

SPRING 2000

Alcohol, Tobacco, and Other Drugs

Prevention File



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There Should Be a Law

In the aftermath of an investigation of a hazing incident by the University of Vermont men's hockey team, Vermont Attorney General William Sorrell said his office would recommend that the legislature enact a new law to deal specifically with hazing.

In December former freshman goalie Corey LaTulippe filed a

federal lawsuit against the university, charging that each freshman team member was forced to drink warm beer and perform degrading acts at an October initiation party.

The hockey team captain is facing misdemeanor criminal charges of providing alcohol to a minor, and more alcohol-related charges are possible against other upperclassmen. However, hazing charges are not possible because the state has no laws prohibiting hazing, Sorrell said.

His investigation found that hazing is pervasive at many levels of competitive hockey. Since 1996 other UVM hockey hazing parties have been held that were "arguably more dangerous and more demeaning than the hazing that had taken place" in October, he said.

After a 1988 football hazing incident that resulted in the hospitalization of two students for alcohol poisoning, Alfred University conducted a study canvassing a random sampling of 10,000 athletes from 224 members of the National Collegiate Athletics Association. From that Alfred extrapolated that among the more than 325,000 NCAA athletes, 79 percent were subjected to some sort of hazing.

The NCAA addresses the issue only as

one of its principles of student-athlete welfare and leaves anti-hazing enforcement to the discretion of member schools. It says: "It is the responsibility of each member institution to protect the health of and provide a safe environment for each of its participating student athletes."

Forty-one states have antihazing laws, but what is permitted in one place may be prohibited in another. Alfred University defines hazing as "any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of a person's willingness to participate. This does not include rookies carrying the balls, team parties with community games, or going out with your teammates, unless an atmosphere of humiliation, degradation, abuse or danger arises."

Drinking Age Raised to 21 South of the Border

Texas, Arizona, New Mexico and California U.S. youths under age 21 seeking a cold beer or a shot of tequila routinely cross the border into Mexico for a night of club hopping and drinking. But Patricio Martínez, governor of Chihuahua, says bars in his state should stop serving liquor to foreigners who are minors. "There's no reason Juárez should continue to be the cantina for El Paso, Texas' minors," he said in a statement released by his office.

Now no Texan, New Mexican, or any other American kid 18 to 20 years old can be served beer or tequila at Ciudad Juárez nightspots, even though in Mexico they are adults. Juárez is across the border from El Paso, Texas.

Martínez has been criticized for disregarding Mexican law, which establishes adulthood at 18. "I understand that the governor is making a good will gesture. The problem is that the law of the land in Mexico is our Constitution, and it sets adulthood at 18 years of age," says Juárez Mayor Gustavo Elizondo Aguilar.

"When a Mexican goes to the United States, he is subject to U.S. laws, and no one there would think of modifying that."

But Martínez says the "discretionary powers" the law assigns to his office allow him to take action such as prohibiting the sale of alcohol to those who are still minors in their own country.

Calling his order part of a "good-neighbor policy," the governor says the "family values" he has promoted since taking office in 1998 are not exclusively for Chihuahuenses "but for our neighbors as well."

Tijuana, Mexico, has taken a different approach to lower alcohol-related crime and injuries in Mexico and the United States. Now bars and discos stop serving drinks at 2 a.m., while cabarets and dance halls close service at 3 a.m. Prior to the new law, alcohol retailers in Tijuana with a special permit could sell alcohol until 5 a.m. About 250 bars had the special permit.

A similar law was implemented in Mexicali, across the Arizona border.

U.S. Students Drink More Moderately Than Others

According to a recent study of 120,000 schoolchildren by the World Health Organization, U.S. students do not consume as much alcohol as students in other countries. The WHO found that 23 percent of 15-year-olds in the United States said they drank beer, wine or spirits at least weekly, compared to 53 percent in Wales, 52 percent in Greece and 47 percent in England.

The report also showed that children in other countries smoke more than U.S. youths. The United States ranked 24th out of 28 nations for daily smoking. Greenland ranked the highest.

Continued on inside back cover.

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Publisher: Tom Colthurst
Editor: Barbara E. Ryan
Editor Emeritus: Robert Zimmerman
Associate Editor: Angela Goldberg
Orange County Editor: Kara Song
Contributing Editors: Rodney Skager, Barbara Fitzsimmons
Design/Illustrations: John Lane
Production: J. Lane Designs
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Comments and suggestions are welcome.
Address letters to Prevention File, 4635 West Talmadge Drive, San Diego, CA 92116-4834.
Internet: prevfile@silvergategroup.com
<http://silvergategroup.com>

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Q&A With JOHN GARDNER



John N. Gardner is the executive director of the Policy Center on the First Year

College, which is funded by a grant from the Pew Charitable Trusts, and distinguished professor of educational leadership, both positions at Brevard College in Brevard, North Carolina. He is a Senior Fellow at the National Resource Center for the First Year Experience and Students in Transition at the University of South Carolina, where he is also distinguished professor emeritus of the Library and Information Sciences Department.



For years information from the National Institute on Drug Abuse's

Monitoring the Future Survey of high school and college students has shown that in high school college-bound students drink less than their non-college-bound fellow students, but once they enter college, they quickly become heavier alcohol consumers than those who do not go to college. This seems to implicate in some way the campus culture as a factor in the amount and frequency of alcohol consumption. What is it on the college campus that seems to promote unhealthy and unsafe drinking practices?

A: That's a very complex question. The answer has roots in a thousand years of history. American colleges and universities have some elements of the medieval university culture that was transported here as Europeans

brought the European university model to the New World. In addition, it has a great deal to do with factors fundamental to the American psyche and character, particularly in that it gets played out in a very masculine environment that is influenced by male athletic, competitive rituals. Historically alcohol has played a big role in all that.

I also think that the high school culture is different from college culture because families have far more influence there. They are connected to schools through communities and local school boards. And the high school culture is not so overwhelmingly masculine, in part simply because more women work in that culture. So it's a combination of many variables, but I see them as painfully rooted, historical and powerful elements in this higher education culture, which date to colonial times, and were influenced by the medieval university.

How has the role of universities and colleges changed in terms of responsibility for their students?

A: I'll use the University of South Carolina as an example. In the early 19th century it was like all other colleges in the United States. When it accepted students, it accepted responsibility for their total development as human beings—ethically, intellectually and behaviorally. This was the norm of the American residential college that continued into the middle of the 20th century. It was a concept that has come to be known in American higher education as “in loco parentis.” But for the past 35 years we have been in the process of attempting to abandon that concept. I believe that that process has been a failure.

In the early 1820s the University of South Carolina had been open for students for only about 15 years. The faculty, who lived with students in residence halls, were responsible for developing codes of conduct and administering the discipline system. They noticed that the young men—it was a male-only institution—at that time—were very fond of alcoholic beverages. Students would leave campus and go into the little town of Columbia, where watering holes catered to college stu-

In the early 19th century, the University of South Carolina accepted responsibility for students' total development as human beings—ethically, intellectually and behaviorally.

dents, just as in the medieval university there were drinking establishments that catered to students. The college bar scene is a deeply entrenched cultural phenomenon that's approximately a thousand years old.

In the case of the University of South Carolina, some students got involved in very serious brawls in which several lost their lives. At the University of South Carolina brawls were in-

tensified by a gentleman's code of honor based on duels as a way of settling personal differences. Of course, differences were more likely to arise between men if their judgments were impaired by alcohol. In part to deal with the problem of dueling, compounded by drinking and violence, the faculty decided to impose stricter regulations about the movement of students. So they had a wall built around the campus to clearly signify the point beyond which students could not go without permission. Remnants of the wall stand

today. That wall has for me come to be a symbol of our failure at attempting to change the culture.

In the 1970s a building inside the wall was being re-roofed. Roofers uncovered a shingle that had the names of students carved in it that said: “J.S. Boone, D. McD. McLeod, J.E. Crosland, S.W. Jordan, were on top of this college, Christmas, Dec. 25, 1844, all drunk.” This was approximately 26 years after the wall was built. My point is that even though the faculty told them they couldn't go on the





other side of the wall, that did not reduce the amount of student drinking. Students were still up on top of the roof and they were drunk, obviously taking very significant risks. This anecdote causes me to reflect on the nature of the challenges that older men have historically faced trying to regulate, control, inhibit or prevent the dysfunctional behavior of younger men.

That bit of history underscores the traditions and expectations of students arriving at college. What are your thoughts about how to interrupt those expectations? Can colleges use the orientation process to instill healthier and safer behavioral norms?

A: Orientation programs, for better or worse, intentionally or unintentionally, introduce students to the campus culture. What happens during orientation programs becomes a kind of a

students, we developed a whole new professional category of educators, called student affairs officers. They are the people who are now responsible for the inculcation process for new students. They run orientation programs. And most of them tend to be very young, youthful, energetic, enthusiastic individuals. For much of the past 50 years the process of introducing students to the college culture has increasingly taken on a more social philosophy and characteristic, which further underscores the perception in White culture that college is a place you go to have a blast. We don't do a very good job in most orientation programs of setting high academic expectations.

model, barometer, or metaphor for the campus culture.

Essentially, they introduce students to how social the culture is or how intellectual the culture is. At the same time that most institutions have eliminated adults living with traditional-age college

My hypothesis is that in part the widespread drinking that we see today—particularly abusive drinking—is possible in cultures where we don't expect enough of students. We've become enablers of this kind of behavior. We've lowered the consequences significantly. Students can still drink excessively and get through college.

Recently one university initiated a requirement that high school students coming for orientation and their parents would be required to

sign a pledge to abstain from alcoholic beverages. Is that the way to go?

A: In general I am opposed to asking people to take pledges when there's not a real probability they're going to live up to them. I don't want to ask people to do something they wouldn't take seriously or would ignore or be dishonest about. I guess it would depend

For much of the past 50 years the process of introducing students to the college culture has increasingly taken on a more social philosophy and characteristic, which further underscores the perception in White culture that college is a place you go to have a blast.

OBSERVATIONS AND RECOMMENDATIONS ON STRATEGIES FOR ADDRESSING BINGE DRINKING

John Gardner made the following observations and recommendations at the U.S. Department of Education's National Meeting on Alcohol, Other Drugs, and Violation Prevention, convened in Albany, New York, in November 1999:

- As a campus, intentionally address students' need to belong
- Offer a rigorous and challenging academic experience
- Maintain high academic standards for peer leaders and other student role models
- Introduce first-year students to the concepts of managing freedom and accepting responsibility
- Create opportunities for adults to be present in students' lives after 5 p.m.
- Take care that adult educators are serving as positive role models
- Create healthy rituals, ceremonies and celebrations
- Examine campus practices that unintentionally contribute to heavy drinking, such as informal avoidance of Friday testing.

on what kind of an institution this was. If it was a religiously affiliated institution where it was a violation of religious principles to engage in a certain behavior, then I would, perhaps, be more comfortable with having students take such a pledge. But I'm concerned about how far we should go in a public institution in trying to dictate and control the behavior of an individual.

I constantly think about the role of government in the whole issue of creating either freedom or order. What we are actually talking about is a fundamental tension between freedom and order—a tension that every society has to deal with. As an educator who has spent most of his career in a public setting, I think we have a right, first of all, to say you must obey the laws—whatever they are. Beyond that we have to make students aware of certain consequences of certain behaviors to get them to think through what is the appropriate way to behave here.

How can orientation, which, as you observed, has become more of a social acculturation to the campus rather than an academic acculturation, be turned around?

A: It is being addressed on a number of campuses. Just in the past few years there have been increasing efforts to tie student affairs professionals more closely to the academic

mission and purpose of the institution, to integrate student affairs professionals into the work of academic units, and to involve them in more partnership activities with faculty. This is a major issue and concern among student affairs professionals. Many leaders of that profession, are very aware that there had been a kind of drift in their profession separating it inappropriately from the real academic purpose of the institution.

But, unfortunately, we developed a 40-year plus tradition of autonomy where student affairs folks felt they were supposed to go one way, and the faculty felt they were supposed to go the other way—and that the two should never meet. We're aggressively challenging that in a lot of ways. I say "we" meaning many of us on the academic side, but many of those student affairs leaders are also challenging it. In 1994 they produced a comprehensive statement of philosophy known as the Student Learning Imperative, in which a

number of leaders in the profession urged their peers to look into every single student affairs function and to examine it in terms of its relationship to the institutional mission statement and the goal of increasing student learning. In respect to orientation, the question then becomes: What is the relationship between how we orient students to how they function academically and to how we introduce the intellectual culture? A number of orientation programs are trying to increase the amount of academic content in orientation. So there is a corrective process underway. However, faculty members need to start showing a lot more interest in this and be willing to not simply wash their hands of these elements of college student life. □

WHAT'S TO DO?

Plenty

The idea is to empower freshmen who don't want to drink by showing them they don't need to feel isolated on a campus with a drinking culture.

 FRESHMEN AT 13 PUBLIC universities in Michigan no longer have to ask the question, "What's there to do besides drink?"

There's plenty of alcohol-free fun, and, thanks to a new program called Campus Connections, there are sober upperclassmen to show incoming students where the fun is — and to introduce them to new, non-drinking friends.

"The idea is to empower freshmen who don't want to drink by showing them they don't need to feel isolated on a campus with a drinking culture," says Jerry Anderson, campus liaison for Michigan's Prevention Network coalition. "It's a mentoring program offered at the most critical time of the freshman year—the first month on campus."

The program was started at Michigan State University two years ago with a \$5,000 mini-grant from the Michigan Coalition to Reduce Underage Drinking and was expanded last fall to 13 of the state's 15 public colleges by a state initiative.

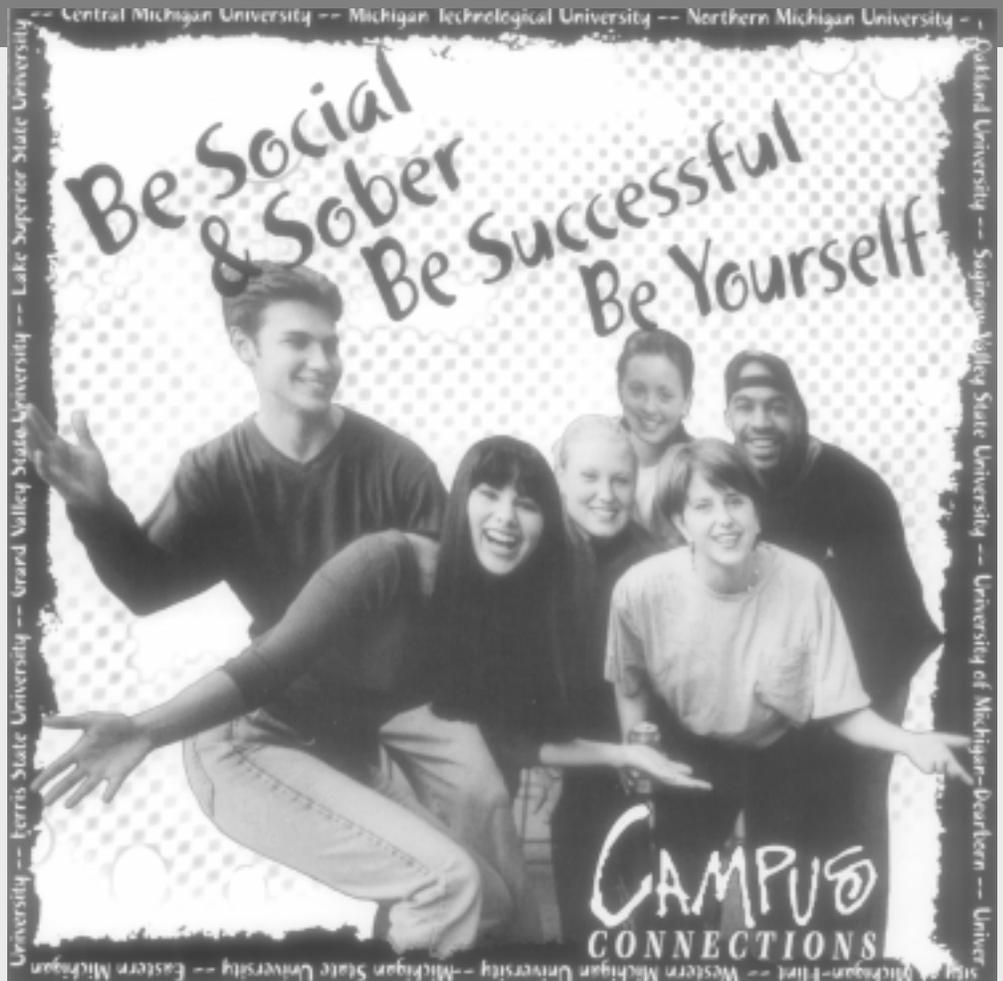
Michigan is not the only state to address the critical freshman entry period. Between 1,500 and 2,000 colleges and universities, or approximately 70 percent of the four-year colleges and universities in the United States, now have some type of program designed to help incom-

ing freshmen feel more comfortable and more connected at school and less likely to pick up a drink or a drug. Some schools, such as those in Michigan, focus on the substance abuse prevention angle, while others seek an overall freshman comfort level through courses with names like "The Freshman Year Experience," "First Year Experience" or "Freshmen 101."

There is good reason for schools to be concerned about freshman comfort levels. Statistics show that 27 percent of freshmen at four-year universities without any sort of orientation program do not return for their sophomore year.

Statistics also show that FYE programs work. In a synopsis of more than 80 research studies on FYE programs, the National Resource Center for the First Year Experience and Students in Transition at the University of South Carolina found that in schools with such programs there are:

- Higher rates of freshman to sophomore retention, especially among minority students.
- Higher graduation rates.
- Higher grade point averages.
- More frequent out-of-class interactions with faculty.
- More students involved in campus organizations.
- More students using helping services on campus.



FYE courses teach students how to manage their time and how to study effectively, while also helping them learn their way around campus. They introduce students to alcohol-free activities on and off campus, and they help students get to know other freshmen who may be feeling the same insecurities.

Some programs get students into community service projects to keep them focused and involved.

There's a good reason so many schools have gotten involved in the First Year Experience movement: Statistics show that incoming freshmen are more likely to binge drink, more likely to withdraw from school, and more likely to have trouble with their studies than any other group on campus.

"It's a vulnerable time," says Dan Berman, co-director of the National Re-

source Center for the First Year Experience and Students in Transition. "We've found that what really works is to keep them from feeling isolated—to get them to feel they are a part of something."

The University of South Carolina could probably be called the birthplace of the FYE movement, for it was there in 1972 that a class called "University 101" was started. That class now has 113 sections at USC, and is used as a model by colleges across the country. In 1986 the National Resource Center for the First Year Experience and Students in Transition was chartered at USC and that center now conducts research on the freshman year, publishes a journal on the first year experience and offers conferences on FYE around the world.

"There are now between 1,500 and 2,000 schools that have some type of FYE course,"



says Berman. “There are a variety of approaches, but the goal of all of the courses is to intervene to help freshmen students achieve success.”

Every freshman who enrolls in University 101 at USC is linked with a university staff member who serves as a mentor. There are also junior and senior students who serve as peer leaders for the class. In addition, those who take University 101 are most often placed in classes with students of the same major, so they have several classes in common.

“The central theme of the course is respon-

sibility,” Berman says. “We help them develop a sense of responsibility to the extent that they will be successful. We want them to achieve their potential—to become outstanding students.”

A major component of that sense of responsibility is decision making.

“When you’re first at school, you have more freedom than you’ve ever had before,” Berman says. “What are you going to do with that freedom?”

“We teach them that successful students take control of their own time and their own destiny. We help them see how every choice they make affects them. For instance, you might decide to put off something pleasurable in order to achieve a long-term goal. Say you’re studying for an exam, and a friend calls and says there’s a great party going on. You can choose to go to another party at another time.”

Decision-making skills and the sense of belonging that the class fosters help students to make better choices about drinking, Berman says. In addition, the class has a drug and alcohol component that directly addresses the issue. This component features a theatrical performance called “Risque Business,” which includes skits on peer pressure, binge drinking, drunk driving and alcohol-related violence. Following the performance, peer leaders direct a group discussion.

“The basic message is that anything you do that causes you to lose control or focus hinders your success,” Berman says. “We don’t preach to the students; we focus on behavior.”

We teach them that successful students take control of their own time and their own destiny. We help them see how every choice they make affects them.

The text for University 101 is a book called *Transitions*, which the center revises and republishes each year. The book includes a section on drugs and alcohol.

Other schools address the FYE issue in a variety of ways. Those schools include the following:

- The 13 Michigan schools that offer the Campus Connections program, mentioned above: Michigan State University, Central Michigan University, Eastern Michigan University, Ferris State University, Grand Valley State University, Lake Superior State University, Michigan Technological University, Northern Michigan University, Oakland University, Saginaw Valley State University, University of Michigan-Dearborn, University of Michigan-Flint, and Western Michigan University.

The Campus Connections program was developed by Cathy Neuman, who was a prevention coordinator at Michigan State. Neuman, later describing the impetus for the program in a school publication, wrote that during her time as a prevention coordinator she had learned that, "During the first weeks of each academic year, we need to give students messages to counter

the myth that all college students drink, while providing opportunities and support for students looking for non-alcohol-related activities . . . One of the significant developmental tasks for first-year students is to establish a sense of belonging. Students at Michigan State reported that they are more anxious about their social transition to college than they are about their academic transition."

Statistics backed up Neuman's concerns. A 1996 survey of Michigan State freshmen showed that 75 percent of them had consumed alcohol since arriving on campus, and their top three reasons for consuming alcohol



Studies show that the more time students spend in orientation, the greater the chance for their success in college. Our main goal is to help students become connected with the institution. We want them to be engaged, personally and socially.

were: It helps me forget (69 percent); People my age drink (66 percent); and, I'm expected to drink (64 percent). In addition, Core Surveys administered in 1992, 1994 and 1996 showed that more freshmen than seniors were binge drinkers. The Core Surveys also indicated that 25 percent of the students at MSU did not drink at all.

Neuman chose to design the Campus Connections program for those incoming freshmen who desired not to drink at all.

The program is completely voluntary. Last fall 500 upperclassmen mentored 3,000 incoming freshmen at the 13 schools. The focus is not on academics but on fun, demonstrating to new students that they can go to movies, go dancing and attend alcohol-free events and have a good time.

- The University of Southern Mississippi, which has a dry campus, began offering a "Freshman Success" class last fall. Forty-five percent of the 1,268 incoming freshmen signed up for the course. Kim Moistner-Bartlett, a former residence-life coordinator, created the program and is director of it.

"Studies show that the more time students spend in orientation, the greater the chance for

their success in college," Moistner-Bartlett says. "Our main goal is to help students become connected with the institution. We want them to be engaged, personally and socially."

The class has a substance abuse prevention component, which includes a discussion group and information about alcohol-free events on and around campus.

Besides participating in classes and discussion groups, Freshman Success students are required to be involved in a community service project. Last year they helped revamp the library at a local elementary school.

In addition to the Freshman Success class, USM has another effort geared toward freshman accomplishment. Between the fourth and sixth week of classes, professors provide a list of all freshmen who are having grade or attendance problems. A specially trained group of upperclassmen is then dispersed to meet with these freshmen and help get them on track. Free tutoring is available to those who need it.

Moistner-Bartlett says plans for next year include the start-up of a freshman wellness class and seminar program designed to address all aspects of health.

- New Mexico State University has offered an FYE class called "University 150" since the early 1990s. The voluntary, three-credit course helps freshmen learn their way around campus and teaches study and research skills. The class includes a drug and alcohol component.

"Our goal is to help freshmen connect," says Debbie Hands, who teaches the class.

SAVE THESE DATES FOR THE 2000 NATIONAL MEETING

The U.S. Department of Education's annual National Meeting on Alcohol, Other Drugs, and Violence Prevention in Higher Education is scheduled for October 14-17, 2000, at the Hilton Pittsburgh and Towers Hotel, Pittsburgh, PA. The Pennsylvania Liquor Control Board is hosting this year's meeting. Information will be posted as it develops on the web sites of the department's Safe and Drug-Free Schools Program (www.ed.gov/offices/OESE/SDFS) and Higher Education Center (www.edc.org/hec).

“We want them to feel a part of the university and to have a successful start.”

Hands says that NMSU recently added another new program aimed at freshman success, called freshmen interest groups. Students who participate in these groups take an FYE class together and also are clustered together in several other first-year classes. This helps them to get to know one another better.

Berman, of the National Resource Center for the First Year Experience, says most schools that adopt an FYE program have the same goals. Among those goals are the following:

- To help students learn to balance their freedom with a sense of responsibility.
- To help students learn and develop a set of adaptive study, coping, critical thinking, logical problem-solving and survival skills.
- To help students make friends and develop a support group.
- To involve students in the life of the university.
- To provide students with information about health and wellness issues, including the use of alcohol and drugs.

While some school administrators may look at FYE programs from the bottom line—as a way to retain students—Berman says the programs must have a different focus.

“You never run a course like this for retention but for success,” Berman says. “Your goal has to be to help them achieve their potential to become outstanding students.” □

SAM — SIMPLE, SMART, AND GOOD By Steve Geer

I'm a first year freshman at Eastern Michigan University. When I received all my registration packets, I noticed a form for something called the SAM (Social Activities and Mentoring) program. After I looked it over, I decided, why not? What could it hurt? In the SAM you get to meet new people and have new ways to have fun without drinking alcohol. I filled out the forms and sent them in. Within a few weeks I got a confirmation letter telling me I was registered for the SAM program. I can say that I was rather excited. I was going to meet new people without feeling really nervous.

After moving in to my residence hall, meeting my roommate, and saying goodbye to my family, I headed to the mailbox to see what I could see. Inside I found a newsletter for the SAM program and discovered that the first meeting would be in a couple of days.

Being a college freshman can be rather nerve-racking. You don't know anyone and you don't know the area around campus. Getting to know other people can be hard. They hide behind their own barriers and are a little bit hesitant to talk to someone they don't know. But the SAM program breaks down those barriers and allows people to open up. The first event was a buffet style breakfast. I was all for it — free breakfast, who can pass that up?

At that first event we got to meet our mentors and everyone else in our group. We also mingled with all the people in the other groups. After breakfast we started the “barrier busting” activities. Everyone was “stuck” on their backs with the name of a celebrity. The idea was to figure out who you were by asking others “yes and no” questions. Some were easier than others. I can attest to that. I couldn't figure out who I was for the longest time, but finally got it right. I was Julia Roberts. If you knew what I looked like, you would laugh.

The SAM program was offered for only one month to incoming freshmen like myself. Other activities included tailgate parties for football games, pizza parties and casino night. The last activity was an awards dinner at the main cafeteria called Dining Commons 1, a.k.a. DC. Everyone got an award and some got special awards for “the most outgoing since coming to the program” and other things like that. It was great ending to the SAM program.

In the SAM program I met many, many people, (guys) mostly, girls. But, ladies, don't feel left out because many guys that you might find attractive were in SAM. The best part is that I will be a mentor next year, so there will already be one hot guy there.

CAMPUSES AND

Coming Together for Prevention

KIM DUDE, DIRECTOR OF THE Wellness Resource Center at the University of Missouri at Columbia, was frustrated after spending years in the field of prevention education. "We were telling students to say no or to make good choices about drinking, and the environment around them was telling them just the opposite."



All that began to change two years ago when Chancellor Richard L. Wallace started a bold initiative to deal with binge drinking by students on the Columbia campus. He convened an "Alcohol Summit" where administrators and faculty sit down with representatives of the

surrounding community to work out a collaborative effort to change drinking norms on and off the campus.

Such town-gown coalitions are emerging as a promising way to approach student drinking problems that have commanded increasing attention in recent years. A landmark study released in 1997 found that 44 percent of college students report engaging in binge-level drinking. This has been punctuated by incidents where heavy drinking has led to injury and even death on many campuses, while student fatalities in alcohol-related car crashes are disproportionately high. And new attention is being given to the "second-hand" effects of student drinking on academic pursuits of non-drinking students.

The coalition now working for change on the Missouri campus has been picked as a model by the U.S. Department of Education. Meanwhile, the Robert Wood Johnson Foundation and the American Medical Association are conducting a seven-year, \$10 million effort to explore various strategies for using collaborative efforts by campuses and their surrounding communities to deal with student drinking problems. This "Matter of Degree" program began with six participating campuses in 1996. Four more were added in 1998.

"Clearly, traditional approaches haven't worked, so we're taking a new approach,"

COMMUNITIES

said Richard Yoast, PhD, director of the AMA Office of Alcohol and Other Drug Abuse, which administers the program. "Like the title, it's not a matter of prohibition but a matter of degree—deliberate, heavy drinking is clearly a problem we can no longer ignore."

On the Missouri campus Kim Dude says the decision by Chancellor Wallace to confront the binge drinking issue two years ago has had a greater impact than anything else she has seen during her 17 years of work in prevention. The "Alcohol Summit" saw administrators, faculty and student leaders sitting down with Columbia city officials, business and bar owners, high school administrators and others. The summit agreed on a host of recommendations, which the chancellor endorsed, and subcommittees of town and gown representatives have been assigned to tackle their implementation.

Much of the attention has been on bars that surround the Columbia campus. "My pet peeve is drink specials—they're appalling," says Dude. Some bars were advertising specials that provided a \$2 draw of beer for 25 cents. "We're not trying to get them to drop specials altogether but to make them more reasonable, like going half price for a special—not down to 10 percent." A taxi company has agreed to provide \$1 rides home for students who have been drinking heavily, and some bar owners are promising to call a taxi when they see one is needed. Many bars are offering free soda to stu-

dents who agree to be designated drivers and avoid alcohol.

The burden does not fall entirely on the off-campus community. Faculty members have been urged to schedule more tests on Fridays, which can help discourage drinking parties on Thursday nights. It's also been pointed out to the faculty that making jokes about drinking or accepting a hangover as an excuse for a student's poor performance, contributes to an environment that supports harmful drinking norms. The university also is making an effort to attract more students to reasonably priced entertainment and recreation as an alternative to spending an evening in a bar.

Dude says the Columbia campus has received a new grant from the Department of Education to establish what amounts to a coalition on coalitions. Each of Missouri's 12 state university and college campuses will be invited to send representatives to training sessions to learn how they can work with their local communities on cooperative efforts like those in Columbia. "Our hope is that each campus will come up with its own coalition," Dude said.

In Boston the coalition concept took a different form. The Boston Coalition, a city-wide anti-drug and anti-violence coalition, persuaded leaders of the two dozen colleges and universi-

ties in the city to work out a "Cooperative Agreement" on how they would approach alcohol issues involving their students. It was felt the entire city would benefit if all these institutions were basing their alcohol policies on certain clear and consistent standards. The

Cooperative Agreement not only lays down policies regarding alcohol availability and service within the campus community, but calls for an increase in communication and cooperation between their institutions and the surrounding communities.

A review of the activities undertaken in the "Matter of Degree" program shows the variety of approaches that town-gown coalitions can foster. Cooperation between the University of Iowa and the

local government in Iowa City led to strengthening of the ordinance allowing police to quiet loud house parties. The city of Newark, Delaware, agreed to use deed restrictions to control the availability of alcohol in a neighborhood near the University of Delaware campus. The University of Nebraska and its coalition in Lincoln worked to pass an ordinance banning off-campus "bottle clubs" that attract students. Another common theme of coalitions was to develop more alcohol-free recreational activities on and off campus to give students an alternative to drinking parties. □

It's not matter of prohibition but a matter of degree—deliberate, heavy drinking is clearly a problem we can no longer ignore.

SCIENCE TELLS US — COALITIONS WORK

■ A new federal study has confirmed that community-wide prevention partnerships can produce measurable declines in the use of alcohol and other drugs. This makes it all but certain that prevention resources will be channeled increasingly into coalitions and collaboratives as the new century unfolds.

"We now have proof that community partnerships can work to prevent substance abuse," said Nelba Chavez, administrator of the U.S. Substance Abuse and Mental Health Services Administration.

The study supports a policy embraced by most public and private agencies funding prevention in the latter half of the 1990s. They have been requiring that community organizations pool their efforts if they expect help in addressing their problems related to substance abuse. Coalitions have become the name of the game, including new efforts to bring "town and gown" together in collaborative efforts to deal with substance abuse problems in college populations.

SAMHSA's Center for Substance Abuse Prevention began providing grants to community partnerships in 1991. Beginning in 1994 CSAP began tracking substance abuse rates in 24 of the communities with prevention partnerships and in 24 similar communities that were making no comparable collaborative effort. Data from all 48 communities was analyzed for the evaluation.

Reductions in alcohol and drug use in partnership communities compared with use in non-partnership communities were modest but statistically significant, according to SAMHSA. Male substance use rates were lower by about 3 percent on five of the six outcome measures used in the study. Interestingly, rates for females remained unchanged, and use of illegal drugs even moved slightly higher for eighth-grade girls in partnership communities.

The SAMHSA report found food for thought in the disparity between male and female outcomes. It noted that rates of substance abuse among girls were increasing rapidly during the 1990s, and girls are now

greater users than boys of stimulants such as methamphetamine, crack cocaine and inhalants. The study, SAMHSA said, should serve as a wake-up call to the prevention field, showing a need for developing and testing gender-specific prevention approaches.

While demonstrating that community partnerships work, the study also allowed SAMHSA to identify characteristics of successful partnerships and suggest ways to match various strategies with particular kinds of communities. Successful coalitions have a comprehensive vision that nearly everyone in the community can embrace. They begin with a strong core of committed partners representing all segments of the community. They resolve conflicts that might arise over misunderstanding of the partnership's purpose. They avoid too much control by paid staff, which can limit the feeling of participation and ownership by member organizations.

Release of the SAMHSA study coincided with a report by Community Anti-Drug Coalitions of America echoing these findings. CADCA studied eight anti-drug coalitions noted for their strength and effectiveness and found they had certain characteristics in common. They ensured that all community organizations with an interest in substance abuse had a place at the table. Most of them designated a "lead agency" to handle administrative functions. They avoided seeking funds that were not related to their stated mission. They preferred seeking support from foundations and corporations rather than the government for various reasons, among them that it's easier to apply to private funds and meet their reporting requirements. They based their work on the partnership's vision not the availability of funding. All eight of the coalitions work with young people and have organized youth groups.

The eight coalitions studied by CADCA were the Boston Coalition in Boston, Massachusetts; the Community Coalition for Substance Abuse Prevention and Treatment in Los Angeles, California; the Miami Coalition

for a Safe and Drug-Free Community in Miami, Florida; the Nashville Prevention Partnership in Nashville, Tennessee; the Bering Strait Prevention Partnership in Nome, Alaska; the Regional Drug Initiative in Portland, Oregon; San Antonio Fighting Back in San Antonio, Texas, and the Troy Community Coalition for Prevention of Drug and Alcohol Abuse in Troy, Michigan.

Leaders of the eight coalitions offered suggestions that would help such community efforts along. There needs to be a better understanding of the philosophy and nature of coalitions, by the public and by organizations providing funding for prevention. The public needs to know more about factors that contribute to substance abuse, and there is a need for more treatment facilities, particularly for women and children, in most communities. There should be more opportunities for professional development of coalition staff members.

SAMHSA in its study pointed to partnerships in five communities that could serve as models for communities of various types, ranging from large cities to small towns and rural populations. The models included the Community Coalition in Los Angeles, also cited by CADCA, and the Community Partnership of El Paso, Texas, both in large urban centers. Cited at the other geographic extreme was the Tri-County Substance Abuse Prevention Alliance of Knox, Laurel and Whitley Counties in Kentucky, a poor rural region with a history of marijuana and moonshine production. Other models cited by SAMHSA were the Ozarks Fighting Back Coalition in Springfield, Missouri, a town with a large population of college students, and Lake County Fighting Back in a rural and suburban region of Illinois. SAMHSA said each of these partnerships followed "a core set of desirable strategies that can be used by other communities."

The Center for Substance Abuse Prevention is using the findings of the SAMHSA study as the basis for training recipients of new Safe and Drug Free Communities partnership grants. □

Campus Initiatives Against Alcohol-Impaired Driving

THE PRESIDENT OF MOTHERS Against Drunk Driving (MADD) believes prevention workers must not only do more but do things differently if the country is to achieve the goal of no more than 11,000 alcohol-related traffic fatalities by 2005. One thing it can do differently is put more emphasis on the risks of drinking and driving in campus-based prevention activities.

Studies are showing that not only is there a high rate of binge drinking among college students, but substantial numbers of students drink and drive. The 1997 Harvard study of campus drinking found that 36 percent of students who drink also reported drinking and driving. This was up from 32 percent in the 1993 survey. Students who engage in frequent binge drinking have an even higher rate of drinking and driving—59 percent.

The Automobile Club of Southern California and the Higher Education Center for Alcohol and Other Drug Prevention have teamed up to conduct an annual College and University Drinking and Driving Prevention Awards Program in western states.

In 1998 and 1999 the program offered

\$1,000 awards for exemplary prevention strategies on campuses in Southern California, Texas, New Mexico and Hawaii. In 2000 the program is embracing colleges and universities in those states as well as in Utah, Nevada, and Northern California.

The awards have spotlighted originality in approaches to the drinking-driving problem among students. At Texas A&M University students formed a non-profit venture to charter buses that would carry students at low fares between campus locations and entertainment areas in nearby towns of Bryan and College Station. The University of Texas at Austin operates a similar taxi and shuttle service, supported mostly by student fees and donations, providing rides home for students who are too drunk to drive or cannot find a ride home with a sober driver.

The University of New Mexico created a

three-hour interactive “course” in responsible decision making, risk reduction, and moderation in alcohol use for students who violate campus alcohol policies. The University of Redlands in California won its award for a multi-faceted program of campus events called PRIDE, for Promoting Responsible and Informed Decisions through Education. Among the activities earning an award for the University of California at San Diego was a responsible beverage service workshop for students called “Crash Course in Party Planning.” A campus of the El Paso Community College in Texas won an award for a series of events focusing on the holiday season, in-



cluding a DUI prevention parade that circulated through the school and surrounding community.

For information on the winners of the 2000 awards as well as how to apply for the 2001 awards, visit the website of the Higher Education Center at www.edc.org/hec. □

MADD REPORT CARD GRADES THE STATES

MMOTHERS AGAINST DRUNK Driving (MADD) has given the United States as a whole a grade of no more than C+ in the effort to reduce alcohol-related traffic deaths. At the rate we're going, MADD warns, it is unlikely the country can meet the goal for safe streets and highways set by safety experts for the year 2005.

MADD and the GuideOne Foundation compiled their "Rating the States 2000" report card to point out the relative strengths and weaknesses in the way various states are meeting the challenge of impaired driving, especially by underage drinkers. California was the only state to merit an A, while North

Carolina, Florida and Utah received an A-. Montana and the two Dakotas were in the basement with a D+. The nationwide grade of C+ was barely higher than the C given to the nation in the last report card issued in 1996.

In 1995 the National Highway Traffic Safety Administration, MADD and other safety organizations made it a goal to reduce alcohol-related traffic fatalities to 11,000 by 2005. While the number has been declining throughout the 1990s, it stood at 15,935 for 1998, and the rate of decline since then appears to be inadequate to bring the death toll to 11,000 in five years.

"Meeting the goal will require not only doing more but also doing things differently," said Karolyn V. Nunnallee, MADD's national president.

MADD's grading system is based on how states are doing in 11 key categories that range from political leadership on drunk driving issues to actual trends in fatalities. Sixty percent of each state's grade is based on its fatality trend and drunk driving laws. The remaining 40 percent is based on scores in such categories as regulatory control of the sale of alcohol, prevention efforts, administrative policies and levels of enforcement.

Among states with the greatest improvement since 1996 were Colorado, moving from a C to a B, Delaware and Louisiana, going from C- to B, and Washington State, which went from a C+ to B. Washington, for example, adopted administrative license revocation in DWI arrests, lowered its blood-alcohol standard from .10 to .08, and provided for use of ignition interlocks in cases of repeat offenses. Adoption of measures such as these is a major factor in determining a state's grade.

In taking stock of the nation's progress in reducing alcohol fatalities, the MADD report noted some significant failures at the national level during the grading period. Legislation that would mandate a .08 blood alcohol concentration (BAC) level as the limit for driving was supported by President Clinton and the Senate, but the House of Representatives refused to go along. Congress and the Administration also denied their support to an effort by MADD and many other prevention organizations to have alcohol included in the anti-drug media campaign currently being aimed at the nation's

MADD ONLINE

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MADD'S REPORT CARD

Here's how the states fared on MADD's report card:

California	A
North Carolina	A-
Florida	A-
Utah	A-
Illinois	B+
Virginia	B+
Louisiana	B
Oregon	B
Oklahoma	B
Georgia	B
Kansas	B
Colorado	B
Washington	B
Michigan	B
Wisconsin	B
Delaware	B
Arizona	B-
Alabama	B-
New York	B-
New Mexico	B-
Ohio	B-
Indiana	B-
Arkansas	B-
Idaho	B-
Maryland	B-
Iowa	B-
Missouri	B-
Mississippi	B-
Hawaii	B-
Vermont	C+
Minnesota	C+
Nebraska	C+
Tennessee	C+
Kentucky	C+
Maine	C
New Jersey	C
West Virginia	C
South Carolina	C
Pennsylvania	C
Texas	C
Rhode Island	C-
Dist. of Columbia	C-
New Hampshire	C-
Wyoming	C-
Connecticut	C-
Nevada	C-
Alaska	C-
Massachusetts	C-
South Dakota	D+
North Dakota	D+
Montana	D+

youth. The campaign remains fixed on illegal drug use, even though alcohol is the drug of choice of a majority of young people and accounts for far more harm than the use of other drugs.

MADD said the advancement in the national grade from C to C+ was due mainly to the decline nationwide in alcohol-related fatalities. The rate of that decline has been leveling off in recent years, and MADD warns that without more aggressive political leadership and passage of key legislation, there may be little or no further progress.

MADD points out that binge drinking remains high among college students and is rising among high school students. "Youth are still over-represented in fatal crashes compared to the older population, and the rate of fatal crash involvement is greater for youth than for adults," says the MADD report.

Data gathering and analysis for the MADD report card are supported by the GuideOne Foundation established by the GuideOne Insurance Co. GuideOne provided seed money for creation of MADD in 1980 and remains one of its major supporters. □

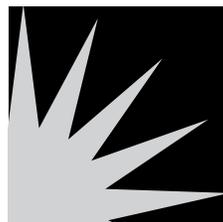
The Higher Education Center for Alcohol and Other Drug Prevention

Funded by the U.S. Department of Education since 1993, the Higher Education Center provides support to all institutions of higher education in their efforts to address alcohol and other drug problems. The center also receives financial support from the Robert Wood Johnson Foundation.

The U.S. Department of Education established the center to provide nationwide support for campus alcohol and other drug prevention efforts. The center is working with colleges, universities and proprietary schools throughout the country to develop strategies for changing campus culture, to foster environments that promote healthy lifestyles, and to prevent illegal alcohol and other drug use among students.

The Higher Education Center provides technical assistance, develops publications and conducts training workshops. It also provides support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. You can find out more by contacting the Higher Education Center directly at:

The Higher Education Center for Alcohol and Other Drug Prevention



Education Development Center, Inc.

55 Chapel Street

Newton, MA 02158-1060

- Phone: (800) 676-1730
- Fax: (617) 969-3440
- E-mail: HigherEdCtr@edc.org
- Web: www.edc.org/hec

Finding Sober Fun

WHO'S PLAYING AT THE MO Java Cafe tonight? Is there anywhere to play a game of paintball? Where's a close place to get good Chinese take-out?

Students at the University of Nebraska at Lincoln can get answers to these questions

and more by clicking on a website that was designed just for them: www.NUtodo.com.

What the students may not realize is that this site features only activities that are alcohol-free or at which alcohol is served responsibly. Businesses that promote "Bladder Busters" and other such unhealthy drinking events are barred.

Says Linda Major, project director of NU Directions, the organization that created the site, "We wanted to challenge several notions: 'There's nothing to do, I have only so much

money, and I have no car, so I might as well drink.'"

More than 1,000 miles northeast of Lincoln, in western Massachusetts, another organization is challenging similar notions. The Health Education Department at Smith College has created a website that also promotes

sober fun: www.chilipeppers-live.org.

The site lists everything from swing-dance lessons, to free movies, to Haiku writing workshops, available to students who attend school in what is known as the Five-College Consortium. The consortium includes Smith College, Hampshire College, Amherst College, Mt.

Holyoke College, and the University of Massachusetts at Amherst.

"We're not prohibitionists, but we feel students should have options," says Connie Peterson, coordinator of health education for Smith. "Even the student who may be a drinker, perhaps we can get him to an alcohol-free event where he'll have fun."

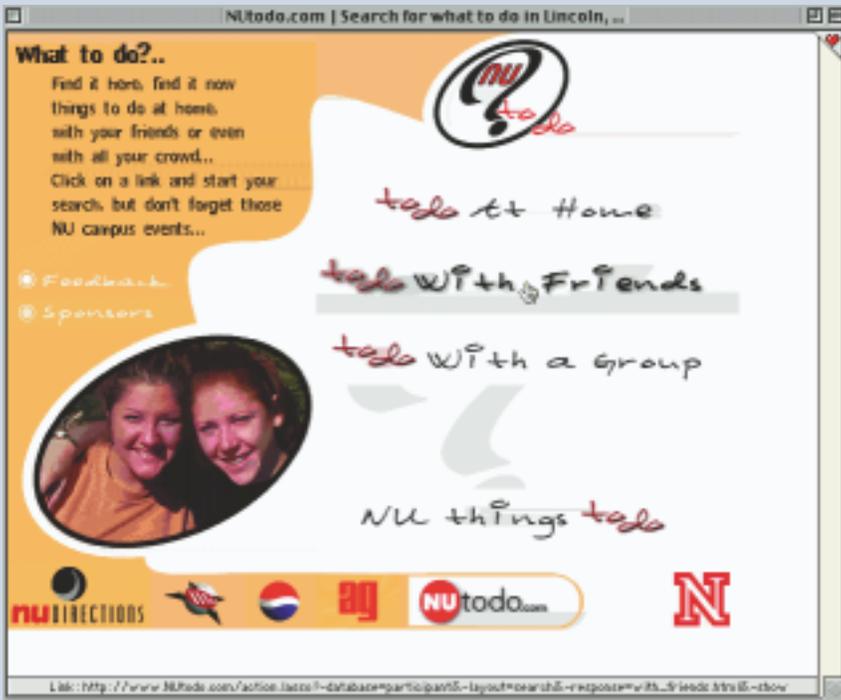
The two fledgling websites are the latest weapons in the "There's-Nothing-Else-To-Do" war on college binge drinking. The hope is to not only offer a smorgasbord of fun activities but to make it easy to use in a format familiar to college students—the Web.

Major says she hopes the NUtodo site will eventually be the first Web page to appear on every University of Nebraska computer when

I think it's the need factor; the students think if it's alcohol-free, it's nerdy and they don't want to do it.



ONLINE ■



it makes an Internet connection. In its first few months of operation in the fall of 1999, the site received 32,000 hits.

The organization that created the NUtodo site, NU Directions, is a campus-community coalition funded by the Robert Wood Johnson Foundation. The group's mission is to reduce high-risk drinking among NU students. The coalition is made up of more than 35 community leaders, students, parents, administrators and faculty who share the same commitment to improving the environment at the university.

Each fall NU Directions sponsors a "Back to School Bash" that lets students party the night away at the movies and at a pancake cookout. The organization works with other campus groups, such as PartySmart and Project CARE, to make sure students throughout the campus know how to use alcohol safely. It also works with alcohol vendors, helping them create safe environments where students can have fun without the dangerous secondary effects of over-consumption.

NU Directions received a \$10,000 donation from Pepsi to start the website. Despite this financial assistance, Major says building the site has been a challenge. Student Web designers have been used, "Which gives us great student perspective, but also means a lot of turnover in staff," she says.

Major has also found that recruiting businesses to advertise on the site is rewarding but time-consuming. Businesses don't have to pay to take part but must be alcohol-free or willing to sign a pledge to uphold a set of responsible business guidelines. About 100 businesses in the Lincoln area are now involved, and NU Directions hopes to involve another 100. NU Directions recently

SOME STUDENTS HAVE HAD ENOUGH—AND THEY'RE NOT TAKING IT ANYMORE

While some websites offer college students alcohol-free ways to have fun, a website run by the Center for Science in the Public Interest has a different twist. CSPI's www.HadEnough.com is part of a media and advocacy campaign focused on supporting student involvement in reducing binge drinking on campus. Partners in the effort include Cornell University, the University of North Carolina at Chapel Hill and the University of Arkansas at Little Rock.

Rather than focus on influencing individual student behaviors or perceptions, the HadEnough project promotes fundamental change in the campus drinking environment. The project seeks to empower students to spark a campus dialogue on the role of alcohol in college life and support practices and policies that reject and discourage the self-destructive, wasteful and potentially dangerous excessive use of alcohol. "Plenty of students have been bothered or disturbed by drunken behaviors and the effects of heavy drinking — such as being insulted, intimidated, threatened, inconvenienced, or just plain DISGUSTED!" says the message on the website. "But they've felt isolated and alone, and didn't feel like they could speak up. After all, people seemed to accept the heavy drinking scene and take it for granted ... just something we had to put up with as part of college life. No more! HadEnough gives voice to the many students who want to get the most out of their college years and supports student action for change."

The site encourages students to get involved in changing social attitudes toward binge drinking in much the same ways that social attitudes about cigarette smoking were changed.

hired a part-time worker to bring in more businesses.

Students who log on to the site have a variety of alternatives to choose from, ranging from music, to movies, to sporting events, to museums. Activities are broken down by cost — anywhere from free to over \$20—and by distance from campus.

To market the site, NU Directions placed ads in the student newspaper and had NUtodo.com mouse pads made for all of the school's computer labs. It plans to stage giveaway contests in the future.

While NUtodo.com had a financial boost

from Pepsi to start, ChiliPeppers-live was born from a position of "What can we do with little or no money?" says Connie Peterson. Her department wanted to make students in the five-college area aware of alcohol-free events, but didn't have the funding for a marketing push.

Peterson and her colleagues recruited a student designer, who created a dancing chili pepper logo and designed the initial pages for the site. Another student serves as Webmaster, uploading new activities each week.

To market the site, Peterson won a grant from the Massachusetts Highway Safety

Bureau and had Frisbees, sticky-notes and pens decorated with the chili pepper logo. Those items were given away. Despite that effort, Peterson says the site received fewer than 1,000 hits during the fall semester.

"I think it's the nerd factor; the students think if it's alcohol-free, it's nerdy and they don't want to do it," she says.

Still, there are plans to expand the site and advertise it further with weekly contests. Students who win will receive free movie passes, dinners and other prizes donated by the Amherst Chamber of Commerce.

"It may not be as popular as we'd like, but every little step in the right direction helps," says Peterson. □

Continued from inside front cover.

Coordinated by the WHO, the Health Behaviors in School-Aged Children (HBSC) Study looked at 11, 13, and 15-year-old children's attitudes and experiences concerning a wide range of health-related behaviors and lifestyle issues in 26 European countries and regions, Canada, and the United States. The U.S. component of the study was

funded and coordinated by the National Institute of Child Health and Human Development. A copy of the report is posted on the WHO website at www.ruhbc.ed.ac.uk/hbc.

Raise the Price, Lower the Costs

Economists at the National Bureau of Economic Research say that raising taxes on beer will help keep college students out of trouble and at the same time raise money for states.

A detailed analysis of data conducted by economists Michael Grossman, PhD, and Sara Markowitz, PhD, suggests a straightforward cause-and-effect association between the price of beer and student misbehavior:

- Alcohol consumption increases the likelihood of mayhem on college campuses.
- Beer is the alcoholic beverage college students are most likely to drink.
- Imposing a tax hike on beer to raise the cost of each glass, six-pack or keg will reduce consumption.
- Fewer drunken students mean less violent and nonviolent campus crime.

A small increase in the cost of beer has a big payoff. The researchers say that for every 10 percent rise in the price of beer,

the percentage of students who commit such infractions would be lowered by 4 percent overall. For example, with such a price hike the percentage of students who get into trouble with police and campus authorities drops from 12.3 to 11.7 percent; who cause property damage, from 7.5 to 7.1 percent; who fight, from 31.2 to 30.2 percent; and who are involved in sexual misconduct, from 14.3 to 13.8 percent.

And what seems like small differences adds up to a large number of students. According to Core Alcohol and Drug Surveys of College Students, about one-third of the 14.5 million students in U.S. colleges and universities will be involved in some type of campus crime or violence this year. According to Grossman and Markowitz, having to pay just 10 percent more for beer could potentially keep 200,000 of them out of trouble.

The change would be most noticeable for students living in a fraternity or sorority. Core surveys showed they have about six more drinks a week than students who live off campus and five more drinks a week than students living in a residence hall.

Beer costs less now than ten years ago. A noteworthy increase in the price of beer occurred in 1991, when the federal government raised the sales tax on a 24-can case of beer from 64 cents to \$1.28. But adjusted for inflation, Grossman said, "the real price of beer has fallen by about 10 percent, mainly because the federal excise tax has remained the same."

The same is true on the state level. The variation in state taxes on beer remains as wide as it was in 1985, when the per-case tax ranged from \$2.04 in Alabama to just 8 cents in New Jersey.



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Ten Years Ago in *Prevention File* (Vol. 5, No. 2, Spring 1990)

WOMEN WHO DRINK—WHAT THE RESEARCH REVEALS

Alcohol researchers are awakening to an embarrassing information gap. There's a scarcity of studies of the special nature of alcohol problems affecting fully half of the population: women.

For reasons perhaps more attributable to social history than male chauvinism, most studies and surveys dealing with alcoholism and other alcohol problems have looked primarily at the masculine side of society. Men have outnumbered women in treatment for alcoholism, in court for drunk driving, in arrests for public drunkenness. Treatment centers and the courts and jails traditionally have provided most of the subjects for alcoholism research.

Not until the 1960s and early 1970s did many research projects begin to focus on women and how their drinking patterns and involvement with alcohol may differ from assumptions based on studies of a predominantly male drinking population.

The need for additional research on women and alcohol has become evident at a time when women are

turning up in greater numbers in alcohol treatment programs, and the average age of women in treatment appears to be declining. Young women are making up a greater portion of defendants in drunk driving cases.

Greater numbers of women are working outside the home and encountering drinking situations once the exclusive domain of males. And recent years have seen a highly visible effort by alcoholic beverage companies to convince women that

drinking is part of a successful and enviable lifestyle.

Some fundamental questions are being raised. Are more women today experiencing alcohol problems—or are their problems simply coming out in the open? Or both? Is it possible that the number of women who drink has remained the same, but more of them are engaging in heavy drinking that leads to trouble? What are the implications of the rising number of younger women experiencing alcohol problems?

Editor's Note: Alcohol abuse and women is one of several general extramural program priorities at the National Institute on Alcohol Abuse and Alcoholism. For additional information visit the NIAAA website at www.niaaa.nih.gov.

