusses marijuana to the extent this film does; the title reinforces the implication that marijuana is a narcotic. The narration incorrectly says marijuana produces long-lasting physiological changes in the body. The film unrealistically describes "one puff on a marijuana cigarette" which causes John to "surrender his dignity and lay his future on the line." John's immediate reaction to one puff is an inaccurate portrayal of marijuana smoking. The information on heroin is exaggerated and



unrealistic. The pusher is stereotyped. The scenes showing heroin withdrawal are over-dramatic.

The film contains an excellent demonstration of the preparation and injection of heroin.

### NARCOTICS—WHY NOT?

*Year:* 1968

*Audience:* Jr., sr. high

*Producer:* Charles Cahill and Associates, Inc.

*Source:* Rental: Abraham Krasker Memorial Film Library, School of Education, Boston University, 765 Commonwealth Ave., Boston, Mass. 02215;

*Purchase:* Aims Instructional Media Service, Inc., P.O. Box 1010, Hollywood, Calif. 90028

*Rental:* \$ 7.50

*Purchase:* \$185.00

*Details:* 15 minutes, color, 16 mm., sound

**SYNOPSIS:** Extemporaneous comments from teenagers and young adults who are residents of the California Rehabilitation Center relate their experiences as narcotic addicts. They used drugs, they say, for "kicks," "association" and "curiosity." The comments emphasize the unpleasantness of the addict's life. Related scenes of drug-taking, drug effects and police arrests are interspersed with the comments.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. The information is confusing because many types of drugs are discussed without meaningful classifications or distinctions. The term "narcotics," as used in the film, inappropriately covers a discussion of "pills" and marijuana. The narration is not always matched with appropriate visual material; scenes of people smoking marijuana are accompanied by a discussion on heroin. The information concerning rehabilitation is negative; it implies that treatment is ineffectual and that most addicts will be "hooked for life until they die."

### THE PEOPLE NEXT DOOR

*Year:* 1969

*Audience:* Sr. high, college, adult

*Producer:* CBS

*Source:* Bailey-Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025

*Rental:* \$ 50.00

*Purchase:* \$475.00

*Details:* 81 minutes, black/white, 16 mm., sound. Note: This version differs slightly (in cast and story line) from the film currently being shown in public movie theaters.

**SYNOPSIS:** The story, originally presented as a CBS Playhouse drama, involves two middle-class families who are neighbors. When the daughter of the Mason family has a "bad trip" on LSD, the father blames his long-haired son and evicts him from the house. The Masons ask their neighbors for help and are told to seek understanding with their daughter. Basic disagreement in values results in the daughter's running away to the East Village in New York City where she is eventually found and brought back home to undergo group therapy with her parents. Therapy proves unsuccessful, and after another "bad trip," the daughter is committed to a mental institution. The neighbors discover that their son has been selling drugs. They turn him over to the police but he is released on a technicality. On the neighbor boy's arrival home, he is attacked by Mason who blames him for the daughter's condition. In the final scene the police take Mason away.

The drama refers to various drugs, including alcohol, barbiturates, amphetamines, marijuana, LSD and STP.

**EVALUATION OF SCIENTIFIC ACCURACY:** Taken as a whole, the film is scientifically unacceptable. While it probably has value as a film illustrating stresses of family values and generational differences, its value as a drug film is questionable because of an implicit message that drugs caused most or all of the dramatic situations presented. Realistically, drug use is only incidental to the problems experienced by the two families and as a vehicle of drug information, the film has potential for generating more panic than insight.

The dramatic situations in the story are unrealistic. It is rare that LSD or STP users require a "controlled environment indefinitely" solely because of their drug use as does the Mason daughter. Other unusual situations, considering that only two families are involved, include the neighbor's wife who is "destroying herself" on amphetamines and barbiturates, and her son, a pre-law honor student, who pushes drugs.

The film inaccurately states that no antidote exists for STP.

### THE PEOPLE VS. POT

*Year:* 1970

*Audience:* Military

*Producer:* Sid Abel & Associates for Dept. of Defense

*Source:* All military installations. Write Commander of installation, Attn: Audiovisual Officer.

*Rental:* Free

*Purchase:* Not available

*Details:* 30 minutes, black/white, 16 mm., sound

**SYNOPSIS:** In the setting of a trial, Eddie, a young serviceman who uses marijuana, is confronted by several ex-servicemen who are ex-addicts. In this "encounter"

situation, Eddie recalls his drug experiences. Other marijuana-related cases involving military personnel are interwoven into Eddie's story. A soldier who has used marijuana has difficulty driving. A serviceman in combat seeks out and guns down a friend. The narration says all of the incidents reported in the story are authentic.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. It bases a case against marijuana use on atypical reactions. Reference is made to a first-time marijuana user who "goes crazy, and kills," and to a "killer instinct" which marijuana produces. The effects of the oral concentrate of marijuana given in an experiment in the film are inaccurately equated to the effects of marijuana which is smoked. LSD-like reactions are portrayed and attributed to marijuana. Reference to "a daily habit" or marijuana implies that marijuana is addicting. Comments from several individuals who "started on marijuana" imply that marijuana use usually leads to other drugs.

The incidents and the people portrayed are stereotyped. The film does not present balanced information about the effects of marijuana.

### POT'S A PUT-ON

**Year:** 1969  
**Audience:** *Intermediate, jr. high*  
**Producer:** *Professional Arts, Inc.*  
**Source:** *Professional Arts, Inc., P.O. Box 8484, Universal City, California 91608*  
**Rental:** \$ 13.00  
**Purchase:** \$130.00  
**Details:** *10 minutes, color, 16 mm., sound*

**SYNOPSIS:** The film uses irony, satire and ridicule in a format similar to the televised "Laugh-In" program. Vignettes depict marijuana users in various situations. The film's humor is aimed at commonly heard endorsements for marijuana such as "Grass relaxes me," "Pot's no worse than booze," and "Marijuana gives me insight." The actors portraying marijuana users are comically dressed and wear wigs and oversized glasses. One user is shown reading a comic book as he says "Marijuana helps my mind." Another advocates legalizing marijuana as he stands behind prison bars. The film's message is in its title: "Pot's A Put-On."

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. While the film does not make actual misstatements, the visual effects and narration convey misinformation about marijuana. By implication the film says marijuana causes irresponsible and ridiculous behavior. Those who use it are depicted as lacking intelligence. The film does not present balanced information about marijuana.

### THE RIDDLE

**Year:** 1966  
**Audience:** *Jr., sr. high*  
**Producer:** *Quest Productions for Office of Economic Opportunity*  
**Source:** *Rental: Modern Talking Pictures Service, Inc., 2323 New Hyde Park Rd., New Hyde Park, N.Y. 11040;*  
*Purchase: Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409*  
**Rental:** *Free*  
**Purchase:** \$44.00  
**Details:** *20 minutes, black/white, 16 mm., sound*

**SYNOPSIS:** Scenes of actual glue-sniffers, cough medicine drinkers and heroin addicts in alleys, tenements, and a physician's office reveal some attitudes and feelings of drug abusers. In contrast, scenes are interjected of a young Black who resists the drug abuse crowd and is successful in finding a job. The film uses no professional actors and no script.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film contains data which is scientifically unacceptable. Isolated cases of drug abuse are used to convey general information about drug effects. Reference is made to someone who sniffed glue and was "dead in five minutes." It is implied that the boy in the film who drinks cough medicine has problems which result from his abuse of cough medicine; no qualifying statement refers to personality problems he displays which may have little to do with drugs. The continual shift in scenes makes the story confusing.

### THE TRIP BACK

**Year:** 1968  
**Audience:** *Jr., sr. high, college, adult*  
**Producer:** *Avon Productions, Inc., for the New York Daily News*  
**Source:** *Rental: Any military installation. Write Commander of installation, Attn: Audiovisual Officer;*  
*Purchase: Association-Sterling Movies, Inc., 41 West 61st Street, New York, N.Y. 10023*  
**Rental:** *Free*  
**Purchase:** \$175.00  
**Details:** *28 minutes, color, 16 mm., sound*

**SYNOPSIS:** Florrie Fisher, an ex-addict, is filmed as she speaks to a group of New York City high school students. Florrie tells her story of addiction, prostitution, imprisonment and rehabilitation. She talks briefly of her experiences

at Synanon, the self-help organization for drug addicts which she credits for saving her life. After speaking, Florrie answers questions from the audience.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. Florrie Fisher's comments inaccurately imply that what happened to her will happen to most people who use drugs. The overgeneralized and opinionated statements give inaccurate information. Marijuana, she says, leads to crimes of "passion and murder." "Nobody in the world can get away with marijuana." "I know marijuana leads to heroin and cocaine." The description of a girl who took LSD implies that all users will become mentally disturbed. The testimony of this former addict does not present a balanced view of drug effects or drug use.

### TRIP TO WHERE

**Year:** 1968  
**Audience:** Sr. high, college  
**Producer:** The Peterson Company  
**Source:** Rental: Public Affairs Officer of any Naval District Headquarters;  
 Purchase: Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409  
**Rental:** Free  
**Purchase:** \$168.25  
**Details:** 50 minutes, color, 16 mm., sound

**SYNOPSIS:** The film deals with the short and long-term effects of the misuses of barbiturates, amphetamines, marijuana and LSD. The fictional drama centers on three Navy men who experiment with marijuana and LSD. One experiences a "bum" trip and recurring flashbacks; eventually he develops a psychotic mental disorder. The one who purchased the drugs is convicted for illegal possession and imprisoned; the third is demoted.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. It draws on rare reactions to drugs, particularly to LSD, to form the basis for its overall statement against drug use. The simulation of the bad trip, which involves violence, cowboys and Indians, and strange creatures, is over-theatrical. A physician in the emergency ward says he sees a "good many bad trips," that

"many come in dead," and that flashbacks can occur up to 18 months after the LSD is first taken. While this may be one physician's experience, it incorrectly implies that such occurrences are common to all physicians. The physician also says that LSD users can expect chromosome changes which may affect the minds and bodies of future children; since recent scientific data provides conflicting evidence, this statement should be qualified. In general, the film uses rare phenomena on which to base its story line, making it unrealistic and over-dramatic. Such exaggerations tend to create disbelief in anyone who knows anything about LSD.

### WHY MUST THE FLOWERS DIE?

**Year:** 1968  
**Audience:** Jr., sr. high  
**Producer:** Cine-Pic  
**Source:** Independent Film Producers Company, 334 East Green Street, Pasadena, Calif. 91101  
**Rental:** \$ 13.00  
**Purchase:** \$135.00  
**Details:** 10 minutes, color, 16 mm., sound

**SYNOPSIS:** The story is narrated by a young Hawaiian boy who "died ten minutes ago" from an overdose of goofballs. He recalls his friendship with "G.B.," another Hawaiian who sniffs glue and who steals in order to get money for the glue. The narrator is persuaded to join G.B. in stealing and glue-sniffing because he admires G.B. and wants to be his friend, and because he wants to forget his family problems and poor school grades. Eventually the two get "goofballs" from the same person who sold them the glue. The narrator dies from an overdose after the two play a game to see who can down the most pills.

**EVALUATION OF SCIENTIFIC ACCURACY:** The film is scientifically unacceptable. It presents glue-sniffing in a context more appropriate to narcotics which includes a "pusher" who sells a "two-bit tube of glue for \$2," the development of tolerance to glue which is questionable, and a fatal overdose from barbiturates which is a rare occurrence for grade-school children.

The film does give good emphasis to social factors involved in drug abuse, in this case needing and wanting friendship. The film is visually attractive; however, the presentation is over-weighted with drama.

# Other Audiovisuals

*Rated "Scientifically Unacceptable"  
(includes filmstrips, transparencies and multi-media materials)*

## DRUG ABUSE—GLUE SNIFFING AND PILLS

*Medium:* Filmstrip  
*Year:* 1968  
*Audience:* Jr., sr. high  
*Producer:* Family Films  
*Source:* Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614  
*Rental:* Not available  
*Purchase:* \$12.50 or \$20.00 with companion filmstrip  
*Details:* 12 minutes, 54 frames, color, 35 mm., sound (record); companion to the filmstrip "Marijuana and LSD"; with teaching guide.

**SYNOPSIS:** This filmstrip briefly discusses the effects of glue-sniffing and the physical dangers involved. Most of the filmstrip focuses on "pills"—particularly amphetamines and barbiturates. It discusses what legitimate uses exist for these pills, lists some of their trade and slang names, describes what effects they have on the body and what possible dangers are involved with their abuse. Young people, it says, take the drugs for various reasons, some of which are legitimate. But whether or not taking drugs can really meet the needs of the abuser is questionable. Drugs, the narration says, are a "shallow" as well as dangerous way to find meaning in life.

The filmstrip comes with a teacher's guide which contains the script and some suggestions for discussions, questions and projects.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable more because of an imbalanced view of drug use, than for actual misstatements. For example, the narration states that it is presenting only "facts," and bases its facts on official statements or reports from such organizations as the Bureau of Narcotics and Dangerous Drugs, the Food and Drug Administration, and the American Medical Association.

Actually, the filmstrip is uncritically presenting opinions of certain authorities. In its discussion of the pharmacology of specific drugs and the symptoms of drug abuse, the narration overgeneralizes and does not recognize such varying factors as dose, or frequency of use. The discussion of possible dangers of glue-sniffing omits the potential for death by suffocation.

The filmstrip does recognize the potential for individual differences in response to any drug, and notes that any drug has the potential for harm. The filmstrip also gives good emphasis to the danger of physiological dependency on barbiturates.

## DRUG ABUSE—MARIJUANA AND LSD

*Medium:* Filmstrip  
*Year:* 1968  
*Audience:* Jr., sr. high  
*Producer:* Family Films  
*Source:* Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614  
*Rental:* Not available  
*Purchase:* \$12.50 or \$20.00 with companion filmstrip  
*Details:* 14 minutes, 57 frames, color, 35 mm., sound (record); companion to the filmstrip "Glue Sniffing and Pills"; with teaching guide

**SYNOPSIS:** This filmstrip describes how marijuana is obtained from the hemp plant and how it is most often taken into the body. Basic legal classifications are described. Psychological dependency is discussed, and effects of marijuana on the body are reviewed. LSD's discovery and its effects and potential danger on the mind and body are then discussed. The narration concludes with a reminder that the freedom individuals enjoy requires an important

The filmstrip comes with a teacher's guide which contains the script and some suggestions for discussions, questions and projects.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. It overgeneralizes when discussing the effects of marijuana, does not give adequate recognition to the variances of drug dose on reaction, and refers to "prolonged, if not incurable, psychological disorders" without mentioning the infrequency of such disorders. The list of physiological effects of marijuana incorrectly includes a "low concentration of glucose in the blood." The discussion confuses extended use of marijuana with psychological dependency. The information on LSD refers to chromosome changes and resulting birth defects as a likely occurrence with LSD use.

### DRUG ABUSE: WHO NEEDS IT?

**Medium:** *Filmstrip*  
**Year:** *1970*  
**Audience:** *Intermediate*  
**Producer:** *Marsh Film Enterprises*  
**Source:** *Marsh Film Enterprises, 7900 Rosewood Drive, Shawnee Mission, Kansas 66208*  
**Rental:** *Not available*  
**Purchase:** *\$15.00 with record; \$18 with cassette*  
**Details:** *15 minutes, color, 35 mm., sound (record or cassette)*

**SYNOPSIS:** Larry, a young teenager, becomes involved with drugs, eventually drops out of school, is arrested and ends up in a mental hospital. Background information on marijuana, amphetamines, barbiturates, LSD and heroin is included in the discussion. The narration also includes spontaneous comments by school-age children on drug abuse which were obtained during a discussion with Richard E. Davis, M.D., consultant for the filmstrip.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. The story is based on an improbable sequence of events, beginning with Larry's experience with amphetamines and barbiturates, then marijuana and finally ending up in a mental institution for three years because of heroin addiction. Larry's disturbed behavior is attributed solely to his use of drugs without considering that his drug use is probably a symptom of a pre-existing disturbance. The discussion of drug effects does not give adequate distinction to potency and dose. Several statements about drugs draw on unusual responses to various drugs, such as the reference to LSD producing hallucinations up to a year after it is used, and death resulting from heroin withdrawal. The narration includes a questionable statistic referring to a "20% chance of moving on to other drugs if one smokes 10 marijuana cigarettes." This is an opinion without factual basis. The

### DRUG DECISION

**Medium:** *Multi-media, including films*  
**Year:** *1969*  
**Audience:** *Jr. high*  
**Producer:** *Warner Brothers—Seven Arts for Lockheed*  
**Source:** *Lockheed Education Systems, Organization 56-70, P.O. Box 504, Sunnyvale, Calif. 94088*  
**Rental:** *Not available*  
**Purchase:** *Quoted on inquiry*  
**Details:** *15 to 20-hour course, color, includes 16 mm. films, sound*

**SYNOPSIS:** This multi-media instructional package uses a programmed text, animated films, and the processes of gaming, simulation and role playing. It is designed to teach students about drugs that are abused, their effects on the human mind and body, the psychological needs that people try to fulfill with drugs, criminal aspects involved in drug abuse and about legal penalties for violations of drug laws. The program is divided into five phases. Phase I introduces the concept that natural and man-made disasters, including drug abuse, pose problems for communities which require special managing techniques. Phase II discusses medical aspects and rehabilitation. Phase III surveys legal aspects of the drug problem. In Phase IV, students assume the roles of a law enforcer, health officer, or mayor in the Drug Attack Game. In Phase V, role playing continues as students act out stories based on actual case histories of drug abusers.

**EVALUATION OF SCIENTIFIC ACCURACY:** The films in the program contain data which is scientifically unacceptable. The material includes inaccurate statements such as "All drugs can produce psychological dependence," and overgeneralities such as a statement that drugs can either "stimulate or depress behavior, or cause hallucinations." Adequate recognition of dosage is not given when the program discusses specific drug effects. The phrase "hooked on marijuana" and the statement "I turned to barbiturates because grass didn't have any effect on me" imply that marijuana is addictive and that it will lead to other drugs. The material gives examples of rare reactions to drug effects, implying that these are common occurrences and giving unrealistic information about drugs. A girl who has taken LSD screams about a hot dog talking to her. A heroin user says that after 18 months there was "no way I could sit to be comfortable." A description of marijuana effects utilizes comments of a heroin addict. Some of the films use identical background images when discussing hallucinations and effects of amphetamines, giving the impression that effects of different drugs are similar. The program gives primary emphasis to law enforcement in its concept concerning community response to drug abuse. This emphasis does not reflect current thinking that solutions to drug problems rely on the efforts of many disciplines. The idea of preventive education is referred to

### DRUGS IN OUR SOCIETY— LSD: WORTH THE RISK?

**Medium:** *Filmstrip*  
**Year:** 1968  
**Audience:** *Jr. high*  
**Producer:** *QED Productions, A Division of Cathedral Films, Inc.*  
**Source:** *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*  
**Rental:** *Not available*  
**Purchase:** *\$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes*  
**Details:** *13 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** This is one filmstrip in the series of six called *Drugs in Our Society*. The filmstrip begins with a history of LSD's discovery. It defines hallucinations and discusses early experiments and recreational uses of LSD. The potential danger of the drug's use, its side effects, and its physical effects are discussed. The information refers to personality deterioration and the question of creativity with LSD. The filmstrip concludes with a discussion of the unanswered issues concerning LSD.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. Its presentation of the effects of LSD and the dangers involved relies on extreme occurrences and is therefore imbalanced. For example, the narration implies that LSD as a drug produces severe mental illness, long disturbances of mental functions, or flashbacks which occur "years" after taking the drug. LSD use has, it states, "definite physical dangers," including potential for damaged chromosomes which may lead to deformed children and changes in the blood cells which resemble some fatal blood cancers. Because medical evidence has not proved this, such statements should be qualified. The script misleadingly uses such terms as "hooked on LSD" and "LSD poisoning."

### DRUGS IN OUR SOCIETY— MARIJUANA: A FOOLISH FAD

**Medium:** *Filmstrip*  
**Year:** 1968  
**Audience:** *Jr. high*  
**Producer:** *QED Productions, A Division of Cathedral Films, Inc.*  
**Source:** *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*  
**Rental:** *Not available*  
**Purchase:** *\$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes*

**SYNOPSIS:** This is one filmstrip in a series of six called *Drugs in Our Society*. This filmstrip begins with a review of the historical use and spread of marijuana. Information includes the botany and growth of *Cannabis*, its use as a hallucinogen, its physical and psychological effects, and how it is taken into the body. Other drugs, such as LSD, mescaline and peyote, are also briefly discussed.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. The discussion equates all forms of *Cannabis* with marijuana without distinguishing differences in potency. The filmstrip incorrectly states that marijuana consists of the stems (among other parts) of the hemp plant. It identifies tetrahydrocannabinol as "the active ingredient" in *Cannabis*, ignoring all other active ingredients. In its discussion of the effects of marijuana, the script ignores any references to dosage. The effects described are more relevant to LSD than to marijuana. The narration overemphasizes the marijuana user's "suggestibility" which may lead to violent acts if the individual has "basic personality problems."

### DRUGS IN OUR SOCIETY—NARCOTICS: USES AND ABUSES

**Medium:** *Filmstrip*  
**Year:** 1968  
**Audience:** *Jr. high*  
**Producer:** *QED Productions, A Division of Cathedral Films, Inc.*  
**Source:** *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*  
**Rental:** *Not available*  
**Purchase:** *\$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes*  
**Details:** *10 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

**SYNOPSIS:** This is one of six filmstrips in the series, *Drugs in Our Society*. This filmstrip relates how opium is obtained from the poppy plant and how opiate drugs affect the body. The narration discusses "addiction" and "tolerance," as well as the black market of opium and heroin, the life of a heroin addict, and the relation between crime and addiction. Treatment and rehabilitation methods are reviewed.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable because it contains many inaccuracies. The script incorrectly says opium is not a medicine, and that morphine and codeine are created by slight chemical modifications of opium. The narration states that the danger of addiction by prescription drugs was not realized until 1920, contradicting the previous statement referring to the Harrison Narcotic Act, passed in 1914, which required prescription orders for most narcotics. The discussion on heroin addiction says the addict "soon requires huge quantities" of heroin and some

"psychological weakness" prompts addicts to turn to heroin "in the first place."

The filmstrip is logically inconsistent and oversimplified. It does not recognize that most "effects" of a drug have little to do with the drug itself rather than the individual user and his surroundings. This filmstrip, unlike the others which precede it in the series, emphasizes the social and criminal aspects of drug use rather than medical or pharmacological aspects.

### DRUGS IN OUR SOCIETY— RX: NOT FOR KICKS

*Medium:* Filmstrip  
*Year:* 1968  
*Audience:* Jr. high  
*Producer:* QED Productions, A Division of Cathedral Films, Inc.  
*Source:* Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614  
*Rental:* Not available  
*Purchase:* \$11.50 with record, \$13.50 with cassette; complete set of six \$51.50 with records, \$57.00 with cassettes  
*Details:* 9 minutes, color, 35 mm., sound (record or cassette); with discussion guide

**SYNOPSIS:** This is one of six filmstrips in the series *Drugs in Our Society*. The filmstrip refers to the action of drugs on the body and the misuse of prescribed drugs. It reviews the effects and potential dangers of sedatives, tranquilizers and stimulants,

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. It confuses tolerance with addiction in terms of symptoms, behavior and the consequences of each. "Addiction" is inadequately defined as a "chronic state of intoxication" from repeated drug use. The discussion of barbiturates incorrectly implies that they act primarily on the cortex and that tolerance builds up quickly. The information on amphetamines incorrectly states that these stimulants act on the brain's cortex and that they are currently used to cheer up depressed patients and correct behavior disorders. The narration also says excessive amounts of amphetamines can cause convulsions, but this is a very rare phenomenon. The discussion tends to associate excessive amphetamine use with illegality, which ignores the fact that legal drugs are also used excessively. The information on methamphetamine (Methedrine) implies that infections and abscesses are caused by the drug

### GLUE SNIFFING: BIG TROUBLE IN A TUBE

*Medium:* Filmstrip  
*Year:* 1969  
*Audience:* Intermediate, jr. high  
*Producer:* Texas Alcohol Narcotics Education, Inc.  
*Source:* TANE Press, 2814 Oak Lawn Avenue, Dallas, Tex. 75219  
*Rental:* Not available  
*Purchase:* \$10.95  
*Details:* 8 minutes, color, 35 mm., sound (record)

**SYNOPSIS:** The cartoon filmstrip discusses the reasons why people sniff glue and what effects are produced. The dangers involved with glue sniffing are reviewed. The narration offers several examples of undesirable behavior which are attributed to glue sniffing. The discussion also focuses on what parents and children can do about the problem of glue sniffing.

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable. It contains overgeneralizations and exaggerations. It uses the most serious consequences of glue sniffing as a basis to predict typical reactions. For example, the narration refers to unusual cases involving homicides, suicides and other types of violence as if these are common results of glue sniffing. The narration does not distinguish between low and high doses of glue. It confuses repeated use of glue on different occasions with progressively higher doses on one occasion. The script implies incorrectly that physical dependence will result from glue sniffing and states that the habit can lead to "more serious addictions." A reference is made to "marijuana or the heavier narcotics," mistakenly classifying marijuana with narcotics. The narrator mispronounces the term "hallucinogen."

### LSD: TRIP OR TRAP?

*Medium:* Filmstrip  
*Year:* 1969  
*Audience:* Jr. and sr. high  
*Producer:* Texas Alcohol Narcotics Education, Inc.  
*Source:* TANE Press, 2814 Oak Lawn Avenue, Dallas, Tex. 75219  
*Rental:* Not available  
*Purchase:* \$10.95  
*Details:* 10 minutes, color, 35 mm., sound (record)

less powerful than LSD. LSD's historical background and its properties are discussed. Based on a study of 114 LSD users, the filmstrip profiles a "typical" user. The narration then discusses the dangers of LSD use and refers to the possibility of long-term mental disorders, recurring effects, chromosome deformity and death.

**EVALUATION OF SCIENTIFIC ACCURACY:** The material is scientifically unacceptable. It contains many inaccuracies and although it refers to "authorities" and to "scientific evidence" no such evidence is presented to support its overgeneralized statements. Some of the overgeneralizations include the following statements: "LSD has already caused more genetic damage than the atomic bomb." "STP is four times as potent as LSD." LSD is known to cause "many suicides and homicides." The average LSD user "had an almost uniformly bad experience" with the drug. "Mounting evidence" suggests LSD can cause convulsions and leukemia.

#### THE USE AND MISUSE OF DRUGS

**Medium:** *Transparencies*  
**Year:** 1968  
**Audience:** *Jr. and sr. high*  
**Producer:** *DCA Educational Products, Inc. with the Food and Drug Administration*  
**Source:** *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*  
**Rental:** *Not available*  
**Purchase:** \$59.75  
**Details:** *22 transparencies, color; with teaching guide*

**SYNOPSIS:** The program describes the use and misuse of prescription and over-the-counter drugs, especially the stimulants and depressants. Facts about the hallucinogens and their abuse are also included. The accompanying guide outlines the powers that the Food and Drug Administration has to protect society from the abuse of these drugs, and briefly discusses narcotics.

**EVALUATION OF SCIENTIFIC ACCURACY:** The material is scientifically unacceptable. Several references to Federal laws are out-of-date; for example, the script states that no Federal law exists against possession of LSD. This has not been true since early 1968. The discussion of social problems which are created by drug abuse is overgeneralized. Occasional reactions to drug use are discussed as though they are common effects to be expected, producing

a distorted picture of drug use. Important factors such as dose or individual reactions are omitted.

#### WHY NOT MARIJUANA?

**Medium:** *Filmstrip*  
**Year:** 1969  
**Audience:** *Intermediate, jr. high*  
**Producer:** *Texas Alcohol Narcotics Education, Inc.*  
**Source:** *TANE Press, 2814 Oak Lawn Avenue, Dallas, Tex. 75219*  
**Rental:** *Not available*  
**Purchase:** \$10.95  
**Details:** *10 minutes, color, 35 mm., sound (record)*

**SYNOPSIS:** The cartoon filmstrip discusses such questions as "What is marijuana?" "How common is its usage?" "Where is it grown?" "What does it look like?" "What are its effects on the body and mind?" Other aspects of marijuana use are discussed, including whether or not it leads to other drugs; if there is a relation between marijuana use and crime; if marijuana will cause psychosis and whether or not it is addicting. Comparison is made between marijuana and alcohol in terms of use and potency. The conclusion states that until more information is available concerning marijuana's long-range effects, a relevant question for young people thinking about trying the substance is "Why marijuana?"

**EVALUATION OF SCIENTIFIC ACCURACY:** The filmstrip is scientifically unacceptable because it overgeneralizes and presents extreme cases as typical reactions to marijuana use. For example, the script emphasizes such physical reactions as "irritability, excitability and even violence" when describing effects of marijuana. While the narration points out that these effects happen only to some, the cartoons play on the extreme cases; they picture a man acting strangely in public, walking off a roof, or about to cause a car accident. The narration says marijuana users may "commit acts they normally would not do." The discussion on using marijuana while driving is exaggerated and implies that driving is always very dangerous after taking marijuana. Some of the data is dated, in particular the statistics regarding marijuana use. The comparison between marijuana and alcohol confusingly states that marijuana is "definitely stronger than alcohol and even barbiturates" if both are compared "at the upper end of the curve." The discussion in general tends to attribute reactions solely to the substance itself rather than to individual reactions or outside influences.



# Titles of Materials Reviewed

## Films

- Anything for Kicks* 1  
*The Ballad of Mary Jane* 27  
*Beyond LSD* 1  
*The Circle* 2  
*David* 27  
*A Day in the Death of Donny B.* 2  
*The Distant Drummer* 3  
*Driving and Drugs* 28  
*Drug Abuse: The Chemical Tomb* 28  
*Drug Abuse: Everybody's Hang-up* 3  
*Drug Abuse: One Town's Answer* 4  
*Drugs: Facts Everyone Needs to Know* 4  
*Drugs and the Nervous System* 28  
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*From Runaway to Hippie* 29  
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*Marijuana* 9  
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*Marijuana: The Great Escape* 10  
*Marijuana-World of the Weed* 10  
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*Narcotics: Pit of Despair* 32  
*Narcotics-Why Not?* 33  
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*The People Next Door* 23  
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*Pot's a Put-On* 34  
*Rapping* 11  
*The Riddle* 34  
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*Speedscene: The Problem of Amphetamine Abuse* 13  
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## Other Audiovisuals

(filmstrips, slides, transparencies, recordings)

- A Doctor Answers Your Questions about Drugs* 17  
*Drug Abuse, Volume I, II, and III* 17, 18  
*Drug Abuse-Glue Sniffing and Pills* 37  
*Drug Abuse-Marijuana and LSD* 37  
*Drug Abuse: Who Needs It?* 38  
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*LSD: The Acid World* 24  
*LSD: Trip or Trap?* 40  
*Marijuana: What Can You Believe?* 24  
*The Problem of Drug Abuse* 25  
*School Health Education Study* 25  
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*Why Not Marijuana?* 41  
*You Gotta' Even Open Your Eyes* 26

# Index

**Note:** Every item reviewed in this book is listed in at least one, but not more than three, of the following subject categories, although many titles could be placed appropriately in more than three categories. The index considers the main subject emphasis of the materials.

## **BEHAVIORAL, PHYSIOLOGICAL, AND PSYCHOLOGICAL EFFECTS**

(Psychopharmacologic effects of drugs on user's behavior, physiology, or psychology.)

## **CANNABIS AND DERIVATIVES**

(Substances derived from flowering tops, leaves and resin of the hemp plant, *Cannabis sativa*. Includes marijuana, hashish, THC.)

## **DEPRESSANTS**

(Includes barbiturates, alcohol.)

## **EDUCATION—PROFESSIONAL AUDIENCES**

(Materials suitable for professionals working with drug users or potential drug users. Audiences may include physicians, nurses, counselors, teachers, social workers.)

## **EDUCATION—PUBLIC INFORMATION**

(Materials for general public use outside of school curricula. Audiences may include adult organizations, community groups, youth leaders, or combined parent/youth groups.)

## **EDUCATION—SCHOOL AUDIENCES**

(Materials designed for use in schools, or with school-aged audiences.) **Note:** Since the majority of audiovisuals on drugs is aimed at school-aged viewers, this list does not include every item designed for students.

## **ETIOLOGY**

(Opinions and theories of the motivation and cause of drug use and abuse.)

## **HALLUCINOGENS**

(Includes LSD, mescaline, STP.)

## **HISTORY**

(History of drug use and development of drug abuse problems from ancient times to recent past.)

## **LAW AND PUBLIC POLICY**

(Drug legislation, law enforcement and government policy towards drug use or addiction; opinions about drug laws.)

## **NARCOTICS**

(Includes opium, heroin, morphine, codeine, methadone.)

## **PREVENTION—COMMUNITY ACTION**

## **PSYCHOLOGY**

(Behavior, personality, and attitudes of drug user or addict.)

## **SOCIO-CULTURAL ASPECTS OF DRUG USE IN GHETTO**

## **SOCIO-CULTURAL ASPECTS OF DRUG USE IN MIDDLE/UPPER CLASS**

## **STIMULANTS**

(Includes cocaine, amphetamines, methamphetamine, caffeine.)

## **TREATMENT/REHABILITATION**

## **VOLATILE SUBSTANCES**

(Includes glue, gasoline, aerosols.)

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- Driving and Drugs* 28
- Drug Information Series - Stimulants* 20
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- Drugs in Our Society - Alcohol:*
  - Decisions about Drinking* 22
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**EDUCATION - PROFESSIONAL AUDIENCES**

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- David* 27
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- LSD: Lettvin vs. Leary* 7
- LSD: The Spring Grove Experiment* 8
- Marijuana-World of the Weed* 10
- A Nice Kid Like You* 11
- Speedscene: The Problem of Amphetamine Abuse* 13
- THC-The Chemistry of Marijuana* 13
- You Can't Grow a Green Plant in a Closet* 14

**EDUCATION - PUBLIC INFORMATION**

- Beyond LSD* 1
- The Distant Drummer* 3
- A Doctor Answers Your Questions about Drugs* 17
- Drug Abuse Education and Information*
  - Slide Resource Kit* 18
- Drug Abuse: Everybody's Hangup* 3
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**EDUCATION - SCHOOL AUDIENCES**

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**ETIOLOGY**

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- Drug Abuse, Volume I, II, and III* 17, 18
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# Member Organizations

(National Coordinating Council on Drug Abuse Education and Information, Inc.)  
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- Alcoholism and Drug Addiction Research Foundation  
Alpha Phi Alpha Fraternity, Inc.  
American Academy of General Practice  
American Academy of Pediatrics  
American Association of Colleges of Pharmacy  
American Association for Health, Physical Education  
and Recreation  
American Association of Junior Colleges  
American Association of Poison Control Centers  
American College Health Association  
American College of Apothecaries  
American College of Physicians  
American Correctional Association  
American Council of Alcohol Problems, Inc.  
American Dental Association  
American Federation of Labor and Congress of  
Industrial Organizations  
American Legion  
American Medical Association  
American National Red Cross  
American Nurses Association  
American Orthopsychiatric Association, Inc.  
American Osteopathic Association  
American Personnel and Guidance Association  
American Pharmaceutical Association  
American Psychiatric Association  
American Public Health Association, Inc.  
American School Health Association  
American Social Health Association  
American Society of Hospital Pharmacists  
American Society for Pharmacology and  
Experimental Therapeutics  
American Veterinary Medical Association  
Association of Food and Drug Officials of the United States  
B'nai B'rith  
Boy Scouts of America  
Child Study Association of America, Inc.  
Congress of Racial Equality (CORE)  
Council on Family Health  
Delta Sigma Theta Sorority, Inc.  
Federal Wholesale Druggists Association  
Food and Drug Directorate (Canada)  
Institute for the Study of Drug Addiction  
International Association of Chiefs of Police  
International Narcotic Enforcement Officers Association, Inc.  
Lions International  
Lutheran Resources Commission—Washington  
Medical-Surgical Manufacturers Association  
National Association for the Advancement  
of Colored People (NAACP)
- National Association of Boards of Pharmacy  
National Association of Broadcasters  
National Association of Chain Drug Stores  
National Association of Manufacturers  
National Association for Mental Health  
National Association of Pharmaceutical Manufacturers  
National Association for Retarded Children  
National Association of Social Workers  
National Association of Student Personnel Administrators  
National Bar Association (NBA)  
National Board of YMCA  
National Catholic Youth Organization Federation  
National Congress of Parents and Teachers Association  
National Council on Alcoholism, Inc.  
National Council of Churches  
National Council on Crime and Delinquency  
National Council of Negro Women  
National Council of State Pharmaceutical  
Association Executives  
National Dental Association  
National District Attorneys Association  
National Health Council  
National Jewish Welfare Board  
National League of Cities  
National League for Nursing  
National Medical Association Foundation  
National Safety Council  
National Wholesale Druggists' Association  
North American Association of Alcoholism Programs  
North Conway Institute  
Optimist International  
Pharmaceutical Manufacturers Association  
Proprietary Association  
Salvation Army  
Society for Adolescent Psychiatry  
Society of State Directors of Health, Physical  
Education and Recreation  
Student American Medical Association  
Student American Pharmaceutical Association  
U.S. Jaycees  
U.S. National Student Association  
Urban Coalition
- Bureau of Narcotics and Dangerous Drugs  
Department of Defense  
Food and Drug Administration  
National Institute of Mental Health  
Office of Economic Opportunity  
Office of Education  
Veterans' Administration