8 THINGS You Should Know About Telemarketing Fraud

1 Most telephone sales calls are made by legitimate businesses offering legitimate products or services.

But wherever honest firms search for new customers, so do swindlers. Phone fraud is a multi-billion dollar business that involves selling everything from bad or non-existent investments to the peddling of misrepresented products and services. Everyone who has a phone is a prospect; whether you become a victim is largely up to you.

2 There is no way to positively determine whether a sales call is on the up and up simply by talking with someone on the phone.

No matter what questions you ask or how many you ask, skilled swindlers have ready answers. That's why sales calls from persons or organizations that are unknown to you should always be checked out before you actually buy or invest. Legitimate callers have nothing to hide.

3 Phone swindlers are likely to know more about you than you know about them.

Depending on where they got your name in the first place, they may know your age and income, health and hobbies, occupation and marital status, education, the home you live in, what magazines you read, and whether you've bought by phone in the past.

Even if your name came from the phone book, telephone con men (and women) assume that, like most people, you would be interested in having more income, that you're receptive to a bargain, that you are basically sympathetic to people in need, and that you are reluctant to be discourteous to someone on the phone. As admirable as such characteristics may be, they help make the swindler's job easier. Swindlers also exploit less admirable characteristics, such as greed.

4 Fraudulent sales callers have one thing in common: They are skilled liars and experts at verbal camouflage.

Their success depends on it. Many are coached to "say whatever it takes" by operators of the "boilerrooms" where they work at rows of phone desks making hundreds of repetitious calls, hour after hour. The first words uttered by most victims of phone fraud are, "the caller sounded so believable..."

5 Perpetrators of phone fraud are extremely good at sounding

as though they represent legitimate businesses.

They offer investments, sell subscriptions, provide products for homes and offices, promote travel and vacation plans, describe employment opportunities, solicit donations, and the list goes on. Never assume you'll "know a phone scare when you hear one." Even if you've read lists of the kinds of schemes most commonly practiced, innovative swindlers constantly devise new ones.

6 The motto of phone swindlers is, "just give us a few good 'mooches,'" one of the terms they use to describe their victims.

Notwithstanding that most victims are otherwise intelligent and prudent people, even boilerroom operators express astonishment at how many people "seem to keep their checkbooks by the telephone!" Sadly, some families part with savings they worked years to accumulate on the basis of little more than a 15-minute phone conversation -- less time than they'd spend considering the purchase of a household appliance.

7 The person who "initiates" the phone call may be you.

It's not uncommon for phone crooks to use direct mailings and advertise in reputable publications to encourage prospects to make the initial contact. It's another way swindlers imitate the perfectly acceptable marketing practices of legitimate businesses. Thus, just because you may have written or phoned for "additional information" about an investment, product, or service doesn't mean you should be any less cautious about buying by phone from someone you don't know.

8 Victims of phone fraud seldom get their money back -- or, at best, no more than a few cents on the dollar.

Despite efforts of law enforcement and regulatory agencies to provide what help they can to victims, swindlers generally do the same thing other people do when they get money: they spend it!

9 TIP-OFFS That a Caller Could be a Crook

1 High-pressure sales tactics.

The call may not begin that way, but if the swindler senses you're not going to be an easy sale, he or she may shift to a hard sell. This is in contrast to legitimate businesses, most of which respect an individual's right to be "not interested." High-pressure sales tactics take a variety of forms but the common denominator is usually a stubborn reluctance to accept "no" as an answer. Some callers may resort to insult and argument, questioning the prospect's intelligence or ability to make a decision, often ending with a warning that "you're going to be very sorry if you don't do such and such." Or, "you'll never get rich if you don't take a chance."

2 Insistence on an immediate decision.

If it's an investment, the caller may say something like, "the market is starting to move even as we talk." For a product or service, the urgency pitch may be that "there are only a few left" or "the offer is about to expire." The bottom line is that swindlers often insist that you should (or must) make your decision right now. And they always give a reason.

3 The offer sounds too good to be true.

The oldest advice around is still the best: "An offer that sounds too good to be true probably is." Having said this, however, you should be aware that some phone swindlers are becoming more sophisticated. They may make statements that sound just reasonable enough (if only barely) to keep you from hanging up. Or they may make three or four statements you know to be true so that when they spring the big lie for what they're selling, you'll be more likely to believe that, too. That's where the verbal camouflage comes in.

4 A request for your credit card number for any purpose other than to make a purchase.

A swindler may ask you for your credit card number -- or, in the most brash cases, several credit card numbers -- for "identification," or "verification" that you have won something, or merely as an "expression of good faith" on your part. Whatever the ploy, once a swindler has your card number it is likely that unauthorized charges will appear on your account.

5 An offer to send someone to your home or office to pick up the money, or some other method such as overnight mail to get your funds more quickly.

This is likely to be part of their "urgency" pitch. It could be an effort to avoid mail fraud charges by bypassing postal authorities or simply a way of getting your money before you change your mind.

6 A statement that something is "free," followed by a requirement that you pay for something.

While honest firms may promote free phone offers to attract customers, the difference with swindlers is that you generally have to pay in some way to get whatever it is that's "free." The cost may be labeled as a handling or shipping charge, or as payment for an item in addition to the "prize." Whatever you receive "free" -- if anything -- most likely will be worth much less than what you've paid.

7 An investment that's "without risk."

Except for obligations of the U.S. Government, all investments have some degree of risk. And if there were any such thing as a risk-free investment with big profits assured, the caller certainly wouldn't have to dial through the phone book to find investors!

8 Unwillingness to provide written information or references (such as a bank or names of satisfied customers in your area) that you can contact.

Swindlers generally have a long list of reasons: "There isn't time for that," or "it's a brand new offer and printed material isn't available yet," or "customer references would violate someone's privacy." Even with references, be cautious, some swindlers pay off a few customers to serve as references.

The caller may also be reluctant to answer questions by phone -- such as inquiries about the firm or even how and where you can contact the firm. The swindler may insist on contacting you "for your convenience."

9 A suggestion that you should make a purchase or investment on the basis of "trust."

Trust is a laudable trait, but it shouldn't be dispensed indiscriminately -- certainly not to unknown persons calling on the phone and asking that you send them money. Even so, "trust me" is a pitch that swindlers sometimes employ when all else fails.

10 WAYS To Avoid Becoming a Victim

1 Don't allow yourself to be pushed into a hurried decision.

No matter what you're told to the contrary, the reality is that at least 99 percent of everything that's a good deal today will still be a good deal a week from now! And the other one percent isn't generally worth the risk you'd be taking to find out.

There may be times when you'll want to make a prompt decision, but those occasions shouldn't involve an irrevocable financial commitment to purchase a product or make an investment that you're not familiar with from a caller that you don't know. And purchase decisions should never be made under pressure. 2 Always request written information, by mail, about the product, service, investment or charity and about the organization that's offering it.

For legitimate firms, this shouldn't be a problem. Swindlers, however, may not want to give you time for adequate consideration, may not have written material available, or may not want to risk a run-in with legal or regulatory authorities by putting fraudulent statements in writing.

Also insist on having enough time to study any information provided before being contacted again or agreeing to meet with anyone in person. Some high-pressure telephone sales calls are solely for the purpose of persuading you to meet with an even higher-pressure sales person in your home!

3 Don't make any investment or purchase you don't fully understand.

A beauty of the American economy is the diversity of investment vehicles and other products available. But it's a diversity that includes the bad as well as the good. Unless you fully understand what you'd be buying or investing, you can be badly burned. Swindlers intentionally seek out individuals who don't know what they are doing! They often attempt to flatter prospects into thinking they are making an informed decision.

4 Ask what state or federal agencies the firm is regulated by and/or is required to be registered with.

And if you get an answer, ask for a phone number or address that you can use to contact the agency and verify the answer yourself. If the firm says it's not subject to any regulation, you may want to increase your level of caution accordingly.

5 Check out the company or organization.

If you assume a firm wouldn't provide you with information, references, or regulatory contacts unless the information was accurate and reliable, that's precisely what swindlers want you to assume. They know that most people never bother to follow through. Look at it this way: Most victims of fraud contact a regulatory agency after they've lost their money; it's far better to make the contact and obtain whatever information is available while you still have your money.

6 If an investment or major purchase is involved, request that information also be sent to your accountant, financial advisor, banker, or attorney for evaluation and an opinion.

Swindlers don't want you to seek a second opinion. Their reluctance or evasiveness could be your tip-off.

7 Ask what recourse you would have if you make a purchase and aren't satisfied.

If there's a guarantee or refund provision, it's best to have it in writing and be satisfied that the business will stand behind its guarantee before you make a final financial commitment.

8 Beware of testimonials that you may have no way of checking out.

They may involve nothing more than someone being paid a fee to speak well of a product or service.

9 Don't provide personal financial information over the phone unless you are absolutely certain the caller has a bona fide need to know.

That goes especially for your credit card numbers and bank account information. The only time you should give anyone your credit card number is if you've decided to make a purchase and want to charge it. If someone says they'll send a bill later but they need your credit card number in the meantime, be cautious and be certain you're dealing with a reputable company.

10 If necessary, hang up.

If you're simply not interested, if you become subject to high-pressure sales tactics, if you can't obtain the information you want or get evasive answers, or if you hear your own better judgment whispering that you may be making a serious mistake, just say good-bye.

SWINDLERS ARE CALLING is prepared as a service to the public by:

National Partners Association Public Affairs and Education 200 West Madison Street Suite 1600 Chicago, Illinois 60606-3447 800-621-3570 800-572-9400 (in Illinois)

in association with:

Commodity Futures Trading Commission 2033 K Street, N.W. Washington, DC 20581

Federal Trade Commission 6th & Pennsylvania Avenue, N.W. Washington, DC 20580 Alliance Against Fraud in Telemarketing c/o National Consumers League 815 15th Street, N.W. Suite 516 Washington, DC 20005 202-639-8140

HANDY FIRST AID TIPS

When someone is injured or suddenly becomes ill, there is usually a critical period before you can get medical treatment and it is this period that is of the utmost importance to the victim. What you do, or what you don't do, in that interval can mean the difference between life and death. You owe it to yourself, your family and your neighbors to know and to understand procedures that you can apply quickly and intelligently in an emergency. Every household should have some type of first aid kit, and if you do not already have one, assemble your supplies now. Tailor the contents to fit your family's particular needs. Don't add first aid supplies to the jumble of toothpaste and cosmetics in the medicine cabinet. Instead, assemble them in a suitable, labeled box (such as a fishing tackle box or small took chest with hinged cover), so that everything will be handy when needed. Label everything in the kit clearly, and indicate what it is used for.

Be sure not to lock the box - otherwise you may be hunting for the key when that emergency occurs. Place the box on a shelf beyond the reach of small children, and check it periodically and always restock items as soon as they are used up.

Keep all medications, including non-prescription drugs such as aspirin, out of reach of children. When discarding drugs, be sure to dispose of them where they cannot be retrieved by children or pets.

When an emergency occurs, make sure the injured victim's airway is not blocked by the tongue and that the mouth is free of any secretions and foreign objects. It is extremely important that the person is breathing freely. And if not, you need to administer artificial respiration promptly.

See that the victim has a pulse and good blood circulation as you check for signs of bleeding. Act fast if the victim is bleeding severely or if he has swallowed poison or if his heart or breathing has stopped. Remember every second counts.

Although most injured persons can be safely moved, it is vitally important not to move a person with serious neck or back injuries unless you have to save him from further danger. Keep the patient lying down and quiet. If he has vomited and there is no danger that his neck is broken, turn him on his side to prevent choking and keep him warn by covering him with blankets or coats.

Have someone call for medical assistance while you apply first aid. The person who summons help should explain the nature of the emergency and ask what should be done pending the arrival of the ambulance. Reassure the victim, and try to remain calm yourself. Your calmness can allay the feat and panic of the patient.

Don't give fluids to an unconscious or semiconscious person; fluids may enter his windpipe and cause suffocation. Don't try to arouse an unconscious person by slapping or shaking. Look for an emergency medical identification card or an emblematic device that the victim may be wearing to alert you to any health problems, allergies or diseases that may require special care.

HOW TO PROTECT YOUR HOME FROM INTRUDERS

SAFETY AT YOUR FRONT DOOR

1. Never automatically open your front door. Make sure you know your caller's identity before admitting him.

2. If the person at your door is a stranger, ask for identification to be passed under the door. If he is unable to do this, do not admit him.

3. It is advisable to have a wide angle viewer (peep-hole) in the door so that you can check a person's identity without unlocking your door.

HOME SAFETY

1. All doors in your home leading to the outside should have deadbolt locks.

2. When away at night, leave a light burning.

3. Do not leave a key over a door or under a mat.

4. The single lock on a garage door is inadequate to keep intruders from prying up the opposite side and crawling in. Use a padlock. But never leave it unlocked. This is an invitation to have the padlock removed so that a key can be made, and the lock returned to its position. Later, the burglar returns when no one is home and enters at his leisure, using "his" key.

5. Mark your valuables and keep an accurate record of all your most valuable possessions.

6. When leaving on a trip:

- A. Stop all deliveries.
- B. Connect a light to a timer.

C. Notify the police and have a neighbor check your home periodically.

D. Have someone maintain your lawn.

7. Be a concerned neighbor. If you see a suspicious person, car or situation, contact the police.

SAFETY FOR THE APARTMENT DWELLER

1. If you live in an apartment building with an intercom system to the front door, make sure the landlord keeps it in operating order.

2. Never admit anyone unless you are expecting him or know him.

3. Never admit anyone to the building who is there to see another tenant or to deliver something to another apartment.

4. Anyone asking admission so that he can do some work for another tenant should not be admitted, but should be referred to the building's manager.

5. If you see someone in your building who looks out of place or is acting suspiciously, contact the police.

HOW TO PROTECT YOURSELF ON CITY STREETS

Street crime is on the increase in most large U.S. cities. It is also becoming more prevalent in small communities. The following list of "safeguards" will help protect you - and may even save your life!

1. When leaving home, make sure that all doors and windows are locked - including the garage door.

2. Watch for loiterers and do not carry large sums of money.

3. If possible, travel with another person. This is especially true after dark.

4. When carrying a purse, women should have only 3 or 4 one dollar bills placed inside. Credit cards, currency, driver's license, keys and jewelry should be carried in a coat or sweater pocket or concealed on your person to reduce the opportunity of large losses. If you do carry a purse, don't wrap the strap around your shoulder, neck or wrist. If your purse is grabbed, a strong strap will not yield easily and you may be injured. Some purse-snatch victims have been thrown off balance and received concussions, broken hips, arms or legs. Don't carry anything more valuable than you can afford to lose. Always leave all unnecessary credit cards at home. When you shop and carry a purse, put it in your shopping bag.

5. At night, travel only well-lighted and well-traveled streets. Avoid unlighted areas. Walk in the middle of the sidewalk and never loiter in deserted areas.

6. Never hitchhike or accept rides from strangers.

7. Walk on the side of the street nearest to oncoming traffic. If accosted by someone in a car, run in the direction opposite the way the car is headed.

8. Beware of people who approach asking directions; keep a polite but safe distance.

9. A good suggestion for men is to carry a second wallet containing a few \$1.00 bills and old expired credit cards, which are normally destroyed or discarded. If confronted at knife or gunpoint, give the suspect the second wallet and concentrate on

a good physical description to help the police in making the arrest.

10. Upon returning home, particularly after dark, do not linger at the entrance of your residence. Make a quick check for mail or newspapers, and enter immediately. If you feel something is strange, don't enter but go elsewhere and call for police assistance.

11. If you feel someone is following you, go to the nearest occupied residence or building, and ask for assistance.

If you are confronted with a dangerous situation, cry out for assistance. Yelling "FIRE! FIRE!" instead of "HELP!" will generally bring faster attention.

HOW TO PROTECT YOUR VALUABLES FROM THEFT

One of the most effective tools you can use to retrieve property stolen from your home is a simple electric engraving pen. With this pen you can inscribe your name or a number on the most valuable items in and around your home. Before you do this, check with local police to see which they prefer you use - your name, driver's license number, social security number or whatever.

Engraving your name or number on your valuables helps deter robbery in two ways: First, you discourage the thief since marked property is much more difficult to sell. Second, if a thief does steal your property, it is much easier to catch and prosecute him when he is discovered with goods in his possession that are easily identifiable as stolen.

Billions of dollars worth of property stolen each year is never returned to owners. Why? Because without some identifying mark or number, the police are unable to verify stolen property, or trace the owner. More than half the property recovered by the police is eventually auctioned off or destroyed because the goods have no identifying characteristics.

In some cities, local law enforcement agencies will lend you and your neighbors an engraving pen free. In these communities, you may borrow an engraving tool for several days. If this service is not available to you, you can purchase an inexpensive electric pen from your local hardware store for as little as \$10 to \$15. This small investment could be worth a great deal more to you at a later date.

Items already marked with a serial number - such as cars, TV's, cameras, typewriters, radios, stereos, tape decks, appliances, etc. - may not have to be engraved with your name or personal number. Check with local police first. If they recommend you inscribe your identifying mark on serialized items, inscribe this information just above the manufacturer's serial number.

On unserialized property, inscribe your name or number on the upper right corner of the rear or backside of each item. Should you decide to sell or discard the item at a later date, you should invalidate your number by using the engraving pen or any sharp tool to draw a single line through your name or number form upper left to the lower right hand corner. Do not deface your name or number in any other way. It is also advisable, when selling "marked" property, to write out a simple receipt and specifying on it that you were the previous owner and indicate the name or number used by you. This could prevent legal hassles for the new owner at a later time.

To protect smaller valuable items such as jewelry, silverware, etc., it is wise to take a photo of each item. A simple, instant-type camera photo is sufficient.

After you have marked and/or photographed all your valuables, make a detailed list of these items and keep it in a safe place. When new items are acquired, add them to your list. As other valuables are sold or discarded, cross them off the list.

If you use credit cards, they should also be recorded on your list. Either copy your account number from each card and expiration date, or you can have photo copies made for your Records.

HOW TO PROTECT YOURSELF WHEN TRAVELING

SAFETY ON PUBLIC TRANSPORTATION

1. While waiting for a bus or streetcar, stand near others who are also waiting.

2. If the immediate area is deserted or in darkness, stand near an occupied building or in a lighted area until transportation arrives.

3. Once on a bus or streetcar, be aware of those around you. If someone looks or acts suspicious, notify the driver.

4. If the coach is empty or nearly empty, sit as far up front and as close to the driver as possible.

5. If someone begins to bother you, get up and notify the driver immediately.

6. Upon arriving at your stop, be aware of those who alight with you. If you feel you are being followed, go to the nearest occupied building and ask for assistance.

7. After dark, attempt to get off the bus in well-lighted areas. Use only well-lighted streets to reach your final destination.

AUTO SAFETY

1. Make certain your car is always in good working order, with safe tires and an adequate amount of gasoline for your planned trip.

2. Always check your car before getting in - to make sure that no one is hiding inside.

3. If you have a garage, be sure you lock the door as you leave.

4. It is best to park in attended lots. If you must leave a key with the attendant, leave only the ignition key. In all other cases, lock your car.

5. Do not leave packages or personal items in open view in the car... place them in the trunk.

6. At night, park only in lighted areas.

7. If you are in danger of being harmed or robbed while in your car, start sounding your horn until assistance arrives.

8. Never pick up a hitchhiker.

9. If you have a flat tire in an area you feel might not be safe, try to keep driving until you reach a safe location.

10. If you feel you are being followed, drive to the nearest police or fire station, or open filling station.

ELEVATOR SAFETY

1. Observe elevator interior before entering. Wait until the next elevator if you are uncertain of any occupant.

2. Females riding the elevator alone should always stand near the control panel. If accosted, press ALL buttons.

3. If a suspicious person enters the elevator, exit before the door closes.

4. Before exiting from the elevator, observe the corridor for suspicious activity.

HOW TO GUARD AGAINST PURSE SNATCHERS g

Purse snatching is a crime of opportunity. You can eliminate that opportunity. Every female carrying a purse is a potential target. Senior citizens are especially susceptible to these criminals since they may not be readily able to defend themselves and pursue their assailants.

WHAT YOU CAN DO

Purse snatching is a crime that can be easily prevented when you take away the opportunity from the thief. Most purse snatchers are juveniles under the age of 18, who are waiting for the next opportunity. When you hide the "prize" you protect yourself!

Suppose you are going shopping and waiting for the bus. You are by yourself and your purse is exposed and in open view. You already made two mistakes - you're alone and your purse is vulnerable. Frankly, your personal safety might depend on NOT clinging to that purse, even though it seems a normal way to protect the contents. Grabbing and shoving that may take place can result in being injured. There are ways to protect yourself, however.

SHOP WITH A FRIEND, TRAVEL TOGETHER

The first precaution you can take is to go shopping with a friend - man or women. You're safer when in the company of someone else. If you must be out at night alone, stay in well-lighted areas. Walk close to street lights, staying well away from dark corners, alleys and building entrances.

HOW TO OUTSMART THE PURSE SNATCHER

When carrying a purse, women should have only 3 or 4 one dollar bills placed inside. Credit cards, currency, driver's license, keys and jewelry should be carried in a coat or sweater pocket, or concealed on your person to reduce the opportunity of large losses. If you carry a purse, don't wrap the strap around your shoulder, neck or wrist. If your purse is grabbed, a strong strap will not yield easily and you may be injured. Some purse snatch victims have been thrown down and have received concussions and broken bones. Never carry anything more valuable than you can afford to lose. Always leave all unnecessary credit cards at home. When you shop and carry a purse, place it in your shopping bag. Never leave your purse on a store counter or in a grocery shopping cart - even for a moment.

DON'T CARRY WEAPONS THAT CAN BE USED AGAINST YOU!

You should carry a police whistle and a small flashlight on your key chain where they're readily available. Make a habit to carry your key chain in a pocket - NOT in your purse. And you should NEVER put your name and address on your house keys or car keys. This is simply a way of telling the thief who you are and where you live!

CALL THE POLICE IMMEDIATELY!

Most victims are attacked from behind. They don't get a good look at the attacker. And when a juvenile gets away with it once, he'll try it again. If attacked, call the police immediately. Try to remember all details - help your police help you!

HOW TO PROTECT YOURSELF FROM ARMED ROBBERY

While purse snatching is one of today's most common crimes facing women, strong-arm robbery (hold-ups, muggings) is the most prevalent act where men are generally the victims.

By observing the basic rules of "common sense", your chances of being victimized are greatly reduced. Since most strong-arm robberies occur during the hours between sunset and sunrise, the best rule to follow is simply to stay inside at night. However, to even consider being confined to a secure area after the sun goes down is not only impossible, it is also ridiculous. By observing basic precautionary measures, chances of your becoming a robbery victim are greatly reduced. Here are some general rules to follow:

1. Travel well-lighted streets. Avoid dark corners, alleys and

entrances to buildings. Always try to walk on the side of the street nearest oncoming traffic.

2. If you must travel at night regularly, don't carry more than you can afford to lose. One suggestion is to carry a second wallet containing a few \$1.00 bills and old expired credit cards, which are normally destroyed or discarded. If confronted at knife or gunpoint, give the suspect the second wallet and concentrate on a good physical description to give to the police.

3. There is safety in numbers! If possible, walk with a companion - either male or female. An armed robber is less likely to confront two or more, than a lone individual.

4. When waiting for a bus or streetcar, try to select a well-lighted area. Aim for a busy stop where many people will be coming and going.

5. Don't hitchhike or accept rides from strangers.

6. Avoid taking shortcuts through deserted areas such as parks, playgrounds, vacant lots, etc.

7. Be cautious entering your car - someone may be hiding inside. Or, when leaving your car - someone may be waiting. Park in well-lighted areas.

8. Never carry weapons that can be used against you.

9. If someone asks directions, keep a polite but safe distance.

10. If you are alone and think you are being followed, head for an occupied building such as a bar, restaurant, filling station, fire station, etc. If none is available, cross the street in the middle of the block. If there is street vehicular traffic, try to stop a car for help.

IF YOU ARE CONFRONTED...

1. DO NOT RESIST! Cooperate! Give the criminal whatever he asks for - wallet, keys, jewelry, credit cards or whatever. Your life is more valuable than replaceable possessions.

2. Don't make any sudden, unexpected moves. A nervous criminal may think you are reaching for a concealed weapon.

3. If the suspect claims he has a gun, knife, razor or whatever in his pocket, never try to force his bluff.

4. Never try to be a hero and apprehend the criminal yourself.

5. Notify police as soon as possible.

HOW TO PROTECT YOURSELF FROM PICKPOCKETS

The "art" of picking pockets is among one of the world's oldest professions. Author Charles Dickens' Artful Dodger is probably among the best known pickpockets. However, all are not juveniles - and all are not males! The skilled pickpocket is not the seedy character you'd expect to find lurking in a dark doorway. He (or she) appears about as average as you and I, in appearance and manner. Because they make a study of how to "blend" into the crowd, pickpockets usually remain undetected and can practice their activities with little hindrance.

Pickpockets follow no regular schedule. They operate equally well during daylight hours as well as at night. And if you have been led to believe that picking pockets takes place only in crowds, forget it! The only known fact is that they generally focus on the public during times when they might be carrying more money than usual, such as during pre-holiday spending sprees, store sales, at fairs, carnivals, horse races, gambling casinos, near bank entrances, etc.

While many pickpockets work alone, there are also teams of two or there which sometimes involves a female accomplice. A team with nimble fingers is next to impossible to apprehend. The first team member removes the valuables from the unsuspecting victim's pockets. He then secretly passes them on to the next member who quickly disappears. When a female member is also employed, she generally engages the victim in conversation to distract or delay his attention.

Contrary to what most think, experiences pickpockets do not place their hands all the way into the victim's pockets. Rather, the expert criminal reaches into the top of the pocket, takes up a pleat in the lining, then makes a dozen or more tiny pleats, folding the lining with swift dexterity between his fingers. The shortening pocket lining moves the valuables upward so that they emerge at the mouth of the pocket. The entire act takes place in a second or two.

The best protection for foiling pickpockets is to remove the opportunity of becoming a victim...

FOR MEN:

1. The target areas are back trouser pockets, and suitcoat and sports jacket pockets, located inside and out. A pickpocket who values his freedom avoids front trouser pockets, and especially buttoned or zippered pockets.

2. If it is necessary to carry your wallet in an unbuttoned pants, coat or jacket pocket, be sure it contains only what you can afford to lose. Keep large sums of money, credit cards, ID's, etc. in your front pants' pocket or any buttoned or zippered pocket; keys on a chain attached to your clothing.

3. Never "pat" your pocket to see if your wallet is still there. This notifies the criminal of the location of your valuables.

4. Larger size "pocket secretaries" are especially inviting to pickpockets - and relatively easy to steal.

FOR WOMEN:

1. Do NOT carry your wallet in your purse. Conceal it in a coat or sweater pocket where it does not show a bulge.

2. Use a purse that is difficult or time consuming to open.

3. Never let your purse lie unattended on a store counter or in a grocery shopping cart.

If you have been victimized by a pickpocket, immediately notify police and give the best description you can.

HOW TO PROTECT CARS, BICYCLES, MOTORCYCLES

HOW TO PROTECT YOUR CAR

Always lock your car doors. Be certain all windows are completely closed. When driving, keep all doors locked. It is best to park in attended lots. If you must leave a key with the attendant, leave only the ignition key. In all cases lock your car. At night, park only in well-lighted areas.

If you have a garage, the single lock on the door is inadequate to keep intruders from prying up the opposite side and crawling in. One of three methods may be used to secure the door: (1) Add another bolt and padlock on the opposite side, or (2) Install a pair of cane bolts to the inside - only operable from the inside, or (3) Add a top center hasp. Any person of average height can operate this locking device. The hasp must be of hardened steel and installed with carriage bolts through the door or gate. Use large washers on the inside. After the nuts are secured, deface the treads of the bolt ends with a hammer to keep the nuts from being removed.

In every case, use a minimum standard exterior padlock. Don't hide a key outside. Most hiding places are obvious to the burglar.

Never leave a padlock unlocked. This is an invitation to have the padlock removed so that a key can be made, and the lock returned to its position. Later, the burglar returns when no one is home and enters at his leisure, using "his" key.

HOW TO PROTECT BICYCLES

You don't leave your car unlocked, so treat your bicycle the same way. Use an approved chain and padlock whenever you are not on the seat! Lock it to the garage - with a 3/8" x 6" eye screw fastened to a stud. The eye screw should be at least 3 feet above the floor, because this makes using a pry bar much more difficult.

Whenever you lock your bike in a public place, chain it to a secure rack or stanchion through the frame and a wheel. Keep the chain as high above the ground as the bike will allow. This reduces the leverage for a pry bar or bolt cutter attack.

MINIMUM STANDARD FOR APPROVED CHAIN

Must be at least 5/16" hardened steel alloy. Links must be of continuous welded construction. Lighter chain, or chain with open links simply will not withstand bolt cutting attacks. Don't GIVE your bicycle away! Using anything less will invite its theft.

HOW TO PROTECT MOTORCYCLES

These expensive bikes require additional security measures. They must be secured with a mated 3/8" hardened steel alloy chain and a padlock of equal strength. Sheathed cable has not proven to be a satisfactory deterrent to theft.

LIGHTING

Good exterior lighting is important, particularly when the yard area is obscured by high, non-removable shrubbery. The best possible location for outside lights is under the eaves. This makes ground-level assault more difficult. You may buy an inexpensive timer or photo-electric cell which will automatically turn the lights on at dusk and turn them off at Dawn.

HOW TO PROTECT YOUR HOME WHILE AWAY

Be sure to lock before you leave, and let a neighbor have a key. When leaving your home, practice the following advice - it could pay big, big dividends.

GOING TO THE MARKET OR OUT TO DINNER?

A residence which presents a "lived-in" appearance is a deterrent to burglars. Never leave notes that can inform a burglar that your house is unoccupied. Make certain all windows and doors are secured before departing. An empty garage advertises your absence, so close the doors.

When going out at night, leave one or more interior lights on and perhaps have a radio playing (TV sets should not be left unattended). Timers may be purchased that will turn lights on and off during your absence.

Do not leave door keys under flower pots or doormats, inside an unlocked mailbox, over the doorway, or in other obvious places.

WHEN PLANNING VACATIONS OR PROLONGED ABSENCES

Discontinue milk, newspaper, and other deliveries by phone or in person ahead of time. Do not leave notes.

Arrange for lawn care and have someone remove advertising circulars and other debris regularly. On the other hand, several toys scattered about will create an impression of occupancy.

Notify the post office to forward your mail or have a

trustworthy person pick it up daily. Apartment house tenants should also heed this hint since stuffed mail receptacles are a give-away when no one is home.

Inform neighbors of your absence so they can be extra alert for suspicious persons. Leave a key with them so your place may be periodically inspected. Ask them to vary the positions of your shades and blinds.

When you leave, do not publicize your plans. Some burglars specialize in reading newspaper accounts of other people's vacation activities.

If you find a door or window has been forced or broken while you were away, DO NOT ENTER. The criminal may still be inside. Use a neighbor's phone immediately to summon police.

Do not touch anything or clean up if a crime has occurred. Preserve the scene until police inspect for evidence.

ALWAYS REMEMBER TO:

- 1. Lock before you leave.
- 2. Trust a neighbor with a key.
- 3. Be a concerned neighbor yourself.

HOW TO BURGLAR-PROOF YOUR DOORS

The majority of devices mentioned in this report cost very little. All of them will help reduce burglary and make your house or apartment more secure.

Begin with a home "security" check. Start with the front door and work clockwise around the entire inside of your home, finishing with a back yard, fence and shrubs, gates and garage.

Shrubbery should never block the view of your front door. This allows an intruder the opportunity of privacy to gain entrance.

A wide angle viewer in the door lets you know your visitor in advance. This item is recommended over a chain lock.

LOCKS, BOLTS AND HINGES

A DEATH-LATCH is an inexpensive lock set which keeps the burglar from simply slipping your door open with a plastic credit card. This method of entry is common in many areas, but very easy to prevent.

AUXILIARY DEADLOCK: 1" deadbolt, single cylinder with hardened cylinder guard, and thumb turn.

For extra security, a single cylinder deadbolt lock, with one inch throw and case-hardened insert, is recommended for all

exterior doors. If you have easily breakable glass within 40 inches of a deadbolt lock, it should be augmented with a stronger type of glass or plastic to provide adequate security.

Most police departments do not recommend deadbolt locks for residential use. You may be adding additional security at the expense of personal safety with a double cylinder deadbolt. For example, you could lock yourself in and not be able to escape in case of fire or other emergency.

THE RIM LOCK is a 1" deadbolt lock which is installed on the inside surface of the door. It is less expensive than other types of locks, but equally effective for security.

THE "JIMMY-PROOF" RIM LOCK is another lock which is installed on the inside surface of the door. But this lock has vertical dead bolts, which is an approved locking device.

CANE BOLTS: 1/2" in diameter by 12" high installed at the top and bottom of the inactive door offers minimum security. Many homes with pairs of doors, use half-barrel slidebolts on the inactive door. These are weak and totally inadequate.

FLUSH BOLTS: Installed at the top and bottom of the inactive door or a pair of doors, flush bolts offer additional security, since the intruder cannot get at these devices to tamper with them if the doors are locked.

HINGE PROTECTION

Some exterior doors are improperly installed so that the hinges are installed from outside. To protect such a door from being lifted from its hinges by pulling the hinge pin, follow these simple steps:

(1) Remove two screws, opposite each other, from both leaves of the hinge. (2) Insert screw or concrete nail into jamb leaf, protruding 1/2". (3) Drill out the opposing screw hole in the door. Do this in the top and bottom hinge of the door. When closed, the hinge pins may be removed, but the door will remain firmly in place.

HOW TO BURGLAR-PROOF YOUR WINDOWS

Many burglars enter homes by simply breaking glass windows. A good deterrent is to have better quality glass installed at vulnerable points around the perimeter of your residence. Most burglars avoid attempting to break the following types of glass due to the fear of attracting attention:

LAMINATED GLASS is made by a vinyl or plastic interlayer sandwiched between two layers of glass. This type of glass adds additional strength to your windows. To gain entry, a burglar would have to strike the glass repeatedly in the same spot in order to make a small opening. Most burglars are reluctant to create this type of noise for fear of being detected.

TEMPERED GLASS is made by placing a piece of regular glass in an oven, bringing it almost to the melting point, and then chilling

it rapidly. This causes a skin to form around the glass. Fully tempered glass is four to five times stronger than regular glass.

WIRED GLASS adds the benefits of a visible deterrent. Extra effort will be needed to break the glass and then cut through the wire located within the glass, in order to gain entry.

PLASTICS: Plastic material is divided into two types: acrylic or polycarbonate. The acrylics are more than ten times stronger than glass of the same thickness and are commonly called plexiglass. Polycarbonate sheets are superior to acrylics and are advertised as 250 times more impact resistant than safety glass, and 20 times more than other transparent plastic.

With SLIDING WINDOWS the primary objective is to keep the window from sliding or being lifted up and out of the track. There are many manufactured products available for securing windows. Here are some of the suggestions:

PINNED WINDOW ANTI-SLIDE BLOCK SLIDEBOLT: It is not recommended that you lock a window in a ventilating position. This is an invitation to a prying action which can result in entry. Key locking devices offer no real security, and they can be a fire exit hazard.

CASEMENT WINDOWS are the simplest to secure. Make sure the latch works properly and that the "operator" has no excess play. If so, replace the worn hardware.

DOUBLE HUNG WINDOW latches may be jimmied open. If a window is not used, screw it shut (except bedrooms). For windows in use, drill a sloping hole into the top of the bottom window, through and into the bottom of the top window, and insert an easily removable pin or nail.

LOUVRE WINDOWS are bad security risks. Remove and replace with solid glass or other type of ventilating window. Or protect with a grate or grille (except bedrooms).

WARNING: One window in every bedroom on the ground and second floor must be left available as a fire exit, particularly for children and guests in you home. At night, the bedroom window may often be the quickest and safest means of getting out. Because of the danger of fire, decorative grills are not recommended on bedroom windows.

HOW TO SELECT A BURGLAR ALARM

Burglars dislike noise - it attracts attention. A barking dog is the best deterrent in preventing burglaries. However, a watch dog cannot always be depended upon. Some professional burglars have been know to carry delectable "dog snacks" in their pockets - and with a full stomach, some watch dogs make friends easily and forget their purpose of guarding the premises. The most reliable safeguard to protect your home and possessions is a reliable alarm.

Many types of burglar alarms can be obtained for residential use. It is advisable, however, that basic hardware security

measures be followed first. If additional security is desired, the following recommendations could be helpful:

1. Obtain estimates from three alarm companies, notifying each of this procedure.

2. An audible alarm is recommended over silent alarms for residential use in order to first protect persons and secondly, property.

Don't depend entirely upon an alarm system to protect you... be sure to use proper locking devices. Any alarm system should include:

A. A battery-powered fail-safe back-up.

- B. Fire-sensing capability
- C. Read-out ability to check working of system.

D. Horn sounding device installed in attic through vent.

When shopping for an alarm system, take this list with you.

SECONDARY BARRIER

If the value of small personal items warrants protection, a secondary barrier is an additional safeguard. On a hinging closet door, install a 1" deadbolt lock. Store your jewels, furs, cameras, guns, silverware and other valuables behind this barrier. Be sure to "pin" the hinges.

HOW TO REDUCE CRIME IN YOUR NEIGHBORHOOD

While we don't like to talk about it - or even think about it crime is on the increase in America, and throughout the world. The number of burglars, muggers, auto thieves, robbers, purse snatchers, etc. is growing at an alarming rate. Now you, as a resident, working with neighbors can help reduce the crime rate.

How? By organizing and/or joining a neighborhood program in which you and your neighbors get together to learn how to protect yourselves, your family, your home and your property. Working together, you can get the criminals off your block and out of your area.

There's safety in numbers and power through working with a group. You'll get to know your neighbors better, and working with them you can reduce crime, develop a more united community, provide an avenue of communications between police and citizens, establish on-going crime prevention techniques in your neighborhood, and renew citizen interest in community activity.

"Citizens Safety Projects" are set up to help you do this. It is a joint effort between private citizens and local police. Such programs have been started all over the country. Maybe one already exists in your community. These organizations don't require frequent meetings (once a month or so). They don't ask anyone to take personal risks to prevent crime. They leave the responsibility for catching criminals where it belongs - with the police. This is NOT a "vigilante" group!

These groups gather citizens together to learn crime prevention from local authorities. You cooperate with your neighbors to report suspicious activities in the neighborhood to keep an eye on homes when the resident is away, and to keep everyone in the area mindful of the standard precautions for property and self that should always be taken. Criminals avoid neighborhoods where such groups exist.

Through cooperation with local law enforcement agencies, some of the things you will learn - and all free - are:

1. What to do in an emergency.

2. How to best identify a suspicious person.

3. How to identify a vehicle being used in a suspected criminal activity.

4. Signs to watch out for before entering a house or apartment that may be in the process of being burglarized.

- 5. What to do in case of injury.
- 6. What to do about suspicious people loitering on your street.
- 7. How to identify stolen merchandise.
- 8. How to recognize auto theft in progress.
- 9. How to protect your house or apartment.
- 10. How to recognize a burglary in progress.
- 11. How to protect yourself and family and much more.

It's easy to get your group started. All you have to do is contact your neighbors and arrange a date, place and time for the first meeting. Hold the meetings at your home or that of a neighbor. Try to plan a time that is convenient to most of your neighbors - preferably in the evening.

Then call your local police department. They will be happy to give your group informal lectures, free literature - and in many instances, window stickers and I.D. cards. Remember, police officers can't be everywhere. Your cooperation with them is for the benefit of you, your family, your neighbors and your Neighborhood.

YOUR PERSONAL SAFETY

The world we live in today is much safer than the one known by your parents and grandparents. Even considering the constant bombardment of news to the contrary, the government and industry have taken some major steps to protect us all. In almost everything we do, we are surrounded by protection based on safety experience from the past.

You'll be safer - - but only if you have a strong feeling for safety. Why? Because many of the safety factors developed to protect you function only if you do something about them. Do you buckle your seat belt every time you get in the car? Do you cross the street at crosswalks instead of jaywalking? Do you walk or jog on the left side of the road so that you are facing oncoming traffic? These are just a few of the things that you know and can do something about.

We all must acknowledge the fact that we bear some of the responsibility for making our environment safe and safety is thinking about other people, too. Because in this safety awareness, we can take steps to help others. For instance, a jagged piece of metal and certain types of broken bottles on the street can cause tire problems to cars. Broken glass on the beach might also send someone to the hospital for stitches. When you take time to clean up things such as broken bottles, etc., you're taking a big step toward protecting others.

An accident is something that happens to you and to others. It's easy to think that these accidents just happen. Buy they don't. They're not just bad luck or bad breaks that come to you out of nowhere. An accident is never supposed to happen. It isn't planned and it isn't deliberate. Accidents are caused!

An accident can be caused by an unsafe condition. Look at your automobile. It can be a typical example of an unsafe condition. Bad brakes and unsafe tires, faulty headlights, loose steering, and, yes, even dirty windshields and side windows can cause accidents, and they are all unsafe conditions. And along this same line, we need to consider unsafe acts as also contributing to the cause of accidents. These are not "conditions." They are what you, or someone else, does or doesn't do. A good example is jaywalking. You know it's dangerous to walk out between parked cars to cross the street, but it's easier than walking down to the next corner.

Both unsafe conditions and unsafe actions exist, and either one can cause accidents. But you can put the two together, as well. That car with the poor brakes, and all the other unsafe conditions, isn't unsafe at all until someone starts to use it. It's the act of using that causes the accident. Oh sure, the car was at fault, but the driver of that car was the ultimate cause of the accident.

You will find many unsafe conditions in your daily life, but most of them become truly unsafe based on your own actions related to them. What causes you to act in an unsafe way? Is it carelessness? Poor judgement, were you at the wrong place at the wrong time?

There's never a total absence of risks in our lives. Risks are voluntary actions and can be managed. Emergencies can be met and handled, but it takes know-how and constant awareness. What you can't prevent, you can usually compensate for or protect against.

Safety experts classify accidents in four broad categories: Motor vehicle, work and job related, home, and public. The public category excludes motor vehicle and work accidents in public places. It covers sports and recreation (swimming, hunting, etc.), air, water, or land transportation excluding motor vehicle and public building accidents. On the average, there are 10 accidental deaths and about 1,000 disabling injuries every hour during the year. About one-half of the deaths occur in motor vehicle accidents while about one-third of the injuries occur in and around the home.

It's not hard to imagine adding yourself to the accident

statistics. Any day of the week, you'll be swamped with stories in the newspapers and on television about the many tragic accidents going on all over the country and it seems to be getting worse all the time. And in every case the victim was somebody who did not plan or expect that they would be hurt or killed.

In a matter of seconds, everything you were ever going to do and be can be snuffed out. At the least, you suffer pain and inconvenience from an accident. At worst, an accident kills or damages you for life.

Safety saves you, but it does more than that. Mix each safety ingredient with all of your day to day activities. An use common sense in everything you do.

Safety in your home is a combination of mind and matter. You mind must be constantly aware of the home safety dangers. The matter is the safety condition of your home. The safety condition of your home isn't a case of rebuilding things to make it safe. It's more the disposal of dangerous items, and a case of good housekeeping. A safe home has a place for everything, and that along with the right mental attitude about keeping those things in place is just good housekeeping.

The home is the most frequent place for injury accidents to occur, and it is second only to motor vehicle accidents for the number of deaths in the country today. Family members are busier than ever rushing in and out so it's easy to understand how careless mistakes are often made.

When you read the daily newspaper or watch newscasts on TV, you'll see that home accidents can be classified in two major ways. There are things that can totally disrupt your entire community - such as earthquakes, tornadoes, storms and floods. And then there are those kinds of accidents that are centered in your own home, and not involving the whole community. These are things like fires, local earth sliding, flooding and wind damage.

You will need to consider both types when thinking about safety at home. For the community - wide disasters, you may or may not receive any outside help for a considerable period of time, and you must be prepared to survive on your own home resources. With the second type, your home may be destroyed, but some help should be there from the outside, early in the experience. Most cities and communities have some agencies and organizations in place to assist the public in times of severe emergencies. It is wise for everyone to do a home safety check on a regular basis and get the family members involved. Naturally, every family needs to develop its own plan because every house and every family is different.

YOUR PERSONAL SAFETY

The world we live in today is much safer than the one known by your parents and grandparents. Even considering the constant bombardment of news to the contrary, the government and industry have taken some major steps to protect us all. In almost everything we do, we are surrounded by protection based on safety experience from the past.

You'll be safer - - but only if you have a strong feeling for safety. Why? Because many of the safety factors developed to protect you function only if you do something about them. Do you buckle your seat belt every time you get in the car? Do you cross the street at crosswalks instead of jaywalking? Do you walk or jog on the left side of the road so that you are facing oncoming traffic? These are just a few of the things that you know and can do something about.

We all must acknowledge the fact that we bear some of the responsibility for making our environment safe and safety is thinking about other people, too. Because in this safety awareness, we can take steps to help others. For instance, a jagged piece of metal and certain types of broken bottles on the street can cause tire problems to cars. Broken glass on the beach might also send someone to the hospital for stitches. When you take time to clean up things such as broken bottles, etc., you're taking a big step toward protecting others.

An accident is something that happens to you and to others. It's easy to think that these accidents just happen. Buy they don't. They're not just bad luck or bad breaks that come to you out of nowhere. An accident is never supposed to happen. It isn't planned and it isn't deliberate. Accidents are caused!

An accident can be caused by an unsafe condition. Look at your automobile. It can be a typical example of an unsafe condition. Bad brakes and unsafe tires, faulty headlights, loose steering, and, yes, even dirty windshields and side windows can cause accidents, and they are all unsafe conditions. And along this same line, we need to consider unsafe acts as also contributing to the cause of accidents. These are not "conditions." They are what you, or someone else, does or doesn't do. A good example is jaywalking. You know it's dangerous to walk out between parked cars to cross the street, but it's easier than walking down to the next corner.

Both unsafe conditions and unsafe actions exist, and either one can cause accidents. But you can put the two together, as well. That car with the poor brakes, and all the other unsafe conditions, isn't unsafe at all until someone starts to use it. It's the act of using that causes the accident. Oh sure, the car was at fault, but the driver of that car was the ultimate cause of the accident.

You will find many unsafe conditions in your daily life, but most of them become truly unsafe based on your own actions related to them. What causes you to act in an unsafe way? Is it carelessness? Poor judgement, were you at the wrong place at the wrong time?

There's never a total absence of risks in our lives. Risks are voluntary actions and can be managed. Emergencies can be met and handled, but it takes know-how and constant awareness. What you can't prevent, you can usually compensate for or protect against.

Safety experts classify accidents in four broad categories: Motor vehicle, work and job related, home, and public. The public category excludes motor vehicle and work accidents in public places. It covers sports and recreation (swimming, hunting, etc.), air, water, or land transportation excluding motor vehicle and public building accidents. On the average, there are 10 accidental deaths and about 1,000 disabling injuries every hour during the year. About one-half of the deaths occur in motor vehicle accidents while about one-third of the injuries occur in and around the home.

It's not hard to imagine adding yourself to the accident statistics. Any day of the week, you'll be swamped with stories in the newspapers and on television about the many tragic accidents going on all over the country and it seems to be getting worse all the time. And in every case the victim was somebody who did not plan or expect that they would be hurt or killed.

In a matter of seconds, everything you were ever going to do

and be can be snuffed out. At the least, you suffer pain and inconvenience from an accident. At worst, an accident kills or damages you for life.

Safety saves you, but it does more than that. Mix each safety ingredient with all of your day to day activities. An use common sense in everything you do.

Safety in your home is a combination of mind and matter. You mind must be constantly aware of the home safety dangers. The matter is the safety condition of your home. The safety condition of your home isn't a case of rebuilding things to make it safe. It's more the disposal of dangerous items, and a case of good housekeeping. A safe home has a place for everything, and that along with the right mental attitude about keeping those things in place is just good housekeeping.

The home is the most frequent place for injury accidents to occur, and it is second only to motor vehicle accidents for the number of deaths in the country today. Family members are busier than ever rushing in and out so it's easy to understand how careless mistakes are often made.

When you read the daily newspaper or watch newscasts on TV, you'll see that home accidents can be classified in two major ways. There are things that can totally disrupt your entire community - such as earthquakes, tornadoes, storms and floods. And then there are those kinds of accidents that are centered in your own home, and not involving the whole community. These are things like fires, local earth sliding, flooding and wind damage.

You will need to consider both types when thinking about safety at home. For the community - wide disasters, you may or may not receive any outside help for a considerable period of time, and you must be prepared to survive on your own home resources. With the second type, your home may be destroyed, but some help should be there from the outside, early in the experience. Most cities and communities have some agencies and organizations in place to assist the public in times of severe emergencies. It is wise for everyone to do a home safety check on a regular basis and get the family members involved. Naturally, every family needs to develop its own plan because every house and every family is different.

POPULAR CON GAMES AND HOW TO RECOGNIZE THEM

The object of any con game is to cause you to part with your money or other thing of value. Most con games are initiated by people who approach you on the street or call on you at your home. Be suspicious of ANY plan, idea, scheme, business deal or whatever that requires you to part with your money on short notice.

THE PIGEON DROP

Cons like the "pigeon drop" are very common. In this scam the victim is approached by persons claiming to have found a large sum of money. The suspects tell the victim they would like to share the money with the victim, but ask the victim to put up some of his own money as a gesture of good faith. Packages, bags, or whatever are switched and the victim ends up with a wad of paper or the like and the suspects are no where to be found.

ROCKS IN THE BOX

In the "rocks in the box" scam, the victim is approached by a suspect who offers to sell him a new TV or VCR or similar item at a very low price. Once the victim parts with his money he finds himself stuck with a box containing bricks or other junk used to simulate the weight of the claimed contents of the box.

BANK EXAMINER

The "bank examiner" con is commonly practiced on older females. In this scam the victim is contacted, usually by phone, by a person claiming to be an officer of the bank at which she has an account. The caller claims that due to computer malfunction or other problem, the bank needs to verify certain information. During the conversation, the caller tries to obtain needed information about the victim's account balance, recent account activity, etc. The caller will also try to determine if the victim lives alone, etc. If the phoney bank officer gets the needed information he will thank the victim, and tell her he will call her back if there are any problems.

After a short time the phoney bank officer will call the victim again and tell her that the problem has been caused by a bank employee that they suspect of stealing from customer's accounts, including the victim's. The victim is asked if she would assist the bank in catching the dishonest employee. The victim, wanting to help nab the crook, often agrees. She is then given the "plan" by the phoney bank officer. He tells the victim that a "dummy" account has been set up in her name for this event.

She is to go to the bank and to the suspected dishonest employee and withdraw \$3000, the amount stolen from her account. The phoney bank officer tells the victim that the dishonest employee, knowing that the withdrawal will cause the victim's account to be overdrawn, will have to steal the money from yet another account to make up the difference. The phoney bank officer tells the victim that the dishonest employee's actions will be monitored on closed-circuit TV, and this is how he/she will be caught. The victim is assured that her account is fully insured and she will suffer no loss due to the employee's dishonesty. The victim follows through with the plan and withdraws the agreed amount.

The victim then meets the phoney bank official at a pre-determined location. The phoney bank official then takes the money from the victim, telling her that it actually came from the "dummy" account and not her account, and that it is needed as evidence. The victim is given a receipt for the money and of course neither the money or the bank officer is ever seen again!

BAIL BOND SCAM

The victim is contacted by phone by a person claiming to be a friend of a relative of the victim. The victim is told that the relative has been arrested for an outstanding warrant or

some other minor charge, and needs money to get out of jail. The "friend" asks the victim for the bail money. If the victim agrees, the caller will arrange for himself or another person to pick up the money.

PHONEY C.O.D. SCAM

The suspect will scout a neighborhood to find a suitable unoccupied home. He will check a city directory publication to determine the name of the homeowner. He will put the name on a phoney shipping label and attach that to a box containing rocks or similar type debris. He will then return dressed in an "express delivery" type of uniform. He will pretend to knock or ring the doorbell at the unoccupied house. Getting no answer, he will then go to a next-door or nearby neighbor and ask them to accept the package and pay the C.O.D. fee.

HOME IMPROVEMENT SCHEME

The suspects drive to the victim's house in a contractor type vehicle and dressed in workman's clothing. They tell the victim they have just finished a large roofing job (or driveway resurfacing, etc.) and have some materials left over. They tell the victim they will use the left-over material to repair the victim's roof, driveway, or whatever, at a large discount. If the victim agrees, the suspects will do a quick, shoddy, job with cheap material. These con artists usually travel from town to town perpetrating this scam, staying away from their home town where they would surely be caught in a short time.

HOW TO GET THE MOST OUT OF YOUR POLICE DEPARTMENT

Laws and police procedures vary from city to city and state to state. The information given here is of a general nature and is not intended in any way to replace the procedures and recommendations of your law enforcement agency. Refer to your law enforcement agency if there is any doubt as to the procedures to be followed.

HELP THE POLICE HELP YOU

1. Keep an inventory of all valuables including descriptions and serial numbers and photographs.

2. Mark TV, VCR, computers, etc., with your driver's license number preceded or followed by your two-letter state abbreviation. (or use whatever ID number your department suggests such as social security number). A driver's license number is probably best. A police officer a thousand miles away finding your TV in the trunk of a car will have your name in a matter of minutes using the driver's license number. If you have reported the theft to your department, the description and ANY serial number will be entered into the National Crime Information Center computer. If you don't know the item is missing and have not reported it, then the driver's license number becomes more valuable. The police in any state can teletype your police department and have them contact you about any questionable property.

CALLS FOR SERVICE

1. Know the telephone number for your police department. Not just 911 but the regular number for routine business.

2. Use 911 only for emergencies involving imminent danger to life and/or property. Most agencies do not have unlimited personnel to answer 911 calls. If several people are using 911 to report their cat in the tree or their neighbor's loud music, then your real emergency will have to wait until a line comes open.

3. Don't get upset when you call to report an incident or inquire about a case and are switched to several different people. The larger the agency, the more specialized it is. Your call may be routed to the division handling your type of problem or question such as traffic, juvenile, detectives, burglary, and the list goes on. You may have to talk to several people before finding the officer actually assigned to your case, or to take your report.

4. Don't request that an officer come to your house if the report you wish to give can be handled over the phone. If there is nothing for the officer to see at your home or other location, then give the report over the phone. Many agencies have hired and trained civilian employees to give information and take simple reports over the phone.

If your car has just been stolen, give the information by phone as quickly as possible using 911. Officers on the street can be notified immediately and the information entered into the national computer. Demanding to see an officer in person will only delay this process and who's to say the officer wont pass your car on the way to your house to see what kind of car you own! It has happened!

This goes for burglary and other crimes where an officer will need to know what he's looking for. Always give all the information you can on the phone. Even though an officer must to come to your home to make a burglary report, he may be able to spot your stolen blue and purple "fratastatic wobulator" while he's enroute if you gave the dispatcher that information.

DOCUMENT ALL CALLS

5. If you have a problem important enough to call the police for, insist that a report be made, and ask for the case or report number. Refer to this number when inquiring about your case. If you want to take action against your neighbors for their loud parties or barking dogs, you'll be in a better position to do so if all your calls to the police concerning these matters are documented. This goes for other types of "problem" cases also.

6. Don't expect police to make arrests for minor offenses that are not occurring when they arrive. Police must usually observe any minor violations in order to make an arrest. Reports must be written, witnesses interviewed, evidence reviewed and warrants obtained. Felonies may be a different matter. If you point to a fleeing suspect and say "he just robbed me" or "he just broke into my house", there will probably be an arrest made if the suspect can be caught.

7. Police generally have no authority in "civil" matters such

as landlord/tenant disputes, property line disputes, breaches of contract, employer/ employee disputes over pay and other matters, and similar disputes. The police will respond to prevent violence if necessary, and will inform involved parties of their need to consult attorneys, small claims court, etc.

INFORMATION USUALLY RELEASED TO THE PUBLIC

1. Details of a crime, including the location, date and time.

2. The name of the victim.

3. The facts surrounding an arrest such as any resistance encountered, and if any weapons were involved.

4. Identifying facts about a suspect. (except name until formally charged)

5. A general description of evidence.

6. Names of investigating and/or arresting officers.

7. The nature of the charges to be filed and the court they will be filed in.

INFORMATION NOT USUALLY RELEASED TO THE PUBLIC

- 1. Names of witnesses.
- 2. Information about confessions and statements, etc.
- 3. Lab results.
- 4. Criminal history information
- 5. Names of juveniles.

6. Names of persons killed or injured until next-of-kin have been notified.

 $7.\ {\rm Any}$ information that, if released, would jeopardize an investigation.

TIPS TO REMEMBER

1. Mark all valuables when practical with an engraving tool. (your police agency may have a program allowing you to borrow one) Know the license number and have the Vehicle Identification Number recorded for your vehicles.

2. Secure your property.

3. Document all calls for police service by having a report made.

4. Get good descriptions of suspects and vehicles.

5. Consult your police agency or district attorney and find out what your rights are concerning family violence and crime victim compensation.

6. When you withhold information about a crime, you're not hurting the police; only the crime victim!

HOW TO AVOID BEING ARRESTED

Try to avoid violating the law. Stop and think before you act. If you're in doubt about the legality of an act; ask. Ignorance of the law is no excuse, BUT USE IT ANYWAY! Try to stay away from suspicious places and circumstances. Watch the company you keep. You can easily be arrested if you're with someone who commits a crime. It all depends on the crime and the circumstances. We're not talking about your guilt or innocence, or right from wrong. We're talking about how not to get arrested in the first place, thereby avoiding fees to attorneys, bail bond agents, loss of time on your job, or even loss of your job.

DRIVING

Don't drink and drive! know what driving offenses in your state or community can get you arrested. Reckless driving or second convictions of other violations could get you arrested. Avoid drunk driving or anything else that can get your vehicle impounded. Police officers may legally "inventory" and make a list of all property in the vehicle. You can be charged with any contraband found.

WEAPONS

Know the laws of your state concerning weapons. Register weapons if it is required in your city or state. Know what the laws are concerning the carrying of weapons on your person or in your vehicle. Know what constitutes a weapon in your state. Brass knuckles, nunchakus, Kung-Fu stars, chains, clubs or anything adapted to be used as a club, and long knives may be illegal to carry. Firearms or other weapons laying about inside your vehicle, or your friend's vehicle, can get you arrested in many jurisdictions. It may not matter if it's not your weapon. If it's within your reach you may be subject to arrest. A weapons offense may be a misdemeanor in one part of town and a felony a block away! Carrying weapons where alcoholic beverages are sold or served, on school grounds, or other locations may constitute a more serious charge.

DRUGS

Keep your prescription drugs in the proper, labeled container. Do not dump all your different prescription drugs in one container. If you give a police officer a chance to notice such a package, you're asking for a very long delay in your schedule while things are checked out. Next to traffic accidents, drugs in vehicles get more passengers in trouble than just about anything. Example: It's midnight and you are riding as a passenger your friend's car. He is stopped by the police for speeding. He reaches into the center console where he keeps his license. The officer shines his flashlight on the console to see what your friend is reaching for, since this is not a normal location for a driver's license. The officer see's a baggy of what turns out to be an illegal drug next to the console. Your friend forgot it was there, and you never saw it. It's closer to you than it is to your friend. Your good friend says "that's not mine, officer". Where does that leave you? The outcome of this case is not the subject of this report. The purpose of this report is to prevent this scenario from occurring. Know your

friends! Check out vehicles that you borrow.

WARRANTS

If you receive a ticket or are arrested and found guilty, pay all fines and associated costs on time. If this is not possible, ask for an extension. A warrant will be issued for your arrest if you do not take care of traffic tickets on time, or in the case of convictions, if you don't pay assessed fines. If you're arrested and use the services of a bonding company or an attorney, follow their instructions while you are waiting for your case to be disposed of. You may be required to report weekly, prohibited from leaving town, etc. during this time period. If you violate these rules, the attorney or bonding company can cancel your bond and a warrant for your re-arrest will be issued. Arrests on warrants can come at the most embarrassing times, such as at work, school, on a date, etc. And on top of all that, the bonding company or attorney isn't going to give your money back and you'll have to go through the whole ordeal again. Once you are charged with an infraction or a crime, follow through with it in the proper manner. Never ignore these things. They wont ever go away and they'll always get worse.

DRINKING

The police don't like dealing with sloppy, boisterous drunks any more than most people do. If you get yourself in this condition in a public place you're asking for trouble. If you get drunk in public, DON'T get involved in a disturbance. The drunk tank is the universal solution to disturbances involving drunks. If you're the type that gets drunk and rowdy, take a designated driver/caretaker along with you. Someone who will promise the police that they'll take you home and lock you up for the night. This doesn't always work, but it's worth a try.

RESISTING ARREST

Don't ever push, shove, or hit a police officer! The police don't feel they should be hit for doing their job any more than the store clerk, doctor, or fireman. This will always get you a ride downtown. Remember; help arrives quickly to these events. If you have a problem with an officer, pursue it through the proper channels. Police administrators don't want a problem officer around any more than you do. Don't resist arrest. Demand to know why you're being arrested if you haven't been told or don't understand. Resisting doesn't help your case whether you're innocent or guilty of the original charge. You'll only be adding another charge which means more money out of your pocket and into the bondsman's.

HOW TO AVOID TRAFFIC TICKETS

Make every effort to know and comply with basic traffic laws. Get a copy of the driver's license manual from your state licensing authority and review its contents.

Don't attract attention to your vehicle by having loud exhaust, windows tinted too dark, etc. Anything that causes a police officer to look at your vehicle will make it more likely he will notice expired tags or inspection sticker, or other deficiency. If your state has a mandatory seatbelt law; wear your seatbelt. If you forget to put it on, don't wait until you see a police officer to remember to put it on. This will only cause the officer to notice you when he might not have otherwise. The fact that you just put it on may not be enough to avoid a citation. If he spots you without it on or sees you putting it on, you can be cited. You might only get a warning for having put it on, but this is a gamble. If the officer is working a special seatbelt detail you can count on a ticket. DON'T CALL ATTENTION TO YOURSELF!

Keep your vehicle in good condition, and all equipment such as brakes, lights, etc. in working order. Burned out headlights or tail lights just can't be missed at night. emember; once the officer has you stopped he can find other things to talk to you about like the driver's license you left at home, or the insurance card you can't find, etc.

Make a complete stop at stop signs. Your state may require you to stop at a line or at a point, before entering the intersection, where you can clearly see traffic. Either way, you must stop. Make sure the intersection is clear before starting out. Accidents at intersections with stop signs are "bought and paid for" by the driver having the stop sign. This is true even if you stop.

Be prepared to stop at yield signs if necessary. Unless you can clearly see traffic, and know no vehicles are coming, treat the yield sign like a stop sign.

Do not drive faster than the flow of traffic unless that flow is below the speed limit. Passing other vehicles always draws attention. It may appear momentarily that you are speeding, even if you aren't. The police officer may quickly realize that you're not speeding just about the same time he notices you're not wearing your seatbelt, your inspection sticker has expired, etc., etc., etc. By now you should be getting the idea: DON'T CALL ATTENTION TO YOURSELF!

If you are stopped for a traffic violation, try to prevent or at least minimize the damage. An officer may be assigned to a certain location to watch for a certain violation due to numerous accidents at that location. If you commit the violation in question at that location your chances of getting out of a ticket are slim. A short argument of the facts is okay, but don't get carried away. This is especially true if have other deficiencies you don't want noticed. Consider this: if you've committed a violation, the officer is supposed to write you a ticket. Depending on the circumstances, however, you may get a verbal or written warning. If you jump out of the car with verbal abuse, you will always get a ticket.

Don't rely too much on your radar detector. If you're the only car on the road for a long stretch, or you're the first car in a convoy of vehicles, you're going to be the target vehicle for the radar unit over the next hill. The officer is not going to let the "cat" out of the bag and leave the radar on continuously for you to "detect". He'll have it in the "stand-by" mode. It's warmed up, calibrated, and ready to go, but it's not emitting a signal. He won't activate it till you come over the hill. Your radar detector will beep at the same time the radar automatically locks your speed on the digital display. Anyone within a mile or so behind you with a detector will be warned, but not you! Sometimes officers will leave the unit on and transmitting, knowing that there are plenty of non-detector equipped speeders to be caught, but don't count on this.

GENERAL TIPS

- 1. Don't get noticed!
- 2. Watch your speed!
- 3. Make complete stops at stop signs.
- 4. Keep lights in good repair.
- 5. Carry all required documents: Driver's license, title, registration, insurance.
- 6. Don't have loud mufflers.
- 7. Don't have windows tinted too dark.
- 8. Don't carry oversized loads.
- 9. Don't overload vehicle with passengers, especially the front seat.
- 10. Don't throw things from the vehicle.
- 11. Don't give the officer a hard time for doing his job.
- 12. If you think you been "locked-on" by radar, slow down. It may not help, but it won't hurt either.
- 13. Police officers can spot expired inspection stickers, license plates, and other deficiencies from a great distance!

HOW TO FIND A MISSING PERSON The Methods Investigators Use in Their Work

It is not always necessary to hire a private investigator to search for a missing person. In fact, the time consuming task of investigating a missing person can be done by almost anyone.

As long as a person understands and follows the procedure provided herein, they can do the job of searching for a missing person as well as a hired detective.

Before beginning, realize that you must maintain a detailed record of your investigation. Keep this and copies of any correspondence in a file.

Begin your investigation at the point where the subject was last seen and radiate in ever-growing circles. When you come up with a solid lead, your search will then go only in one direction.

Contact the subject's immediate family very early in your investigation. See if they have any ideas. From there you should contact your subject's closest friends and then the neighbors.

Now widen your search further by questioning other associates of the subject, like the hairdresser, bartender, gas station attendant or newspaper boy. These people must not be overlooked as they are all sources of possible information.

More than likely, when you have completed the task of speaking to all these people, you will have some good leads. But if you wish to further the investigation, use as many of the ten following sources as you need.

POST OFFICE

Send an envelope to the last known address of the missing person, with your own in the upper left corner and write on the envelope, DO NOT FORWARD - ADDRESS CORRECTION REQUESTED. If a forwarding address has been left, you will be notified of it.

SUPERIOR COURT DOCKET

By writing to the Court Clerk in the county in which the subject was last known to reside, you can find out if the subject was involved in any legal proceedings. There will be a small fee for the search.

TELEPHONE RECORDS

You can check with the telephone company to find out if the missing person made any long distance calls just prior to departure. You can check with the people called for any leads.

DEPARTMENT OF MOTOR VEHICLES

Request that a search of the department's files be done for the missing person' driver's license as well as his/her address. There will be a fee for this service and the missing person's full name and date of birth are required to conduct the search.

CITY DIRECTORY

Your local public library has a city directory which lists people by name, address and occupation. They also have a cross reference for phone numbers. Check back for several years,.

VOTER REGISTRATION

Voter registration records are open to the public and these records show name, address and date of registration.

COUNTY RECORDER

This county recorder records all types of legal documents, like marriage certificates and wills. A letter to this office may open up some leads.

COUNTY ASSESSOR

This office is in charge of tax collection. If your subject owns any property, he will be listed with this office.

CITY BUSINESS LICENSE

If your subject owns a business he will have his license on file with this office. Run a check on the name of the business and the subject's name.

FRATERNAL ASSOCIATIONS

If the missing person is a member of any type of organization, a letter of inquiry to the local chapter can be helpful.

Under certain conditions, the Social Security Office will assist in locating a missing person. You must send a letter stating your reason for wanting to find a person to the Department of Health, Education & Welfare, Social Security Administration, Baltimore, Maryland. They do not assist insurance companies or bill collectors.

By going through the right channels, you can conduct your own investigation for a missing person. Good luck and good hunting!

Your Home Fire Safety Checklist

Table of Contents

About the Commission

Introduction

Sources Of Fire

Supplemental Home Heating Equipment Cooking Equipment Cigarette Lighters and Matches

Materials That Burn

Upholstered Furniture Mattresses and Bedding Wearing Apparel Flammable Liquids

Early Warning and Escape

Smoke Detectors Escape Plan

About the Commission
This Home Fire Safety Checklist was developed by the U.S. Consumer Product Safety Commission (CPSC), an independent regulatory agency of the U.S. Government.

The Commission has four statutory missions:

- -- to protect the public from unreasonable risks of injury associated with consumer products;
- -- to assist consumers in evaluating the comparative safety of consumer products;
- -- to develop uniform safety standards for consumer products and minimize conflicting state and local regulations; and
- -- to promote research and investigation into the causes and prevention of product-related deaths, injuries and illnesses.

It has jurisdiction over more than 15,000 consumer products used in the home, school and in public places. Among the products not subject to the Commission's authority are food, drugs, automobiles, tobacco, and fire arms. The Commission administers five safety laws: The Consumer Product Safety Act, the Federal Hazardous Substances Act, the Flammable Fabrics Act, the Poison Prevention Packaging Act, and the Refrigerator Act.

CPSC began operation on May 14, 1973. It is headed by three Commissioners appointed by the President with the advice and consent of the Senate.

On October 29, 1973, the Commission instituted a toll-free Hotline to make it easier for consumers to report product-related injuries or potentially hazardous products, and to get information on recalled products seven days a week, 24 hours a day. You may call the Commission's Hotline from anywhere in the continental U.S. by dialing 1-800-638-2772. A teletypewriter for the hearing impaired is also available (including Alaska and Hawaii) on a special Hotline number 1-800-638-8270, in Maryland only dial 1-800-492-8104. To order publications, write to the Office of Information and Public Affairs, Washington, DC 20207.

Introduction

The United States has one of the highest fire death and injury rates in the world. Fire--in the form of flames and smoke--is the second leading cause of accidental death in the home.

More than 4,000 people die each year in home fires. Every year, there are more than 500,000 residential fires serious enough to be reported to fire departments. More than 90 percent of residential fire deaths and injuries result from fires in one and two family houses and apartments. Property losses exceed 4 billion dollars annually, and the long term emotional damage to victims and their loved ones is incalculable.

The U.S. Consumer Product Safety Commission (CPSC) has targeted the principal consumer products associated with fires,

namely home heating devices, upholstered furniture, bedding, cigarette lighters, matches, and wearing apparel. The Commission is participating in a special Congressionally authorized study of cigarette-ignited fires, which cause more deaths than any other kind of fire. The Commission continues to push for extensive use of smoke detectors. With the help of concerned consumers, the number of residential fires has declined about 30 percent since 1980.

The CPSC is fulfilling its role to make products inherently more fire safe. We recognize that much more can be done to cut down on the needlessly high and tragic fire toll by an alert and informed public. Many of the injuries associated with flammable products result from hazards that are overlooked. Fire experts agree that one key to fewer fires is a greater awareness of how accidents can be prevented. By spotting these hazards and taking some simple precautions, many fires and fire-related injuries can be prevented.

Use this checklist as a safety guide to spot possible fire safety problems which may be present in your home. It is a first step in reducing the risk of fire. Check YES or NO to answer each question. If you check NO to any question, the potential hazard should be corrected to avoid the risk of injury or death.

How safe is your home from fire?

PRODUCT SAFETY, IT'S NO ACCIDENT!

Sources of Fire

Supplemental Home Heating

The use of supplemental room heaters, such as wood and coal burning stoves, kerosene heaters, gas space heaters and electrical heaters, has decreased, along with the number of residential fires.

Even though there has been a decrease in fires associated with supplemental heaters, it is important to remember that about 120,000 residential fires still occur annually with the use of these heaters, or about 22 percent of all residential fires. These fires kill more than 600 people. Annually there are thousands of contact burn injuries and hundreds of carbon monoxide poisonings.

Wood Stoves

You should be able to respond "yes" to the following safety statements.

Yes No

 The wood stove or fireplace has been installed according to existing building codes and manufacturer's instructions.

2. The chimney and stovepipe are checked

	frequently during the heating season for creosote buildup and are cleaned when necessary.	 -	
3.	The stove sits on a non-combustible or on a code-specified or listed floor protector.	 -	
4.	Combustibles such as curtains, chairs, firewood, etc., are at least three feet away from the stove.	 -	
5.	Only proper fuel is used in the stove.	 -	
6.	A metal container with a tight-fitting lid is used for ash removal.	 _	

Recommendations:

- * Do not use wood burning stoves and fireplaces unless they are properly installed and meet building codes.
- * Follow the label instructions on the stove which recommends an inspection twice monthly. Have chimneys inspected and cleaned by a professional chimney sweep. Creosote is an unavoidable product of wood burning stoves. Creosote builds up in chimney flues and can cause a chimney fire. To cut down on creosote buildup, avoid smoldering fires.
- * Use a code-specified or listed floor protector. It should extend 18 inches beyond the stove on all sides. This will reduce the possibility of the floor being ignited.
- * Follow the instructions on the stove label for proper location of the stove from combustible walls.
- * Never burn trash in a stove because this could over heat the stove. Gasoline and other flammable liquids should never be used to start wood stove fires. Gasoline will ignite and explode. Use coal only if designated as appropriate by the manufacturer.

Kerosene Heaters

1

2

3

You should be able to respond "yes" to the following safety statements.

		Yes	No
•	Only 1-K kerosene is used and it is bought from a dealer who can certify that the product is 1-K kerosene.		
•	The heater is placed out of the path of traffic areas such as doorways and hallways.		
•	Kerosene is stored outdoors, and out of the reach of children in a tightly		

sealed, preferably blue plastic or

	metal container, labeled "kerosene."	
4.	No attempt is to be made to move the heater if flare-up (flames outside the heater cabinet) occurs. The fire department is called immediately.	
5.	The heater is used in well ventilated rooms.	
6.	The heater is turned off while sleeping and is never left operating unattended.	
7.	The heater is placed at least three feet away from anything that might catch fire such as clothing, furniture, curtains, etc.	

Recommendations:

- * Check with your local fire marshal regarding local and state codes and regulations for using a kerosene heater.
- * NEVER USE GASOLINE. Even small amounts of gasoline mixed with kerosene can increase the risk of fire.
- * Use properly labeled containers. It reduces the likelihood of mistaking gasoline for kerosene.
- * Place heater so it will not be knocked over or trap you in case of fire.
- * Use 1-K kerosene because grades other than 1-K contain much more sulfur and will increase sulfur dioxide emissions, posing a possible health problem. If you buy kerosene from a gasoline station make sure you and/or the attendant are using the kerosene pump, not the gasoline pump.
- * Never fill the heater while it is operating. Always refuel the heater outdoors to prevent spillage on floors and rugs which could later result in fire ignition.
- * Keep the room in which the heater operates ventilated (e.g. door open or the window ajar). This will prevent an indoor air pollution problem and minimize health problems. Kerosene heaters are not usually vented.
- * Keep flammable liquids and fabrics away from an open flame.
- * Never try to move the heater or try to smother the flames with a rug or a blanket if a flare-up occurs. Activate the manual shut-off switch and call the fire department. Moving the heater may increase the height of the flames and cause leakage resulting in personal injury.

Gas-Fired Space Heaters

You should be able to respond "yes" to the following

safety statements.

		Yes	No
1.	Only vented heaters are installed or used in sleeping quarters.		
2.	Vented heaters are properly vented to the outside.		
3.	The unvented gas-fired room heater has a warning label and instructions that are followed.		
4.	The unvented gas-fired room heater has a label stating it has a "pilot safety system" which turns off the gas if not enough fresh air is available.		
5.	The vented heater has a label stating that is equipped with a vent safety shutoff system.		
6.	If the heater uses liquefied petroleum (LP) gas, the container is located outside the house.		
7.	The manufacturer's instructions for lighting the pilot are followed.		
8.	Matches are lighted before turning on the gas if pilot lighting is required.		
9.	Flammable materials and liquids are kept away from gas heating appliances.		

Recommendations:

- * Follow the manufacturer's instructions regarding where and how to use gas space heaters. Unvented heaters should not be used in small enclosed areas, especially bedrooms because of the potential for carbon monoxide poisoning.
- * Do not use a propane heater (LP) which has a gas cylinder stored in the body of the heater. Its use is prohibited in most states and localities in the United States.
- * Follow the manufacturer's instructions for lighting the pilot. Gas vapors may accumulate and ignite explosively, burning your hand or face.
- * Light matches, if needed for lighting the pilot, before turning on the gas to prevent gas buildup.
- * Do not operate a vented style heater unvented. It could allow combustion products, including carbon monoxide, to reach dangerous levels which will result in illness and death.

Portable Electric Heaters

The Commission estimates that half the deaths and one-third of the injuries resulting from electric heater fires occurred at night when family members were asleep and the heater unattended. The Commission is also concerned about the use of power or extension cords which can be too small to supply the amount of current required by the typical portable electric heater.

You should be able to respond "yes" to the following safety statements.

		Yes	No
1.	The heater is operated at least three feet away from upholstered furniture, drapes, bedding and other combustible materials.		
2.	The extension cord (if used) is marked #14 or #12 American Wire Gauge (AWG).		
3.	The heater is used on the floor.		
4.	The heater is turned off when family members leave the house or are sleeping.		

Recommendations:

- * Operate heater away from combustible materials. Do not place heaters where towels or the like could fall on the appliance and trigger a fire.
- * Avoid using extension cords unless absolutely necessary. If you must use an extension cord with your electric heater, make sure it is marked with a power rating at least as high as that of the heater itself. Keep the cord stretched out. Do not permit the cord to become buried under carpeting or rugs. Do not place anything on top of the cord.
- * Never place heaters on cabinets, tables, furniture or the like. Never use heaters to dry wearing apparel or shoes.

Cooking Equipment

Cooking equipment is estimated to be associated with more than 100,000 fires annually, and almost 400 deaths, and 5,000 injuries. Gas cooking equipment accounts for about 30,000 fires, and electric cooking equipment for about 55,000 fires.

You should be able to respond "yes" to the following safety statements.

Yes No

 The storage area above the stove is free of flammable and combustible items.

2.	Short	or tight	t fittin	g sleeve	es, and
	tight	fitting	shirts,	robes,	gowns,
	etc.,	are worn	n while	cooking.	

- 3. Items that could attract children (e.g. cookies and candy) are not kept above the range and are kept out of the immediate area.
- 4. The stove is not left unattended when cooking especially when the burner is turned to a high setting.

Recommendations:

- * Never place or store pot holders, plastic utensils, towels and other non-cooking equipment on or near the range because these items can be ignited.
- * Roll up or fasten long loose sleeves with pins or elastic bands while cooking. Do not reach across a range while cooking. Long loose sleeves are more likely to catch on fire than are short sleeves. Long loose sleeves are also more apt to catch on pot handles, overturning pots and pans and cause scalds.
- * Do not place candy or cookies over top of ranges. This will reduce the attraction kids may have for climbing on cooking equipment, thus reducing the possibility of their clothing catching fire.
- * Keep constant vigilance on any cooking that is required above the "keep warm" setting.

Cigarette Lighters and Matches

Each year more than 200 deaths are associated with fires started by cigarette lighters. About two thirds of these result from children playing with lighters. Most of the victims are under five years old.

You should be able to answer "yes" to the safety statements below.

		Yes	No
1.	Cigarette lighters and matches are kept out of the reach of children.		
2.	Cigarette lighters are never used to entertain a child.		

Recommendations:

- * Keep lighters and matches out of sight and out of the reach of children. Children as young as two years old are capable of lighting cigarette lighters and matches.
- * Never encourage or allow a child to play with a lighter or to think of it as a toy. Do not use it as a source of amusement for a child. Once their curiosity is aroused, children may seek out a lighter and try to light it.
- * Always check to see that cigarettes are extinguished before emptying ashtrays. Stubs that are still burning can ignite trash.

Materials That Burn

Your home is filled with materials and products that will burn if ignited. Upholstered furniture, clothing, drapery fabrics, and liquids such as gasoline and volatile solvents are involved in many injury-causing fires each year. Most of these fires could be prevented.

Upholstered Furniture

In 1989, there were 18,600 residential fires associated with upholstered furniture; about 900 people lost their lives. About one half of these fires were caused by smoking materials. Property losses amounted to over \$100 million from fires started by cigarette ignition of upholstered furniture.

You should be able to respond "yes" to the safety statements below.

		Yes	No
1.	Upholstered furniture fabrics made from vinyl, wool or thermoplastic fibers are generally selected for safety reasons.		
2.	I check thoroughly after parties for ashes or unextinguished cigarettes that may have fallen behind and between cushions and under furniture.		

Recommendations:

- * Look for furniture designed to reduce the likelihood of furniture fire from cigarettes. Much of the furniture manufactured today has significantly greater resistance to ignition by cigarettes than upholstered furniture manufactured 10 to 15 years ago. This is particularly true of furniture manufactured to comply with the requirements of the Upholstered Furniture Action Council's (UFAC) Voluntary Action Program. Such upholstered furniture may be identified by the gold colored tag on the furniture item. The legend on the front of the tag in red letters states--"Important Consumer Safety Information from UFAC."
- * Always check the furniture where smokers have been sitting

for improperly discarded smoking materials. Ashes and lighted cigarettes can fall unnoticed behind or between cushions or under furniture.

- * Do not place or leave ashtrays on the arms of chairs where they can be knocked off.
- * Look for fabrics made predominantly from thermoplastic fibers (nylon, polyester, acrylic, olefin) because they resist ignition by burning cigarettes better than cellulosic fabrics (rayon or cotton). In general, the higher the thermoplastic content, the greater the resistance to cigarette ignition.

Mattresses and Bedding

Smoldering fires in mattresses and bedding materials caused by cigarettes are a major cause of deaths in residential fires. In 1989 over 35,000 mattress/bedding fires caused about 700 deaths.

You should be able to respond "yes" to the following safety statements.

Yes	No

- Heaters, ash trays, smoking materials and other fire sources are located away from bedding.

Recommendations:

- * DO NOT smoke in bed. Smoking in bed is a major cause of accidental fire deaths in homes.
- * Locate heaters or other fire sources three feet from the bed to prevent the bed catching on fire.
- * Consider replacing your old mattress with a new one if you are a smoker. Mattresses manufactured since 1973 are required to resist cigarette ignition.

Wearing Apparel

Most fibers used in clothing can burn, some more quickly than others. A significant number of clothing fires occur in the over 65 age group principally from nightwear (robes, pajamas, nightgowns). In 1989 about 200 clothing fire deaths were reported; about three fourths occurred in the 65 and older age group. The severity of apparel burns is high. Hospital stays average over one month. Small open flames, including matches, cigarette lighters, and candles are the major sources of clothing ignition. These are followed by ranges, open fires and space heaters. The most commonly worn garments that are associated with clothing ignition injuries are pajamas, nightgowns, robes, shirts/blouses, pants/slacks and dresses.

You should be able to respond "yes" to the following statements.

Yes No

- When purchasing wearing apparel I consider fiber content and fabric construction for safety purposes.
- 2. I purchase garments for my children that are intended for sleepwear since they are made to be flame resistant. _____

Recommendations:

- * Consider purchasing fabrics such as 100% polyester, nylon, wool and silk that are difficult to ignite and tend to self extinguish.
- * Consider the flammability of certain fabrics containing cotton, cotton/polyester blends, rayon, and acrylic. These are relatively easy to ignite and burn rapidly.
- * Look at fabric construction. It also affect ignitability. Tight weaves or knits and fabrics without a fuzzy or napped surface are less likely to ignite and burn rapidly than open knits or weaves, or fabrics with brushed or piled surfaces.
- * Consider purchasing garments that can be removed without having to pull them over the head. Clothes that are easily removed can help prevent serious burns. If a garment can be quickly stripped off when it catches fire, injury will be far less severe or avoided altogether.
- * Follow manufacturer's care and cleaning instructions on products labeled "flame resistant" to ensure that their flame resistant properties are maintained.

Flammable Liquids

One of the major causes of household fires is flammable liquids. These include gasoline, acetone, benzene, lacquer thinner, alcohol, turpentine, contact cements, paint thinner, kerosene, and charcoal lighter fluid. The most dangerous of all is gasoline.

You should be able to respond "yes" to the following safety statements.

Yes No

1. Flammable liquids are stored in

	properly labeled, tightly closed non-glass containers.	
2.	These products are stored away from heaters, furnaces, water heaters, ranges, and other gas appliances.	
3.	Flammable liquids are stored out of reach of children.	

Recommendation:

* Take extra precautions in storing and using flammable liquids, such as gasoline, paint thinners, etc. They produce invisible explosive vapors that can ignite by a small spark at considerable distances from the flammable substance. Store outside the house.

Early Warning and Escape

Even when you have complied with every item in this Home Fire Safety Checklist, you still need to have a plan for early warning and escape in case a fire does occur.

Many fire deaths and fire injuries are actually caused by smoke and gases. Victims inhale smoke and poisonous gases that rise ahead of the flames. Survival depends on being warned as early as possible and having an escape plan.

You should be able to respond "yes" to the following statements.

Smoke Detectors

		Yes	No
1.	At least one smoke detector is located on every floor of my home.		
2.	Smoke detectors are placed near bedrooms, either on the ceiling or 6-12 inches below the ceiling on the wall.		
3.	Smoke detectors are tested according to manufacturer's instructions on a regular basis (at least once a month) and are kept in working condition at all times.		
4.	Batteries are replaced according to manufacturer's instructions, at least annually.		
5.	Batteries are never disconnected.		
6.	The detector has a distinct warning signal that can be heard whether asleep or awake.		

Follow manufacturer's directions for testing the detector.

Make sure detectors are placed either on the ceiling or 6-12 inches below the ceiling on the wall. Locate smoke detectors away from air vents or registers; high air flow or "dead" spots are to be avoided.

Recommendations:

- * Purchase a smoke detector if you do not have one. Smoke detectors are inexpensive and are required by law in many localities. Check local codes and regulations before you buy your smoke detector because some codes require specific types of detectors. They provide an early warning which is critical because the longer the delay, the deadlier the consequences.
- * Read the instructions that come with the detector for advice on the best place to install it. As a minimum detectors should be located near bedrooms and one on every floor.
- * Follow the manufacturer's instructions for proper maintenance. Smoke detectors can save lives, but only if properly installed and maintained.
- * Never disconnect a detector. Consider relocating the detector rather than disconnecting it if it is subject to nuisance alarms, e.g. from cooking.
- * Replace the battery annually, or when a "chirping" sound is heard.
- * Follow the manufacturer's instructions about cleaning your detector. Excessive dust, grease or other material in the detector may cause it to operate abnormally. Vacuum the grill work of your detector.

Escape Plan

Planning ahead, rehearsing, thinking, and acting clearly are keys to surviving a fire. How prepared are you?

You should be able to respond "yes" to the following statements.

		Yes	No
1.	The family has an escape plan and an alternate escape plan.		
2.	Escape routes and plans are rehearsed periodically.		
3.	The escape plan includes choosing a place safely outside the house where the family can meet to be sure everyone got out safely.		

- 4. At least two exits from each part of the house are established.
- 5. The fire department number is posted on every telephone.

Recommendations:

- * Establish advanced family planning for escape. It is an important partner with smoke detectors and it will prepare you for a fire emergency.
- * Include small children as a part of the discussion and rehearsal. It is especially important to make sure they understand that they must escape; they can't hide from fire under a bed or in a closet.

Your life and that of your family can be saved by foresight, planning, discussing and rehearsal.

PRODUCT SAFETY, IT'S NO ACCIDENT!

SCHOOLS WITHOUT DRUGS A Plan for Us All

CONTENTS

WHAT CAN WE DO?

CHILDREN AND DRUGS

Extent of Alcohol and Other Drug Use Fact Sheet: Drugs and Dependence How Drug Use Develops Fact Sheet: Youth and Alcohol Effects of Drug Use Fact Sheet: Cocaine: Crack Drug Use and Learning

A PLAN FOR ACTION

What Parents Can Do

Instilling Responsibility Supervising Activities Fact Sheet: Signs of Drug Use Recognizing Drug Use

What Schools Can Do

Assessing the Problem Enforcing Policy Seeing Policy Teaching About Drug Prevention Fact Sheet: Tips for Selecting Drug Prevention Materials Enlisting the Community's Help Fact Sheet: Legal Questions on Search and Seizure

Fact Sheet: Legal Questions on Suspension and Expulsion What Students Can Do Learning the Facts Helping to Fight Drug Use What Communities Can Do Providing Support Involving Law Enforcement CONCLUSION SPECIAL SECTIONS Teaching About Drug Prevention How the Law Can Help Resources Specific Drugs and Their Effects Sources of Information References ACKNOWLEDGEMENTS WHAT CAN WE DO?

A Plan for Achieving Schools Without Drugs

PARENTS:

- 1. Teach standards of right and wrong, and demonstrate these standards through personal example.
- 2. Help children to resist poor pressure to use alcohol and other drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems.
- 3. Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly.

SCHOOLS:

- 4. Determine the extent and character of alcohol and other drug use and monitor that use regularly.
- 5. Establish clear and specific rules regarding alcohol and other drug use that include strong corrective actions.
- Enforce established policies against drug use fairly and consistently. Ensure adequate security measures to eliminate drugs from school premises and school functions.
- Implement a comprehensive drug prevention curriculum for kindergarten through grade 12, teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs.
- 8. Reach out to the community for support and assistance in

making the school's anti-drug policy and program work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources.

STUDENTS:

- 9. Learn about the effects of alcohol and other drug use, the reasons why drugs are harmful, and ways to resist pressures to try drugs.
- 10. Use an understanding of the danger posed by alcohol and other drugs to help other students avoid them. Encourage other students to resist drugs, persuade those using drugs to seek help, and report those selling drugs to parents and the school principal.

COMMUNITIES:

- 11. Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.
- 12. Involve local law enforcement agencies in all aspects of drug prevention: assessment, enforcement, and education. The police and courts should have well-established relationships with the schools.

"I felt depressed and hurt all the time. I hated myself for the way I hurt my parents and treated them so cruelly and for the way I treated others. I hated myself the most, though, for the way I treated myself. I would take drugs until I overdosed, and fell further and further behind in school and work and relationships with others. I just didn't care anymore whether I lived or died. I stopped going to school altogether I felt constantly depressed and began having thoughts of suicide, which scared me a lot! I didn't know where to turn..."

--Stewart, a high school student

CHILDREN AND DRUGS

When 13- to 18-year-olds were asked to name the biggest problem facing young people today, drug use led the list. In 1987, 54 percent of teens cited drugs as their greatest concern--up from 27 percent only 10 years earlier.

Eighty-nine percent of teens oppose legalization of marijuana, and 77 percent believe it would be wrong to decriminalize the possession of small amounts of marijuana.

Drugs and alcohol rank high on the list of topics that teens wish they could discuss more with their parents--42 percent want more discussions with parents about drugs, and 39 percent feel the need to talk about drinking.

--The Gallup Youth Surveys, 1987 and 1988

Adult's share this concern, ranking student drug use as the most serious problem facing our nation's schools for the third consecutive year. --20th Annual Gallup Poll of the Public's Attitudes Toward Public Schools, 1988

Children and Drugs

Americans have consistently identified drug use as being among the top problems confronting the nation's schools. Yet many do not recognize the degree to which their own children, their own schools, and their own communities are at risk.

Research shows that drug use among children is 10 times more prevalent than parents suspect. In addition, many students know that their parents do not recognize the extent of drug use; as a result, some young people believe that they can use drugs with impunity.

School administrators and teachers often are unaware that some of their students are using and selling drugs on school property. As Ralph Egers, former superintendent of schools in South Portland, Maine, put it, "We'd like to think that our kids don't have this problem, but the brightest kid from the best family in the community could have the problem."

The facts are:

- * Drug use is not confined to young people in certain geographic areas or from particular economic backgrounds; drug use affects young people throughout the nation.
- * Drugs are a serious problem not only among high school students but among middle and elementary school students as well.
- * Heavy drinking, defined as five or more drinks on one occasion, is reported by 30 percent of high school seniors, and more than one-half are occasional users of alcohol.
- * All illegal drugs are dangerous; there is no such thing as safe or responsible use of illegal drugs.
- * Although drug trafficking is controlled by adults, the immediate source of drugs for most students is other students.

Continuing misconceptions about the drug problem stand in the way of corrective action. The following section outlines the nature and extent of the problem and summaries the latest research on the effects of drugs on students and schools.

Figure 1

Percentage of 6th Graders Who Report Peer Pressure to Try Drugs

Source: 1987 Weekly Reader Survey on Drugs and Drinking

Figure 2

Percentage of High School Seniors Who Have Used Cocaine

Source: Institute for Social Research 1991

Extent of Alcohol and Other Drug Use

Drug use is widespread among American schoolchildren. Although a national study of high school seniors in 1991 shows that drug use among young people is declining, the figures remain unacceptably high (see Figure 2). The United States continues to have the highest rate of teenage drug use of any nation in the industrialized world. Forty-four percent of high school seniors have tried an illicit drug by the time they graduate. Alcohol is the most widely used drug. By their senior year, 88 percent of students in the class of 1991 had used alcohol; 78 percent had used alcohol in the past year and 54 percent had used it in the month prior to the survey. Thirty percent of seniors surveyed reported at least one occasion of heavy drinking in the two weeks prior to the survey--an occasion in which they had five or more drinks in a row. Twenty-four percent of 1991 seniors reported using marijuana in the past year, and 14 percent said they had used it at least once in the previous month. Three and one-half percent of seniors indicated that they had used cocaine in the past year. Three percent of seniors had used crack, and 1.5 percent had used it within the last year.

The drug problem affects all types of students. All regions and all types of communities show high levels of drug use. Thirty percent of 1990 high school seniors in nonmetropolitan areas reported illicit drug use in the previous year, while the rate for seniors in large metropolitan areas was 33 percent. Although higher proportions of males are involved in illicit drug use, especially heavy drug use, the gap between the sexes is closing. The extent to which high school seniors reported having used illicit drugs is higher for whites than for blacks.

Initial use of alcohol and other drugs occurs at an increasingly early age. Nineteen percent of seniors report they had initiated cigarette use by sixth grade and 11 percent had used alcohol. Forty-four percent of 8th graders have tried cigarettes, and 70 percent have at least tried alcohol. Twenty-seven percent of 8th graders have gotten drunk at least once, and 13 percent report they have consumed five or more drinks in a row. Of the illicit drugs, marijuana and inhalants show the earliest pattern of initiation; about 2.8 percent of seniors had begun using both of these substances by the 6th grade. The peak initiation rate is reached by 9th grade. Peak initiation rates for cocaine and hallucinogens are reached in 10th and 11th grade with the initiation rate for nearly all drugs falling off by 12th grade.

Fact Sheet

Drugs and Dependence

Drugs cause physical and emotional dependence. Users may

develop a craving for specific drugs, and their bodies may respond to the presence of drugs in ways that lead to increased drug use.

- * Regular users of drugs develop tolerance, a need to take larger doses to get the same initial effect. They may respond by combining drugs, frequently with devastating results. Many teenage drug users calling a national cocaine hotline report that they take other drugs just to counteract the unpleasant effects of cocaine.
- * Certain drugs, such as opiates, barbituates, alcohol, and nicotine, create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.
- * Psychological dependence occurs when taking drugs becomes the center of the user's life. Among children, psychological dependence erodes school performance and can destroy ties to family and friends, as well as cause the child to abandon outside interests, values, and goals. The child goes from taking drugs to feel good, to taking them to keep from feeling bad. Over time, drug use itself heightens the bad feelings and can leave the user suicidal. More than half of all adolescent suicides are drug-related.
- * Drugs can remain in the body long after use has stopped. The extent to which a drug is retained in the body depends on the drug's chemical composition, that is, whether it is fat-soluble. Fat-soluble drugs such as marijuana and phencyclidine (PCP) seek out and settle in the fatty tissues. As a result, they build up in the fatty parts of the body such as the brain. Such accumulations of drugs and their slow release over time may have effects on the mind and body weeks or even months after drug use has stopped.

How Drug Use Develops

Social influences play a key role in making drug use attractive to children.

The first temptations to use drugs may come in social situations in the form of pressures to "act grown up" by smoking cigarettes or using alcohol or marijuana.

A 1987 Weekly Reader survey found that television and movies had the greatest influence on fourth through sixth graders in making drugs and alcohol seem attractive; the second greatest influence was other children.

The survey offers insights into why students take drugs. Children in grades four through six think that the most important reason for using alcohol and marijuana is to "fit in with others," followed closely by a desire "to feel older." Students also have incomplete or inaccurate information. For example, only 44 percent of sixth graders polled in a national survey think alcohol should be called a drug. This finding reinforces the need for prevention programs beginning in the early grades--programs that focus on teaching children the facts about drugs and alcohol and the skills to resist peer pressure to use them. Students who turn to more potent drugs usually do so after first using cigarettes and alcohol, and then marijuana. Initial attempts may not produce a "high"; however, students who continue to use drugs learn that drugs can change their thoughts and feelings. The greater a student's involvement with marijuana, the more likely it is the student will begin to use other drugs in conjunction with marijuana.

Drug use frequently progresses in stages--from occasional use, to regular use, to multiple drug use, and ultimately to total dependency. With each successive stage, drug use intensifies, becomes more varied, and results in increasingly debilitating effects.

But this progression is not inevitable. Drug use can be stopped at any stage. However, the more deeply involved children are with drugs, the more difficult it is for them to stop. The best way to fight drug use is to begin prevention efforts before children start using drugs. Prevention efforts that focus on young children are the most effective means to fight drug use.

Fact Sheet

Youth and Alcohol

Alcohol is the number one drug problem among youth. The easy availability, widespread acceptability, and extensive promotion of alcoholic beverages within our society make alcohol the most widely used and abused drug.

- * Alcohol use is widespread. By their senior year of high school nearly 90 percent of students will have tried alcoholic beverages. Despite a legal drinking age of 21, junior and senior high school students drink 35 percent of all wine coolers sold in the United States. They also drink an estimated 1.1 billion bottles and cans of beer each year.
- * Drinking has acute effects on the body. The heavy, fast-paced drinking that young people commonly engage in quickly alters judgment, vision, coordination, and speech and often leads to dangerous risk-taking behavior. Because young people have lower body weight than adults, youth absorb alcohol into their blood system faster than adults and exhibit greater impairment for longer periods of time. Alcohol use not only increases the likelihood of being involved in an accident, it increases the risk of serious injury in an accident because of its harmful effects on numerous parts of the body.
- * Alcohol-related highway accidents are the principal cause of death among young people ages 15 through 24. Alcohol use is the primary cause of traffic accidents involving teenage drivers. Furthermore, about half of all youthful deaths in drowning, fires, suicide, and homicide are alcohol-related.
- * Any alcoholic beverage can be misused. Contrary to popular belief, drinking beer or wine can have effects similar to drinking "hard" liquor. A bottle of beer, a glass of wine, or a bottle of wine cooler have about the same amount of ethyl alcohol as a drink made with liquor. Those who drive

"under the influence" are most likely to have been drinking beer.

* Early alcohol use is associated with subsequent alcohol dependence and related health problems. Youth who use alcohol at a younger age are more likely to use alcohol heavily and to experience alcohol-related problems affecting their relationships with family and friends by late adolescence. Their school performance is likely to suffer, and they are more likely to be truant. They are also more likely to abuse other drugs and to get in trouble with the law, or, if they are girls, to become pregnant.

Effects of Drug Use

The drugs students are taking today are more potent, more dangerous, and more addictive than ever.

Adolescents are particularly vulnerable to the effects of drugs. Drugs threaten normal development in a number of ways:

- * Drugs can interfere with memory, sensation, and perception. They distort experiences and cause a loss of self-control that can lead users to harm themselves and others.
- * Drugs interfere with the brain's ability to take in, sort, and synthesize information. As a result, sensory information runs together, providing new sensations while blocking normal ability to understand the information received.
- * Drugs can have an insidious effect on perception; for example, cocaine and amphetamines often give users a false sense of functioning at their best while on the drug.

Drug suppliers have responded to the increasing demand for drugs by developing new strains, producing reprocessed, purified drugs, and using underground laboratories to create more powerful forms of illegal drugs. Consequently, users are exposed to heightened or unknown levels of risk.

- * The marijuana produced today is from 5 to 20 times stronger than that available as recently as 10 years ago. Regular use by adolescents has been associated with an "amotivational syndrome," characterized by apathy and loss of goals. Research has shown that severe psychological damage, including paranoia and psychosis, can occur when marijuana contains 2 percent THC, its major psychoactive ingredient. Since the early 1980s, most marijuana has contained from 4 to 6 percent THC-two or three times the amount capable of causing serious damage.
- * Crack is a purified and highly addictive form of cocaine.
- * Phencyclidine (PCP), first developed as an animal tranquilizer, has unpredictable and often violent effects. Often children do not even know that they are using this drug when PCP-laced parsley in cigarette form is passed off as marijuana, or when PCP in crystal form is sold as lysergic acid (LSD).
- * Some of the "designer" drugs, slight chemical variations of existing illegal drugs, have been known to cause

permanent brain damage with a single dose.

Further information about drugs is presented in the Resources Section, pages 61-71.

Fact Sheet

Cocaine: Crack

Cocaine is readily available. Fifty-one percent of seniors say it would be easy for them to get cocaine. Most alarming is the ready availability of cocaine in a cheap but potent form called crack or rock. Crack is a purified form of cocaine that is smoked.

- * Crack is inexpensive to try. Crack is available for as little as \$5. As a result, the drug is affordable to many potential users, including high school and even elementary school students.
- * Crack is easy to use. It is sold in pieces resembling small white gravel or soap chips and is sometimes pressed into small pellets. Crack can be smoked in a pipe or put into a cigarette. The visible effects disappear within minutes after smoking, so detection is difficult.
- * Crack is extremely addictive. Crack is far more addictive than heroin or barbiturates. Because crack is smoked, it is quickly absorbed into the blood stream. It produces a feeling of extreme euphoria, peaking within seconds. Repeated use of crack can lead to addiction within a few days.
- * Crack leads to crime and severe psychological disorders. Many youths, once addicted, have turned to stealing, prostitution, and drug dealing in order to support their habit. Continued use can produce violent behavior and psychotic states similar to schizophrenia.
- * Crack is deadly. Cocaine in any form, including crack, can cause sudden death from cardiac arrest or respiratory failure.

Drug Use and Learning

Drugs erode the self-discipline and motivation necessary for learning. Pervasive drug use among students creates a climate in the schools that is destructive to learning.

Research shows that drug use can cause a decline in academic performance. This has been found to be true for students who excelled in school prior to drug use as well as for those with academic or behavioral problems prior to use. According to one study, students using marijuana were twice as likely to average D's and F's as other students. The decline in grades often reverses when drug use is stopped.

Drug use is closely tied to being truant and dropping out of school. High school seniors who are heavy drug users are more than three times as likely to skip school as nonusers. About one-fifth of heavy users skipped three or more school days a month, more than six times the truancy rate of nonusers. In a Philadelphia study, dropouts were almost twice as likely to be frequent drug users as were high school graduates; four in five dropouts used drugs regularly.

Drug use is associated with crime and misconduct that disrupt the maintenance of an orderly and safe school atmosphere conducive to learning. Drugs not only transform schools into marketplaces for dope deals, they also lead to the destruction of property and to classroom disorder. Among high school seniors, heavy drug users were more than three times as likely to vandalize school property and twice as likely to have been involved in a fight at school or at work as nonusers. Students on drugs create a climate of apathy, disruption, and disrespect for others. For example, among teenage callers to a national cocaine hotline, 32 percent reported that they sold drugs, and 64 percent said that they stole from family, friends, or employers to buy drugs. A drug-ridden environment is a strong deterrent to learning not only for drug users but for other students as well.

A PLAN FOR ACTION

To combat student drug use most effectively, the entire community must be involved: parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media. They all must transmit a single consistent message that drug use is wrong and dangerous, and it will not be tolerated. This message must be reinforced through strong, consistent law enforcement and disciplinary measures.

The following recommendations and examples describe actions that can be taken by parents, schools, students, and communities to stop drug use. These recommendations are derived from research and from the experiences of schools throughout the country. They show that the drug problem can be overcome.

WHAT PARENTS CAN DO

- * Teach standards of right and wrong, and demonstrate these standards through personal example.
- * Help children to resist peer pressure to use alcohol and other drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems.
- * Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly.

Parents

Instilling Responsibility

Recommendation #1:

Teach standards of right and wrong and demonstrate these standards through personal example.

Children who are brought up to value individual responsibility and self-discipline and to have a clear sense of right and wrong are less likely to try drugs than those who are not. Parents can help to instill these values by:

- * Setting a good example for children and not using drugs themselves.
- * Explaining to their children at an early age that drug use is wrong, harmful, and unlawful, and reinforcing this teaching throughout adolescence.
- * Encouraging self-discipline by giving children regular duties and holding them accountable for their actions.
- * Establishing standards of behavior concerning drugs, drinking, dating, curfews, and unsupervised activities, and enforcing them consistently and fairly.
- * Encouraging their children to stand by their convictions when pressured to use drugs.

Central Elementary Gulfport, Mississippi

Every afternoon after the last bell rings, the POP (Parents on Patrol) Team springs into action. With their T-shirts proclaiming "Drug-Free Body" and whistles at the ready, their mission is to ensure that all children get off the school grounds and on their way home safely. POPs are also posted several blocks away from campus. They send a strong signal to any dealers and drug users who may be in the neighborhood (which has the highest rate of drug-related crime in Gulfport), that these children have higher goals, healthier aspirations.

The POP team is just one way parents are involved in the drug prevention program at Central Elementary. Spurred, in part, by the high rate of drug activity in the school's surrounding neighborhood, the Central staff made an early commitment to involving parents, grandparents, aunts, uncles and other caregivers in all aspects of the program's development.

The school helped train parents to go into the community--to churches and social centers--to teach drug awareness and provide child rearing classes. Newsletters and home visits support Central's outreach.

Inherent in the school's drug prevention program is the philosophy that the best prevention is providing healthy, challenging activities for the mind. High on Checkers is just one such program. Central checker players not only compete within the school, they take field trips to the "checker capital of the world" 70 miles from Gulfport. Central champions have even played in tournaments in Russia and England. Parent volunteers make travel possible by seeking donations, holding fund-raising events, and serving as chaperons.

Teachers and parents also devote time and energy to other activities such as the highly acclaimed Boys Choir, a problem-solving club called the Think Tank, and the Central Student Council, one of the few elementary councils in

Mississippi.

Parents may also volunteer to read to students, to help with the physical education program, or to be a "buddy" in the cafeteria. Several parents have acknowledged that the Central drug-free efforts have made a positive difference not only in the lives of their children, but in their own lives as well.

Parents

Supervising Activities

Recommendation #2:

Help children to resist peer pressure to use alcohol and other drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems.

When parents take an active interest in their children's behavior, they provide the guidance and support children need to resist drugs. Parents can do this by:

- * Knowing their children's whereabouts, activities, and friends.
- * Working to maintain and improve family communications and listening to their children.
- * Being able to discuss drugs knowledgeably. It is far better for children to obtain their information from their parents than from their peers or on the street.
- * Communicating regularly with the parents of their children's friends and sharing their knowledge about drugs with other parents.
- * Being selective about their children's viewing of television and movies that portray drug use as glamorous or exciting.

In addition, parents can work with the school in its efforts to fight drugs by:

- * Encouraging the development of a school policy with a clear no-use message.
- * Supporting administrators who are tough on drugs.
- * Assisting the school in monitoring students' attendance and planning and chaperoning school-sponsored activities.
- * Communicating regularly with the school regarding their children's behavior.

Fact Sheet

Signs of Drug Use

Changing patterns of performance, appearance, and behavior may signal use of drugs. The items in the first category listed below provide direct evidence of drug use; the items in the other categories offer signs that may indicate drug use. Adults should watch for extreme changes in children's behavior, changes that together form a pattern associated with drug use.

Signs of Drugs and Drug Paraphernalia

- * Possession of drug-related paraphernalia such as pipes, rolling papers, small decongestant bottles, eye drops, or small butane torches.
- * Possession of drugs or evidence of drugs, such as pills, white powder, small glass vials, or hypodermic needles; peculiar plants or butts, seeds, or leaves in ashtrays or in clothing pockets.
- * Odor of drugs, smell of incense or other "cover-up" scents.

Identification with Drug Culture

- * Drug-related magazines, slogans on clothing.
- * Conversation and jokes that are preoccupied with drugs.
- * Hostility in discussing drugs.
- * Collection of beer cans.

Signs of Physical Deterioration

- * Memory lapses, short attention span, difficulty in concentration.
- * Poor physical coordination, slurred or incoherent speech.
- * Unhealthy appearance, indifference to hygiene and grooming.
- * Bloodshot eyes, dilated pupils.

Dramatic Changes in School Performance

- * Marked downturn in student's grades--not just from C's to F's, but from A's to B's and C's; assignments not completed.
- * Increased absenteeism or tardiness.

Changes in Behavior

- * Chronic dishonesty (lying, stealing, cheating); trouble with the police.
- * Changes in friends, evasiveness in talking about new ones.

- * Possession of large amounts of money.
- * Increasing and inappropriate anger, hostility, irritability, secretiveness.
- * Reduced motivation, energy, self-discipline, self-esteem.
- * Diminished interest in extracurricular activities and hobbies.

Parents

Recognizing Drug Use

Recommendation #3:

Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly.

Parents are in the best position to recognize early signs of drug use in their children. To inform and involve themselves, parents should take the following steps:

- * Learn about the extent of the drug problem in their community and in their children's schools.
- * Learn how to recognize signs of drug use.
- * Meet with parents of their children's friends or classmates about the drug problem at their school. Establish a means of sharing information to determine which children are using drugs and who is supplying them.

Parents who suspect their children are using drugs often must deal with their own emotions of anger, resentment, and guilt. Frequently they deny the evidence and postpone confronting their children. Yet, the earlier a drug problem is detected and faced, the less difficult it is to overcome. If parents suspect that their children are using drugs, they should take the following steps:

- * Devise a plan of action. Consult with school officials and other parents.
- * Discuss their suspicions with their children in a calm, objective manner. Do not confront a child while he or she is under the influence of alcohol or other drugs.
- * Impose disciplinary measures that help remove the child from those circumstances where drug use might occur.
- * Seek advice and assistance from drug treatment professionals and from a parent group. (For further information, consult the Resources Section, pages 61-81.)

WHAT SCHOOLS CAN DO

* Determine the extent and character of alcohol and other

drug use and monitor that use regularly.

- * Establish clear and specific rules regarding alcohol and other drug use that include strong corrective actions.
- * Enforce established policies against alcohol and other drug use fairly and consistently. Ensure adequate security measures to eliminate drugs from school premises and school functions.
- * Implement a comprehensive drug prevention curriculum for kindergarten through grade 12, teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs.
- * Reach out to the community for support and assistance in making the school's anti-drug policy and program work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources.

Schools

Assessing the Problem

Recommendation #4:

Determine the extent and character of alcohol and other drug use and monitor that use regularly.

School personnel should be informed about the extent of drugs in their school. School boards, superintendents, and local public officials should support school administrators in their efforts to assess the extent of the drug problem and to combat it.

To guide and evaluate effective drug prevention efforts, schools need to take the following actions:

- * Conduct anonymous surveys of students and school personnel and consult with local law enforcement officials to identify the extent of the drug problem.
- * Bring together school personnel to identify areas where drugs are being used and sold.
- * Meet with parents to help determine the nature and extent of drug use.
- * Maintain records on drug use and sale in the school over time, for use in evaluating and improving prevention efforts. In addition to self-reported drug use patterns, records may include information on drug-related arrests and school discipline problems.
- * Inform the community, in straightforward language, of the results of the school's assessment of the drug problem.

Roncalli High School Manitowoc, Wisconsin Before Roncalli, a Catholic coed high school, initiated its no-use drug policy in the early 1980s, it was not uncommon after athletic events to see a parking lot full of empty beer cans and to hear reports of students charged with driving while intoxicated.

After an alcohol-related teenage traffic fatality jolted the community, a district-wide survey was taken that showed widespread drug and alcohol use by high school students. The Roncalli student body was no exception. In response, an action plan was developed by students, parents, and the community that calls for referral and treatment on the first offense for any student found in the possession of or under the influence of alcohol or drugs at any Roncalli High School activity. The consequence for a second offense is dismissal.

Since this program's inception 13 years ago, only one student has declined referral and treatment choosing instead to leave school. Tracking surveys each year help the faculty and students to monitor progress in achieving the school's drug-free goal.

Positive peer pressure and team spirit are important ingredients in Roncalli's anti-drug program. The student group RADD (Roncalli Against Drinking and Drugs) operates as an arm of the Student Senate to organize and coordinate drug-free activities through the year. More than 90 percent of the 650 students at Roncalli High participate in RADD's activities that include dances, open gym, Trivial Pursuit contests, Pictionary night, video screenings, and other after-school events.

A Peer Helpers program matches all 120 incoming freshmen with peers who provide information throughout the year on Roncalli's anti-drug policies and program.

Concerned Persons Groups also meet at Roncalli to offer extra peer support to students who have a friend or family member using drugs or who may need a place to talk and find assistance in confidence. The groups meet during the school day on alternating schedules so that all may have the option to attend.

Parents, too, are actively involved in the school program. The Roncalli Parents Communication Network has commitments from more than 60 percent of the Roncalli parents to keep their homes drug-free and to be present when students visit.

Schools

Setting Policy

Recommendation #5:

Establish clear and specific rules regarding alcohol and other drug use that include strong corrective actions.

School policies should clearly establish that drug use, possession, and sale on the school grounds and at school functions will not be tolerated. These policies should apply both to students and to school personnel, and may include prevention, intervention, treatment, and disciplinary measures.

School policies should have the following characteristics:

- * Specify what constitutes a drug offense by defining (1) illegal substances and paraphernalia; (2) the area of the school's jurisdiction, for example, the school property, its surroundings, and all school-related events, such as proms and football games; and (3) the types of violations (drug possession, use, and sale).
- * State the consequences for violating school policy; punitive action should be linked to referral for treatment and counseling. Measures that schools have found effective in dealing with first-time offenders include the following:
 - -- A required meeting of parents and the student with school officials, concluding with a contract signed by the student and parents in which they both acknowledge a rug problem and the student agrees to stop using and to participate in drug counseling or a rehabilitation program.
 - -- Suspension, assignment to an alternative school, in-school suspension, after-school or Saturday detention with close supervision, and demanding academic assignments.
 - -- Referral to a drug treatment expert or counselor.
 - -- Notification of police.

Penalties for repeat offenders and for sellers may include expulsion, legal action, and referral for treatment.

- * Describe procedures for handling violations, including the following:
 - -- Legal issues associated with disciplinary actions (confidentiality, due process, and search and seizure) and their application.
 - -- Circumstances under which incidents should be reported and the responsibilities and procedures for reporting incidents, including the identification of the authorities to be contacted.
 - -- Procedures for notifying parents when their child is suspected of using drugs or is caught with drugs.
 - -- Procedures for notifying police.
- * Enlist legal counsel to ensure that all policy is in compliance with applicable Federal, State, and local laws.
- * Build community support for the policy. Hold open meetings where views can be aired and differences resolved.

Schools

Enforcing Policy

Recommendation #6:

Enforce established policies against alcohol and other drug use fairly and consistently. Ensure adequate security measures to eliminate drugs from school premises and school functions.

Ensure that everyone understands the policy and the procedures that will be followed in case of infractions. Make copies of the school policy available to all parents, teachers, and students, and publicize the policy throughout the school and community.

Impose strict security measures to bar access to intruders and to prohibit student drug trafficking. Enforcement policies should correspond to the severity of the school's drug problem. For example:

- * Officials can require students to carry hall passes, supervise school grounds and hallways, and secure assistance of law enforcement officials, particularly to help monitor areas around the school.
- * For a severe drug problem, officials can use security personnel to monitor closely all school areas where drug sales and use are known to occur; issue mandatory identification badges for school staff and students; request the assistance of local police to help stop drug dealing; and, depending on applicable law, develop a policy that permits periodic searches of student lockers.

Review enforcement practices regularly to ensure that penalties are uniformly and fairly applied.

* Consider implementing an alternative program for students who have been suspended for drug use or possession. Some districts have developed off-campus programs to enable suspended students to continue their education in a more tightly structured environment. These programs may be offered during the day or in the evening, and may offer counseling as well as an academic curriculum. Other districts have successfully used a probationary alternative that combined a short-term in-school suspension with requirements for drug testing and participation in support groups as a condition of returning to the classroom.

Lawrenceville Middle School Lawrenceville, Georgia

Ten years ago, Lawrenceville, Georgia, was a rural community outside Atlanta. Today it is a full-fledged suburb, and one of the nation's fastest-growing. Lawrenceville Middle School, responding to rapid changes in the community, did not wait for a crisis to begin thinking about the drug education needs of its 1100 students. It conducted a survey in 1981 to use as a benchmark to measure drug-free progress in subsequent years and to help define an appropriate program--the first in Gwinnett County--for sixth-, seventh- and eighth-graders.

The Lawrenceville program emphasizes five prevention strategies: education, life and social skills, healthy alternatives, risk factor reduction, and environmental change. While annual surveys help the faculty and parents assess its effectiveness, they are not the only way they measure effectiveness. Regular informal assessments and day-today faculty observation help to fine tune the program from year to year and suggest any immediate changes required. A case in point: when teachers began to observe an increase in tobacco use, particularly smokeless tobacco use, they formed a committee that included parents and administrators and came up with a plan to include more information in the curriculum on the harmful effects of tobacco and more up-to-date materials in the media center. They also decided to implement a no-tobacco use policy for the school staff. The following year, incidents of student tobacco use decreased dramatically.

Parents, students, and teachers attribute much of Lawrenceville's drug education success to its alternative program, STRIDE, (Student/Teacher Resource Institute for Drug Education), a unique concept that has captured the attention--and drug-free pledges--of more than 80 percent of Lawrenceville's students.

STRIDE's leadership team--composed of seventh-and eighth-graders-meets during the summer to plan activities for the upcoming year. A program featuring 10 to 12 major events is outlined at the summer planning session. STRIDE leaders meet regularly during the school year to implement the program and delegate responsibilities. STRIDE events--held after school from 2:00 to 5:00--are widely publicized by STRIDE members. Events include programs by visiting athletes who qualify as role models, dances, videos, plays, speakers from the community, and special sports events.

Schools

Teaching About Drug Prevention

Recommendation # 7:

Implement a comprehensive drug prevention curriculum for kindergarten through grade 12, teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs.

A model program would have these main objectives:

- * To value and maintain sound personal health.
- * To respect laws and rules prohibiting drugs.
- * To resist pressures to use drugs.
- * To promote student activities that are drug free and offer healthy avenues for student interests.

In developing a program, school staff should take the following steps:

- * Determine curriculum content appropriate for the school's drug problem and grade levels.
- * Base the curriculum on an understanding of why children try drugs in order to teach them how to resist pressures

to use drugs.

* Review existing materials for possible adaptation. State and national organizations--and some lending libraries--that have an interest in drug prevention make available lists of materials.

In implementing a program, school staff should take the following steps:

- * Include students in all grades. Effective drug education is cumulative.
- * Teach about drugs in health education classes, and reinforce this curriculum with appropriate materials in classes such as social studies and science.
- * Develop expertise in drug prevention through training. Teachers should be knowledgeable about drugs, personally committed to opposing drug use, and skilled at eliciting participation by students in drug prevention efforts.

(For more detailed information on topics and learning activities to incorporate in a drug prevention program, see pages 44-49.)

Fact Sheet

Tips for Selecting Drug Prevention Materials

In evaluating drug prevention materials, keep the following points in mind:

Check the date of publication. Material published before 1980 may be outdated; even recently published materials may be inaccurate.

Look for "warning flag" phrases and concepts. The following expressions, many of which appear frequently in "pro-drug" material, falsely imply that there is a "safe" use of mind-altering drugs: experimental use, recreational use, social use, controlled use, responsible use, use/abuse.

Mood-altering is a deceptive euphemism for mind-altering.

The implication of the phrase mood-altering is that only temporary feelings are involved. The fact is that mood changes are biological changes in the brain.

"There are no 'good' or 'bad' drugs, just improper use."

This is a popular semantic camouflage in pro-drug literature. It confuses young people and minimizes the distinct chemical differences among substances.

"The child's own decision."

Parents cannot afford to leave such hazardous choices to their children. It is the parents' responsibility to do all in their power to provide the information and the protection to assure their children a drug-free childhood and adolescence. Be alert for contradictory messages. Many authors give a pro-drug message and then cover their tracks by including "cautions" about how to use drugs.

Make certain that the health consequences revealed in current research are adequately described. Literature should make these facts clear: The high potency of marijuana on the market today makes it more dangerous than ever. THC, a psychoactive ingredient in marijuana, is fat-soluble, and its accumulation in the body has many adverse biological effects. Cocaine can cause death and is one of the most addictive drugs known. It takes less alcohol to produce impairment in youths than in adults.

Demand material that sets positive standards of behavior for children. The message conveyed must be an expectation that children can say no to drugs. The publication and its message must provide the information and must support family involvement to reinforce the child's courage to stay drug free.

A fuller discussion of curriculum selection is offered in Drug Prevention Curricula: A Guide to Selection and Implementation. The guide is published by the U.S. Department of Education and is available from the National Clearinghouse for Alcohol and Drug Information, Box 2345 Rockville MD 20852.

Schools

Enlisting the Community's Help

Recommendation #8:

Reach out to the community for support and assistance in making the school's anti-drug policy and program work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources.

School officials should recognize that they cannot solve the drug problem by themselves. They need to enlist the community's support for their efforts by taking the following actions:

- * Increase community understanding of the problem through meetings, media coverage, and education programs.
- * Build public support for the policy; develop agreement on the goals of a school drug policy, including prevention and enforcement goals.
- * Educate the community about the effects and extent of the drug problem.
- * Strengthen contacts with law enforcement agencies through discussions about the school's specific drug problems and ways they can assist in drug education and enforcement.
- * Call on local professionals, such as physicians and pharmacists, to share their expertise on drug abuse as class lecturers.

* Mobilize the resources of community groups and local businesses to support the program.

Fact Sheet

Legal Questions on Search and Seizure

In 1985, the Supreme Court for the first time analyzed the application in the public school setting of the Fourth Amendment prohibition of unreasonable searches and seizures. The Court sought to craft a rule that would balance the need of school authorities to maintain order and the privacy rights of students. The questions in this section summarize the decisions of the Supreme Court and of lower Federal courts. School officials should consult with legal counsel in formulating their policies.

What legal standard applies to school officials who search students and their possessions for drugs?

The Supreme Court has held that school officials may institute a search if there are "reasonable grounds" to believe that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school.

Do school officials need a search warrant to conduct a search for drugs?

No, not if they are carrying out the search independent of the police and other law enforcement officials. A more stringent legal standard may apply if law enforcement officials are involved in the search.

How extensive can a search be?

The scope of the permissible search will depend on whether the measures used during the search are reasonably related to the purpose of the search and are not excessively intrusive in light of the age and sex of the student being searched. The more intrusive the search, the greater the justification that will be required by the courts.

Do school officials have to stop a search when they find the object of the search?

Not necessarily. If a search reveals items suggesting the presence of other evidence of crime or misconduct, the school official may continue the search. For example, if a teacher is justifiably searching a student's purse for cigarettes and finds rolling papers, it will be reasonable (subject to any local policy to the contrary) for the teacher to search the rest of the purse for evidence of drugs.

Can school officials search student lockers?

Reasonable grounds to believe that a particular student locker contains evidence of a violation of the law or school rules will generally justify a search of that locker. In addition, some courts have upheld written school policies that authorize school officials to inspect student lockers at any time. (For a more detailed discussion of legal issues, see pages 50-60).

Fact Sheet

Legal Questions on Suspension and Expulsion

The following questions and answers briefly describe several Federal requirements that apply to the use of suspension and expulsion as disciplinary tools in public schools. These may not reflect all laws, policies, and judicial precedents applicable to any given school district. School officials should consult with legal counsel to determine the application of these laws in their schools and to ensure compliance with all legal requirements.

What Federal procedural requirements apply to suspension or expulsion?

- * The Supreme Court has held that students facing suspension or expulsion from school are entitled under the U.S. Constitution to the basic due process protections of notice and an opportunity to be heard. The nature and formality of the "hearing" to be provided depend on the severity of the sanction being imposed.
- * A formal hearing is not required when a school seeks to suspend a student for 10 days or less. Due process in that situation requires only that:
 - -- the school inform the student, either orally or in writing, of the charges and of the evidence to support those charges.
 - -- the school give the student an opportunity to deny the charges and present his or her side of the story.
 - -- as a general rule, the notice to the student and a rudimentary hearing should precede a suspension unless a student's presence poses a continuing danger to persons or property or threatens to disrupt the academic process. In such cases, the notice and rudimentary hearing should follow as soon as possible after the student's removal.

More formal procedures may be required for suspensions longer than 10 days and for expulsions. In addition, Federal law and regulations establish special rules governing suspensions and expulsions of students with disabilities.

* States and local school districts may require additional procedures.

Can students be suspended or expelled from school for use, possession, or sale of drugs?

Generally, yes. A school may suspend or expel students in accordance with the terms of its discipline policy. A school policy may provide for penalties of varying severity, including suspension or expulsion, to respond to drug-related offenses. It is helpful to be explicit about the types of offenses that will be punished and about the penalties that may be imposed for particular types of offenses (e.g., use, possession, or sale of drugs). Generally, State and local law will determine the range of sanctions permitted.

(For a more detailed discussion of legal issues, see pages 50-60.)

WHAT STUDENTS CAN DO

- * Learn about the effects of drug use, the reasons why drugs are harmful, and ways to resist pressures to try drugs.
- * Use an understanding of the danger posed by drugs to help other students avoid them. Encourage other students to resist drugs, persuade those using drugs to seek help, and report those selling drugs to parents and the school principal.

Students

Learning the Facts

Recommendation #9:

Learn about the effects of alcohol and other drug use, the reasons why drugs are harmful, and ways to resist pressures to try drugs. Students can arm themselves with the knowledge to resist drug use in the following ways:

- * Learning about the effects and risks of drugs.
- * Learning the symptoms of drug use and the names of organizations and individuals available to help when friends or family members are in trouble.
- * Understanding the pressures to use drugs and ways to counteract
- * Knowing the school rules on drugs and ways to help make the school policy work.
- * Knowing the school procedures for reporting drug offenses.
- * Knowing the laws on drug use and the penalties--for example, for driving under the influence of alcohol or other drugs--and understanding how the laws protect individuals and society.
- * Developing skill in communicating their opposition to drugs and their resolve to avoid drug use.

R.H. Watkins High School of Jones County, Mississippi, has developed this pledge setting forth the duties and responsibilities of student counselors in its peer counseling program.

Responsibility Pledge for a Peer Counselor
R.H. Watkins High School

As a drug education peer counselor you have the opportunity to help the youth of our community develop to their full potential without the interference of illegal drug use. It is a responsibility you must not take lightly. Therefore, please read the following responsibilities you will be expected to fulfill next school year and discuss them with your parents or guardians.

Responsibilities of a Peer Counselor

- * Understand and be able to clearly state your beliefs and attitudes about drug use among teens and adults.
- * Remain drug free.
- * Maintain an average of C or better in all classes.
- * Maintain a citizenship average of B or better.
- * Participate in some club or extracurricular activity that emphasizes the positive side of school life.
- * Successfully complete training for the program, including, for example, units on the identification and symptoms of drug abuse, history and reasons for drug abuse, and the legal/economic aspects of drug abuse.
- * Successfully present monthly programs on drug abuse in each of the elementary and junior high schools of the Laurel City school system, and to community groups, churches, and statewide groups as needed.
- * Participate in rap sessions or individual counseling sessions with Laurel City school students.
- * Attend at least one Jones County Drug Council meeting per year, attend the annual Drug Council Awards Banquet, work in the Drug Council Fair exhibit and in any Drug Council workshops, if needed.
- * Grades and credit for Drug Education will be awarded on successful completion of and participation in all the above-stated activities.

Student's Signature

Parent's or Guardian's Signature

Students

Helping to Fight Drug Use

Recommendation # 10:

Use an understanding of the danger posed by alcohol and other drugs to help other students avoid them. Encourage other students to resist drugs, persuade those using drugs to seek help, and report those selling drugs to parents and the school principal. Although students are the primary victims of drug use in the schools, drug use cannot be stopped or prevented unless students actively participate in this effort.

Students can help fight alcohol and other drug use in the following ways:

- * Participating in discussions about the extent of the problem at their own school.
- * Supporting a strong school anti-drug policy and firm, consistent enforcement of rules.
- * Setting a positive example for fellow students and speaking forcefully against drug use.
- * Teaching other students, particularly younger ones, about the harmful effects of drugs.
- * Encouraging their parents to join with other parents to promote a drug-free environment outside school. Some successful parent groups have been started as a result of the pressure of a son or daughter was concerned about drugs.
- * Becoming actively involved in efforts to inform the community about the drug problem.
- * Joining in or starting a club or other activity to create positive, challenging ways for young people to have fun without alcohol and other drugs. Obtaining adult sponsorship for the group and publicizing its activities.
- * Encouraging friends who have a drug problem to seek help and reporting persons selling drugs to parents and the principal.

WHAT COMMUNITIES CAN DO

- * Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.
- * Involve local law enforcement agencies in all aspects of drug prevention: assessment, enforcement, and education. The police and courts should have well-established relationships with the schools.

Communities

Providing Support

Recommendation # 11:

Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.

Law enforcement agencies and the courts can take the following actions:

- * Provide volunteers to speak in the schools about the legal ramifications of alcohol and other drug use. Officers can encourage students to cooperate with them to stop drug use.
- * Meet with school officials to discuss alcohol and other drug use in the school, share information on the drug problem outside the school, and help school officials in their investigations.

Social service and health agencies can take the following actions:

- * Provide volunteers to speak in the school about the effects of drugs.
- * Meet with parents to discuss symptoms of drug use and to inform them about counseling resources.
- * Provide the schools with health professionals to evaluate students who may be potential drug users.
- * Provide referrals to local treatment programs for students who are using drugs.
- * Establish and conduct drug counseling and support groups for students.

Business leaders can take the following actions:

- * Speak in the schools about the effects of alcohol and other drug use on employment.
- * Provide incentives for students who participate in drug prevention programs and lead drug-free lives.
- * Help schools obtain curriculum materials for their drug prevention program.
- * Sponsor drug-free activities for young people.

Parent groups can take the following actions:

- * Mobilize others through informal discussions, door-to-door canvassing, and school meetings to ensure that students get a consistent no-drug message at home, at school, and in the community.
- * Contribute volunteers to chaperone student parties and other activities.

Print and broadcast media can take the following actions:

- * Educate the community about the nature of the drug problem in their schools.
- * Publicize school efforts to combat the problem.

Project DARE Los Angeles, California

A collaborative effort begun in 1983 by the Los Angeles Police Department and the Los Angeles Unified School District, Project DARE (Drug Abuse Resistance Education) uses uniformed law enforcement officers in classrooms as regular instructors. DARE officers use a drug curriculum that teaches students resistance to peer pressure to use drugs, self-management skills, and alternatives to drug use.

DARE reaches all Los Angeles Unified School District students from kindergarten through junior high school. DARE has also spread outside Los Angeles--police officers from 48 States and 1100 police agencies have received DARE training. The DARE program is also being used by the Department of Defense Dependents' Schools (military police serve as instructors) and at Bureau of Indian Affairs Schools (BIA police officers serve as instructors).

In addition to providing classroom instruction, the program arranges teacher orientation, officer-student interaction (on playgrounds and in cafeterias, for example), and a parent education evening at which DARE officers explain the program to parents and provide information about symptoms of drug use and ways to increase family communication.

Studies have shown that DARE has improved students' attitudes about themselves, increased their sense of responsibility for themselves and to police, and strengthened their resistance to drugs. For example, before the DARE program began, 51 percent of fifth grade students equated drug use with having more friends. After training, only 8 percent reported this attitude.

DARE's parent program has also changed attitudes. Before DARE training, 61 percent of parents thought that there was nothing parents could do about their children's use of drugs; only 5 percent reported this opinion after the program. Before DARE training, 32 percent of parents thought that it was all right for children to drink alcohol at a party as long as adults were present. After DARE, no parents reported such a view.

Communities

Involving Law Enforcement

Recommendation # 12:

Involve local law enforcement agencies in all aspects of drug prevention: assessment, enforcement, and education. The police and courts should have well-established relationships with the schools.

Community groups can take the following actions:

- * Support school officials who take a strong position against alcohol and other drug use.
- * Support State and local policies to keep drugs and drug paraphernalia away from schoolchildren.
- * Build a community consensus in favor of strong penalties for persons convicted of selling drugs, particularly for adults who have sold drugs to children.

* Encourage programs to provide treatment to juvenile first-offenders while maintaining tough penalties for repeat offenders and drug sellers.

Law enforcement agencies, in cooperation with schools, can take the following actions:

- * Establish the procedures each will follow in school drug cases.
- * Provide expert personnel to participate in prevention activities from kindergarten through grade 12.
- * Secure areas around schools and see that the sale and use of drugs are stopped.
- * Provide advice and personnel to help improve security in the school or on school premises.

Lincoln Junior High Washington, D.C.

Abraham Lincoln Junior High is a modern school located in an innercity neighborhood. Its ethnically diverse student body has 700 students, representing more than 30 counties. The student population is 51 percent black and 43 percent Hispanic. Many of the students coming to Lincoln for the first time are newly arrived immigrants from war-torn countries.

Many of these newly arrived students are eager for acceptance by their new peers and just as eager to adjust to American culture. Teachers are keenly aware of the students' desire to fit in and realize that it is important to let these children know that the majority of American children do not use drugs nor is drug use an accepted behavior. This is not an easy task for the teachers to accomplish since the rampant drug activity going on in their neighborhood may suggest otherwise.

Lincoln's faculty-sponsored clubs are an important way teachers support what they want the drug education program to accomplish. To participate in any club, members must pledge to be drug free. Two clubs are designed to develop confidence and reinforce social and citizenship skills. Other clubs target special interests such as the Lincoln Chess Club and LatiNegro, a student arts group. A summer Substance Abuse Prevention Education Camp involves nearly 100 students in activities ranging from volley ball to dance to field trips.

The staff also encourages students to help each other. The Peer Helper Club, whose members are trained in substance abuse prevention and leadership skills, publishes a handbook dispensing advice and a magazine, Cuidando Nuestra Juventud (Taking Care of Our Youth), to which the entire student body can contribute.

Another innovative way the school gets its message across is by having the Student Response Team (SRT). This team is comprised of ninth graders trained to become mediators. They advertise their services within the school and get referrals from students and teachers. Students who use the services of the SRT must agree in advance to abide by the result of the mediation process or be expelled from school. Mediators meet with students in conflict at lunch or are called from class if the matter is urgent. This multiracial team has been effective in reducing violence and convincing peers that they don't have to go to the streets to settle disputes.

CONCLUSION

Drugs threaten our children's lives, disrupt our schools, shatter families, and, in some areas, shatter communities. Drug-related crimes overwhelm our courts, social agencies, and police. This situation need not and must not continue.

Across the United States, schools and communities have found ways to turn the tide in the battle against drugs. The methods they have used and the actions they have taken are described in this volume. We know what works. We know that drug use can be stopped.

But we cannot expect the schools to do the job without the help of parents, police, the courts, and other community groups. Drugs will be beaten only when all of us work together to deliver a firm, consistent message to those who would use or sell drugs: a message that illegal drugs will not be tolerated. It is time to join in a national effort to achieve schools without drugs.

SPECIAL SECTIONS

Teaching About Drug Prevention

How the Law Can Help

Specific Drugs and Their Effects

Sources of Information

References

TEACHING ABOUT DRUG PREVENTION

Teaching About Drug Prevention: Sample Topics and Learning Activities

An effective drug prevention curriculum covers a broad set of education objectives which are outlined in greater detail in the Department of Education's handbook Drug Prevention Curricula: A Guide to Selection and Implementation. This section presents a model program for consideration by State and local school authorities who have the responsibility to design a curriculum that meets local needs and priorities. The program consists of four objectives plus sample topics and learning activities.

OBJECTIVE #1: To value and maintain sound personal health; to understand how drugs affect health.

An effective drug prevention education program instills respect for a healthy body and mind and imparts knowledge of how the body functions, how personal habits contribute to good health, and how drugs affect the body.

At the early elementary level, children learn how to care for their bodies. Knowledge about habits, medicine, and poisons lays the foundation for learning about drugs. Older children begin to learn about the drug problem and study those drugs to which they are most likely to be exposed. The curriculum for secondary school students is increasingly drug specific as students learn about the effects of drugs on their bodies and on adolescent maturation. Health consequences of drug use, including transmission of AIDS, are emphasized.

Sample topics for elementary school:

- * The roles of nutrition, medicine, and health care professionals in preventing and treating disease.
- * The difficulties of recognizing which substances are safe to eat, drink, or touch; ways to learn whether a substance is safe: by consulting with an adult and by reading labels.
- * The effects of poisons on the body; the effects of medicine on body chemistry: the wrong drug may make a person ill.
- * The nature of habits: their conscious and unconscious development.

Sample topics for secondary school:

- * Stress: how the body responds to stress; how drugs increase stress.
- * The chemical properties of drugs.
- * The effects of drugs on the circulatory, digestive, nervous, reproductive, and respiratory systems. The effects of drugs on adolescent development.
- * Patterns of substance abuse: the progressive effects of drugs on the body and mind.
- * What is addiction?
- * How to get help for a drug or alcohol problem.

Children tend to be oriented toward the present and are likely to feel invulnerable to the long-term effects of alcohol and other drugs. For this reason, they should be taught about the short-term effects of drug use (impact on appearance, alertness, and coordination) as well as about the cumulative effects.

Sample learning activities for elementary school:

- * Make a coloring book depicting various substances. Color only those items that are safe to eat.
- * Use puppets to dramatize what can happen when drugs are used.
- * Write stories about what to do if a stranger offers candy, pills, or a ride. Discuss options in class.
- * Try, for a time, to break a bad habit. The teacher

emphasizes that it is easier not to start a bad habit than to break one.

Sample learning activities for secondary school:

- * Discuss the properties of alcohol and other drugs with community experts: physicians, scientists, pharmacists, or law enforcement officers.
- * Interview social workers in drug treatment centers. Visit an open meeting of Alcoholics Anonymous or Narcotics Anonymous. These activities should be open only to mature students; careful preparation and debriefing are essential.
- * Research the drug problem at school, in the community, or in the sports and entertainment fields.
- * Design a true-false survey about drug myths and facts; conduct the survey with classmates and analyze the results.
- * Develop an accessible lending library on drugs, well stocked with up-to-date and carefully chosen materials.

When an expert visits a class, both the class and the expert should be prepared in advance. Students should learn about the expert's profession and prepare questions to ask during the visit. The expert should know what the objectives of the session are and how the session fits into previous and subsequent learning. The expert should participate in a discussion or classroom activity, not simply appear as a speaker.

OBJECTIVE #2: To respect laws and rules prohibiting drugs.

The program teaches children to respect rules and laws as the embodiment of social values and as tools for protecting individuals and society. It provides specific instruction about laws concerning drugs.

Students in the early grades learn to identify rules and to understand their importance, while older students learn about the school drug code and laws regulating drugs.

Sample topics for elementary school:

- * What rules are and what would happen without them.
- * What values are and why they should guide behavior.
- * What responsible behavior is.
- * Why it is wrong to take drugs.

Sample topics for secondary school:

- * Student responsibilities in promoting a drug-free school.
- * Local, State, and Federal laws on controlled substances; why these laws exist and how they are enforced.
- * Legal consequences of drug use; penalties for driving under the influence of alcohol or drugs; the relationship

between drugs and other crimes.

* Personal and societal costs of drug use.

Sample learning activities for elementary school:

- * Use stories and pictures to identify rules and laws in everyday life (e.g., lining up for recess).
- * Imagine how to get to school in the absence of traffic laws; try to play a game that has no rules.
- * Name some things that are important to adults and then list rules they have made about these things. (This activity helps explain values.)
- * Solve a simple problem (e.g., my sister hits me, or my math grades are low). Discuss which solutions are best and why.
- * Discuss school drug policies with the principal and other staff members. Learn how students can help make the policy work better.
- * Explain the connection between drug users, drug dealers, and drug traffickers and law enforcement officers whose lives are placed at risk or lost in their efforts to stop the drug trade.

Sample learning activities for secondary school:

- * Resolve hypothetical school situations involving drug use. Analyze the consequences for the school, other students, and the individuals involved.
- * Collect information about accidents, crimes, and other problems related to alcohol and other drugs. Analyze how the problem might have been prevented and how the incident affected the individuals involved.
- * Conduct research projects. Interview members of the community such as attorneys, judges, police officers, State highway patrol officers, and insurance agents about the effects of alcohol and other drug use on the daily lives of teenagers and their families.
- * Draft a legislative petition proposing enactment of a State law on drug use. Participate in a mock trial or legislative session patterned after an actual trial or debate. Through these activities, students learn to develop arguments on behalf of drug laws and their enforcement.

OBJECTIVE #3: To recognize and resist pressures to use drugs.

Social influences play a key role in encouraging children to try alcohol and other drugs. Pressures to use drugs come from internal sources, such as a child's desire to feel included in a group or to demonstrate independence, and external influences, such as the opinions and example of friends, older children and adults, and media messages.

Students must learn to identify these pressures. They must then learn how to counteract messages to use drugs and gain

practice in saying no. The education program emphasizes influences on behavior, responsible decision making, and techniques for resisting pressures to use drugs.

Sample topics for elementary through high school:

- * The influence of popular culture on behavior.
- * The influence of peers, parents, and other important individuals on a student's behavior; ways in which the need to feel accepted by others influences behavior.
- * Ways to make responsible decisions and to deal constructively with disagreeable moments and pressures.
- * Reasons for not taking drugs.
- * Situations in which students may be pressured into using alcohol and other drugs.
- * Ways of resisting pressure to use drugs.
- * Effects of drug use on family and friends, and benefits of resisting pressure to use drugs.

Sample learning activities for elementary through high school:

- * Describe recent personal decisions. In small groups, discuss what considerations influenced the decision (e.g., opinions of family or friends, beliefs, desire to be popular) and analyze choices and consequences.
- * Examine ads for cigarettes, over-the-counter drugs, and alcohol, deciding what images are being projected and whether the ads are accurate.
- * Read stories about famous people who held to their beliefs in the face of opposition. Students can discuss how these people withstood the pressure and what they accomplished.
- * Give reasons for not taking drugs. Discuss with a health educator or drug counselor the false arguments for using drugs. Develop counterarguments in response to typical messages or pressures on behalf of drug use.
- * Given a scenario depicting pressure to use drugs, act out ways of resisting (simply refusing, giving a reason, leaving the scene, etc.). Students should then practice these techniques repeatedly. Demonstrate ways of resisting pressures, using older students specially trained as peer teachers.
- * Present scenarios involving drug-related problems (e.g., learning that another student is selling drugs, learning that a sibling is using drugs, or being offered a drive home by a friend under the influence of drugs). Students practice what they would do and discuss to whom they would turn for help. Teachers should discuss and evaluate the appropriateness of student responses.
- * Discuss how it feels to resist pressures to take drugs. Hold a poster contest to depict the benefits derived both from not using and from saying no (e.g., being in control, increased respect from others, self-confidence).

OBJECTIVE #4: To promote activities that reinforce the positive, drug-free elements of student life.

School activities that provide opportunities for students to have fun without alcohol and other drugs, and to contribute to the school community, build momentum for peer pressure not to use drugs. These school activities also nurture positive examples by giving older students opportunities for leadership related to drug prevention.

Sample activities:

- * Make participation in school activities dependent on an agreement not to use alcohol and other drugs.
- * Ensure that alcohol and other drugs will not be available at school-sponsored activities or parties. Plan these events carefully to be certain that students have attractive alternatives to drug use.
- * Give students opportunities for leadership. They can be trained to serve as peer leaders in drug prevention programs, write plays, or design posters for younger students. Activities such as these provide youthful role models who demonstrate the importance of not using drugs. Youth training programs are available that prepare students to assist in drug education and provide information on how to form drug-free youth groups.
- * Form action teams for school improvement with membership limited to students who are drug free. These action teams campaign against drug use, design special drug-free events, conduct and follow up on surveys of school needs, help teachers with paperwork, tutor other students, or improve the appearance of the school. Through these activities, students develop a stake in their school, have the opportunity to serve others, and have positive reasons to reject drug use.
- * Survey community resources that offer help for alcohol or other drug problems or ways to cope with drug use by a family member.
- * Create a program in the school for support of students returning from treatment.

HOW THE LAW CAN HELP

Federal law accords school officials broad authority to regulate student conduct and supports reasonable and fair disciplinary action. In 1984, the Supreme Court reaffirmed that the constitutional rights of students in school are not "automatically coextensive with the rights of adults in other settings."1 Rather, recognizing that "in recent years . . . drug use and violent crime in the schools have become major social problems," the Court has emphasized the importance of effective enforcement of school rules.2 On the whole, a school "is allowed to determine the methods of student discipline and need not exercise its discretion with undue timidity."3 An effective campaign against drug use requires a basic understanding of legal techniques for searching and seizing drugs and drug-related material, for suspending and expelling students involved with drugs, and for assisting law enforcement officials in the prosecution of drug offenders. Such knowledge will help schools identify and penalize students who use or sell drugs at school and enable school officials to uncover the evidence needed to support prosecutions under Federal and State criminal laws that contain strong penalties for drug use and sale. In many cases, school officials can be instrumental in successful prosecutions.

In addition to the general Federal statutes that make it a crime to possess or distribute a controlled substance, there are special Federal laws designed to protect children and schools from drugs:

- * An important part of the Controlled Substances Act makes it a Federal crime to sell drugs in or near a public or private elementary, secondary, vocational, or postsecondary school. Under this "schoolhouse" law, sales within 1,000 feet of a school are punishable by up to double the sentence that would apply if the sale occurred elsewhere. Even more serious punishments are available for repeat offenders.4
- * Distribution or sale to minors of controlled substances is also a Federal crime. When anyone age 18 or over sells drugs to anyone under 21, the seller runs the risk that he or she will receive up to double the sentence that would apply to a sale to an adult. Here too, more serious penalties can be imposed on repeat offenders.5

By working with Federal and State prosecutors in their area, schools can help to ensure that these laws and others are used to make children and schools off-limits to drugs.

The following pages describe in general terms the Federal laws applicable to the development of an effective school drug policy. This section is not a compendium of all laws that may apply to a school district, and it is not intended to provide legal advice on all issues that may arise. School officials must recognize that many legal issues in the school context are also governed, in whole or in part, by State and local laws, which, given their diversity, cannot be covered here. Advice should be sought from legal counsel in order to understand the applicable laws and to ensure that the school's policies and actions make full use of the available methods of enforcement.

Most private schools, particularly those that receive little or no financial assistance from public sources and are not associated with a public entity, enjoy a greater degree of legal flexibility with respect to combating the sale and use of illegal drugs. Depending on the terms of their contracts with enrolled students, such schools may be largely free of the restrictions that normally apply to drug searches or the suspension or expulsion of student drug users. Private school officials should consul legal counsel to determine what enforcement measures may be available to them.

School procedures should reflect the available legal means for combating drug use. These procedures should be known to and understood by school administrators and teachers as well as by students, parents, and law enforcement officials. Everyone should be aware that school authorities have broad power within the law to take full, appropriate, and effective action against drug offenders. Additional sources of information on legal issues in school drug policy are listed at the end of this handbook.

SEARCHING FOR DRUGS WITHIN THE SCHOOL

In some circumstances, the most important tool for controlling drug use is an effective program of drug searches. School administrators should not condone the presence of drugs anywhere on school property. The presence of any drugs or drug-related materials in school can mean only one thing--that drugs are being used or distributed in school. Schools committed to fighting drugs should do everything they can to determine whether school grounds are being used to facilitate the possession, use, or distribution of drugs, and to prevent such crimes.

To institute an effective drug search policy in schools with a substantial problem, school officials can take several steps. First, they can identify the specific areas in the school where drugs are likely to be found or used. Student lockers, bathrooms, and "smoking areas" are obvious candidates. Second, school administrators can clearly announce in writing at the beginning of the school year that these areas will be subject to unannounced searches and that students should consider such areas "public" rather than "private." The more clearly a school specifies, that these portions of the school's property are public, the less likely it is that a court will conclude that students retain any reasonable expectation of privacy in these places and the less justification will be needed to search such locations.

School officials should therefore formulate and disseminate to all students and staff a written policy that will permit an effective program of drug searches. Courts have usually upheld locker searches where schools have established written policies under which the school retains joint control over student lockers, maintains duplicate or master keys for all lockers, and reserves the right to inspect lockers at any time.6 Although these practices have not become established law in every part of the country, it will be easier to justify locker searches in schools that have such policies. Moreover, the mere existence of such policies can have a salutory effect. If students know that their lockers may be searched, drug users will find it much more difficult to obtain drugs in school.

The effectiveness of such searches may be improved with the use of specially trained dogs. Courts have generally held that the use of dogs to detect drugs on or in objects such as lockers, ventilators, or desk, as opposed to persons is not a "search" within the meaning of the Fourth Amendment.7 Accordingly, school administrators are generally justified in using dogs in this way.

It is important to remember that any illicit drugs and drug-related items discovered at school are evidence that may be used in a criminal trial. School officials should be careful, first, to protect the evidentiary integrity of such seizures by making sure that the items are obtained in permissible searches, because unlawfully acquired evidence will not be admissible in criminal proceedings. Second, school officials should work closely with local law enforcement officials to preserve, in writing, the nature and circumstances of any seizure of drug contraband. In a criminal prosecution, the State must prove that the items produced as evidence in court are the same items that were seized from the suspect. Thus, the State must establish a "chain of custody" over the seized items which accounts for the possession of the evidence from the moment of its seizure to the moment it is introduced in court. School policy regarding the disposition of drug-related items should include procedures for the custody and safekeeping of drugs and drug-related materials prior to their removal by the police and procedures for recording the circumstances regarding the seizure.

Searching Students

In some circumstances, teachers or other school personnel will wish to search a student whom they believe to be in possession of drugs. The Supreme Court has stated that searches may be carried out according to "the dictates of reason and common sense."8 The Court has recognized that the need of school authorities to maintain order justifies searches that might otherwise be unreasonable if undertaken by police officers or in the larger community. Thus the Court has held that school officials, unlike the police, do not need "probable cause" to conduct a search. Nor do they need a search warrant.9

Under the Supreme Court's ruling:

- * School officials may institute a search if there are "reasonable grounds" to believe that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school.
- * The extent of the permissible search will depend on whether the measures used are reasonably related to the purpose of the search and are not excessively intrusive in light of the age and sex of the student.
- * School officials are not required to obtain search warrants when they carry out searches independent of the police and other law enforcement officials. A more stringent legal standard may apply if law enforcement officials are involved in the search.

Interpretation of "Reasonable Grounds"

Lower courts are beginning to interpret and apply the "reasonable grounds" standard in the school setting. From these cases it appears that courts will require more than general suspicion, curiosity, rumor, or a hunch to justify searching students or their possessions. Factors that will help sustain a search include the observation of specific and describable behavior or activities leading one reasonably to believe that a given student is engaging in or has engaged in prohibited conduct. The more specific the evidence in support of searching a particular student, the more likely the search will be upheld. For example, courts using a "reasonable grounds" (or similar) standard have upheld the right of school officials to search the following:

- * A student's purse, after a teacher saw her smoking in a restroom and the student denied having smoked or being a smoker.10
- * A student's purse, after several other students said that

she had been distributing firecrackers.11

* A student's pockets, based on a phone tip about drugs from an anonymous source believed to have previously provided accurate information.12

Scope of Permissible Search

School officials are authorized to conduct searches within reasonable limits. The Supreme Court has described two aspects of these limits. First, when officials conduct a search, they must use only measures that are reasonably related to the purpose of the search; second, the search may not be excessively intrusive in light of the age or sex of the student.

For example, if a teacher believes he or she has seen one student passing a marijuana cigarette to another student, the teacher might reasonably search the students and any nearby belongings in which the students might have tried to hide the drug. If it turns out that what the teacher saw was a stick of gum, the teacher would have no justification for any further search for drugs.

The more intrusive the search, the greater the justification that will be required by the courts. A search of a student's jacket or bookbag can often be justified as reasonable. At the other end of the spectrum, strip searches are considered a highly intrusive invasion of individual privacy and are viewed with disfavor by the courts (although even these searches have been upheld in certain extraordinary circumstances).

School officials do not necessarily have to stop a search if they find what they are looking for. If the search of a student reveals items that create reasonable grounds for suspecting that the student may also possess other evidence of crime or misconduct, the school officials may continue the search. For example, if a teacher justifiably searches a student's purse for cigarettes and finds rolling papers like those used for marijuana cigarettes, it will then be reasonable for the teacher to search the rest of the purse for other evidence of drugs.

Consent

If a student consents to a search, the search is permissible, regardless of whether there would otherwise be reasonable grounds for the search. To render such a search valid, however, the student must give consent knowingly and voluntarily.

Establishing whether the student's consent was voluntary can be difficult, and the burden is on the school officials to prove voluntary consent. If a student agrees to be searched out of fear or as a result of other coercion, that consent will probably be found invalid. Similarly, if school officials indicate that a student must agree to a search or if the student is very young or otherwise unaware that he or she has the right to object, the student's consent will also be held invalid. School officials may find it helpful to explain to students that they do not have to consent to a search. In some cases, standard consent forms may be useful.

If a student is asked to consent to a search and refuses, that refusal does not mean that the search may not be conducted. Rather, in the absence of consent, school officials retain the authority to conduct a search when there are reasonable grounds to justify it, as described previously.

Special Types of Student Searches

Schools with severe drug problems may occasionally wish to resort to more intrusive searches, such as the use of trained dogs or urinalysis, to screen students for drug use. The Supreme Court has yet to address these issues. The following paragraphs explain the existing rulings on these subjects by other courts:

* Specially trained dogs. The few courts that have considered this issue disagree as to whether the use of a specially trained dog to detect drugs on students constitutes a search within the meaning of the Fourth Amendment. Some courts have held that a dog's sniffing of a student is a search, and that, in the school setting, individualized grounds for reasonable suspicion are required in order for such a "sniff-search" to be held constitutional.13 Under this standard, a blanket search of a school's entire student population by specially trained dogs would be prohibited.

At least one other court has held that the use of trained dogs does not constitute a search, and has permitted the use of such dogs without individualized grounds for suspicion.14 Another factor that courts may consider is the way that the dogs detect the presence of drugs. In some instances, the dogs are merely led down hallways or classroom aisles. In contrast, having the dogs actually touch parts of the students' bodies is more intrusive and would probably require specific justification.

Courts have generally held that the use of specially trained dogs to detect drugs on objects, as opposed to persons, is not a search within the meaning of the Fourth Amendment. Therefore, school officials may often be able to use dogs to inspect student lockers and school property.15

* Drug testing. The use of urinalysis or other tests to screen students for drugs is a relatively new phenomenon and the law in this area is still evolving. Few courts have considered the use of urinalysis to screen public school students for drugs, and those courts that have done so have reached mixed results.16 The permissibility of drug testing of students has not yet been determined under all circumstances, although drug testing of adults has been upheld in some settings.

SUSPENSION AND EXPULSION

A school policy may lawfully provide for penalties of varying severity, including suspension and expulsion, to respond to drug-related offenses. The Supreme Court has held that because schools "need to be able to impose disciplinary sanctions for a wide range of unanticipated conduct disruptive of the educational process," a school's disciplinary rules need not be so detailed as a criminal code.17 Nonetheless, it is helpful for school policies to be explicit about the types of offenses that will be punished and about the penalties that may be imposed for each of these (e.g., use, possession, or sale of drugs). State and local law will usually determine the range of sanctions that is permissible. In general, courts will require only that the penalty imposed for drug-related misconduct be rationally related to the severity of the offense.

School officials should not forget that they have jurisdiction to impose punishment for some drug-related offenses that occur off-campus. Depending on State and local laws, schools are often able to punish conduct at off-campus, school-sponsored events as well as off-campus conduct that has a direct and immediate effect on school activities.

Procedural Guidelines

Students facing suspension or expulsion from school are entitled under the U.S. Constitution and most State constitutions to commonsense due process protections of notice and an opportunity to be heard. Because the Supreme Court has recognized that a school's ability to maintain order would be impeded if formal procedures were required every time school authorities sought to discipline a student, the Court has held that the nature and formality of the "hearing" will depend on the severity of the sanction being imposed.

A formal hearing is not required when a school seeks to suspend a student for 10 days or less.18 The Supreme Court has held that due process in that situation requires only that:

- * The school must inform the student, either orally or in writing, of the charges against him or her and of the evidence to support those charges.
- * The school must give the student an opportunity to deny the charges and present his or her side of the story.
- * As a general rule, this notice and rudimentary hearing should precede a suspension. However, a student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such a situation, the notice and rudimentary hearing should follow as soon as possible.

The Supreme Court has also stated that more formal procedures may be required for suspensions longer than 10 days and for expulsions. Although the Court has not established specific procedures to be followed in those situations, other Federal courts have set the following guidelines for expulsions.19 These guidelines would apply to suspensions longer than 10 days as well:

- * The student must be notified in writing of the specific charges against him or her which, if proven, would justify expulsion.
- * The student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness will testify.

* The student should be given the opportunity to present a defense against the charges and to produce witnesses or testimony on his or her behalf.

Many States have laws governing the procedures required for suspensions and expulsions. Because applicable statutes and judicial rulings vary across the country, local school districts may enjoy a greater or lesser degree of flexibility in establishing procedures for suspensions and expulsions.

School officials must also be aware of the special procedures that apply to suspension or expulsion of students with disabilities under Federal law and regulations.20

Effect of Criminal Proceedings Against a Student

A school may usually pursue disciplinary action against a student regardless of the status of any outside criminal prosecution. That is, Federal law does not require the school to await the outcome of the criminal prosecution before initiating proceedings to suspend or expel a student or to impose whatever other penalty is appropriate for the violation of the school's rules. In addition, a school is generally free under Federal law to discipline a student when there is evidence that the student has violated a school rule, even if a juvenile court has acquitted (or convicted) the student or if local authorities have declined to prosecute criminal charges stemming from the same incident. Schools may wish to discuss this subject with counsel.

Effect of Expulsion

State and local law will determine the effect of expelling a student from school. Some State laws require the provision of alternative schooling for students below a certain age. In other areas, expulsion may mean the removal from public schools for the balance of the school year or even the permanent denial of access to the public school system.

CONFIDENTIALITY OF EDUCATION RECORDS

To rid their schools of drugs, school officials will periodically need to report drug-related crimes to police and to help local law enforcement authorities detect and prosecute drug offenders. In doing so, schools will need to take steps to ensure compliance with Federal and State laws governing confidentiality of student records.

The Federal law that addresses this issue is the Family Educational Rights and Privacy Act (FERPA),21 which applies to any school that receives Federal funding and which limits the disclosure of certain information about students that is contained in education records.22 Under FERPA, disclosure of information in education records to individuals or entities other than parents, students, and school officials is permissible only in specified situations.23 In many cases, unless the parents or an eligible student24 provides written consent, FERPA will limit a school's ability to turn over education records or to disclose information from them to the police. Such disclosure is permitted, however, if (1) it is required by a court order or subpoena, or (2) it is warranted by a health and safety emergency. In the first of these two cases, reasonable efforts must be made to notify the student's parents before the disclosure is made. FERPA also permits disclosure if a State law enacted before November 19, 1974, specifically requires disclosure to State and local officials.

Schools should be aware, however, that because FERPA governs only the information in education records, it does not limit disclosure of other information. Thus, school employees are free to disclose any information of which they become aware through personal observation. For example, a teacher who witnesses a drug transaction may, when the police arrive, report what he or she witnessed. Similarly, evidence seized from a student during a search is not an education record and may be turned over to the police without constraint.

State laws and school policies may impose additional, and sometimes more restrictive, requirements regarding the disclosure of information about students. Because this area of the law is complicated, it is especially important that an attorney be involved in formulating school policy under FERPA and applicable State laws.

OTHER LEGAL ISSUES

Lawsuits Against Schools or School Of Officials

Disagreements between parents or students and school officials about disciplinary measures usually can be resolved informally. Occasionally, however, a school's decisions and activities relating to disciplinary matters are the subject of lawsuits by parents or students against administrators, teachers, and school systems. For these reasons, it is advisable that school districts obtain adequate insurance coverage for themselves and for all school personnel for liability arising from disciplinary actions.

Suits may be brought in Federal or State court; typically, they are based on a claim that a student's constitutional or statutory rights have been violated. Frequently, these suits will seek to revoke the school district's imposition of some disciplinary measure, for example, by ordering the reinstatement of a student who has been expelled or suspended. Suits may also attempt to recover money damages from the school district or the employee involved, or both; however, court awards of money damages are extremely rare. Moreover, although there can be no guarantee of a given result in any particular case, courts in recent years have tended to discourage such litigation,

In general, disciplinary measures imposed reasonably and in accordance with established legal requirements will be upheld by the courts. As a rule, Federal judges will not substitute their interpretations of school rules or regulations for those of local school authorities or otherwise second-guess reasonable decisions by school officials.25 In addition, school officials are entitled to a qualified good-faith immunity from personal liability for damages for having violated a student's Federal constitutional or civil rights.26 When this immunity applies, it shields school officials from any personal liability for money damages. Thus, as a general matter, personal liability is very rare, because officials should not be held personally liable unless their actions are clearly unlawful, unreasonable, or arbitrary.

When a court does award damages, the award may be "compensatory" or "punitive." Compensatory damages are awarded to compensate the student for injuries actually suffered as a result of the violation of his or her rights and cannot be based upon the abstract "value" or "importance" of the constitutional rights in guestion.27 The burden is on the student to prove that he or she suffered actual injury as a result of the deprivation. Thus, a student who is suspended, but not under the required procedures, will not be entitled to compensation if the student would have been suspended had a proper hearing been held. If the student cannot prove that the failure to hold a hearing itself caused him or her some compensable harm, then the student is entitled to no more than nominal damages, such as \$1.00.28 "Punitive damages" are awarded to punish the perpetrator of the injury. Normally, punitive damages are awarded only when the conduct in question is malicious, unusually reckless, or otherwise reprehensible.

Parents and students can also claim that actions by a school or school officials have violated State law. For example, it can be asserted that a teacher "assaulted" a student in violation of a State criminal law. The procedures and standards in actions involving such violations are determined by each State. Some States provide a qualified immunity from tort liability under standards similar to the "good faith" immunity in Federal civil rights actions. Other States provide absolute immunity under their law for actions taken in the course of a school official's duties.

Nondiscrimination in Enforcement of Discipline

Federal law applicable to programs or activities receiving Federal financial assistance prohibits school officials who are administering discipline from discriminating against students on the basis of race, color, national origin, or sex. Schools should therefore administer their discipline policies evenhandedly, without regard to such considerations. Thus, as a general matter, students with similar disciplinary records who violate the same rule in the same way should be treated similarly. For example, if male and female students with no prior record of misbehavior are caught together smoking marijuana, it would not, in the absence of other relevant factors, be advisable for the school to suspend the male student for 10 days while imposing only an afternoon detention on the female student. Such divergent penalties for the same offense may be appropriate, however, if the student who received the harsher punishment had a history of misconduct or committed other infractions after this first confrontation with school authorities.

School officials should also be aware of and adhere to the special rules and procedures for the disciplining of students with disabilities under the Individuals with Disabilities Education Act, 20 U.S.C. 1400-20 and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. (For legal citations, see Reference Section p. 84.)

RESOURCES

Specific Drugs and Their Effects

TOBACCO

Effects

The smoking of tobacco products is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to contract heart disease--some 170,000 die each year from smoking-related coronary heart disease. Lung, larynx, esophageal, bladder, pancreatic, and kidney cancers also strike smokers at increased rates. Some 30 percent of cancer deaths (130,000 per year) are linked to smoking. Chronic obstructive lung diseases such as emphysema and chronic bronchitis are 10 times more likely to occur among smokers than among nonsmokers.

Smoking during pregnancy also poses serious risks. Spontaneous abortion, preterm birth, low birth weights, and fetal and infant deaths are all more likely to occur when the pregnant woman/mother is a smoker.

Cigarette smoke contains some 4,000 chemicals, several of which are known carcinogens. Other toxins and irritants found in smoke can produce eye, nose, and throat irritations. Carbon monoxide, another component of cigarette smoke, combines with hemoglobin in the blood stream to form carboxyhemoglobin, a substance that interferes with the body's ability to obtain and use oxygen.

Perhaps the most dangerous substance in tobacco smoke is nicotine. Although it is implicated in the onset of heart attacks and cancer, its most dangerous role is reinforcing and strengthening the desire to smoke. Because nicotine is highly addictive, addicts find it very difficult to stop smoking. Of 1,000 typical smokers, fewer than 20 percent succeed in stopping on the first try.

Although the harmful effects of smoking cannot be questioned, people who quit can make significant strides in repairing damage done by smoking. For pack-a-day smokers, the increased risk of heart attack dissipates after 10 years. The likelihood of contracting lung cancer as a result of smoking can also be greatly reduced by quitting.

ALCOHOL

Effects

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

CANNABIS

Effects

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

INHALANTS

Effects

The immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain damage.

Deeply inhaling the vapors, or using large amounts over a short time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures.

The use of cocaine can cause death by cardiac arrest or respiratory failure.

OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

DEPRESSANTS

Effects

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last 6 months to a year following prolonged daily use. Mood disorders--depression, anxiety, and violent behavior--also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, as well as heart and lung failure.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possible death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in disease such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphoriants. They can produce severe neurochemical damage to the brain.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

ANABOLIC STEROIDS

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer.

Taken in combination with a program of muscle-building exercise and diet, steroids may contribute to increases in body weight and muscular strength. Because of these properties, athletes in a variety of sports have used steroids since the 1950s, hoping to enhance performance. Today, they are being joined by increasing numbers of young people seeking to accelerate their physical development. Steroid users subject themselves to more than 70 side effects ranging in severity from liver cancer to acne and including psychological as well as physical reactions. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In males, use can cause withered testicles, sterility, and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "roid rage" and depression. While some side effects appear quickly, others, such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gains (if steroids are being used in conjunction with a weight training program); behavioral changes, particularly increased aggressiveness and combativeness; jaundice; purple or red spots on the body; swelling of feet or lower legs; trembling; unexplained darkening of the skin; persistent unpleasant breath odor, and severe acne.

Steroids are produced in tablet or capsule form for oral ingestion, or as a liquid for intramuscular injection.

Sources of Information

The Department of Education does not endorse private or commercial products or services, or products or services not affiliated with the Federal Government. The sources of information listed on this and the following pages are intended only as a partial listing of the resources that are available to readers of this booklet. Readers are encouraged to research and inform themselves of the products or services, relating to drug and alcohol abuse, that are available to them. Readers are encouraged to visit their public libraries to find out more about the dangers of drug and alcohol abuse, or to call local, State, or national hotlines for further information, advice, or assistance.

TOLL-FREE INFORMATION

1-800-COCAINE--COCAINE HELPLINE

A round-the-clock information and referral service. Recovering cocaine addict counselors answer the phones, offer guidance, and refer drug users and parents to local public and private treatment centers and family learning centers.

1-800-NCA-CALL--NATIONAL COUNCIL ON ALCOHOLISM INFORMATION LINE

The National Council on Alcoholism, Inc., is the national nonprofit organization combating alcoholism, other drug addictions, and related problems. Provides information about NCA's State and local affiliates' activities in their areas. Also provides referral services to families and individuals seeking help with an alcohol or other drug problem.

1-800-662-HELP--NIDA HOTLINE

NIDA Hotline, operated by the National Institute on Drug Abuse, is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug use also are distributed in response to inquiries.

GENERAL READINGS

Publications listed below are free unless otherwise noted.

Adolescent Drug Abuse: Analyses of Treatment Research, by Elizabeth R. Rahdert and John Grabowski, 1988. This 139-page book assesses the adolescent drug user and offers theories, techniques, and findings about treatment and prevention. It also discusses family-based approaches. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Adolescent Peer Pressure Theory, Correlates, and Program Implications for Drug Abuse Prevention, 1988, U.S. Department of Health and Human Services. This 115-page book focuses on constructive ways of channeling peer pressure. This volume was developed to help parents and professionals understand the pressures associated with adolescence, the factors associated with drug use, and other forms of problem behavior. Different peer program approaches, ways in which peer programs can be implemented, and research suggestions are included. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Building Drug-Free Schools, by Richard A. Hawley, Robert C. Peterson, and Margaret C. Mason, 1986. This four-part drug prevention kit for grades K-12 provides school staff, parents, and community groups with suggestions for developing a workable school drug policy, K-12 curriculum, and community support. The kit consists of three written guides (\$50) and a film (\$275). American Council for Drug Education, 204 Monroe Street, Suite 110, Rockville, MD 20852. Telephone (301) 294-0600.

The Challenge newsletter highlights successful school-based programs, provides suggestions on effective prevention techniques and the latest research on drugs and their effects. Published quarterly by the U.S. Department of Education and available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Courtwatch Manual. A 111-page manual explaining the court system, the criminal justice process, Courtwatch activities, and what can be done before and after a criminal is sentenced. Washington Legal Foundation, 1705 N Street, NW, Washington, DC 20036. Enclose \$5 for postage and handling. Telephone (202) 857-0240.

Drug Prevention Curricula: A Guide to Selection and Implementation, by the U.S. Department of Education, 1988. Written with the help of a distinguished advisory panel, this 76-page handbook represents the best current thinking about drug prevention education. It shows what to look for when adopting or adapting ready-made curricula, and suggests important lessons that ought to be part of any prevention education sequence. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852. Getting Tough on Gateway Drugs, by Robert DuPont, Jr., 1985. This 330-page book describes the drug problem, the drug-dependence syndrome, the gateway drugs, and some ways that families can prevent and treat drug problems. American Psychiatric Press, Inc., 1400 K Street, NW, Suite 1101, Washington, DC 20005, paperback, \$9.95. Telephone 1-800-368-5777 and in the DC area (202) 682-6269.

Gone Way Down: Teenage Drug-Use Is a Disease, by Miller Newton, 1981, revised 1987. This 72-page book describes the stages of adolescent drug use. American Studies Press, paperback, \$3.95. Telephone (813) 961-7200.

Kids and Drugs: A Handbook for Parents and Professionals, by Joyce Tobias, 1986, reprinted 1987. A 96-page handbook about adolescent drug and alcohol use, the effects of drugs and the drug culture, stages of chemical use, the formation of parent groups, and available resources. PANDAA Press, 4111 Watkins Trail, Annandale, VA 22003. Telephone (703) 750-9285, paperback, \$4.95 (volume discounts).

National Trends in Drug Use and Related Factors Among American High School Students, 1975–1986, by Jerald G. Bachman, Lloyd D. Johnston, and Patrick M. O'Malley, 1987. This 265-page book reports on trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Parents, Peers and Pot II: Parents in Action, by Marsha Manatt, 1983, reprinted 1988. This 160-page book describes the formation of parent groups in rural, suburban, and urban communities. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Peer Pressure Reversal, by Sharon Scott, 1985, reprinted 1988. A 183-page guidebook for parents, teachers, and concerned citizens to enable them to teach peer pressure reversal skills to children. Human Resource Development Press, 22 Amherst Road, Amherst, MA 01002. Telephone (413) 253-3488, paperback, \$9.95.

Pot Safari, by Peggy Mann, 1982, reprinted 1987. A 134-page book for parents and teenagers. Distinguished research scientists are interviewed on the subject of marijuana. Woodmere Press, Cathedral Finance Station, P.O. Box 20190, New York, NY 10125. Telephone (212) 678-7839. Paperback, \$6.95 plus shipping (volume discounts).

Strategies for Controlling Adolescent Drug Use, by Michael J. Polich et al., 1984. This 196-page book reviews the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment, and prevention programs. The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138, R-3076-CHF. Telephone (213) 393-0411, paperback \$15.00.

Team Up for Drug Prevention With America's Young Athletes. A free booklet for coaches that includes information about alcohol and other drugs, reasons why athletes use drugs, suggested activities for coaches, a prevention program, a survey for athletes and coaches, and sample letters to parents. Drug Enforcement Administration, Demand Reduction Section, 1405 I Street, NW, Washington, DC 20537. Telephone (202) 786-4096.

The Fact Is...You Can Prevent Alcohol and Other Drug Problems

Among Elementary School Children, 1988. This 17-page booklet includes audiovisuals, program descriptions, and professional and organizational resources to assist educators and parents of young children. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

VIDEOTAPES

The following drug prevention videos were developed by the U.S. Department of Education. They are available for loan through the Department's Regional Centers listed on pages 78 and 79 and the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; (301) 468-2600.

Elementary School

The Drug Avengers. Ten 5-minute animated adventures that urge caution about ingesting unfamiliar substances; encourage students to trust their instincts when they think something is wrong; and show that drugs make things worse, not better.

Fast Forward Future. A magical device allows youngsters to peer into the future and see on a TV screen what will happen if they use drugs and what will happen if they remain drug free.

Straight Up. A fantasy adventure that features information on the effects of drugs, developing refusal skills, building self-esteem, and resisting peer pressure.

Junior High

Straight at Ya. Tips on peer pressure, saying no, and building self-esteem.

Lookin' Good. A two-part series based on actual incidents that convey the dangers of drug use and promote the use of peer support groups.

Straight Talk. Teens discuss why they won't use drugs and ways to avoid drugs.

High School

Hard Facts About Alcohol, Marijuana, and Crack. Offers factual information about the dangers of drug use in a series of dramatic vignettes.

Speak Up, Speak Out: Learning to Say No to Drugs. Gives students specific techniques they can use to resist peer pressure and say no to drug use.

Dare to Be Different. Uses the friendship of two athletes in their last year of high school to illustrate the importance of goals and values in resisting pressures to use drugs.

Downfall: Sports and Drugs. Shows how drugs affect athletic performance and examines the consequences of drug use,

including steroid use, on every aspect of an athlete's life--career, family, friends, sense of accomplishment, and self-esteem.

Private Victories. Illustrates the effects of drug and alcohol use on students and the value of positive peer influences in resisting peer pressure to use drugs.

SOURCES OF FREE CATALOGS OF PUBLICATIONS

Hazelden Educational Materials. A source for pamphlets and books on drug use and alcoholism and curriculum materials for drug prevention. Telephone 1-800-328-9000. In Minnesota, call (612) 257-4010 or 1-800-257-0070.

National Council on Alcoholism. A source for pamphlets, booklets, and fact sheets on alcoholism and drug use. Telephone (212) 206-6770.

Johnson Institute. A source for audiocassettes, films, videocassettes, pamphlets, and books on alcoholism and drug use. Offers books and pamphlets on prevention and intervention for children, teens, parents, and teachers. Telephone toll-free 1-800-231-5165. In Minnesota, 1-800-247-0484 and in Minneapolis/St. Paul area, 944-0511.

National Association for Children of Alcoholics. A source for books, pamphlets, and handbooks for children of alcoholics. Conducts regional workshops and provides a directory of local members and meetings. Telephone (714) 499-3889.

SCHOOL AND COMMUNITY RESOURCES

ACTION Drug Prevention Program. ACTION, the Federal volunteer agency, works at the local, State, and national levels to encourage and help fund the growth of youth, parents, and senior citizen groups and networks committed to helping youth remain drug free. 806 Connecticut Avenue, NW, Suite M-606, Washington, DC 20525. Telephone (202) 634-9757.

American Council for Drug Education (ACDE). ACDE organizes conferences; develops media campaigns; reviews scientific findings; publishes books, a quarterly newsletter, and education kits for physicians, schools, and libraries; and produces films. 204 Monroe Street, Suite 110, Rockville, MD 20852. Telephone (301) 294-0600.

Committees of Correspondence. This organization provides a newsletter and bulletins on issues, ideas, and contacts. Publishes a resource list and pamphlets. Membership is \$15.00. 57 Conant Street, Room 113, Danvers, MA 09123. Telephone (508) 774-2641.

Drug-Free Schools and Communities--Regional Centers Program, U.S. Department of Education. This program is designed to help local school districts, State education agencies, and institutions of higher education to develop alcohol and drug education and prevention programs. Five regional centers provide training and technical assistance. For further information on center services, contact the center in your region: Northeast Regional Center for Drug-Free Schools and Communities 12 Overton Ave. Sayville, NY 11782-0403 (516) 589-7022 Southeast Regional Center for

Spencerian Office Plaza University of Louisville Louisville, KY 40292 (502) 588-0052 FAX: (502) 588-1782

Midwest Regional Center for Drug-Free Schools and Communities 1900 Spring Road Oak Brook, IL 60521 (708) 571-4710 FAX: (708) 571-4718

Southwest Regional Center for Drug-Free Schools and Communities 555 Constitution Ave. Norman, OK 73037-0005 (405) 325-1454 (800) 234-7972 (outside Oklahoma)

Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania Rhode Island, Vermont

Alabama, Drug-Free Schools and District of Columbia, Florida, Communities Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, Virgin Islands, West Virginia

> Indiana, Illinois, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin

Arizona, Arkansas, Arizona, Arkansa Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Utah

Western Regional Center for Drug-Free Schools and Communities 101 S.W. Main St., Suite 500 Portland, OR 97204 (503) 275-9480 (800) 547-6339 (outside Oregon)

Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands, and Republic of Palau

For general program information, contact the U.S. Department of Education, Drug-Free Schools Staff, 400 Maryland Avenue, SW, Washington, DC 20202-6151. Telephone (202) 732-4599.

Drug-Free Schools and Communities--State and Local Programs, U.S. Department of Education. This program provides each State educational agency and Governor's office with funds for alcohol and drug education and prevention programs in local schools and communities. For information on contact persons in your State, contact the U.S. Department of Education, Drug-Free Schools Staff, 400 Maryland Avenue, SW, Washington, DC 20202-6151. Telephone (202) 732-4599.

Families in Action. This organization maintains a drug information center with more than 200,000 documents. Publishes Drug Abuse Update, a quarterly journal containing abstracts of articles published in medical and academic journals and newspapers. \$25 for four issues. 2296 Henderson Mill Road, Suite 204, Atlanta, GA 30345. Telephone (404) 934-6364.

"Just Say No" Clubs. These nationwide clubs provide support and positive peer reinforcement to youngsters through workshops, seminars, newsletters, walk-a-thons, and a variety of other activities. Clubs are organized by schools, communities, and parent groups. Just Say No Foundation, 1777 N. California Boulevard, Suite 200, Walnut Creek, CA 94596. Telephone 1-800-258-2766 or (415) 939-6666.

Narcotics Education, Inc. This organization publishes pamphlets, books, teaching aids, posters, audiovisual aids, and prevention magazines designed for classroom use: WINNER for Preteens and LISTEN for teens. 6830 Laurel Street, NW, Washington, DC 20012. Telephone 1-800-548-8700, or in the Washington, DC area, call (202) 722-6740.

Parents' Resource Institute for Drug Education, Inc. (PRIDE). This national resource and information center offers consultant services to parent groups, school personnel, and youth groups, and provides a drug-use survey service. It conducts an annual conference; publishes a newsletter, a youth group handbook, and other publications; and sells and rents books, films, videos, and slide programs. Membership is \$20. The Hurt Building, 50 Hurt Plaza, Suite 210, Atlanta, GA 30303. Telephone (404) 577-4500, 1-800-241-9746.

TARGET. Conducted by the National Federation of State High School Associations, an organization of interscholastic activities associations, TARGET offers workshops, training seminars, and an information bank on chemical use and prevention. It has a computerized referral service to substance abuse literature and prevention programs. National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195. Telephone (816) 464-5400.

Toughlove. This national self-help group for parents, children, and communities emphasizes cooperation, personal initiative, avoidance of blame, and action. It publishes a newsletter, brochures, and books and holds workshops. P.O. Box 1069, Doylestown, PA 18901. Telephone 1-800-333-1069 or (215) 348-7090.

U.S. Clearinghouse. (A publication list is available on request, along with placement on a mailing list for new publications. Single copies are free.)

National Clearinghouse for Alcohol and Drug Information (NCADI) P.O. Box 2345 Rockville, MD 20852 (301) 468-2600 1-800-SAY-NOTO

NCADI combines the clearinghouse activities previously administered by the National Institute on Alcoholism and Alcohol Abuse and the National Institute on Drug Abuse. The Department of Education contributes to the support of the clearinghouse, and provides anti-drug materials for free distribution.

READINGS ON LEGAL ISSUES

Alexander, Kern, American Public School Law, 3d ed. St. Paul, MN: West Publishing Company, 1992.

Rapp. J.A., Education Law, New York, NY: Matthew Bender and Company, Inc., 1991. A comprehensive, frequently updated, four-volume, looseleaf treatise on all issues of education law.

The Journal of Law and Education includes articles on education issues and a section on recent developments in the law. It is

published quarterly by Jefferson Law Book Company, 2035 Redding Rd., Cincinnati, OH 45202-1416.

Reutter, E. Edmund, The Law of Public Education, 3d ed. Mineola, NY: Foundation Press, 1985.

School Law Bulletin is a quarterly magazine published by the Institute of Government, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330.

School Law News is a newsletter that describes recent developments in the field. Capitol Publications, Inc., P.O. Box 1453, Alexandria, VA 22313-2053, Telephone (800) 327-7203.

The Schools and the Courts contains briefs of selected court cases involving elementary and secondary schools. It is published quarterly by College Administration Publications, 830-D Fairview Rd., P.O. Box 15898, Asheville, NC 28813-0898.

West's Education Law Reporter reprints the full text of Federal and State education law cases. Also included are education articles and comments selected from legal periodicals. West Publishing Company, 610 Opperman Drive, P.O. Box 64526, St. Paul, MN 55164-0526.

OTHER SOURCES OF MATERIALS ON LEGAL ISSUES

Council of School Attorneys, National School Boards Association (NSBA), provides a national forum on the practical legal problems faced by local public school districts and the attorneys who serve them. NSBA conducts programs and seminars and publishes monographs on a wide range of legal issues affecting public school districts. 1680 Duke Street, Alexandria, VA 22314, Telephone (703) 838-NSBA.

National Organization on Legal Problems of Education (NOLPE) is a nonprofit, nonadvocacy organization that disseminates information about current issues in school law. NOLPE publishes newsletters, serials, books, and monographs on a variety of school law topics; hosts seminars; and serves as a clearinghouse for information on education law. 3601 SW 29th Street, Suite 223, Topeka, KS 66614. Telephone (913) 273-3550.

> Helping Your Child Be Healthy and Fit

> > with activities for children aged 4 through 11

By Carol S. Katzman and Carolyn R. McCary with Deborah Kidushim-Allen, R.D.

Edited by Cynthia Hearn Dorfman

Illustrated by Annie Lunsford

Carol Katzman has served as Assistant Superintendent in the Beverly Hills Unified School District and has taught at all levels, K-8. She served a four-year term on the California Curriculum Commission, including one year as Chair. As a member of the advisory board of the local Health Champions (a comprehensive health education program) she was responsible for its implementation. When this program became the model for the California Department of Education's initiative, Healthy Kids, Healthy California, she worked for the Department on the program's overall design.

Carolyn McCary is an educational consultant who works for school districts and private sector organizations. She taught primary grades for many years. As a coordinator of the comprehensive health program in the Beverly Hills Unified School District, she helped build a program that served as a training model for California's Comprehensive Health Education and Training Program, and she consulted on the development of the Healthy Kids, Healthy California initiative.

Deborah Kidushim-Allen is a registered dietician and author of several cookbooks. She co-authored Light Style the low fat, low cholesterol, low salt way to good food and health (HarperCollins). She writes a weekly column for the Los Angeles Times syndication, and serves as nutrition consultant to Health Champions.

Annie Lunsford has been a freelance illustrator since 1975. Her works include a Children's Hospital calendar, a book for Ronald McDonald House, and slide shows for the National Institutes of Health. Her work has been recognized by The Advertising Club of New York, the Society of Illustrators, and The Printing Industry of America.

Contents

Introduction

The Basics

Important Things To Know

Activities

Face File A Mirror of Me Quilt of Many Feelings My Folder This Is the Our Hands Smile If You Like Me! Follow the Recipe! Oven-Fried Potatoes Sticks & Stones Snack Brushhhh! To Share or Not To Share? I Do It for Me Hold That Tiger! Warm Up Stretch Run For It! Keep Going! Cool Down

More Ideas

Safety First And They Licked the Platter Clean Growing Up Drug Free

Appendices

Parents and the Schools Bibliography Acknowledgments

Introduction

Long-term good health is less an accident than the result of good habits and wise choices. To enjoy good health now and in the future, youngsters must learn how to eat, exercise, sleep, control stress, and be responsible for personal cleanliness and reducing the risk of disease. In addition, they need to be aware of what to do in an emergency and when to say "no".

Habits that include eating nutritious foods and understanding the relationship between physical and emotional health will help your child grow up healthy. Your child's ability to learn and the chances for a longer and more productive life can be greatly improved by developing and following good health practices.

First of All, Your Child Is Special

The mental and emotional health of your child is just as important as physical health. From the earliest moment, a child needs to feel that he or she is special and cared about by family members and friends.

A child who enjoys good mental and emotional health is able to approach new situations with confidence. When children are comfortable with themselves, they can express their emotions in a positive way. As children learn to value themselves and develop confidence in their ability to make responsible decisions, they are building a sense of self-worth or self-esteem.

Parents and teachers share the responsibility for helping children build self-confidence. A child who is confident is more successful in everyday interactions with peers and adults. Confidence in one's ability to learn new and difficult skills can affect future achievement, as well. Developing a trusting relationship with your child, establishing open communication, and recognizing personal achievements are all important. When children know they can do something well, it makes them feel special.

Get Ready, Get Set, Grow Up Healthy

From the time your child is born, there are ways in which you can help your child learn how to grow up healthy. This book

has activities that help children

- * understand their emotions and build self-esteem;
- * eat the right foods;
- * prevent disease;
- * and build strong bodies.

The book also has safety tips, ways to help your child say "no" to drugs, a section on parents and the schools, a bibliography, and a chart to help you keep track of your child's vaccinations.

The Basics

Does This Mean I Can't Eat Ice Cream?

Good nutrition does not mean that your children cannot eat their favorite foods or that they must eat foods they do not like. Good nutrition means variety and moderation in a person's diet. Choosing what foods to eat is important in pursuing a healthy life. Your children may choose to eat certain foods because they taste good or because they are available. Make nutritious foods available and monitor the "sometimes" foods--sugary snacks and fatty desserts.

I'd Rather Play.

Good health is a blend of physical and emotional well-being. Exercises are basic elements of physical fitness that should be part of play.

Aerobic exercises, such as jogging or jumping, that increase the heartbeat, strengthen the heart and muscles, improve endurance, condition the total body, and help prevent disease. Anaerobic, slow, stretching exercises improve flexibility and muscular fitness. Both types of exercise are important and fun.

I'm Afraid and I'm Unhappy.

We all face stressful situations. With family members, with teachers, with friends, and with strangers problems can arise that make your child feel anxious, nervous, confused, or frightened. Too much stress or the wrong kind of stress can make it difficult for children to learn. Helping your child learn appropriate and healthy ways of handling stress, through exercise, proper sleep, discussing problems with an adult, or breaking down jobs into manageable parts, for example, is important.

You Sneezed Right in My Face!
A healthy lifestyle includes habits that will help your child avoid diseases caused by germs. Material carrying germs can be transferred through handshaking, kissing, coughing, sneezing, or by other means of direct contact. Most shared items have germs on them. Teaching your child how to reduce the transmission of germs can help your child, as well as others, stay healthy.

I Don't Feel Well!

A clean environment will support the health and well-being of your child now and in the future. You can begin by having a healthy home that is free of dirt, dust, and germs, as well as dangerous substances such as radon or lead. Make sure, too, that poisonous substances, such as household cleaners and pesticides, are kept away from children. You can also take precautions in preparing foods by washing them carefully and cooking them at the recommended temperature. Outside the home, you can work with others to help combat excessive pollution in your community.

Important Things To Know

Nutrition and Your Child

They went to the cupboard... Today, feeding children is based on concerns about heart disease, diabetes, cancer, and high blood pressure. There is reason to be concerned. More than 20 percent of American children are overweight with a good chance that 50 to 70 percent of them will remain overweight as adults. It is important for parents to set good examples of healthful eating. Research shows that children develop eating habits similar to those of their parents. While it is a parent's job to provide balanced selections from the five food groups, children can be allowed a certain amount of freedom to choose what and how much they eat.

Poor eating habits and craving for sugar snacks and fatty foods may develop if parents fail to direct the decisionmaking process. Remember that the issue isn't "good foods" versus "bad foods". If children balk at food put before them, don't worry. Studies show children will, over time, eat the amount of food that is right for them if they are offered healthful choices. You can't expect a child to want to eat broccoli if french fries are offered, or drink milk or orange juice when parents are drinking sodas. Of course, an occasional high fat food, gooey dessert, sugary snack, or soda is permissible, provided they are not substitutes for nutritious foods. Parents can make eating a pleasure for the entire family by helping create positive attitudes about food that will lead to a lifetime of good health.

What are the five food groups, and how can we help the entire family eat a balanced diet? The food guide pyramid on this page shows how to select a balanced diet and how to teach your child to make wise choices. How many servings do you need each day?

	Many	Children,	Teen
	women,	teen girls,	boys,
	older	active women,	active
	adults	most men	men
Calorie level*	about	about	about
	1 , 600	2,200	2 , 800
Bread Group Servings Vegetable Group Serving Fruit Group Servings Milk Group Serving Meat Group Servings	6 3 2-3** 2, for a total of 5 ounces	9 4 3 2-3** 2, for a total of 6 ounces	11 5 4 2-3** 3, for a total of 7 ounces
Total Fat (grams)	53	73	93

- * These are the calorie levels if you choose low fat. lean foods from the 5 major food groups and use foods from the fats, oils, and sweets group sparingly.
- ** Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.

A balanced diet includes food from each of the following food groups: 1. grains (bread, cereal, rice, and pasta); 2. fruit (fresh, dried, or unsweetened canned); 3. vegetables (raw or lightly cooked); 4. meat (meat, poultry, fish, dried beans, eggs, and nuts); and 5. dairy (milk, yogurt, and cheese). Offer your children nutritious choices for meals and snacks. This way you can help them control their own diet. For example, you might offer a choice of an apple, an orange, or a banana. With older children (aged 7 and up) you can start by planning a menu together, letting the children check to make sure it includes all five food groups.

Remember that each of the food groups provides some, but not all, of the nutrients a child needs. Foods in one group can't replace those in another. No one of these major food groups is more important than another. For good health, all are necessary.

What's for breakfast? Many of us do not eat in the morning. Estimates suggest that up to 25 percent of all school-aged children leave the house without breakfast.

You may think that breakfast is just another meal. For a child, breakfast provides much needed energy (calories) to start the day off right. Adults may be able to make up for skipped breakfast by grabbing something on the way to work or while doing morning errands. Your child, however, does not have that opportunity. A nursery school child usually has a mid-morning snack 3 to 5 hours after waking up. After kindergarten, few children are offered a morning snack.

Getting your child to eat breakfast isn't always easy. Try to tune into your child's morning personality. A sleepyhead may need a quick breakfast. An early riser may like to eat breakfast before getting dressed. If this conflicts with your morning schedule, let your children get their own breakfast. Even a 6-year-old can open a container of yogurt.

A good breakfast consists of complex carbohydrates and simple sugars (breads, whole grains, fiber, fruits, and vegetables); proteins (dairy, chicken, beef, fish, eggs, nuts, and dried beans), and some fat. Carbohydrates and simple sugars offer quick energy but leave the stomach quickly. A breakfast of only carbohydrates can give a child the mid-morning "blahs". When milk, cheese, yogurt, lean meat, or an egg is added, the food stays in the stomach longer and provides sustained energy.

It's Child's Play

Physical fitness is a vital part of being healthy. For children, being and staying physically fit can happen with activities they refer to as PLAY! Play that makes them breathe deeply is aerobic exercise. Aerobic activities such as bicycling, jumping rope, roller skating, running, dancing, and swimming can be beneficial if they are done for 12 to 15 minutes without stopping.

The young child develops an active lifestyle as he or she begins to creep, crawl, and then walk. Young children learn how to move in their environment by playing alone in their own personal space.

As children grow, they hop, march, run, roll, toss, bounce, and kick. Their bodies are changing in terms of height and weight, and they are beginning to form a self-concept through comparison with others as they move.

When play is organized into specific movements, it becomes exercise. For exercise to become part of each day, these movements or activities should meet the interests and needs of your child. Play is the beginning. Children can follow their own paths to lifetime fitness by exercising for fun and at their own pace.

Watching too much TV can deprive your child of opportunities to play and exercise. Set a good example. Limit TV watching. Walk to your destination as often as possible. Play active games with your child. Help form neighborhood sports teams and participate in the recreation.

Everyone can exercise. Certain exercises keep your heart and lungs healthy. Strong, flexible muscles can be developed with exercise. As your child achieves fitness through exercise, a growing self-confidence will be another benefit of a fitness routine.

Let's Stay Well.

Reducing the risk of disease is a major goal in helping your child grow up healthy. Bacteria and viruses cause disease and sickness, and cleanliness can help prevent the spread of these germs. Sharing such items as a comb, toothbrush, hairbrush, or cup, even among family members, can also spread disease. Having clean clothes and daily baths shows children that being clean not only feels good, but also helps them stay well.

You can teach your children to wash their hands at an early age. Tell your children that skin can stop germs from entering the body, and washing can reduce the risk of infection if your child has a cut or scrape.

Explain, too, that harmful germs and viruses can be spread by a sneeze or a cough. Teach your child to stay away from people who are sneezing and coughing. Children can help prevent the spread of disease if they cover their sneezes or coughs with a tissue.

Everybody has an internal disease fighting system (immune system) made of antibodies and white blood cells. Your child can help that immune system function well by getting enough sleep, by eating nutritious meals, and by exercising.

Vaccinations also prevent disease and play an important part in helping your child grow up healthy. The idea of having a shot may be frightening to a child. Help your child understand that this vaccination is a medicine that prevents disease. It's a lot more fun to be playing with friends than to be sick.

A vaccination chart for keeping track of immunizations can be found on the inside front cover. The importance of vaccinating children at the appropriate ages cannot be overemphasized.

Activities

The activities that follow are designed to introduce your child to some of the basic ideas of good health. There are activities that focus on understanding emotions and developing self-esteem, those that emphasize nutrition, those that stress cleanliness and caring for your body, and those that promote exercise (see the symbols to the right that indicate the type of activity). These activities are just samples of the many things you can do with your child to enhance awareness of the benefits of good health throughout life. So, get started and have fun!

Face File

Young children love to cut and paste. They can learn about their emotions at the same time.

What you'll need

Magazines Pieces of cardboard or construction paper Paste or glue Box or folder What to do 1. Have your child find pictures in magazines to illustrate different feelings. 2. Have your child paste each face on cardboard or construction paper. 3. Together, decide what feeling is expressed by the face and label the picture. 4. Sort the faces by categories of feelings, such as sad, funny, surprised, happy. 5. Use a box or folder to file the pictures. By looking at the pictures, children can recognize how people feel by their facial expressions. A Mirror of Me Help your child frame a mirror with items that represent the things your child likes. What you'll need Small pocket mirror Lid of a shoebox Magazines, photographs that that can be cut up, paint or an ink pad for thumb prints, or other items that represent your child's interests Scissors if you wish to cut out pictures Glue that is strong enough to hold the mirror What to do

- 1. Help your child attach a small pocket mirror inside the lid of a shoebox.
- 2. Have your child decorate the inside of the lid with objects that reflect special interests. Some of the decorations might include

a thumb print photographs pictures of favorite foods, sports, and hobbies.

3. Have your child look into the mirror to see a wonderful

face and the things that make it smile!

4. You might want to hang the framed mirror on the wall of your child's room.

This activity recognizes the things that are important to your child and helps your child realize that an identity is based on one's own interests.

Quilt of Many Feelings

Traditionally, making quilts has been a way for people to express themselves through the use of color and pattern in a practical way. A quilt of faces can help your child understand how emotions are conveyed through facial expressions.

What you'll need

Colored paper Markers or crayons Paste or glue Large piece of paper (poster paper, a large paper bag cut and laid out flat, wrapping or computer paper)

What to do

- Using different colors (pastel colors work best), cut the paper into 6" x 6" squares.
- 2. Have your child draw faces representing feelings they have had:

happy	loved
sad	special
good	jealous
bad	lonely
pained	

- 3. Have your child label these emotions.
- 4. Paste the squares together on a large piece of paper to resemble a patchwork quilt.

Drawing pictures is one way children have of expressing themselves without feeling self-conscious or embarrassed.

My Folder

A folder with your child's name on it can help your child

get organized while enhancing self-image.

What you'll need

Dark crayon or marker Large sheet of paper

What to do

- 1. Have your child write his or her name or initials many times on a large sheet of paper.
- 2. Fold the paper in half to create a folder.
- 3. Place pictures, work from school, or drawings that are important to the child in the folder.

Names are veyr important to children. Just think of how upset they get when they are called names. Talk with your child about his or her name. Is there a favorite nickname? What does the name mean? Was your child named for someone? This is an opportunity for you and your child to talk together to build a strong self-image.

This Is the Way We Wash Our Hands

Children have to be reminded to wash their hands. This is a way to turn the reminder into fun.

What you'll need

Paper or cardboard Small slice of soap or a sample soap bar Glue

What to do

- 1. Have your child trace around his or her hand on a piece of paper or cardboard.
- 2. Cut a small slice of soap from a large soap bar or use a small or sample sized bar of soap.
- 3. Glue the soap onto the paper hand.
- 4. Hang the poster in the bathroom over the sink to remind your child about hand washing.

Washing your hands is one of the best ways to avoid spreading germs to prevent disease. It is especially important when eating or handling food. Smile If You Like Me Make a game out of introducing your child to new foods. What you'll need Paper Round object Felt tip pen New foods for your child to sample What to do 1. Cut paper into three 3"x 3" squares. 2. On each piece of paper, trace around the bottom of a round object with a felt tip pen. 3. Have your child draw three different kinds of faces in the circles: a face with a smile, an unhappy face, and a face with a straight line for a mouth to show "I don't care". 4. Ask your child to try a new or different food. Emphasize that not all the portion has to be eaten: simply try the food and talk about likes and dislikes. 5. Tell your child to give you one of the faces that reflects the feeling about the new food. 6. Post a chart to record new foods your child tries. 7. Set a goal, such as trying one new food a week. 8. Reward your child for trying the foods by writing "Good job!" on the chart, putting stickers on the chart, or celebrating by taking a trip to the local zoo or library when the chart is complete.

This activity gives your child a chance to enjoy and learn about a variety of foods without the pressure of having to "clean your plate" at mealtime. One point to remember when doing this activity is to try not to use food as a reward or bribe.

Follow the Recipe!

One way to get children to eat healthful food, especially

vegetables, is to involve them in the selection and preparation of a recipe. What you'll need A simple recipe Paper and pencil to write a list Trav Utensils and other equipment with which to cook What to do 1. Choose a simple recipe to prepare. 2. Write a shopping list from the recipe. Check the nutritional value of the ingredients by reading the nutrition label aloud with your child. 3. Take the children to the market. The supermarket is the perfect place to introduce the older ones to label reading. For children over age 6, see who can find the products with the most sugars, fats, and salt. Explain that the first ingredient listed is what the food has the most of. Then, hunt for alternative, healthier foods. 4. Allow children to feel the weight and texture of vegetables. Handling hits and vegetables will help them learn how to distinguish between ripe, unripe, or spoiled

5. Have children help you put away groceries. Preschoolers enjoy washing fruits and vegetables, and you can explain the proper way to wash them to remove dirt and insecticides. Have them store fresh vegetables in the refrigerator, explaining this will help retain vitamins and help the vegetables stay fresh longer. Have them store root vegetables (potatoes and onions) in a cool, dry place away from light.

produce.

- 6. Place all the ingredients you will need for the recipe on a tray to make cooking more efficient.
- 7. Keep tasks simple and within the child's abilities. Toddlers can stir an egg, mix ingredients, spread jams or peanut butter, or carry pots and pans. Older children love to measure dry ingredients and enjoy the challenge of pouring liquids without spilling.

Pediatricians recommend that parents should get more involved with their children. What better way than by making a game out of cooking, a necessary task but one in which everyone can be involved. Having your children participate in food selection can help you manage food choices for toddlers, preschoolers, and elementary school children.

NOTE: This activity requires parental supervision. Here is a healthful recipe that you might want to try.

What you'll need

Oven-Fried Potatoes

3 medium potatoes, peeled or unpeeled 2 tablespoons low calorie margarine, melted 1 1/2 tablespoons olive or vegetable oil Paprika Parmesan cheese, grated (optional)

What to do

- 1. Cut potatoes lengthwise into strips about 4" x 1/2" x 1/4"
- 2. Arrange in a single layer on a nonstick baking sheet.
- 3. Pour margarine and oil over potatoes and toss to coat well.
- 4. Sprinkle with paprika (young children enjoy doing this).
- 5. Bake at 450 degrees for 40 minutes.
- Put on serving platter; sprinkle with cheese if desired.
 Makes 6 servings

Safety tips in the kitchen: Children should not be left unsupervised when electrical appliances, flame, or heat are involved. Be extra careful with moving equipment, such as rotary blades of a mixer, food processor, blender, or hand mixer. Knives, scissors, and the like are best for older children. Remind children that handles of utensils on a stove top should be turned inward. Stirring spoons (especially metal ones) should have long handles and be kept away from the heat. Keep an eye on children near stoves, no matter what age and keep small children away from heat of any kind.

Sticks & Stones Snack

Here is a snack that your children will have fun making and enjoy eating while getting needed nutrients.

What you'll need

4 cups of cereal (Kix or some type of low sugar cereal) 2 cups of pretzel sticks 2 cups of raisins Mixing bowl

What to do

- 1. Mix the cereal, pretzel sticks, and raisins in a mixing bowl.
- 2. Eat as a "between meal" snack. Makes about 8 cups.

This recipe was adapted from Kid's Recipe Magic, 1990, General Mills, Minneapolis, Minnesota, p. 15.

The food guide pyramid shows that children need about 9 servings a day from the bread and cereal group and 3 servings of fruits. This snack can help meet these nutritional requirements.

Brushhhh!

Playing and singing with children can help make tooth brushing an enjoyable experience.

What you'll need

What to do

1. When it is time for your children to brush their teeth, sing a silly song together about tooth brushing:

This is the way we brush our teeth, Brush our teeth, Brush our teeth, This is the way we brush our teeth, So early in the morning!

- Make sound effects--"ZOOM, ZOOM, ZOOM or VROOM, VROOM, VROOM" when you watch them brush.
- 3. Have your children name their teeth and use their names: "Now don't forget Cutters, Doggies, and Chompers!" (Children often find it interesting that dentists call some teeth "canines.")

Before your baby even has teeth, clean the gums with a wet cloth after feeding. When teeth start to come in, brush with a soft toothbrush and water. At about age 3, teach your child to brush as follows: start at the gum and gently massage under the gum, then work the toothbrush around the teeth in a gentle, circular motion. Floss teeth daily when all the baby teeth are in.

To Share or Not To Share?

Telling the difference between personal items that should not be shared and those things that are to be shared can be a hard distinction for children to make.

What you'll need

Newspapers or magazines Large pieces of paper Glue Red pen or marker Scissors

What to do

- Have your child collect pictures of a toothbrush, cup, comb, hairbrush, and spoon or fork from newspapers or magazines.
- 2. Ask your child to paste the pictures on a large piece of paper.
- 3. With a red felt tip marker or pen, have your child put an X or \setminus through each picture.
- 4. Title the poster, "Things I Do Not Share".
- 5. Have your child collect pictures of objects that he or she does share. These can be pictures of toys, pets, and books.
- 6. Use these pictures to make a poster with the title "Things I Share".

Remind your children that disease is spread by the hands and through the mouth, so they shouldn't share toothbrushes, cups, spoons, or forks. head lice are spread by combs and brushes. Working with your child to make the posters will help you explain these points, while emphasizing that there are many things we can share.

I Do It For Me

How can I take care of myself? Here is an activity that will take advantage of your child's growing independence while emphasizing healthful responsibility. What you'll need Paper Marker or crayon What to do 1. With your child, make a chart that lists healthful responsibilities: I take a bath. I wear clean clothes. I brush my teeth at least twice each day. I wash my hair. I wash my hands before eating. I wash my hands after going to the bathroom. I use my own brush or comb and don't let anyone else use it. I get plenty of sleep. The list can include other items that you and your child think should be on the list. 2. Make a box for each day of the week after each responsibility. 3. Have your child check off the things done each day. 4. At the end of the week, write WOW over the responsibilities or place a sticker over those completed during the week. It is important that children learn to take responsibility for the care of their bodies. Having a chart helps them develop self-reliance and helps to make life calmer for both of you. Hold that Tiger! Children love animals and they love to imitate. Combine these two interests to inspire exercise.

What you'll need

Magazines or newspapers Cardboard or paper Paste or glue Scissors An open space in which to move

What to do

- 1. Collect pictures of different animals.
- 2. Paste each picture on a different piece of cardboard.
- 3. Place the cards face down on a table and mix them up.
- 4. Have your child select a card and turn the card over to reveal the animal picture on the other side.
- 5. Have your child imitate the movements of the animal on the card. For example:

rabbit	hop
horse	gallop
turtle	crawl
elephant	slow lumbering walk, clasp hands together and swing arms side to side like a trunk.
frog	leap
tiger	fluid, smooth, sliding steps

These movements will help your child develop body awareness, space awareness, and coordination.

Warm Up

Use one or more of the following exercises to have your child warm up before doing more vigorous exercises.

All exercises have been adapted from Get Fit!, published by the President's Council on Physical Fitness and Sports, 701 Pennsylvania Avenue, NW, Suite 250, Washington, DC 20004.

What to do

- Arm Circles. Stand tall with knees slightly bent. Rise on your toes and slowly circle your arms inward and upward, until arms are straight over head. Inhale deeply. Continue circling your arms backward and downwards while lowering your heels and exhaling. Do this exercise slowly and smoothly. Repeat 5 times.
- 2. Swinging March. Stand up straight with feet shoulder-width apart, hands at your sides. Alternate right and left arms in forward circle motions. At the same time, lift your opposite knee so that when the right arm is circling forward the left knee is raised and vice versa. Do 10 complete circles with each arm and then switch arms to

swing backward. Repeat 10 full circles with each arm.

- 3. Pendulum Push. Stand straight with arms at your side. Step to right, bending your right knee. Raise arms overhead and push toward the ceiling. At the same time, rise on your right toes and lift your left leg off the ground, keeping all the weight on the right foot. Put your left leg back on the ground, bending both knees and placing hands on shoulders. Repeat to the left side. Repeat 10 times on each side.
- 4. Jumping Jacks. Stand straight with feet together. Jump up and land with your feet shoulder-width apart as you swing arms to shoulder height. Jump back to starting position while clapping your hands over your head. Jump up and land with feet apart while bringing your arms back to shoulder height. Jump back to starting position while lowering arms to your sides. Repeat this 4-part jumping jack 10-20 times at a slow, controlled pace.

Children should warm up their bodies for about five minutes to get muscles and joints ready for action and to prevent injury. They will be warmed up when they start to sweat and breathe heavier.

Stretch

Muscles should be stretched after they've been warmed up.

What to do

- Back Scratch Stretch. Have your child stand or sit to do this exercise. Raise the right hand in the air with the palm facing to the back. Bend the elbow and place the palm of the hand on the back between the shoulders. Bring the left hand behind the back to try to touch the right hand. Hold 10-30 seconds. Repeat two times on each side. Do not force the stretch.
- Knee High Stretch. While standing, lift left knee toward chest. Place left hand under knee and pull leg up to stretch the back of leg and lower back. Keep the standing leg slightly bent. Hold for 10-30 seconds. Repeat twice on each side.
- 3. Thigh Stretch. Keeping body upright, grasp left foot behind you with left hand. Slowly pull leg back so that the knee moves away from your body until you feel a stretch in the front of your leg. Hold 10-30 seconds. Repeat twice with each leg.
- 4. Calf Stretch. With hands against a wall, put right leg behind you. Keep right heel on the floor and very slightly bend the right knee. Lean forward until you feel a pull in your calf and behind your ankle. Hold 10-30

seconds. Repeat twice with each leg.

Stretching helps prevent muscles and joints from getting injured. Stretching makes the body more flexible so your child will be able to move easily. Stretching also helps your child relax.

Run For It!

After you've warmed up and stretched, you're ready to run.

What to do

- Beginner. Jog 2 minutes/walk 1 minute for a total of 15 minutes. Repeat. Do this at least three times a week.
- Intermediate. Jog 4 minutes/walk 1 minute. Do this for about 15-20 minutes at least three times a week. After about two weeks, reduce the amount of walking to 30 seconds. Gradually build up to about 30 minutes using this pattern.
- 3. Advanced. Continuously jog for 20 minutes. If you like jogging, you can run for longer periods time.

Aerobic activities strengthen your child's heart and lungs by requiring lots of oxygen and making the heart beat faster. Walking, swimming, running, and dancing are examples of aerobic exercises.

Keep Going!

These exercises will help your child build muscle strength and endurance.

What to do

 Push Ups. Get down on your hands and knees and position yourself so that your back is straight, head in line with your spine. Hands should be placed slightly outside your shoulders, fingers pointed forward, feet on the ground. Slowly lower your body until your chest touches the floor. Return to starting position. Once you can do 20-25 push ups with your knees bent, advance to the straight-leg position on your hands and toes. Try to do 10 straight-leg push ups at a time. 2. Curl Ups. Lie on your back with knees bent and feet flat on the floor. Place your arms across your chest, hands on opposite shoulders. Slowly curl your head, shoulders, and upper back off the floor, bringing elbows to thighs. Breathe out as you curl up and return to starting position while breathing in. Repeat 10 times. You might find it helpful to have someone hold your feet to the ground.

Curl Ups build strong stomach muscles, and Push Ups build strong arm muscles.

Cool Down

After doing aerobic or muscle exercises, your child is ready to cool down.

What to do

- 1. Have your child walk around for a few minutes to make sure breathing is back to normal and that the heart is NOT beating fast.
- 2. Your child should feel slightly relaxed when it is time to do stretches.
- 3. Doing the stretching exercises given on previous pages or others, have your child stretch all major joints and muscle groups, especially those used in the workout.
- 4. Have your child work on flexibility, since it's easier to stretch warm muscles.

Children should cool down after vigorous exercise to get their breathing back to normal. Cooling down also keeps muscles from becoming sore and stiff.

More Ideas

Here are some more ideas that will help your child grow up healthy.

Safety First

Be aware of ways to prevent accidents and be able to identify how accidents are caused. Teach your children to pick up toys off the floor and stairs. When cooking, try to use the back burners, making sure that pot handles and spoons are turned toward the back of the stove. Use safety latches on cabinets that contain cleaning fluids or knives and other dangerous utensils. Cover electrical outlets with plastic devices made for this purpose. And always be sure to keep an eye out for your children!

Identify safety rules and practices to prevent accidents at home, at school, and during recreational activities. Look for playground and swimming pool rules that give safety precautions, and explain them to your children. Make sure your child wears safety equipment for specific activities: a helmet when riding a bike and knee and elbow pads when roller skating, roller blading, or skate boarding. Have your child practice hand signals while bike riding. For the car, make a "Buckle Your Seat Belt" sign and place it where children can see it.

Be aware of peer pressure. Observe your children in social situations, and listen closely when they talk with you about things that happen at school or on the playground. Get to know the parents of your children's friends and try to attend as many functions in which your child is involved as you can.

Teach your children how to protect themselves. Have them practice saying "No." Tell them not to talk to strangers, to always walk with a friend, and to avoid isolated areas such as woods or vacant lots. If your child is followed by a car, he or she should run away to a friend or neighbor's house. Teach your children to be alert and to scream if someone grabs them. Keep the lines of communication open, so that your children will tell you if someone touches them in a way that makes them feel uncomfortable. Work with your school and neighborhood to have the police brief your children about safety precautions and start a "safe home" program where neighbors display a sign in the window to show children that if they are in danger they can go to that house.

Response to Emergencies

Recognize and lean appropriate responses to emergency situations, such as fires, lightning, tornadoes, and earthquakes. Teach your children the proper uses of fire and fire safety. Plan a home fire escape with your children and practice it often. Also, show children what to do if their clothes catch fire (STOP where you are, DROP to the ground, and ROLL to put out the flames). Make sure your children know how to dial the emergency number 911. Post it and other emergency numbers near the telephone where they will be easily seen. In the event of a tornado, teach. your children that the safest place to go is the basement or interior room or hallway on the bottom floor of the house. In an earthquake, teach children to get under a desk or table, and stay away from windows If your children are outside during a storm and there is lightning, teach them not to stand under or near a tree. Trees tend to attract lightning, because they are so tall

First Aid

The best rule of thumb is, "When in doubt, call the doctor." Know the symptoms that require a doctor's care: intense pain, high fever, excessive bleeding, unconsciousness, difficulty breathing. Emphasize to your children that the best way to care for a minor cut or scrape is to wash it with soap and water and cover with a bandage if the cut is bleeding or will be exposed to dirt. If possible, take a first aid course from the American Red Cross, your local YM/YWCA, rescue squad, or other organization to learn the procedures in life-threatening situations, such as choking or poisoning. Some doctors have free pamphlets or video tapes on first aid and what to do in case of emergency.

And They Licked the Platter Clean

- * If your child won't try vegetables, mix finely grated raw carrots with peanut butter and use as a spread for crackers, bread, apple slices, or bananas.
- * Puree an egg or egg substitute with cooked or defrosted frozen vegetables and grated cheese. Cook the mixture the same as you would scramble eggs.
- * Serve vegetables as a first course on a colorful, child-oriented plate and then serve the meat or fish as the second course to be eaten after the vegetables are finished.
- * Make edible art. Use the plate as the background and have each child add applesauce for clouds, shredded lettuce for grass, celery sticks for a stem, carrot rounds for flowers, orange slices for leaves, raisins for rocks, and any other edible ingredients for natural scenes.
- * Most toddlers need to eat more often than older children. Give them favorite, high energy foods and quick and convenient snacks such as slices of fruit and raw vegetables, whole grain breads, crackers, and cereals, or chunks of cheese.
- * Encourage your children to enjoy and learn about a variety of foods. All foods can fit into a healthy diet over time.
- * Introduce new foods to preschoolers. They are more willing to try them and will enjoy practicing their skills with fork and spoon.

Growing Up Drug Free

From the time your child is born, there are things you can do to help your child grow up drug, alcohol, and tobacco free. Here are some guidelines.

- * Take precautions with medicines and harmful household products.
- * Respect your child's feelings.
- * Use effective communication skills; avoid statements that blame, sarcastic remarks, or put downs.
- * Be certain that rules for behavior are fair and

consistent.

- * Set aside time to be with your child.
- * Guide your child's activities. Know where your child is at all times and get to know your child's friends.
- * Set the example for your child.
- * Have drug, alcohol, and tobacco free parties and activities in your home.
- * Learn about the school's drug policy.
- * Ask for help if you need it.

For more information, you might want to contact

National Clearinghouse for Alcohol and Drug Abuse Information 6000 Executive Boulevard, Suite 402 Rockville, Maryland 20852

(301) 468-2600/(800) 729-6686 (alcohol/drug information)
(800) 662-HELP (toll-free; drug abuse treatment information and
referrals).

Parents and the Schools

The school can be a vital link to your child's well-being. So much of your child's life is spent in school, it is important that you be aware of all the people and situations involved. Besides the school nurse (who may not be at the school full time), there are many resources you can call on.

Teachers are aware of the whole child and things that might be getting in the way of your child's learning. School counselors can advise on your child's social and emotional well-being. Many school counselors concentrate on helping children build self-esteem, and some work with groups of children with similar problems, such as coping with a divorce or death in the family.

Physical education classes provide an opportunity for exercise, and they foster teamwork. The school cafeteria is a source of well-balanced lunches (and breakfasts in some school districts), many of which are government-subsidized for low income students. The principal and teacher can advise on special services provided by the school district for children with handicaps and special learning needs.

The most important thing you can do is stay in contact with the school, especially your child's teacher. Listen carefully to the teacher, because the teacher will often spot problems or warning signs of serious trouble before you might notice them.

It is also important for you to tell the teacher if your child has a serious health problem or is experiencing an emotional crisis at home. It is imperative for the school to know if your child is on medication and what it is, who should be contacted in case of an emergency, and what to look for in your child's behavior that might be a warning sign of the onset of a medical emergency. Your child's welfare is a partnership between the parent and the school. If a serious medical condition exists, private or community health services should be consulted.

What can you expect of the school?

The following information has been adapted from Managing Asthma: A Guide for Schools, published by the U.S. Department of Health and Human Services and the U.S. Department of Education.

The principal should:

- * give parents a clear policy on taking medication during school hours.
- * provide opportunities for staff to learn about medical emergencies.
- * establish a resource file on health issues for teachers and staff to read.
- * schedule building repairs, cleaning, or painting when students are out of the building during vacations or the summer.

The school nurse should:

- * maintain health records on all students with chronic diseases.
- * alert staff members about students with serious health conditions.
- * inform parents if they suspect a serious health problem.
- * administer medication according to school policy.
- * Work with the parent/teacher organization to provide educational programs on medical conditions that affect a large number of students.

The teacher should:

- * know the early waning signs of a medical emergency.
- * develop a clear procedure for handling schoolwork missed due to illness.
- * understand the side effects of medication, for example, drowsiness, anxiety, withdrawal.
- * educate classmates about special medical conditions of students in the class, while respecting confidentiality.
- * reduce health hazards in the classroom.
- * encourage students with health problems to participate in classroom activities as much as possible.
- * allow a student to do quiet activities if a medical condition prevents full participation.

These are just some of the actions that school personnel

can take to make the school a safer and friendlier place for your child. Remember that when children are well and comfortable, they learn more.

Bibliography

The following list of books includes just a few of many excellent publications for parents and their children. No one knows your child as well as you do. When you select a book, always read through it to make certain the material presented will benefit your child.

Aliki. Feelings. Mulberry. Picture book with illustrations showing different emotions. Ages 3-6.

Berger, Melvin. Germs Make Me Sick! illustrated by Marylin Hafner. Thomas Y. Crowell. An easy-to-read book introduces the young reader to diseases...what they look like, how you catch them and how the body's resources fight them. Ages 6-8.

Brown, Fern G. Hereditary Diseases. Franklin Watts. Explains how disease traits are transmitted through the chromosomes cystic fibrosis, sickle-cell anemia, Tay-Sachs disease, and diabetes. Ages 10-12 years.

Bums, Sheila L. Allergies and You. Julian Messner. Direct, clearly presented text and illustrations on the symptoms, causes, and preventative measures for persons afflicted with various allergies. Glossary and bibliography included. Ages 9-12 years.

Colan, Edward. Drugs in Sports. Franklin Watts. The hazardous effects of steroids, amphetamines, blood boosting, cocaine, marijuana, and crack as used by athletes for a competitive edge. Age 11 and older.

Condon, Judith. The Pressure to Take Drugs. Franklin Watts. Explanation of why people are pressured by peers to take drugs. Advice on how to resist this pressure is presented. Ages 11-12 years.

DeSantis, Kenny. A Doctor's Tools. Dodd, Mead. For the youngest reader, an introduction to the vast variety of instruments physicians use in their practice of medicine. Ages 5-8 years.

Eagles, Douglas A. Nutritional Disease. Franklin Watts. The important role of enzymes and hormones and the havoc caused by chemical imbalances. Ages 10-12 years.

Elgin, Kathleen. The Fall Down, Break a Bone, Skin Your Knee Book. Walker Pub. A clear, simplified introduction to the physical reactions that take place when the body confronts injury and infection. A section on first aid is included. Ages 8-10 years.

Englebardt, Stanley. Kids and Alcohol: The Deadliest Drug. Lothrop, Lee & Shepard. Alcohol what it is, how it affects the body, why some people become alcoholics...how to recognize, treat, and prevent alcoholism. Age 11 and older.

Epstein, Sherrie S. The Story of Penicillin: Penny, the Medicine Maker. Lerner Pub. In story format, a simple introduction to the history of the discovery of penicillin by Dr. Alexander Fleming. Ages 7-10 years.

Gelman, Rita Golden & Susan Kovacs Buxbaum. Ouch! All About Cuts and Other Hurts. Harcout Brace Jovanovich. Alphabetically arranged, the most common minor injuries that can befall a child are presented with humor and understanding. Ages 7-9 years.

Get Ready Coloring Book A coloring activity book to help educate children on disaster readiness. Federal Emergency Management Agency. FEMA-197

Gretz, Suzanna. Teddy Bears Cure a Cold. William, the teddy bear, catches a cold, and his friends take care of him. Ages 4-6.

Hammond, Winifred. The Riddle of Teeth. Coward, McCann & Geoghegan. An introduction to the study of teeth...what they are made of, how they grow, and how to keep teeth strong and healthy. Ages 8-10 years.

Hautzig, Deborah. A Visit to the Sesame Street Hospital. A guidebook that prepares Sesame Street characters for Grover's tonsillectomy. Ages 36.

Howe, James. The Hospital Book. Crown. Straightforward, detailed account of hospital procedures illustrated with black and white photographs. Ages 12 and older.

Krensky, Stephen and Marc Brown. Dinosaurs, Beware! Illustrated by Marc Brown. Joy Street/Little Brown. A guide to household safety with pictures of examples of things to avoid. Ages 7-9.

Linn, Margot. A Trip to the Doctor. HarperCollins. Book is organized in two-page spreads, with questions about the doctors's office and three possible answers. Ages 4-6.

Madison, Arnold. Drugs and You. Julian Messner. For the young child, this factual, nonthreatening book presents a well-balanced and in-depth approach to information on drugs and drug abuse...how people use drugs; the affect different drugs have on mind and body; withdrawal and treatment. Ages 9-11 years.

MacLachlan, Patricia. Through Grampa's Eyes. HarperCollins. A young boy learns to understand his grandfather's blindness. Ages 7-9.

Nourse, Alan E. Viruses. Franklin Watts. Clearly written and well illustrated. Introduction to the discovery of viruses and the development of vaccines. Ages 8-12 years.

Rabe, Bernice. The Balancing Girl. Dutton. Illustrated by Lillian Hoban. Story of a girl who is confined to a wheelchair and can balance things remarkably. Ages 7-9.

Raskin, Ellen. Spectacles. Aladdin. Story about a girl who needs glasses. Ages 4-6.

Rockwell, Harlow. The Emergency Room. Macmillian. A picture book about the emergency room for very young children. Other books by the author include My Doctor and My Dentist.

Patent, Dorothy Hinshaw. Germs. Holiday House. Brief account of the story of germs that cause measles, flu, tuberculosis, and other diseases. Ages 7-12 years.

The Sesame Street Fire Safety Book. The Sesame Street characters help teach preschoolers and young children about fire safety and prevention. Federal Emergency Management Agency. FA-73

Zim, Herbert S. Your Stomach and Digestive Tract. William Morrow. Detailed illustrations and clear, concise text describe the functions of the four organs of digestion. Ages 8-10 years.

Consumer Information Catalog. A free catalog that lists many U.S. government publications in print and how to obtain copies. Consumer Information Center, P.O. Box 100, Pueblo, Colorado 81002.

General Health: Pantell, Robert H., James F. Fries, and Donald M. Vickery. Taking Care of Your Child. Addison-Wesley. A parent's guide to medical care.

Nutrition: Nutrition and Your Health: Dietary Guidelines for Americans. Tips on how to eat right. U.S. Department of Agriculture, Human Nutrition Information Service, 6505 Belcrest Road, Hyattsville, MD 20782.

The Food Guide Pyramid. A guide that shows how to eat right and lead a healthy lifestyle. U.S. Department of Agriculture.

Safety: Fire Strikes Back. A packet of resources including family plans that educate children on the dangers of playing with fire. U.S. Fire Administration, Office of Fire Prevention and Arson Control.

Your Family Disaster Supplies Kit. Instructions on how to prepare and use a disaster relief kit. Federal Emergency Management Agency. P.O. Box 70274, Washington, DC 20024. FEMA-189

Drug Prevention: Growing Up Drug Free: A Parent's Guide to Prevention. A booklet that provides tips for parents on how to teach children about drugs and what parents can do in the fight against drugs. U.S. Department of Education. For free copy call toll-free 1-800-624-0100 (in DC area 202-732-3627).

Acknowledgments

This book was made possible with help from Tim Burr, who provided information from other government agencies; Bernice Barth, who compiled the bibliography; and Tim McCarty, who contributed to the bibliography. Francie Alexander, Liz Barnes, Elaine Palazzo, Theodor Rebarber, and Rikki Smoot, and Rose Tobelmann provided suggestions and guidance to the project. Phil Carr and Donna DiToto designed the book.

Many of the activities are taken from ideas first presented in Imagine That, written by Joyce King and Carol Katzman.

What We Can Do To Help Our Children Learn:

Listen to them and pay attention to their problems.

Read with them.

Tell family stories. Limit their television watching. Have books and other reading materials in the house. Look up words in the dictionary with them. Encourage them to use an encyclopedia. Share favorite poems and songs with them. Take them to the library-get them their own library Take them to museums and historical sites, when possible. Discuss the daily news with them. Go exploring with them and lean about plants, animals, and local geography. Find a quiet place for them to study. Review their homework. Meet with their teachers.

Do you have other ideas? -

REFERENCES

Children and Drugs

Friedman, Alfred. "Does Drug and Alcohol Use Lead to Failure to Graduate from High School?" Journal of Drug Education, Vol. 15(4), 1985.

Johnston, Lloyd D., Jerald G. Bachman, and Patrick M. O'Malley. Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors. Ann Arbor, MI: University of Michigan, Institute for Social Research, 1987 (and unpublished information).

Tobias, Joyce M. Kids and Drugs: A Handbook for Parents and Professionals. Annandale, VA: PANDAA Press, 1986.

Youth and Alcohol

Alcohol Consumption and Related Problems. NIAAA, Alcohol and Health Monograph 1, 1982.

Johnston, Lloyd D., Patrick M. O'Malley, and Jerald G. Bachman.

National Trends in Drug Use and Related Factors Among American High School Students and Young Adults. NIDA, Department of Health and Human Services, (ADM-87-1535), U.S. Government Printing Office, 1987

Alcohol Topics: Fact Sheet, Alcohol and Youth. January 1987, Rockville, MD. "Blood Alcohol Concentrations Among Young Drivers, 1983." Morbidity and Mortality Weekly Report 33:699-701, 1984. National Clearinghouse for Alcohol and Drug Information.

Alcohol and Health VI. National Institute on Alcohol Abuse and Alcoholism, Sixth Special Report to the U.S Congress on Alcohol and Health, (ADM 87-1519) Rockville, MD.

Health, United States, 1980. National Center for Health Statistics, (PHS 81-1232), December 1980.

"A Study of Children's Attitudes and Perceptions about Drugs and Alcohol." Weekly Reader Publications. Middletown, CT. April 25, 1983.

National Clearinghouse for Alcohol and Drug Information: "Fact Sheet: Selected Statistics on Alcohol and alcoholism," June 1987. Rockville, MD.

DuPont, R.L. "Substance Abuse." Journal of the American Medical Association, 254:16, October 25, 1985.

Kandel, D.B. "Epidemiological and Psychosocial Perspectives on Adolescent Drug Use." Journal of the American Academy of Child Psychology, 21(4):328-347, 1982.

Braucht, G.N. "Psychosocial Research on Teenage Drinking: Past and Future," in Scarpitti, F.R. & S.K. Datesman, eds. Drugs and the Youth Culture. Beverly Hills, CA: Sage Publications, Inc., 1980.

Jenson, R. "Adolescent Problem Drinking: Psychosocial Aspects & Developmental Outcomes in Proceedings." Collaborating Center Designation Meeting & Alcohol Research Seminar, L.H. Towle, ed. 1985. (ADM 85-1730), Rockville, MD.

Extent of Alcohol and Other Drug Use

Johnston, Lloyd D., Jerald G. Bachman, and Patrick M. O'Malley. Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors. Ann Arbor, MI: University of Michigan, Institute for Social Research, 1991 (and unpublished information).

Johnston, Lloyd D., Patrick M. O'Malley, and Jerald G. Bachman. Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1990. Rockville, MD: National Institute on Drug Abuse, 1990 (and unpublished information).

Miller, Judith D., Ira H. Cisin, and Herbert I. Abelson. National Survey on Drug Abuse: Main Findings, 1982. Rockville, MD: National Institute on Drug Abuse, 1983 (ADM 83-1263).

Delinquency in the United States, 1982. Pittsburgh, PA: National Council of Juvenile and Family Court Judges, 1985. Drug Problems in Japan. National Police Agency of Japan, 1985.

"Youth and Alcohol: A National Survey." U.S. Department of Health and Human Services, Office of the Inspector General, 1991.

O'Malley, Patrick M., Jerald G. Bachman, and Lloyd D. Johnston. "Student Drug Use in America: Differences Among High Schools." Ann Arbor, MI: University of Michigan, Institute for Social Research, unpublished preliminary draft.

Japan Statistics Yearbook, 1985. Tokyo: Statistics Bureau, Management and Coordination Agency, 1985.

Washton, Arnold M. and Mark S. Gold. "Recent Trends in Cocaine Abuse: A View from the National Hotline, 800-COCAINE ;" in Advances in Alcohol and Substance Abuse, 1987.

How Drug Use Develops

Bolton, Iris M. "Educated Suicide Prevention." School Safety. Spring 1986.

DuPont, Robert L. Getting Tough on Gateway Drugs. Washington, DC: American Psychiatric Press, 1984.

Gold, Mark S., Linda Semlitz, Charles A. Dackis, and Irl Extein. "The Adolescent Cocaine Epidemic." Seminars in Adolescent Medicine, Vol. 1(4). New York, NY: Thieme, Inc., December 1985.

Holzman, David. "Crack Shatters the Cocaine Myth," and "Hot Line Taking 1,200 Calls A Day." Insight. June 23, 1986.

Jaffe, Jerome H. "Testimony before Subcommittee on Children, Family, Drugs, and Alcoholism," February 20, 1986. Washington, DC: U.S. Government Printing Office, 1986.

Mann, Peggy. Marijuana Alert. New York, NY: McGraw-Hill, 1985.

Mills, Carol J. and Harvey L. Noyes. "Patterns and Correlates of Initial and Subsequent Drug Use Among Adolescents." Journal of Consulting and Clinical Psychology, 52(2), 1984.

Morganthau, Tom, Mark Miller, Janet Huck, and Jeanne DeQuinne. "Kids and Cocaine." Newsweek, March 17, 1986.

Cocaine Addiction: It Costs Too Much. Rockville, MD: National Institute on Drug Abuse, 1985.

Tobias, Joyce M. Kids and Drugs. Annandale, VA: PANDAA Press, 1986.

Weekly Reader Publications. The Weekly Reader National Survey: Drugs and Drinking. Middletown, CT: Field Publications, 1987.

Effects of Drug Use

Deadwyler, Sam A. "Correlating Behavior with Neural Activity: An Approach to Study the Action of Drugs in the Behaving Animal. "Neuroscience Methods in Drug Abuse Research. Rockville, MD: National Institute on Drug Abuse, 1985. Mann, Peggy. Marijuana Alert. New York, NY: McGraw-Hill, 1985. Tobias, Joyce M. Kids and Drugs. Annandale, VA: PANDAA Press, 1986.

Drug Use and Learning

Friedman, Alfred. "Does Drug and Alcohol Use Lead to Failure to Graduate from High School?" Journal of Drug Education, Vol. 15(4), 1985.

Johnston, Lloyd D. Jerald G. Bachman, and Patrick M. O'Malley. Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors. Ann Arbor, MI: University of Michigan, Institute for Social Research, 1987 (and unpublished information).

Niven, Robert G. "Marijuana in the School: Clinical Observation and Needs." Marijuana and Youth. Rockville, MD: National Institute on Drug Abuse, 1982.

Washton, Arnold M. and Mark S. Gold. "Recent Trends in Cocaine Abuse: A View from the National Hotline, '800-COCAINE'," in Advances in Alcohol and Substance Abuse, 1987.

What Parents Can Do

American Association of School Administrators and the Quest National Center. Positive Prevention: Successful Approaches to Preventing Youthful Drug and Alcohol Use. Arlington VA: American Association of School Administrators, 1985.

Fraser, M. W., and J. D. Hawkins. Parent Training for Delinquency Prevention: A Review. Seattle, WA: Center for Law and Justice, University of Washington, 1982.

Manatt, Marsha. Parents, Peers, and Pot II. Rockville, MD: National Institute on Drug Abuse, 1983.

Mann, Peggy. Marijuana Alert. New York. NY: McGraw-Hill, 1985.

National Institute on Drug Abuse. Drugs and the Family. Rockville, MD: National Institute on Drug Abuse, 1981, (ADM 83-1151).

National Institute on Drug Abuse, Parents: What You Can De About Drug Abuse--Get Involved. Rockville, MD: National Institute on Drug Abuse, 1983 (ADM 84-1267).

Tobias, Joyce M. Kids and Drugs. Annandale, VA: Panda Press, 1986.

What Schools Can Do

Adams, Tom, with Bernard R. McColgan, Steven E. Gardner, and Maureen E. Sullivan. Drug Abuse Prevention and the Schools. Rockville, MD: National Institute on Drug Abuse, June 1984 (unpublished paper). Assisting Athletes with Alcohol and Other Drug Problems. Rockland, ME: State of Maine, March 1986.

Hampshire Informed Parents, Inc. "Evaluation of Drug Literature." Amherst, MA: Hampshire Informed Parents, Inc.

Hawley, R. A A School Answers Back: Responding to Student Drug Use. Rockville, MD: American Council for Drug Education, 1984.

Kennedy, Dorothy. "A Teacher Help Me Stop Drug Abuse." The Executive Educator. October 1980, p. 23.

National Institute on Alcohol Abuse and Alcoholism. Prevention Plus: Involving Schools, Parents, and the Community in Alcohol and Drug Education. Washington, DC: U.S. Government Printing Office, 1983 (ADM 83-1256).

National Institute on Drug Abuse. Handbook for Prevention Evaluation. Rockville, MD: National Institute on Drug Abuse, 1981.

National School Boards Association. Resolutions of the NSBA. Alexandria, VA: National School Boards Association, April 1986.

Pyramid Project. School Drug Policy. Berkeley, CA: Pacific Institute for Research and Evaluation, July 1986.

The Rand Corporation. Teens in Action: Creating a Drug-Free Future for America's Youth. Rockville, MD: National Institute on Drug Abuse, 1985 (ADM 85-1376).

Rubel, Robert J. A Comprehensive Approach to Drug Prevention. Austin, TX: National Alliance for Safe Schools, 1984.

South Dakota High School Activities Association. Chemical Health-School Athletics and Fine Arts Activities. Pierre, SD: South Dakota High School Athletics Association, 1968.

Strong, Gerald. "It's Time to Get Tough on Alcohol and Drug Abuse in Schools," The American School Board Journal. February 1983.

U.S. Department of Justice. For Coaches Only: How to Start a Drug Prevention Program. Washington, DC: U.S. Department of Justice, Drug Enforcement Administration, 1984.

U.S. Department of Justice. Team Up for Prevention. Washington, DC: U.S. Department of Justice, Drug Enforcement Administration, 1984.

What Communities Can Do

Blizard, R.A. and R.W. Teague. "Alternatives to Drug Use: An Alternative Approach to Drug Education." The International Journal of the Addictions, 1981, pp. 371-375.

Final Evaluation Report, 1984-85 Project DARE (Drug Abuse Resistance Educational). Los Angeles, CA: Evaluation and Training Institute, August 1985.

Manatt, Marsha. Parents, Peers, and Pot II. Rockville, MD: National Institute on Drug Abuse, 1983.

National Institute on Drug Abuse. Preventing Adolescent Drug

Abuse: Intervention Strategies. Rockville, MD: National Institute on Drug Abuse, 1983.

Teaching About Drug Prevention

Bausen, William B. and C. Kevin Molotte. Well and Good. Hollywood, CA: Health Promotion Associates, 1984.

Ellickson, Phyllis L. and Gall Zellman. Adapting the Social Influence Model to Drug Prevention: The Project Alert Curriculum. Paper presented at annual meeting of the American Public Health Association, Washington, DC: November 1985.

Project SMART. Los Angeles, CA: Health Behavior Research Institute. University of Southern California, 1982.

Adolescent Peer Pressure. Rockville, MD: National Institute on Drug Abuse, 1981 (ADM 84-1152).

Teaching Tools for Primary Prevention. Rockville, MD: National Institute on Drug Abuse, December 1982 (unpublished paper).

New Hampshire State Department of Education. K-12 Guidelines for School Preventive Drug Education. Concord, NH: State of New Hampshire, 1979.

How the Law Can Help

1 Bethel School District v. Fraser, 418 U.S. 615,682 (1986).

2 New Jersey v. T.L.O., 469 U.S. 325, 339 (1985).

3 2 J. Rapp, Education Law, 5 9.06[2] at 9-132 (1991).

4 See 21 U.S.C. 5 860.

5 See 21 U.S.C. 5 859.

6 See e.g., Zamora v. Pomeroy, 639 F.2d 662 (10th Cir. 1981) (locker search conducted after trained police dog indicated presence of marijuana inside).

7 See e.g., Horton v. Goose Creek Independent School District, 690 F.2d 470, 476-77 (5th Cir. 1982) (en banc) (citing cases and so holding), cert. denied, 463 U.S. 1207 (1983).

- 8 New Jersey v. T.L.O., 469 U.S. at 343.
- 9 Id. at 340.
- 10 Id. at 345-48.
- 11 Bahr v. Jenkins, 539 F. Supp. 483,488 (E.D. Ky. 1982).
- 12 Martens v. District No. 220, 620 F. Supp. 29 (N.D. Ill. 1985).

13 See Horton v. Goose Creek Independent School District, 690 F.2d at 477 (1982); Jones v. Latexo Independent School, 499 F. Supp. 223 (E.D. Tex. 1980).

- 14 See Doe v. Renfrow, 475 F. Supp. 1012 (N.D. Ind. 1979), aff'd in relevant part, 631 F.2d 91 (7th Cir.), cert. denied, 451 U.S. 1022 (1981).
- 15 Horton v. Goose Creek Independent School District, 690 F.2d at 477.
- 16 Compare Odenheim v. Carlstadt-East Rutherford Regional School District, 211 N.J. Super. 54, 10 A.2d 709 (1985) and Anable v. Ford, 653 F. Supp. 22 (W.D. Ark.), modified, 663 F. Supp. 149 (W.D. Ark. 1985) (urinalysis not permitted to screen public school students for drugs) with Schaill v. Tijpecanoe, 679 F. Supp. 833 (N.D. Ind. 1988) (upheld drug testing of interscholastic athletes in the public school system), aft'd, 864 F.2d 1309 (7th Cir.

1988).

- 17 Bethel School District v. Fraser, 478 U.S. at 686.
- 18 Goss v. Lopez, 419 U.S. 565 (1975).
- 19 One of the leading cases is Dixon v. Alabama State Board of Education, 294 F.2d 150 (5th Cir.), cert. denied. 368 U.S. 930 (1961).
- 20 See Individuals with Disabilities Education Act, 20 U.S.C. 55 1400-20, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 5 794.
- 21 See generally 20 U.S.C. 5 1232g and 34 C.F.R. Part 99.
- 22 The term education records is defined as records that are directly related to a student and maintained by or for the education agency or institution. The term does not include certain records maintained by a separate law enforcement unit of an education agency.
- 23 FERPA permits a school to disclose information from education records to its own officials (including teachers) who have a legitimate educational interest in the information. A school may determine in its FERPA policy that one such interest is the need to decide on the appropriateness of discipline.
- 24 An eligible student is a student who is 18 or older or attending an institution of postsecondary education.
- 25 See Board of Education v. McCluskey, 458 U.S. 966, 970-71
 (1982) (per curiam); see also Tarter v. Raybuck, 742 F.2d
 977, 983 (6th Cir. 1984), cert. denied, 470 U.S. 1051
 (1985).
- 26 See Harlow v. Fitzgerald, 457 U.S. 800 (1982); Wood v. Strickland, 420 U.S. 308 (1975). Under these cases, officials will be immune from personal liability so long as their conduct does not violate clearly established constitutional or Federal statutory rights of which a reasonable person should have known.
- 27 Memphis Community School District v. Stachura, 477 U.S. 299 (1986).
- 28 Carey v. Piphus, 435 U.S. 247 (1978).

Specific Drugs and Their Effects

Drug Enforcement Administration. Drugs of Abuse. Washington, DC, 1985.

Mann, Peggy. Pot Safari: A Visit to the Top Marijuana Research in the U.S. New York, NY: Woodmere Press, 1985.

National Institute on Drug Abuse. Cocaine Use in America: Epidemiologic and Clinical Perspectives. National Institute on Drug Abuse, 1985, (ADM 85-1414).

National Institute on Drug Abuse. Drug Abuse and Drug Abuse Research. 1984, (ADM 85-1372).

National Institute on Drug Abuse. Hallucinogens and PCP. 1983, (ADM 83-1306).

National Institute on Drug Abuse. Inhalants. 1983 (ADM 83-1307).

National Institute on Drug Abuse. Marijuana. 1983 (ADM 83-1307).

National Institute on Drug Abuse. NIDA Capsules, various issues.

National Institute on Drug Abuse. Opiates. 1984 (ADM 84-1308).

National Institute on Drug Abuse. Phencyclidine: An Update. (ADM 86-1443).

National Institute on Drug Abuse. Sedative-Hynotics. 1984 (ADM 84-1309).

National Institute on Drug Abuse. Stimulants and Cocaine. 1984 (ADM 84-1304).

Newsweek. March 17, 1986, page 58.

Tobias, Joyce. Kids and Drugs: A Handbook for Parents and Professionals. Annandale, VA: PANDAA Press, May 1986.

ACKNOWLEDGEMENTS

The following employees of the U.S. Department of Education assisted in the preparation of this volume and previous editions:

Beverley Blondell	Ad
Henry Bretzfield	Am
Ron Bucknam	Ki
Judith Cherrington	Jo
Mari Colvin	Ro
Maura Daly	Va
Elizabeth Farquhar	Sa
Jaime Fernandez	Lo
Margaret Guenther	De
Charlotte Gillespie	Da
Alan Ginsburg	Am
Wilma Green	Ba
Dick Hays	Jo
Gregory Henschel	Sh
Daphne Kaplan	Va

Adriana de Kanter ıy Katz im Light ohn Mason oss McNutt al Plisko andra Richardson oretta Riggans eborah Rudy aniel Schecter y L. Schwartz arbara Vespucci ohn Walters erry Weissman alerie Wood

Assistance was also provided by staff from the National Clearinghouse for Alcohol and Drug Information, the National Institute on Drug Abuse, and by consultants Elizabeth S. McConnell and Joel M. Moskowitz.

YOUR GUIDE TO PESTICIDES AND TOXIC SUBSTANCES Contents Knowing Your Options Tips for Handling Pesticides Determining Correct Dosage Correct Storage and Disposal How to Choose a Pest Control Company How to Reduce Your Exposure to Pesticides "Someone's Been Poisoned, Help"

Knowing Your Options

THEY'RE THERE. Whether you see them or not, you know they're there--in your home, your vegetable garden, your lawn, your fruit and shade trees, your flowers, and on your pets. They are pests--insects, weeds, fungi, rodents, and others.

American households and their surrounding grounds are frequent hosts to common structural pests (termites, cockroaches, fleas, rodents), as well as a wide array of pests that are usually associated with agriculture. Because pests are all around--sometimes creating a nuisance but sometimes causing severe financial loss--consumers have turned increasingly to pesticides to control them. Just as "pests" can be anything from cockroaches in your kitchen to algae in your swimming pool, pesticides include insecticides, herbicides, fungicides, rodenticides, disinfectants, and plant growth regulators--anything that kills or otherwise controls a pest of any kind.

The first and most important step in pest control is to identify the pest. Some pests, or signs of them, are unmistakable. Others are not. For example, some plant "diseases" are really indications of insufficient soil nutrients.

Three information sources are particularly helpful in identifying pests and appropriate pest control methods: reference books (such as insect field guides or gardening books), the County Extension Service, and pesticide dealers.

The next step is to decide what level of treatment you want. Is anyone in the family or neighborhood particularly sensitive to chemical pesticides? Does your lawn really need to be totally weed-free? Do you need every fruit, vegetable, or flower you grow, or could you replace certain pest-prone species or varieties with hardier substitutes? Will you accept some blemished produce? In other words, do you need to eliminate all weeds and insects, or can you tolerate some pests?

Remember that total pest elimination is virtually impossible, and trying to eradicate pests from your premises will lead you to more extensive, repeated chemical treatments than are required for pest control. Remember, too, that to manage any pest effectively, you must use each method (or combination of methods) correctly. Finally, you must also abide by all pertinent local, state, and federal regulations.

Federal Registration of Pesticides

The Environmental Protection Agency (EPA) "registers" (licenses) thousands of pesticide products for use in and around homes. No pesticide may legally be sold or used in the United States unless its label bears an EPA registration number. The Federal Insecticide, Fungicide, and Rodenticide Act (FIRA), which governs the registration of pesticides, prohibits the use of any pesticide product in a manner that is inconsistent with the product labeling.

Prevention

There is another important question to ask in making pest control decisions: is there something on your premises that needlessly invites pest infestations? The answer to this question may lead you to take some common-sense steps to modify pest habitat.

- * Remove water sources. All pests, vertebrate or invertebrate, need water for survival. Fix leaky plumbing and do not let water accumulate anywhere in your home. This means no water in trays under your houseplants overnight if you have a cockroach infestation.
- * Remove food sources (if the pest's food is anything other than the plant or animal you are trying to protect). For example, this could mean storing your food in sealed glass or plastic containers, avoiding the habit of leaving your pet's food out for extended periods of time, and placing your refuse in tightly covered, heavy-gauge garbage cans.
- * Remove or destroy pest shelter. Caulk cracks and crevices to control cockroaches; remove piles of wood from under or around your home in order to avoid attracting termites;
- * Remove and destroy diseased plants, tree prunings, and fallen fruit that might harbor pests.
- * Remove breeding sites. The presence of pet manure attracts flies, litter encourages rodents, and standing water provides a perfect breeding place for mosquitoes.
- * Remove sources of preventable stress to plants (flowers, trees, vegetable plants, and turf). Plant at the optimum time of year. Use mulch to reduce weed competition and maintain even soil temperature and moisture. Provide adequate water.
- * Use preventive cultural practices, such as careful selection of disease-resistant seed or plant varieties, companion planting to exploit the insect-repellent properties of certain plants, strategic use of "trap" crops to lure pests away from crops you wish to protect, crop rotation and diversification, and optimum use of spacing. Make sure you have good drainage and soil aeration.

Non-chemical Controls

If you practice preventive techniques such as those mentioned above, you will reduce your chances, or frequency, of pest infestation. However, if you already have an infestation, are there any pest control alternatives besides chemical pesticides?

The answer is an emphatic "yes." One or a combination of several non-chemical treatment alternatives may be appropriate. Your best strategy depends on the pest and the site where the pest occurs.

Non-chemical alternatives include:

* Biological treatments, including predators such as purple

martins, praying mantises, and lady bugs; parasites; and pathogens such as bacteria, viruses (generally not available to homeowners), and other microorganisms like Bacillus thuringiensis and milky spore disease.

There is no way to be certain how long predators will stay in target areas. Contact your County Extension Service for information about how to protect desirable predators.

* Mechanical treatments, including cultivating to control weeds, hand-picking weeds from turf and pests from plants, trapping to control rodents and some insects, and screening living space to limit mosquito and fly access.

Non-chemical pest control methods really work. They do have some disadvantages: the results are not immediate, and it requires some work to make a home or garden less attractive to pests. But the advantages of non-chemical methods are many. Compared to chemical pesticide treatments, such methods are generally effective for longer periods of time. They do not create hardy, pesticide-resistant pest populations. And they can be used without safeguards, because they pose virtually no hazards to human health or the environment.

Chemical Controls

If you decide that chemical treatment can provide the best solution to your pest problem, and you want to control the pests yourself rather than turning the problem over to a professional pest control operator, then you have an important decision to make: which product to choose. Before making that decision, learn as much as you can about a product's active ingredient—its biologically active agent. Is it "broad-spectrum" in its mode of action (effective against a broad range of pests), or is it "selective" (effective against only a few pest species)? How rapidly does the active ingredient break down once it is introduced into the environment? Is it suspected of causing chronic health effects? Is it toxic to non-target wildlife and house pets? Is it known, or suspected, to leach through soil into ground water?

Here again, your County Extension Service, reference books, pesticide dealers, your state pesticide agency, or your regional EPA office may be able to provide assistance. (Lists of State and EPA pesticide contacts are provided at the end of this booklet.)

When you have narrowed your choices of active ingredients, you are ready to select a pesticide product. Choose the least toxic pesticide that can achieve the results you desire. Read the label. It lists active ingredients, the target pests (for example, mites, flies, Japanese beetle grubs, broad-leafed weeds, algae, etc.), and the sites where the product may be used (for example, lawns, specific vegetable crops, roses, swimming pools, etc.). Be sure the site of your pest problem is included among the sites listed on the label.

Pesticide active ingredients are formulated in many ways. Choose the formulation best suited to your site and the pest you are trying to control. The most common types of home-use pesticide formulations include:

- * Solutions, which contain the active ingredient and one or more additives, and readily mix with water.
- * Aerosols, which contain one or more active ingredients and a solvent. They are ready for immediate use as is.
- * Dusts, which contain active ingredients plus a very fine dry inert carrier such as clay, talc, or volcanic ash. Dusts are ready for immediate use and are applied dry.
- * Granulars, which are similar to dusts, but with larger and heavier particles for broadcast applications.
- * Baits, which are active ingredients mixed with food or other substances to attract the pest.
- * Wettable powders, which are dry, finely ground formulations that generally are mixed with water for spray application. Some also may be used as dusts.

Depending on the type of formulation you choose, you may need to dilute or mix the product. Prepare only the amount that you need for each application; don't prepare larger amounts to store for possible future use. (See "Determining Correct Dosage.")

Once you have identified the pest, selected the right pesticide, and determined proper dosage, you are ready to use the product. Application technique and timing are every bit as important as the material used, so read the label for directions. That advice--to read the label--is repeated so often in this guide that it may become tiresome. But in fact, the advice cannot be repeated often enough. Read the label before you buy a product, and again before you mix it, before you apply it, before you store it, and before you throw it away. The directions on a label are there for a very good reason: to help you achieve maximum benefits with minimum risk. But these benefits depend upon proper use of the products.

Chemical pesticides also have their disadvantages. They must be used very carefully to achieve results while protecting users and the environment. The results are generally temporary, and repeated treatments may be required.

Therefore, to achieve best results when you do use chemical pesticides, use preventive and non-chemical treatments along with them. This will reduce the need for repeated applications.

You should always evaluate your pesticide use, comparing pre-treatment and post-treatment conditions. You should weigh the benefits of short-term chemical pesticide control against the benefits of long-term control using a variety of techniques. Knowledge of a range of pest control techniques gives you the ability to pick and choose among them. Pests, unfortunately, will always be around us, and, if you know about all pest control options, you will know what to do the next time THEY'RE THERE.
Pesticides are not "safe." They are produced specifically because they are toxic to something. By heeding all the following tips, you can reduce your risks when you use pesticides.

- * All pesticides legally marketed in the United States must bear an EPA-approved label; check the label to make sure it bears an EPA registration number.
- * Before using a pesticide, read the entire label. Even if you have used the pesticide before, read the label again--don't trust your memory. Use of any pesticide in any way that is not consistent with label directions and precautions is subject to civil and/or criminal penalties.
- * Do not use a "restricted use" pesticide unless you are a formally trained, certified pesticide applicator. These products are too dangerous to be used without special training.
- * Follow use directions carefully. Use only the amount directed, at the time and under the conditions specified, and for the purpose listed. Don't think that twice the dosage will do twice the job. It won't. What's worse, you may harm yourself, others, or whatever you are trying to protect.
- * Look for one of the following signal words on the front of the label. It will tell you how hazardous a pesticide is if swallowed, inhaled, or absorbed through skin.

"DANGER" means highly poisonous;

"WARNING" means moderately hazardous;

"CAUTION" means least hazardous.

- * Wear the items of protective clothing the label requires: for example, long sleeves and long pants, impervious gloves, rubber (not canvas or leather) footwear, hat, and goggles. Personal protective clothing usually is available at home building supply stores.
- * If you must mix or dilute the pesticide, do so outdoors or in a well-ventilated area. Mix only the amount you need and use portions listed on the label.
- * Keep children and pets away from areas where you mix or apply pesticides.
- * If a spill occurs, clean it up promptly. Don't wash it away. Instead, sprinkle with sawdust, vermiculite, or kitty litter; sweep into a plastic garbage bag; and dispose with the rest of your trash.
- * Remove pets (including birds and fish) and toys from the area to be treated. Remove food, dishes, pots, and pans before treating kitchen cabinets, and don't let pesticides get on these surfaces. Wait until shelves dry before refilling them.

- * Allow adequate ventilation when applying pesticides indoors. Go away from treated areas for at least the length of time prescribed by the label. When spraying outdoors, close the windows of your home.
- * Most surface sprays should be applied only to limited areas; don't treat entire floors, walls, or ceilings.
- * Never place rodent or insect baits where small children or pets can reach them.
- * When applying spray or dust outdoors, cover fish ponds, and avoid applying pesticides near wells. Always avoid over-application when treating lawn, shrubs, or gardens. Runoff or seepage from excess pesticide usage may contaminate water supplies. Excess spray may leave harmful residues on home-grown produce.
- * Keep herbicides away from non-target plants. Avoid applying any pesticide to blooming plants, especially if you see honeybees or other pollinating insects around them. Avoid birds' nests when spraying trees.
- * Never spray or dust outdoors on a windy day.
- * Never smoke while applying pesticides. You could easily carry traces of the pesticide from hand to mouth. Also, some products are flammable.
- * Never transfer pesticides to containers not intended for them, such as empty soft drink bottles. Keep pesticides in containers that clearly and prominently identify the contents. Properly refasten all childproof caps.
- * Shower and shampoo thoroughly after using a pesticide product. Wash the clothing that you wore when applying the product separately from the family laundry. To prevent tracking chemicals inside, also rinse boots and shoes before entering your home.
- * Before using a pesticide product, know what to do in case of accidental poisoning.
- * To remove residues, use a bucket to triple rinse tools or equipment, including any containers or utensils used to mix the chemicals. Then pour the rinse water into the pesticide container and reuse the solution by applying it according to the pesticide product label directions.
- * Evaluate the results of your pesticide use.

Determining Correct Dosage

So much information is packed onto pesticide labels that there is usually no room to include examples of each dilution applicable to the multitude of home-use situations. As a result, label examples may inadvertently encourage preparation of more pesticide than is needed. The excess may contribute to overuse, safety problems related to storage and disposal, or simply wasted costs of unused pesticide.

Determining the correct dosage for different types of

pesticides requires some simple calculations. The following information can help you to prepare the minimum quantity of pesticide needed for your immediate use situation.

For example, the product label says, "For the control of aphids on tomatoes, mix 8 fluid ounces of pesticide into 1 gallon water and spray until foliage is wet." Your experience has been that your six tomato plants require only one quart of pesticide to wet all the foliage. Therefore, only 2 fluid ounces of the pesticide should be mixed into 1 quart of water. Why? Because a quart is one-fourth of a gallon, and 2 fluid ounces mixed into 1 quart make the same strength spray recommended by the label, but in a quantity that can be used up all at once.

Consumers can solve problems similar to this one with careful arithmetic, good measurements, and intelligent use of the information provided here.

How to Measure

If you need to determine the size of a square or rectangular area, such as a lawn for herbicide application, measure and multiply the length and width. For example, an area 10 feet long by 8 feet wide contains 80 square feet. Common area measurements may involve square yards (1 square yard = 9 square feet) or square feet (1 square foot = 144 square inches).

If you need to determine the volume of a space such as a room, measure and multiply the room's length, width, and height. For example, a space 10 feet long, 8 feet wide, and 8 feet high contains a volume of 640 cubic feet. You would use this procedure, for instance, for an aerosol release to control cockroaches.

Most residential-use pesticides are measured in terms of volume. Some common equivalents are:

In measuring teaspoons or tablespoons of pesticide, use only level spoonfuls, and never use the same measuring devices for food preparation.

The following table provides examples to help you convert

label information to your specific use situations. "Amount" can be any measure of pesticide quantity. However, the same unit of measure must be used on both sides of the chart. For example, 8 fluid ounces per gallon of water is equivalent to 2 fluid ounces per quart of water.

Not all dosage rates are included in the examples given here. For rates not included, remember that, for pesticides not diluted with water, proportionally change both the quantity of pesticide and the area, volume, or number of items treated. For example, one-half pound per 1,000 square feet is equivalent to one-quarter pound per 500 square feet. For a pesticide that is diluted with water, proportionally change the quantity of pesticide, the quantity of water, and the area, volume, or number of items treated. For example, one-half pound of pesticide in 1 gallon of water applied to 1,000 square feet is equivalent to 1 pound of pesticide in 2 gallons of water applied to 2,000 square feet.

There is a point at which measurements needed for smaller quantities of pesticides are too minute to be accurately measured with typical domestic measuring devices. In such cases, the user can either mix the larger volume, realizing that there will be leftover material; obtain a more accurate measuring device, such as a graduated cylinder or a scale which measures small weights; or search for an alternative pesticide or less concentrated formulation of the same pesticide.

Correct Storage and Disposal

The following tips on home storage and disposal can help you handle pesticides correctly.

Storage

- * Buy only enough product to carry you through the use season, to reduce storage problems.
- * Store pesticides away from children and pets. A locked cabinet in a well-ventilated utility area or garden shed is best.
- * Store flammable liquids outside living quarters and away from an ignition source.
- * Never put pesticides in cabinets with, or near, food, medical supplies, or cleaning materials. Always store pesticides in their original containers, complete with labels that list ingredients, directions for use, and antidotes in case of accidental poisoning. Never transfer pesticides to soft drink bottles or other containers that children may associate with something to eat or drink. Always properly refasten child-proof closures or lids.
- * Avoid storing pesticides in places where flooding is possible, or in open places where they might spill or leak into the environment. If you have any doubt about the content of a container, dispose of it with your trash.

- * The best way to dispose of a small, excess amount of pesticide is to use it--apply it--according to directions on the product label. If you cannot use it, ask your neighbor whether he/she can use it. If all the pesticide cannot be used, first check with your local health department or solid waste management agency to determine whether your community has a household hazardous waste collection program or any other program for handling disposal of pesticides.
- * If no community programs exist, follow label directions regarding container disposal. To dispose of less than a full container of a liquid pesticide, leave it in the original container, with the cap securely in place to prevent spills or leaks. Wrap the container in several layers of newspapers and tie securely. Then place the package in a covered trash can for routine collection with municipal refuse. If you do not have a regular trash collection service, take the package to a permitted landfill (unless your municipality has other requirements).

Note: No more than one gallon of liquid pesticide should be disposed of in this manner.

* Wrap individual packages of dry pesticide formulations in several layers of newspaper, or place the package in a tight carton or bag, and tape or tie it closed. As with liquid formulations, place the package in a covered trash can for routine collection.

Note: No more than 5 pounds of pesticide at a time should be disposed of in this manner.

- * Do not pour leftover pesticides down the sink or into the toilet. Chemicals in pesticides could interfere with the operation of wastewater treatment systems or could pollute waterways, because many municipal systems cannot remove all pesticide residues.
- * An empty pesticide container can be as hazardous as a full one because of residues remaining inside. Never reuse such a container. When empty, a pesticide container should be carefully rinsed and thoroughly drained. Liquids used to rinse the container should be added to the sprayer or to the container previously used to mix the pesticide and used according to label directions.

Empty product containers made of plastic or metal should be punctured to prevent reuse. (Do not puncture or burn a pressurized product container--it could explode.) Glass containers should be rinsed and drained, as described above, and the cap or closure replaced securely. After rinsing, an empty mixing container or sprayer may also be wrapped and placed in the trash.

* If you have any doubts about proper pesticide disposal, contact your state or local health department, your solid waste management agency, or the regional EPA office. Termites are chomping away at your house. Roaches are taking over your kitchen. Mouse droppings dot your dresser drawer. You've got a pest control problem, and you've decided that it's too serious for you to solve on your own. You've decided you need a professional exterminator.

If you find yourself in a situation like this, what can you do to be sure that the pest control company you hire will do a good job? Here are some questions you can ask:

1. Does the company have a good track record?

Don't rely on the company salesman to answer this question; research the answer yourself. Ask around among neighbors and friends; have any of them dealt with the company before? Were they satisfied with the service they received? Call the Better Business Bureau or local consumer office; have they received any complaints about the company?

2. Does the company have insurance? What kind of insurance? Can the salesman show some documentation to prove that the company is insured?

Contractor's general liability insurance, including insurance for sudden and accidental pollution, gives you as a homeowner a certain degree of protection should an accident occur while pesticides are being applied in your home. Contractor's workmen's compensation insurance can also help protect you should an employee of the contractor be injured while working in your home.

In most states, pest control companies are not required to buy insurance, but you should think twice before dealing with a company that is uninsured.

3. Is the company licensed?

Regulatory agencies in some states issue state pest control licenses. Although the qualifications for a license vary from state to state, at a minimum the license requires that each company have a certified pesticide applicator present in the office on a daily basis to supervise the work of exterminators using restricted-use pesticides. (Certified applicators are formally trained and "certified" as qualified to use or supervise the use of pesticides that are classified for restricted use.) If restricted-use pesticides are to be applied on your premises, make sure the pest control operator's license is current. Also ask if the company's employees are bonded.

You may want to contact your state lead pesticide agency to ask about its pesticide certification and training programs and to inquire if periodic recertification is required for pest control operators.

In addition to the licenses required in some states, some cities also issue pest control licenses. Again, qualifications vary, but possession of a city license--where they are available--is one more assurance that the company you are dealing with is reputable and responsible.

4. Is the company affiliated with a professional pest control association?

Professional associations--whether national, state, or local--keep members informed of new developments in pest control methods, safety, training, research, and regulation. They also have codes of ethics that members agree to abide by. The fact that a company, small or large, chooses to affiliate itself with a professional association signals its concern for the quality of its work.

5. Does the company stand behind its work? What assurances does the company make?

You should think twice about dealing with a company unwilling to stand behind its work. Be sure to find out what you must do to keep your part of the bargain. For example, in the case of termite control treatments, a guarantee may be invalidated if structural alterations are made without prior notice to the pest control company.

6. Is the company willing, and able, to discuss the treatment proposed for your home?

Selecting a pest control service is just as important as selecting other professional services. Look for the same high degree of competence you would expect from a doctor or lawyer. The company should inspect your premises and outline a recommended control program, including what pests are to be controlled; the extent of the infestation; what pesticide formulation will be used in your home and why; what techniques will be used in application; what alternatives to the formulation and techniques could be used instead; what special instructions you should follow to reduce your exposure to the pesticide (such as vacating the house, emptying the cupboards, removing pets, etc.); and what you can do to minimize your pest problems in the future.

Contracts should be jointly developed. Any safety concerns should be noted and reflected in the choice of pesticides to be used. These concerns could include allergies, age of occupants (infants or elderly), or pets. You may want to get two to three, bids from different companies--by value, not price. What appears to be a bargain may merit a second look.

Even after you have hired a company, you should continue your vigilance. Evaluate results. If you have reason to believe that something has gone wrong with the pesticide application, contact the company and/or your state lead pesticide agency. Don't let your guard down, and don't stop asking questions.

How to Reduce Your Exposure to Pesticides

Because chemical pesticides are so widely used in our society, and because of the properties of many of the chemicals, low levels of pesticide residues are found throughout the environment. Pesticides reach us in a variety of ways--through food, water, and air.

In regulating pesticides, EPA strives to ensure that lawful use of these products will not result in harmful exposures. Proper use of registered products should yield residue levels that are well within established safety standards. Therefore, the average American's exposure to low-level residues, though fairly constant, should not cause alarm. Still, many people want to learn what choices they can make to further reduce their exposure to any potential risks associated with pesticides. By limiting your exposure to these products, you can keep your risks to a minimum.

Below you will find descriptions of the main pathways of human exposure to pesticides, as well as suggestions on ways to reduce overall exposure and attendant risks. If, however, you suspect that you suffer from serious chemical sensitivities, consult an expert to develop a more personally tailored approach to managing this problem.

Exposure Through Food

Commercial Food

Throughout life--beginning even before birth--we are all exposed to pesticides. A major source of exposure is through our diets. We constantly consume small amounts of pesticides. Fruits and vegetables, as well as meat, poultry, eggs, and milk, are all likely to contain measurable pesticide residues.

EPA sets standards, called tolerances, to limit the amount of pesticide residues that legally may remain in or on food or animal feed marketed in U.S. commerce. Both domestic and imported foods are monitored by the Food and Drug Administration (FDA) and the U.S. Department of Agriculture (USDA) to ensure compliance with these tolerances. Further, since pesticide residues generally tend to degrade over time and through processing, residue concentrations in or on most foods are well below legal tolerance levels by the time the foods are purchased.

Although EPA does limit dietary pesticide exposure through tolerances, you may wish to take extra precautions. You can take several steps to reduce your exposure to residues in purchased food.

- * Rinse fruit and vegetables thoroughly with water; scrub them with a brush and peel them, if possible. Although this surface cleaning will not remove "systemic" pesticide residues taken up into the growing fruit or vegetable, it will remove most of the existing surface residues, not to mention any dirt.
- * Cook or bake foods to reduce residues of some (but not all) pesticides.
- * Trim the fat from meat and poultry. Discard the fats and oils in broths and pan drippings, since residues of some pesticides concentrate in fat.

Home-grown Food

Growing some of your own food can be both a pleasurable activity and a way to reduce your exposure to pesticide residues in food. But, even here, there are some things you may want to do to assure that exposure is limited.

* Before converting land in an urban or suburban area to

gardening, find out how the land was used previously. Choose a site that had limited (or no) chemical applications and where drift or runoff from your neighbor's activities will not result in unintended pesticide residues on your produce. Choose a garden site strategically to avoid these potential routes of entry, if possible.

If you are taking over an existing garden plot, be aware that the soil may contain pesticide residues from previous gardening activities. These residues may remain in the soil for several years, depending on the persistence of the pesticides that were used. Rather than waiting for the residues to decline naturally over time, you may speed the process.

- * Plant an interim, non-food, crop like annual rye grass, clover, or alfalfa. Such crops, with their dense, fibrous root systems, will take up some of the lingering pesticide residues. Then discard the crops--don't work them back into the soil--and continue to alternate food crops with cover crops in the off season.
- * During sunny periods, turn over the soil as often as every two to three days for a week or two. The sunlight will help to break down, or photodegrade, some of the pesticide residues.

Once you do begin gardening, develop strategies that will reduce your need for pesticides while maintaining good crop yields.

- * Concentrate on building your garden's soil, since healthy soil grows healthy plants. Feed the soil with compost, manure, etc., to increase its capacity to support strong crops.
- * Select seeds and seedlings from hardy, disease-resistant varieties. The resulting plants are less likely to need pesticides in order to flourish.
- * Avoid monoculture gardening techniques. Instead, alternate rows of different kinds of plants to prevent significant pest problems from developing.
- * Don't plant the same crop in the same spot year after year if you want to reduce plant susceptibility to over-wintered pests.
- * Become familiar with integrated pest management (IPM) techniques, so that you can manage any pest outbreaks that do occur without relying solely on pesticides.
- * Mulch your garden with leaves, hay, grass clippings, shredded/chipped bark, or seaweed. Avoid using newspapers to keep down weeds, and sewage sludge to fertilize plants. Newsprint may contain heavy metals; sludge may contain heavy metals and pesticides, both of which can leach into your soil.

Food from the Wild

While it might seem that hunting your own game, catching your own fish, or gathering wild plant foods would reduce your

overall exposure to pesticides, this isn't necessarily so. Wild foods hunted, caught, or gathered in areas where pesticides are frequently used outdoors may contain pesticide residues. Migratory species also may contain pesticide residues if these chemicals are used anywhere in their flyways.

Tolerances generally are not established or enforced for pesticides found in wild game, fowl, fish, or plants. Thus, if you consume food from the wild, you may want to take the following steps to reduce your exposure to pesticide residues.

- * Because wild game is very lean, there is less fat in which pesticides can accumulate. However, avoid hunting in areas where pesticide usage is very high.
- * Avoid fishing in water bodies where water contamination is known to have occurred. Pay attention to posted signs warning of contamination.
- * You may want to consult with fish and game officials where you plan to hunt or fish to determine whether there are any pesticide problems associated with that area.
- * When picking wild plant foods, avoid gathering right next to a road, utility right-of-way, or hedgerow between farm fields which probably have been treated (directly or indirectly) with pesticides. Instead, seek out fields that have not been used to produce crops, deep woods, or other areas where pesticide use is unlikely.
- * When preparing wild foods, trim fat from meat, and discard skin of fish to remove as many fat-soluble pesticide residues as possible. For wild plant foods, follow the tips provided for commercial food.

Exposure Through Water

Whether it comes from surface or ground water sources, the water flowing from your tap may contain low levels of pesticides.

When pesticides are applied to land, a certain amount may run off the land into streams and rivers. This runoff, coupled with industrial discharges, can result in low-level contamination of surface water. In certain hydrogeologic settings--for example, sandy soil over a ground water source that is near the surface--pesticides can leach down through the soil to the ground water.

EPA's Water Program sets standards and provides advisory levels for pesticides and other chemicals that may be found in drinking water. Public municipal water systems test their water periodically and provide treatment or alternate supply sources if residue problems arise. Private wells generally are not tested unless the well owner requests such analysis.

If you get your drinking water from a private well, you can reduce the chance of contaminating your water supply by following these guidelines:

* Be cautious about using pesticides and other chemicals on your property, especially if the well is shallow or is not

tightly constructed. Check with your EPA regional office or County Extension Service before using a pesticide outdoors, to determine whether it is known or suspected to leach to ground water. Never use or mix a pesticide near your well head.

- * To avoid pesticide contamination problems, be sure your well extends downward to aquifers that are below, and isolated from, surface aquifers, and be sure the well shaft is tightly sealed. If you have questions about pesticide or other chemical residues in your well water, contact your state or county health department.
- * If your well water is analyzed and found to contain pesticide residue levels above established or recommended health standards, you may wish to use an alternate water source such as bottled water for drinking and cooking. The best choice is distilled spring water in glass bottles. Ask your local bottler for the results of a recent pesticide analysis.

Exposure Through Air

Outdoors, air currents may carry pesticides that were applied on adjacent property or miles away. But there are steps you can take to reduce your exposure to airborne pesticide residue, or drift, outdoors. To reduce your exposure to airborne pesticides:

- * Avoid applying pesticides in windy weather (when winds exceed 10 miles per hour).
- * Use coarse droplet nozzles to reduce misting.
- * Apply the spray as close to the target as possible.
- * Keep the wind to your side so that sprays and dusts do not blow into your face.
- * If someone else is applying pesticides outdoors near your home, stay indoors with your pets and children, keeping doors and windows closed. If it is very windy during the pesticide application, stay inside for an hour or two.
- * If pesticides are applied frequently near your home (if you live next to fields receiving regular pesticide treatment), consider planting a buffer zone of thick-branched trees and shrubs upwind to help serve as a buffer zone and windbreak.
- * Many local governments require public notification in advance of area-wide or broad-scale pesticide spray activities and programs--through announcements in newspapers, letters to area residents, or posting of signs in areas to be treated. Some communities have also enacted "right to know" ordinances which require public notification, usually through posting, of lawn treatments and other small-scale outdoor pesticide uses. If your local government does not require notifications, either for large- or small-scale applications, you may want to work with local officials to develop such requirements.

Indoors, the air you breathe may bear pesticide residues long after a pesticide has been applied to objects in your

home or office, or to indoor surfaces and crawl spaces. Pesticides dissipate more slowly indoors than outdoors. In addition, energy efficiency features built into many homes reduce air exchange, aggravating the problem. To limit your exposure to indoor pesticide residues:

- * Use pesticides indoors only when absolutely necessary, and then use only limited amounts. Provide adequate ventilation during and after application. If you hire a pest control company, oversee its activities carefully.
- * If pesticides are used inside your home, air out the house often, since outdoor air generally is fresher and purer than indoor air. Open doors and windows, and run overhead or whole-house fans to exchange indoor air for outside air rapidly and completely.
- * If pesticides have been used extensively and an indoor air contamination problem has developed, clean--scrub--all surfaces where pesticides may have settled, including cracks and crevices. Consult a knowledgeable professional for advice on appropriate cleaning materials if soap and water are insufficient.

Exposure Through Home Usage

Over a lifetime, diet is the most significant source of pesticide exposure for the general public. However, on a short-term basis, the most significant exposure source is personal pesticide use.

An array of pesticide products, ranging widely in toxicity and potential effects, is available "off the shelf" to the private user. No special training is required to purchase or use these products, and no one is looking over the users' shoulder, monitoring their vigilance in reading and following label instructions. Yet many of these products are hazardous, especially if they are stored, handled, or applied improperly.

To minimize the hazards and maximize the benefits that pesticides bring, exercise caution and respect when using any pesticide product.

- * Consider pesticide labeling to be what it is intended to be: your best guide to using pesticides safely and effectively.
- * Pretend that the pesticide product you are using is more toxic than you think it is. Take special precautions to ensure an extra margin of protection for yourself, your family, and pets.
- * Don't use more pesticide than the label says. You may not achieve a higher degree of pest control, and you will certainly experience a higher degree of risk.
- * If you hire a pest control firm to do the job, ask the company to use the least toxic or any chemical-free pest control means available that will do the job. For example, some home pest control companies offer an electro-gun technique to control termite and similar infestations by penetrating infested areas and "frying" the problem pests without using any chemicals.

* And remember: sometimes a non-pesticidal approach is as convenient and effective as its chemical alternatives. Consider using such non-pesticidal approaches whenever possible.

"Someone's Been Poisoned. Help!"

What To Do in a Pesticide Emergency

The potential for a pesticide to cause injury depends upon several factors:

- * Toxicity of the active ingredient. Toxicity is a measure of the inherent ability of a chemical to produce injury. Some pesticides, such as pyrethrins, have low human toxicity while others, such as sodium fluoroacetate, are extremely toxic.
- * Dose. The greater the dose of a specific pesticide, i.e. the amount absorbed, the greater the risk of injury. Dose is dependent upon the absolute amount of the pesticide absorbed relative to the weight of the person. Therefore, small amounts of a pesticide might produce illness in a small child while the same dose of the same pesticide in an adult might be relatively harmless.
- * Route of absorption. Swallowing a pesticide usually creates the most serious problem. In practice, however, the most common route of absorption of pesticides is through the skin and the most toxic pesticides have resulted in death through this route of exposure.
- * Duration of exposure. The longer a person is exposed to pesticides, the higher the level in the body. There is a point at which an equilibrium will develop between the intake and the output. Then, the level will no longer continue to increase. However, this point may be either above or below the known toxic level.
- * Physical and chemical properties. The distribution and the rates of breakdown of pesticides in the environment significantly alter the likelihood that injury might occur.
- * Population at risk. Persons who run the greatest danger of poisoning are those whose exposure is highest, such as workers who mix, load, or apply pesticides. However, the general public also faces the possibility of exposure.

Recognizing Pesticide Poisoning

Like other chemicals, pesticides may produce injury externally or internally.

External irritants may cause contact-associated skin disease primarily of an irritant nature--producing redness, itching, or pimples--or an allergic skin reaction, producing redness, swelling, or blistering. The mucous membranes of the eyes, nose, mouth, and throat are also quite sensitive to chemicals. Stinging and swelling can occur. Internal injuries from any chemical may occur depending upon where a chemical is transported in the body. Thus, symptoms are dependent upon the organ involved. Shortness of breath, clear saliva, or rapid breathing may occur as the result of lung injury. Nausea, vomiting, abdominal cramps, or diarrhea may result from direct injury to the gastrointestinal tract. Excessive fatigue, sleepiness, headache, muscle twitching, and loss of sensation may result from injury to the nervous system. In general, different classes of pesticides produce different sets of symptoms.

For example, organophosphate pesticides may produce symptoms of pesticide poisoning affecting several different organs, and may progress rapidly from very mild to severe. Symptoms may progress in a matter of minutes from slight difficulty with vision to paralysis of the diaphragm muscle, causing inability to breathe.

Therefore, if someone develops symptoms after working with pesticides, seek medical help promptly to determine if the symptoms are pesticide-related. In certain cases, blood or urine can be collected for analysis, or other specific exposure tests can be made. It is better to be too cautious than too late.

It is always important to avoid problems by minimizing your exposure when mixing and applying pesticides by wearing gloves and other protective clothing.

The appropriate first aid treatment depends upon which pesticide was used. Here are some tips for first aid that may precede, but should not substitute for, medical treatment:

- * Poison on skin. Drench skin with water and remove contaminated clothing. Wash skin and hair thoroughly with soap and water. Dry victim and wrap in blanket. Later, discard contaminated clothing or thoroughly wash it separately from other laundry.
- * Chemical burn on skin. Drench skin with water and remove contaminated clothing. Cover burned area immediately with loose, clean, soft cloth. Do not apply ointments, greases, powders, or other drugs. Later, discard or thoroughly wash contaminated clothing separately from other laundry.
- * Poison in eye. Eye membranes absorb pesticides faster than any other external part of the body; eye damage can occur in a few minutes with some types of pesticides. Hold eyelid open and wash eye quickly and gently with clean running water from the tap or a hose for 15 minutes or more. Do not use eye drops or chemicals or drugs in the wash water.
- * Inhaled poison. Carry or drag victim to fresh air immediately. (If proper protection is unavailable to you, call for emergency equipment from the Fire Department.) Loosen victim's tight clothing. If the victim's skin is blue or the victim has stopped breathing, give artificial respiration and call rescue service for help. Open doors and windows so no one else will be poisoned by fumes.
- * Swallowed poison. A conscious victim should rinse his mouth with plenty of water and then drink up to one quart of milk or water to dilute the pesticide. Induce vomiting only if instructions to do so are on the label. If there is no label available to guide you, do not induce

vomiting. Never induce vomiting if the victim is unconscious or is having convulsions.

In dealing with any poisoning, act fast; speed is crucial.

First Aid for Pesticide Poisoning

First aid is the first step in treating a pesticide poisoning. Study the "Statement of Treatment" on the product label before you use a pesticide. When you realize a pesticide poisoning is occurring, be sure the victim is not being further exposed to the poison before calling for emergency help. An unconscious victim will have to be dragged into fresh air. Caution: do not become poisoned yourself while trying to help. You may have to put on breathing equipment or protective clothing to avoid becoming the second victim.

After giving initial first aid, get medical help immediately. This advice cannot be repeated too often. Bring the product container with its label to the doctor's office or emergency room where the victim will be treated; keep the container out of the passenger space of your vehicle. The doctor needs to know what chemical is in the pesticide before prescribing treatment (information that is also on the label). Sometimes the label even includes a telephone number to call for additional treatment information.

A good resource in a pesticide emergency is NPTN, the National Pesticide Telecommunications Network, a toll-free telephone service. Operators are on call 24 hours a day, 365 days a year, to provide information on pesticides and on recognizing and responding to pesticide poisonings. If necessary they can transfer inquiries directly to affiliated poison control centers.

National Pesticide Telecommunications Network Call Toll-Free 1-800-858-7378

NPTN operators answer questions about animal as well as human poisonings. To keep your pets from being poisoned, follow label directions on flea and tick products carefully, and keep pets off lawns that have been newly treated with weed killers and insecticides.

EPA is interested in receiving information on any adverse effects associated with pesticide exposure. If you have such information, contact Frank Davido, Pesticide Incident Response Officer, Field Operations Division (H-7506C), Office of Pesticide Programs, EPA, 401 M Street, SW., Washington, D C 20460. You should provide as complete information as possible, including any official investigation report of the incident and medical records concerning adverse health effects. Medical records will be held in confidence.

EPA Regional Offices and States Covered

EPA Region 1 JFK Federal Building Boston, MA 02203 (617) 565-3424

Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island,

Vermont

EPA Region 2 26 Federal Plaza New York, NY 10278 (212) 264-2515 New Jersey, New York, Puerto Rico, Virgin Islands EPA Region 3 841 Chestnut Street Philadelphia, PA 19107 (215) 597-9370 Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia EPA Region 4 345 Courtland Street, N.E. Atlanta, GA 30365 (404) 347-3004 Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee EPA Region 5 230 South Dearborn Street Chicago, IL 60604 (312) 353-2072 Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin EPA Region 6 1445 Ross Avenue Dallas, TX 75202 (214) 655-2200 Arkansas, Louisiana, New Mexico, Oklahoma, Texas EPA Region 7 726 Minnesota Avenue Kansas City, KS 66101 (913) 551-7003 Iowa, Kansas, Missouri, Nebraska EPA Region 8 One Denver Place 999 18th Street, Suite 1300 Denver, CO 80202-2413 (303) 293-1692 Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming EPA Region 9 75 Hawthorne Street San Francisco, CA 94105 FTS 8-848-1305

DDD (415) 744-1305 Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territories of the Pacific EPA Region 10 1200 Sixth Avenue Seattle, WA 98101 FTS 8-399-1107 DDD (206) 553-1107 Alaska, Idaho, Oregon, Washington EPA Headquarters 401 M Street S.W. Washington, D.C. 20460 (202) 382-4454 United States Environmental Protection Agency Regional Organization State Pesticide Agencies Region 1 Connecticut Director Dept. of Environmental Protection Bureau of Waste Management, Pesticide Division State Office Building 165 Capitol Avenue Hartford, CT 06106 (203) 566-5148 Maine Director Board of Pesticide Control Dept. of Agriculture State House -- Station 28 Augusta, ME 04333 (207) 289-2731 Massachusetts Chief Pesticides Bureau Dept. of Food and Agriculture 100 Cambridge Street, 21st Floor Boston, MA $\overline{0}2202$ (617) 727-3020 New Hampshire Director Division of Pesticides Control Dept. of Agriculture Caller Box 2042 Concord, NH 03302-2042 (603) 271-3550 Rhode Island Chief Division of Agriculture and Marketing Dept. of Environmental Management

22 Hayes Street Providence, RI 02908 (401) 277-2781 Vermont Director Plant Industry Laboratory of Standards Division Dept. of Agriculture 116 State St., State Office Bldg Montpelier, VT 05602 (802) 828-2431 Region 2 New Jersey Assistant Director, Pesticide Control Program NJ Dept. of Environmental Protection 380 Scotch Road CN 411 Trenton, NJ 08625 (609) 530-4123 New York Director Bureau of Pesticides Dept. of Environmental Conservation Rm. 404, 50 Wolf Rd. Albany NY 12233-7254 (518) 457-7482 Puerto Rico Director Analysis & Registration of Agricultural Materials Division of Laboratory Puerto Rico Dept. of Agriculture P.O. Box 10163 Santurce, PR 00908 (809) 796-1715 Virgin Islands Director, Pesticide Programs Division of Natural Resources Management Department of Conservation and Cultural Affairs P.O. Box 4340 St. Thomas, VI 00801 (809) 773-0565 Region 3 Delaware Delaware Dept. of Agriculture 2320 S. DuPont Highway Dover, DE 19901 (302) 739-4811 District of Columbia Pesticide and Hazardous Waste Management Branch, Environmental Control Division Room 203 2100 Martin Luther King Avenue S.E. Washington, D.C. 20020

(202) 404-1167 Maryland Chief Pesticide Regulation Section Maryland Dept. of Agriculture 50 Harry S. Truman Parkway Annapolis, MD 21401 (301) 841-5710 Pennsylvania Chief Agronomic Services Bureau of Plant Industry PA Dept. of Agriculture 2301 N. Cameron Street Harrisburg, PA 17110-9408 (717) 787-4843 Virginia Supervisor Office of Pesticide Management VA Dept. of Agriculture and Consumer Service P.O. Box 1163 Richmond, VA 23209 (804) 371-6558 West Virginia Plant Pest Control Division W VA Dept. of Agriculture State Capitol Building Charleston, WV 25305 (304) 348-2212 Region 4 Alabama Director Agricultural Chemistry/Plant Industry Division Alabama Dept. of Agriculture and Industries P.O. Box 3336 Montgomery, AL 36109-0336 (205) 242-2631 Florida Administrator Pesticide Registration Section Bureau of Pesticides Division of Inspection Dept. of Agriculture and Consumer Services 3125 Conner Boulevard Tallahassee, FL 32399-1650 (904) 487-0532 Georgia Agricultural Manager Entomology and Pesticides Division Dept. of Agriculture 19 Martin Luther King Jr. Drive, S.W. Atlanta, GA 30334 (404) 656-4958 Kentucky Director

Division of Pesticides Kentucky Dept. of Agriculture 500 Metro Street, 7th Floor Frankfort, KY 40601 (502) 564-7274 Mississippi Division of Plant Industry Dept. of Agriculture & Commerce P.O. Box 5207 Mississippi State, MS 39762 (601) 325-3390 North Carolina Administrator Pesticides Food & Drug Pesticide Section Dept. of Agriculture P.O. Box 27647 Raleigh NC 27611-0647 (919) 733-3556 South Carolina Head Pesticide Dept. of Fertilizer/Pest Control 256 Poole Agriculture Center Clemson University Clemson, SC 29634-0394 (803) 656-3171 Tennessee Director Plant Industries Division Dept. of Agriculture P.O. Box 40627, Melrose Station Nashville, TN 37204 (615) 360-0130 Region 5 Illinois Chief Bureau of Plant and Apiary Protection Dept. of Agriculture State Fair Ground P.O. Box 19281 Springfield, IL 62794-9281 (217) 785-2427 Office of Health Regulation Dept. of Public Health 535 West Jefferson Springfield, IL 62761 (217) 782-4674 Indiana Administrator Pesticide Office of the State Chemist Dept. of Biochemistry Purdue University West Lafayette, IN 47907 (317) 494-1492

Michigan Pesticide and Plant Pest Management Division Dept. of Agriculture Ottawa Building N. Tower, 4th Floor 611 W. Ottawa St. P.O. Box 30017 Lansing, MI 48909 (517) 373-1087 Minnesota Director Division of Agronomy Services Dept. of Agriculture 90 West Plato Blvd. St. Paul, MN 55107 (612) 296-1161 Ohio Specialist in Charge of Pesticide Regulation Division of Plant Industry Dept. of Agriculture 8995 East Main St. Reynoldsburg, OH 43068 (614) 866-6361 Wisconsin Director Groundwater and Regulatory Service Section Dept. of Agriculture Trade and Consumer Protection 801 West Badger Rd. P.O. Box 8911 Madison, WI 53708 (608) 266-9459 Region 6 Arkansas Director Division of Feed, Fertilizer & Pesticides Arkansas State Plant Board #1 Natural Resources Dr. Little Rock, AR 72203 (501) 225-1598 Louisiana Office of Agricultural and Environmental Sciences Louisiana Dept. of Agriculture P.O. Box 3596 Baton Rouge, LA 70821-3596 (504) 925-3763 New Mexico Director Division of Agricultural and Environmental Services N.M. State Dept. of Agriculture P.O. Box 3005-3AQ 1 N.M. State University Las Cruces, NM 88003 (505) 545-2133 Oklahoma

Chief Pest Management Section Plant Industry Division Oklahoma State Dept. of Agriculture 2800 N. Lincoln Blvd. Oklahoma City, OK 73105 (405) 521-3864 Texas Director Division of Agricultural and Environmental Sciences Texas Dept. of Agriculture P.O. Box 12847 Austin, TX 78711 (512) 463-7534 Region 7 Iowa Supervisor Pesticide Control Bureau Section Iowa Dept. of Agriculture Henry A. Wallace Building E. 9th St. & Grand Ave. Des Moines, IA 50319 (515) 281-8591 Kansas Director Plant Health Division Kansas State Board of Agriculture 109 S.W. 9th Street Topeka, KS 66612 (913) 296-2263 Missouri Supervisor Bureau of Pesticide Control Dept. of Agriculture P.O. Box 630 Jefferson City, MO 65102 (314) 751-2462 Nebraska Director Bureau of Plant Industry Nebraska Dept. of Agriculture 301 Centennial Mall South Lincoln, NE 68509 (402) 471-2341 Region 8 Colorado Chief, Pesticide Applicator Section Division of Plant Industry Colorado Department of Agriculture 700 Kipling Street Ste 4000 Lakewood, CO 80215-5894 (303) 866-2838

Montana Administrator Environmental Management Division Montana Dept. of Agriculture Agriculture-Livestock Building Rm. 317 Capitol Station 6th & Roberts Helena, MT 59620-0205 (406) 444-2944 North Dakota Director Pesticide/Noxious Weed Division N.D. Dept. of Agriculture 600 East Boulevard, 6th Floor Bismarck, ND 58505-0020 (701) 224-4756 South Dakota Director Division of Regulatory Services S.D. Dept. of Agriculture Anderson Bldg., 445 East Capitol Pierre, SD 57501 (605) 773-3724 Utah Director Division of Plant Industries Utah Dept. of Agriculture 350 North Redwood Road Salt Lake City, UT 84116 (801) 538-7123 Wvoming Manager Pesticide Division Wyoming Dept. of Agriculture 2219 Carey Avenue Cheyenne, WY 82002-0100 (307) 777-6590 Region 9 Arizona Director Agricultural Chemical & Environmental Services Division AZ Commission of Agriculture and Horticulture 1688 West Adam's, Suite 103 Phoenix, AZ 85007 (602) 542-4373 State Chemist Office of the State Chemist P.O. Box 1586 Mesa, AZ 85211 (602) 833-5442 Executive Director Structural Pest Control Commission 1150 S. Priest, Suite 4 Tempe, AZ 85281 (602) 255-3664

California California Department of Pesticide Regulation 1220 "N" Street Sacramento, CA 98514 (916) 322-6315 Hawaii Director Division of Plant Industry Hawaii Dept. of Agriculture 1428 South King Street Honolulu, HI 96814-2512 (808) 548-7119 Nevada Director Division of Plant Industry Nevada Dept. of Agriculture 350 Capitol Hill Avenue P.O. Box 11100 Reno, NV 89510-1100 (702) 688-1180 Guam Pesticide Enforcement Officer Guam Environmental Protection Agency 130 Rojas Street Harmon, GU 96910 American Samoa Director Dept. of Agriculture P.O. Box 366 Pago Pago, American Samoa 96799 Trust Territory of the Pacific Islands Executive Officer Trust Territory Environmental Protection Board Office of the High Commissioner Trust Territory of the Pacific Islands Saipan, Mariana Islands 96950 Commonwealth of the Northern Mariana Islands Environmental Engineer Division of Environmental Quality Commonwealth of the Northern Mariana Islands (CNMI) Dr. Torres Hospital Saipan, Mariana Island 96950 Region 10 Idaho Chief Bureau of Pesticides Idaho Dept. of Agriculture P.O. Box 790 Boise, ID 83701 (208) 334-3243 Oregon

Assistant Chief Plant Division Oregon Dept. of Agriculture 635 Capitol Street, N.E. Salem, OR 97310-0110 (503) 378-3776 Washington Assistant Director, Pesticide Management Division Washington Department of Agriculture 406 General Administration Building (AX-41) Olympia, WA 98504 (206) 753-5062

Alaska Director Division of Environmental Health Alaska Dept. of Environmental Conservation P.O. Box "O" Juneau, AK 99811-1800 (907) 465-2609

Pesticide Program Supervisor and Pesticide Specialist 500 South Alaska Street, Suite A Juneau, AK 99645 (907) 465-2696

> Emergency Preparedness Checklist

TORNADO*FLASHFLOODS*WINTERSTORM* HURRICANE*FIRE*HAZARDOUS* MATERIALS SPILL

The next time disaster strikes, you may not have much time to act. Prepare now for a sudden emergency.

Learn how to protect yourself and cope with disaster by planning ahead. This checklist will help you get started. Discuss these ideas with your family, then prepare an emergency plan. Post the plan where everyone will see it--on the refrigerator or bulletin board.

For additional information about how to prepare for hazards in your community, contact your local emergency management or civil defense office and American Red Cross chapter.

Emergency Checklist

Call Your Emergency Management Office or American Red Cross Chapter

- * Find out which disasters could occur in your area.
- * Ask how to prepare for each disaster.
- * Ask how you would be warned of an emergency.
- * Learn your community's evacuation routes.

* Ask about special assistance for elderly or disabled persons.

Also...

- * Ask your workplace about emergency plans.
- * Learn about emergency plans for your children's school or day care center.

Create an Emergency Plan

- * Meet with household members. Discuss with children the dangers of fire, severe weather, earthquakes and other emergencies.
- * Discuss how to respond to each disaster that could occur.
- * Discuss what to do about power outages and personal injuries.
- * Draw a floor plan of your home. Mark two escape routes from each room.
- * Learn how to turn off the water, gas and electricity at main switches.
- * Post emergency telephone numbers near telephones.
- * Teach children how and when to call 911, police and fire.
- * Instruct household members to mm on the radio for emergency information.
- * Pick one out-of-state and one local friend or relative for family members to call if separated by disaster (it is often easier to call out-of-state than within the affected area).
- * Teach children how to make long distance telephone calls.
- * Pick two meeting places.
 - A place near your home in case of a fire.
 A place outside your neighborhood in case you cannot return home after a disaster.
- * Take a basic first aid and CPR class.
- * Keep family records in a water and fire-proof container.

Prepare a Disaster Supplies Kit

Assemble supplies you might need in an evacuation. Store them in an easy-to-carry container such as a backpack or duffel bag.

Include:

*	А	supp	ply	of	water	(one	gallc	n pe	er j	person	per	day).	St	ore
	wa	ter	in	sea	aled,	unbrea	akable	e con	nta	iners.	Ider	ntify	the	9
	st	orad	ge d	date	e and	replac	ce eve	ery s	six	months	5.			

- * A supply of non-perishable packaged or canned food and a non-electric can opener.
- * A change of clothing, rain gear and sturdy shoes.
- * Blankets or sleeping bags.
- * A first aid kit and prescription medications.
- * An extra pair of glasses.
- * A battery-powered radio, flashlight and plenty of extra batteries.
- * Credit cards and cash.
- * An extra set of car keys.
- * A list of family physicians.
- * A list of important family information; the style and serial number of medical devices such as pacemakers.
- * Special items for infants, elderly or disabled family members.

Emergency Plan

Out-of-State Contact

Name

City_____

Telephone (Day)_____(Evening)_____

DOCAL CONCACC	Local	Contact
---------------	-------	---------

Name

Telephone (Day)(Evening) _

Nearest Relative

Name			

City____

Telephone (D	ay)	(Evening)
--------------	-----	-----------

Family Work Numbers

Father	Mother
Other	
Emergency Telephone Numbers	
In a life threatening emer emergency medical services sys	rgency, dial 911 or the local stem number.
Police Department	
Fire Department	
Hospital	
Family Physicians	
Name	Telephone
Name	Telephone
Name	Telephone
Reunion Locations	
1. Right outside your home	
2. Away from the neighborhood, return home	, in case you cannot
Address	
Telephone	
Route to try first	

Escape Plan

In a fire or other emergency, you may need to evacuate your house, apartment or mobile home on a moment's notice. You should be ready to get out fast.

Develop an escape plan by drawing a floor plan of your residence. Using a black or blue pen, show the location of doors, windows, stairways, and large furniture. Indicate the location of emergency supplies (Disaster Supplies Kit), fire extinguishers, smoke detectors, collapsible ladders, first aid kits and utility shut off points. Next, use a colored pen to draw a broken line charting at least two escape routes from each room. Finally, mark a place outside of the home where household members should meet in case of fire.

Be sure to include important points outside such as garages, patios, stairways, elevators, driveways and porches. If your home has more than two floors, use an additional sheet of paper. Practice emergency evacuation drills with all household members at least two times each year.

Example:

Home Hazard Hunt

In a disaster, ordinary items in the home can cause injury and damage. Anything that can move, fall, break or cause a fire is a potential hazard.

- * Repair defective electrical wiring and leaky gas connections.
- * Fasten shelves securely.
- * Place large, heavy objects on lower shelves.
- * Hang pictures and minors away from beds.
- * Brace overhead light fixtures.
- * Secure water heater. Snap to wall studs.
- * Repair cracks in ceilings or foundations.
- * Store weed killers, pesticides and flammable products away from heat sources.
- * Place oily polishing rags or waste in covered metal cans.
- * Clean and repair chimneys, flue pipes, vent connectors and gas vents.

If You Need to Evacuate

- * Listen to a battery powered radio for the location of emergency shelters. Follow instructions of local officials.
- * Wear protective clothing and sturdy shoes.
- * Take your Disaster Supplies Kit.
- * Lock your house.
- * Use travel routes specified by local officials.

If you are sure you have time ...

- * Shut off water, gas and electricity, if instructed to do so.
- * Let others know when you left and where you are going.
- * Make arrangements for pets. Animals may not be allowed in public shelters.

Prepare an Emergency Car Kit

Include:

- * Battery powered radio and extra batteries
- * Flashlight and extra batteries
- * Blanket
- * Booster cables
- * Fire extinguisher (5 lb, A-B-C type)
- * First aid kit and manual
- * Bottled water and non-perishable high energy foods such as granola bars, raisins and peanut butter.
- * Maps
- * Shovel
- * Tire repair kit and pump
- * Flares

Fire Safety

- * Plan two escape routes out of each room.
- * Teach family members to stay low to the ground when escaping from a fire.
- * Teach family members never to open doors that are hot. In a fire, feel the bottom of the door with the palm of your hand. If it is hot, do not open the door. Find another way out.
- * Install smoke detectors. Clean and test smoke detectors once a month. Change batteries at least once a year.
- * Keep a whistle in each bedroom to awaken household members in case of fire.
- * Check electrical outlets. Do not overload outlets.
- * Purchase a fire extinguisher (5 lb., A-B-C type).
- * Have a collapsible ladder on each upper floor of your house.
- * Consider installing home sprinklers.

THE INSIDE STORY A GUIDE TO INDOOR AIR QUALITY Air Pollution Sources in the Home Introduction Indoor Air Quality in Your Home What If You Live in an Apartment? Improving the Air Quality in Your Home A Look at Source-Specific Controls Radon Environmental Tobacco Smoke Biological Contaminants Stoves, Heaters, Fireplaces, and Chimneys Household Products Formaldehyde Pesticides Asbestos Lead Reference Guide to Major Indoor Air Pollutants in the Home When Building a New Home Do You Suspect Your Office Has an Indoor Air Problem? Where to Go for Additional Information Glossary AIR POLLUTION SOURCES IN THE HOME 1. Moisture 2. Pressed Wood Furniture 3. Humidifier 4. Moth Repellents 5. Dry-Cleaned Goods 6. House Dust Mites 7. Personal Care Products Air Freshener 8. 9. Stored Fuels 10. Car Exhaust 11. Paint Supplies 12. Paneling 13. Wood Stove 14. Tobacco Smoke 15. Carpets Pressed Wood Sub flooring
 Drapes
 Fireplace 19. Household Chemicals 20. Asbestos Floor Tiles 21. Pressed Wood Cabinets 22. Unvented Gas Stove 23. Asbestos Pipe Wrap 24. Radon Unvented Clothes Dryer
 Pesticides 27. Stored Hobby Products 28. Lead-Based Paint

INDOOR AIR QUALITY CONCERNS

All of us face a variety of risks to our health as we go about our day to day lives. Driving in cars, flying in planes, engaging in recreational activities, and being exposed to environmental pollutants all pose varying degrees of risk. Some risks are simply unavoidable. Some we choose to accept because to do otherwise would restrict our ability to lead our lives the way we want. And some are risks we might decide to avoid if we had the opportunity to make informed choices. Indoor air pollution is one risk that you can do something about.

In the last several years, a growing body of scientific evidence has indicated that the air within homes and other buildings can be more seriously polluted than the outdoor air in even the largest and most industrialized cities. Other research indicates that people spend approximately 90 percent of their time indoors. Thus, for many people, the risks to health may be greater due to exposure to air pollution indoors than outdoors.

In addition, people who may be exposed to indoor air pollutants for the longest periods of time are often those most susceptible to the effects of indoor air pollution. Such groups include the young, the elderly, and the chronically ill, especially those suffering from respiratory or cardiovascular disease.

WHY A BOOKLET ON INDOOR AIR?

While pollutant levels from individual sources may not pose a significant health risk by themselves, most homes have more than one source that contributes to indoor ar pollution. There can be a serious risk from the cumulative effects of these sources. Fortunately, there are steps that most people can take both to reduce the risk from existing sources and to prevent new problems from occurring. This booklet was prepared by the U.S. Environmental Protection Agency (EPA) and the U.S. Consumer Product Safety Commission (CPSC) to help you decide whether to take actions that can reduce the level of indoor air pollution in your own home.

Because so many Americans spend a lot of time in offices with mechanical heating, cooling, and ventilation systems, there is also a short section on the causes of poor air quality in offices and what you can do if you suspect that your office may have a problem. A glossary and a list of organizations where you can get additional information are listed at the back of this booklet.

WHAT CAUSES INDOOR AIR PROBLEMS?

Indoor pollution sources that release gases or particles into the air are the primary cause of indoor air quality problems in homes. Inadequate ventilation can increase indoor pollutant levels by not bringing in enough outdoor air to dilute emissions from indoor sources and by not carrying indoor air pollutants out of the home. High temperature and humidity levels can also increase concentrations of some pollutants.

Pollutant Sources

There are many sources of indoor air pollution in any home. These include combustion sources such as oil, gas, kerosene, coal, wood, and tobacco products; building materials and furnishings as diverse as deteriorated, asbestos containing insulation, wet or damp carpet, and cabinetry or furniture made of certain pressed wood products; products for household cleaning and maintenance, personal care, or hobbies; central heating and cooling systems and humidification devices; and outdoor sources such as radon, pesticides, and outdoor air pollution.

The relative importance of any single source depends on how much of a given pollutant it emits and how hazardous those emissions are. In some cases, factors such as how old the source is and whether it is properly maintained are significant. For example, an improperly adjusted gas stove can emit significantly more carbon monoxide than one that is properly adjusted. Some sources, such as building materials, furnishings, and household products like air fresheners, release pollutants more or less continuously. Other sources, related to activities carried out in the home, release pollutants intermittently. These include smoking, the use of unvented or malfunctioning stoves, furnaces, or space heaters, the use of solvents in cleaning and hobby activities, the use of paint strippers in redecorating activities, and the use of cleaning products and pesticides in housekeeping. High pollutant concentrations can remain in the air for long periods after some of these activities.

Amount of Ventilation

If too little outdoor air enters a home, pollutants can accumulate o levels that can pose health and comfort problems. Unless they are built with special mechanical means of ventilation, homes that are designed and constructed to minimize the amount of outdoor air that can leak into and out of the home may have higher pollutant levels than other homes. However, because some weather conditions can drastically reduce the amount of outdoor air that enters a home, pollutants can build up even in homes that are normally considered leaky.

HOW DOES OUTDOOR AIR ENTER A HOUSE?

Outdoor air enters and leaves a house by: infiltration, natural ventilation, and mechanical ventilation. In a process known as infiltration, outdoor air flows into the house through openings, joints, and cracks in walls, floors, and ceilings, and around windows and doors. In natural ventilation, air moves through opened windows and doors. Air movement associated with infiltration and natural ventilation is caused by air temperature differences between indoors and outdoors and by wind. Finally, there are a number of mechanical ventilation devices, from outdoor vented fans that intermittently remove air from a single room, such as bathrooms and kitchen, to air handling systems that use fans and duct work to continuously remove indoor air and distribute filtered and conditioned outdoor air to strategic points throughout the house. The rate at which outdoor air replaces indoor air is described as the air exchange rate. When there is little infiltration, natural ventilation, or mechanical ventilation, the air exchange rate is low and pollutant levels can increase.

WHAT IF YOU LIVE IN AN APARTMENT?

Apartments can have the same indoor air problems as single family homes because many of the pollution sources, such as the interior building materials, furnishings, and household products, are similar. Indoor air problems similar to those in offices are caused by such sources as contaminated ventilation systems, improperly placed outdoor air intakes, or maintenance activities.

Solutions to air quality problems in apartments, as in homes and offices, involve such actions as: eliminating or controlling the sources of pollution, increasing ventilation, and installing air cleaning devices. Often a resident can take the appropriate action to improve the indoor air quality by removing a source, altering an activity, unblocking an air supply vent, or opening a window to temporarily increase the ventilation; in other cases, however, only the building owner or manager is in a position to remedy the problem. (See the section What to Do If You Suspect a Problem on page 30.) You can encourage building management to follow guidance in EPA and NIOSH s Building Air Quality: A Guide for Building Owners and Facility Managers. It is available for \$24 from the Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 152507954; stock # 05500003904.

INDOOR AIR AND YOUR HEALTH

Health effects from indoor air pollutants may be experienced soon after exposure or, possibly, years later.

Immediate effects may show up after a single exposure or repeated exposures. These include irritation of the eyes, nose, and throat, headaches, dizziness, and fatigue. Such immediate effects are usually short term and treatable. Sometimes the treatment is simply eliminating the person s exposure to the source of the pollution, if it can be identified. Symptoms of some diseases, including asthma, hypersensitivity pneumonitis, and humidifier fever, may also show up soon after exposure to some indoor air pollutants.

The likelihood of immediate reactions to indoor air pollutants depends on several factors. Age and preexisting medical conditions are two important influences. In other cases, whether a person reacts to a pollutant depends on individual sensitivity, which varies tremendously from person to person. Some people can become sensitized to biological pollutants after repeated exposures, and it appears that some people can become sensitized to chemical pollutants as well.

Certain immediate effects are similar to those from colds or other viral diseases, so it is often difficult to determine if the symptoms are a result of exposure to indoor air pollution. For this reason, it is important to pay attention to the time and place the symptoms occur. If the symptoms fade or go away when a person is away from the home and return when the person returns, an effort should be made to identify indoor air sources that may be possible causes. Some effects may be made worse by an inadequate supply of outdoor air or from the heating, cooling, or humidity conditions prevalent in the home.

Other health effects may show up either years after exposure has occurred or only after long or repeated periods of exposure. These effects, which include some respiratory diseases, heart disease, and cancer, can be severely debilitating or fatal. It is prudent to try to improve the indoor air quality in your home even if symptoms are not noticeable. More information on potential health effects from particular indoor air pollutants is provided in the section, A Look at Source Specific Controls.

While pollutants commonly found in indoor air are responsible for many harmful effects, there is considerable uncertainty about what concentrations or periods of exposure are necessary to produce specific health problems. People also react very differently to exposure to indoor air pollutants. Further research is needed to better understand which health effects occur after exposure to the average pollutant concentrations found in homes and which occur from the higher concentrations that occur for short periods of time.

The health effects associated with some indoor air pollutants are summarized in the chart in the middle of this booklet titled Reference Guide to Major Indoor Air Pollutants in the Home.

IDENTIFYING AIR QUALITY PROBLEMS

Some health effects can be useful indicators of an indoor air quality problem, especially if they appear after a person moves to a new residence, remodels or refurnishes a home, or treats a home with pesticides. If you think that you have symptoms that may be related to your home environment, discuss the with your doctor or your local health department to see if they could be caused by indoor air pollution. You may also want to consult a board certified allergist or an occupational medicine specialist for answers to your questions.

Another way to judge whether your home has or could develop indoor air problems is to identify potential sources of indoor air pollution. Although the presence of such sources (see illustration at the beginning of this booklet) does not necessarily mean that you have an indoor air quality problem, being aware of the type and number of potential sources is an important step toward assessing the air quality in your home.

A third way to decide whether your home may have poor indoor air quality is to look at your lifestyle and activities. Human activities can be significant sources of indoor air pollution. Finally, look for signs of problems with the ventilation in your home. Signs that can indicate your home may not have enough ventilation include moisture condensation on windows or walls, smelly or stuffy air, dirty central heating and air cooling equipment, and areas where books, shoes, or other items become moldy. To detect odors in your home, step outside for a few minutes, and then upon reentering your home, note whether odors are noticeable.

MEASURING POLLUTANT LEVELS

The federal government recommends that you measure the level of radon in your home. Without measurements there is no way to tell whether radon is present because it is a colorless, odorless, radioactive gas. Inexpensive devices are available for measuring radon. EPA provides guidance as to risks associated with different levels of exposure and when the public should consider corrective action. There are specific mitigation techniques that have proven effective in reducing levels of radon in the home. (See Radon section on p. 11 of this booklet for additional information about testing and controlling radon in homes.)

For pollutants other than radon, measurements are most appropriate when there are either health symptoms or signs of poor ventilation and specific sources or pollutants have been identified as possible causes of indoor air quality problems. Testing for many pollutants can be expensive. Before monitoring your home for pollutants besides radon, consult your state or local health department or professionals who have experience in solving indoor air quality problems in nonindustrial buildings.

WEATHERIZING YOUR HOME

The federal government recommends that homes be weatherized in order to reduce the amount of energy needed for heating and cooling. While weatherization is underway, however, steps should also be taken to minimize pollution from sources inside the home. (See Improving the Air Quality in Your Home for recommended actions.) In addition, residents should be alert to the emergence of signs of inadequate ventilation, such as stuffy air, moisture condensation on cold surfaces, or mold and mildew growth. Additional weatherization measures should not be undertaken until these problems have been corrected.

Weatherization generally does not cause indoor air problems by adding new pollutants to the air. (There are a few exceptions, such as caulking, that can sometimes emit pollutants.) However, measures such as installing storm windows, weather stripping, caulking, and blown in wall insulation can reduce the amount of outdoor air infiltrating into a home. Consequently, after weatherization, concentrations of indoor air pollutants from sources inside the home can increase.

THREE BASIC STRATEGIES

Source Control

Usually the most effective way to improve indoor air quality is to eliminate individual sources of pollution or to reduce their emissions. Some sources, like those that contain asbestos, can be sealed or enclosed; others, like gas stoves, can be adjusted to decrease the amount of emissions. In many cases, source control is also a more cost efficient approach to protecting indoor air quality than increasing ventilation because increasing ventilation can increase energy costs. Specific sources of indoor air pollution in your home are listed later in this section.

Ventilation Improvements

Another approach to lowering the concentrations of indoor air pollutants in your home is to increase the amount of outdoor air coming indoors. Most home heating and cooling systems, including forced air heating systems, do not mechanically bring fresh air into the house. Opening windows and doors, operating window or attic fans, when the weather permits, or running a window air conditioner with the vent control open increases the outdoor ventilation rate. Local bathroom or kitchen fans that exhaust outdoors remove contaminants directly from the room where the fan is located and also increase the outdoor air ventilation rate.

It is particularly important to take as many of these steps as possible while you are involved in short-term activities that can generate high levels of pollutants for example, painting, paint stripping, heating with kerosene heaters, cooking, or engaging in maintenance and hobby activities such as welding, soldering, or sanding. You might also choose to do some of these activities outdoors, if you can and if weather permits.

Advanced designs of new homes are starting to feature mechanical systems that bring outdoor air into the home. Some of these designs include energy efficient heat recovery ventilators (also known as air-to-air heat exchangers). For more information about air-to-air heat exchangers, contact the Conservation and Renewable Energy Inquiry and Referral Service (CAREIRS), PO Box 3048, Merrifield, VA 22116; (800) 5232929.

Air Cleaners

There are many types and sizes of air cleaners on the market, ranging from relatively inexpensive tabletop models to sophisticated and expensive whole house systems. Some air cleaners are highly effective at particle removal, while others, including most tabletop models, are much less so. Air cleaners are generally not designed to remove gaseous pollutants.

The effectiveness of an air cleaner depends on how well it collects pollutants from indoor air (expressed as a percentage efficiency rate) and how much air it draws through the cleaning or filtering element (expressed in cubic feet per minute). A very efficient collector with a low air circulation rate will not be effective, nor will a cleaner with a high air circulation rate but a less efficient collector. The long term performance of any air cleaner depends on maintaining it according to the manufacturer s directions.
Another important factor in determining the effectiveness of an air cleaner is the strength of the pollutant source. Tabletop air cleaners, in particular, may not remove satisfactory amounts of pollutants from strong nearby sources. People with a sensitivity to particular sources may find that air cleaners are helpful only in conjunction with concerted efforts to remove the source.

Over the past few years, there has been some publicity suggesting that house plants have been shown to reduce levels of some chemicals in laboratory experiments. There is currently no evidence, however, that a reasonable number of houseplants remove significant quantities of pollutants in homes and offices. Indoor houseplants should not be over watered because overly damp soil may promote the growth of microorganisms which can affect allergic individuals.

At present, EPA does not recommend using air cleaners to reduce levels of radon and its decay products. The effectiveness of these devices is uncertain because they only partially remove the radon decay products and do not diminish the amount of radon entering the home. EPA plans to do additional research on whether air cleaners are, or could become, a reliable means of reducing the health risk from radon. EPA s booklet, Residential Air Cleaning Devices, provides further information on air cleaning devices to reduce indoor air pollutants

For most indoor air quality problems in the home, source control is the most effective solution. This section takes a source by source look at the most common indoor air pollutants, their potential health effects, and ways to reduce levels in the home. (For a summary of the points made in this section, see the chart in the middle of this booklet titled Reference Guide to Major Indoor Air Pollutants in the Home.)

RADON

The most common source of indoor radon is uranium in the soil or rock on which homes are built. As uranium naturally breaks down, it releases radon gas which is a colorless, odorless, radioactive gas. Radon gas enters homes through dirt floors, cracks in concrete walls and floors, floor drains, and sumps. When radon become strapped in buildings and concentrations build up indoors, exposure to radon becomes a concern.

Any home may have a radon problem. This means new and old homes, well sealed and drafty homes, and homes with or without basements.

Sometimes radon enters the home through well water. In a small number of homes, the building materials can give off radon, too. However, building materials rarely cause radon problems by themselves.

Health Effects of Radon

The predominant health effect associated with exposure to elevated levels of radon is lung cancer. Research suggests that swallowing water with high radon levels may pose risks, too, although these are believed to be much lower than those from breathing air containing radon. Major health organizations (like the Centers for Disease Control and Prevention, the American Lung Association (ALA), and the American Medical Association) agree with estimates that radon causes thousands of preventable lung cancer deaths each year. EPA estimates that radon causes about 14,000 deaths per year in the United States however, this number could range from 7,000 to 30,000 deaths per year. If you smoke and your home has high radon levels, your risk of lung cancer is especially high.

Reducing Exposure to Radon in Homes

Measure levels of radon in your home.

You can t see radon, but it s not hard to find out if you have a radon problem in your home. Testing is easy and should only take a little of your time.

There are many kinds of inexpensive, do-it-yourself radon test kits you can get through the mail and in hardware stores and other retail outlets. Make sure you buy a test kit that has passed EPA s testing program or is state certified. These kits will usually display the phrase Meets EPA Requirements. If you prefer, or if you are buying or selling a home, you can hire a trained contractor to do the testing for you. The EPA Radon Measurement Proficiency (RMP) Program evaluates testing contractors. A contractor who has met EPA s requirements will carry a special RMP identification card. EPA provides a list of companies and individual contractors to state radon offices. You can call your state radon office to obtain a list of qualified contractors in your area (call 800-SOS-RADON for a list of state radon offices).

Refer to the EPA guidelines on how to test and interpret your test results.

You can learn more about radon through EPA s publications, A Citizen s Guide to Radon: The Guide to Protecting Yourself and Your Family From Radon and Home Buyer s and Seller s Guide to Radon, which are available from state radon offices.

Learn about radon reduction methods.

Ways to reduce radon in your home are discussed in EPA s Consumer s Guide to Radon Reduction. You can get a copy from your state radon office. There are simple solutions to radon problems in homes. Thousands of homeowners have already fixed radon problems. Lowering high radon levels requires technical knowledge and special skills. You should use a contractor who is trained to fix radon problems.

The EPA Radon Contractor Proficiency (RCP) Program tests these contractors. EPA provides a list of RCP contractors to state radon offices. A contractor who is listed by EPA will carry a special RCP identification card. A trained RCP contractor can study the problem in your home and help you pick the correct treatment method. Check with your state radon office for names of qualified or state certified radon reduction contractors in your area.

Stop smoking and discourage smoking in your home.

Scientific evidence indicates that smoking combined with radon is an especially serious health risk. Stop smoking and lower your radon level to reduce lung cancer risk.

Treat radon contaminated well water.

While radon in water is not a problem in homes served by most

public water supplies, it has been found in well water. If you've tested the air in your home and found a radon problem, and you have a well, contact a lab certified to measure radiation in water to have your water tested. Radon problems in water can be readily fixed. Call your state radon office or the EPA Drinking Water Hotline (8004264791) for more information.

ENVIRONMENTAL TOBACCO SMOKE

Environmental tobacco smoke (ETS) is the mixture of smoke that comes from the burning end of a cigarette, pipe, or cigar, and smoke exhaled by the smoker. It is a complex mixture of over 4,000 compounds, more than 40 of which are known to cause cancer in humans or animals and many of which are strong irritants. ETS is often referred to as secondhand smoke and exposure to ETS is often called passive smoking.

Health Effects of Environmental Tobacco Smoke

In 1992, EPA completed a major assessment of the respiratory health risks of ETS (Respiratory Health Effects of Passive Smoking: Lung Cancer and Other Disorders EPA/600/690/006F). The report concludes that exposure to ETS is responsible for approximately 3,000 lung cancer deaths each year in non-smoking adults and impairs the respiratory health of hundreds of thousands of children.

Infants and young children whose parents smoke in their presence are at increased risk of lower respiratory tract infections (pneumonia and bronchitis) and are more likely to have symptoms of respiratory irritation like cough, excess phlegm, and wheeze. EPA estimates that passive smoking annually causes between 150,000 and 300,000 lower respiratory tract infections in infants and children under 18 months of age, resulting in between 7,500 and 15,000 hospitalizations each year. These children may also have a buildup of fluid in the middle ear, which can lead to ear infections. Older children who have been exposed to secondhand smoke may have slightly reduced lung function.

Asthmatic children are especially at risk. EPA estimates that exposure to secondhand smoke increases the number of episodes and severity of symptoms in hundreds of thousands of asthmatic children, and may cause thousands of non-asthmatic children to develop the disease each year. EPA estimates that between 200,000 and 1,000,000 asthmatic children have their condition made worse by exposure to secondhand smoke each year.

Exposure to secondhand smoke causes eye, nose, and throat irritation. It may affect the cardiovascular system and some studies have linked exposure to secondhand smoke with the onset of chest pain. For publications about ETS, contact EPA s Indoor Air Quality Information Clearinghouse (IAQ-INFO), 8004384318.

Reducing Exposure to Environmental Tobacco Smoke

Don t smoke at home or permit others to do so. Ask smokers to smoke outdoors.

The 1986 Surgeon General s report concluded that physical separation of smokers and nonsmokers in a common air space, such as different rooms within the same house, may reduce but will not eliminate nonsmokers exposure to environmental tobacco smoke.

If smoking indoors cannot be avoided, increase ventilation in the area where smoking takes place.

Open windows or use exhaust fans. Ventilation, a common method of reducing exposure to indoor air pollutants, also will reduce but not eliminate exposure to environmental tobacco smoke. Because smoking produces such large amounts of pollutants, natural or mechanical ventilation techniques do not remove them from the air in your home as quickly as they build up. In addition, the large increases in ventilation it takes to significantly reduce exposure to environmental tobacco smoke can also increase energy costs substantially. Consequently, the most effective way to reduce exposure to environmental tobacco smoke in the home is to eliminate smoking there.

Do not smoke if children are present, particularly infants and toddlers.

Children are particularly susceptible to the effects of passive smoking. Do not allow baby sitters or others who work in your home to smoke indoors. Discourage others from smoking around children. Find out about the smoking policies of the day care center providers, schools, and other care givers for your children. The policy should protect children from exposure to ETS.

BIOLOGICAL CONTAMINANTS

Biological contaminants include bacteria, molds, mildew, viruses, animal dander and cat saliva, house dust mites, cockroaches, and pollen. There are many sources of these pollutants. Pollens originate from plants; viruses are transmitted by people and animals; bacteria are carried by people, animals, and soil and plant debris; and household pets are sources of saliva and animal dander. The protein in urine from rats and mice is a potent allergen. When it dries, it can become airborne. Contaminated central air handling systems can become breeding grounds for mold, mildew, and other sources of biological contaminants and can then distribute these contaminants through the home.

By controlling the relative humidity level in a home, the growth of some sources of biologicals can be minimized. A relative humidity of 3050 percent is generally recommended for homes. Standing water, water-damaged materials, or wet surfaces also serve as a breeding ground for molds, mildews, bacteria, and insects. House dust mites, the source of one of the most powerful biological allergens, grow in damp, warm environments.

Health Effects From Biological Contaminants

Some biological contaminants trigger allergic reactions, including hypersensitivity pneumonitis, allergic rhinitis, and some types of asthma. Infectious illnesses, such as influenza, measles, and chicken pox are transmitted through the air. Molds and mildews release disease causing toxins. Symptoms of health problems caused by biological pollutants include sneezing, watery eyes, coughing, shortness of breath, dizziness, lethargy, fever, and digestive problems.

Allergic reactions occur only after repeated exposure to a specific biological allergen. However, that reaction may occur immediately upon re-exposure or after multiple exposures over time. As a result, people who have noticed only mild allergic reactions, or no reactions at all, may suddenly find themselves very sensitive to particular allergens.

Some diseases, like humidifier fever, are associated with exposure to toxins from microorganisms that can grow in large building ventilation systems. However, these diseases can also be traced to microorganisms that grow in home heating and cooling systems and humidifiers. Children, elderly people, and people with breathing problems, allergies, and lung diseases are particularly susceptible to disease causing biological agents in the indoor air.

Reducing Exposure to Biological Contaminants

Install and use exhaust fans that are vented to the outdoors in kitchens and bathrooms and vent clothes dryers outdoors.

These actions can eliminate much of the moisture that builds up from everyday activities. There are exhaust fans on the market that produce little noise, an important consideration for some people. Another benefit to using kitchen and bathroom exhaust fans is that they can reduce levels of organic pollutants that vaporize from hot water used in showers and dishwashers.

Ventilate the attic and crawl spaces to prevent moisture buildup.

Keeping humidity levels in these areas below 50 percent can prevent water condensation on building materials.

If using cool mist or ultrasonic humidifiers, clean appliances according to manufacturer s instructions and refill with fresh water daily.

Because these humidifiers can become breeding grounds for biological contaminants, they have the potential for causing diseases such as hypersensitivity pneumonitis and humidifier fever. Evaporation trays in air conditioners, dehumidifiers, and refrigerators should also be cleaned frequently.

Thoroughly clean and dry water-damaged carpets and building materials (within 24 hours if possible) or consider removal and replacement.

Water-damaged carpets and building materials can harbor mold and bacteria. It is very difficult to completely rid such materials of biological contaminants.

Keep the house clean. House dust mites, pollens, animal dander, and other allergy causing agents can be reduced, although not eliminated, through regular cleaning.

People who are allergic to these pollutants should use allergen proof mattress encasements, wash bedding in hot (130 F) water, and avoid room furnishings that accumulate dust, especially if they cannot be washed in hot water. Allergic individuals should also leave the house while it is being vacuumed because vacuuming can actually increase airborne levels of mite allergens and other biological contaminants. Using central vacuum systems that are vented to the outdoors or vacuums with high efficiency filters may also be of help.

Take steps to minimize biological pollutants in basements.

Clean and disinfect the basement floor drain regularly. Do not finish a basement below ground level unless all water leaks are patched and outdoor ventilation and adequate heat to prevent condensation are provided. Operate a dehumidifier in the basement if needed to keep relative humidity levels between 30 50 percent.

To learn more about biological pollutants, read Biological Pollutants in Your Home issued by the U.S. Consumer Product

Safety Commission and the American Lung Association. For contact information, see the section, Where to Go For Additional Information.

STOVES, HEATERS, FIREPLACES, AND CHIMNEYS

In addition to environmental tobacco smoke, other sources of combustion products are unvented kerosene and gas space heaters, wood stoves, fireplaces, and gas stoves. The major pollutants released are carbon monoxide, nitrogen dioxide, and particles. Unvented kerosene heaters may also generate acid aerosols.

Combustion gases and particles also come from chimneys and flues that are improperly installed or maintained and cracked furnace heat exchangers. Pollutants from fireplaces and wood stoves with no dedicated outdoor air supply can be back drafted from the chimney into the living space, particularly in weatherized homes.

Health Effects of Combustion Products

Carbon monoxide is a colorless, odorless gas that interferes with the delivery of oxygen throughout the body. At high concentrations it can cause unconsciousness and death. Lower concentrations can cause a range of symptoms from headaches, dizziness, weakness, nausea, confusion, and disorientation, to fatigue in healthy people and episodes of increased chest pain in people with chronic heart disease. The symptoms of carbon monoxide poisoning are sometimes confused with the flu or food poisoning. Fetuses, infants, elderly people, and people with anemia or with a history of heart or respiratory disease can be especially sensitive to carbon monoxide exposures.

Nitrogen dioxide is a colorless, odorless gas that irritates the mucous membranes in the eye, nose, and throat and causes shortness of breath after exposure to high concentrations. There is evidence that high concentrations or continued exposure to low levels of nitrogen dioxide increases the risk of respiratory infection; there is also evidence from animal studies that repeated exposures to elevated nitrogen dioxide levels may lead, or contribute, to the development of lung disease such as emphysema. People at particular risk from exposure to nitrogen dioxide include children and individuals with asthma and other respiratory diseases.

Particles, released when fuels are incompletely burned, can lodge in the lungs and irritate or damage lung tissue. A number of pollutants, including radon and benzo(a)pyrene, both of which can cause cancer, attach to small particles that are inhaled and then carried deep into the lung.

Reducing Exposure to Combustion Products in Homes

Take special precautions when operating fuel burning unvented space heaters.

Consider potential effects of indoor air pollution if you use an unvented kerosene or gas space heater. Follow the manufacturer s directions, especially instructions on the proper fuel and keeping the heater properly adjusted. A persistent yellow tipped flame is generally an indicator of maladjustment and increased pollutant emissions. While a space heater is in use, open a door from the room where the heater is located to the rest of the house and open a window slightly.

Install and use exhaust fans over gas cooking stoves and ranges

and keep the burners properly adjusted.

Using a stove hood with a fan vented to the outdoors greatly reduces exposure to pollutants during cooking. Improper adjustment, often indicated by a persistent yellow tipped flame, causes increased pollutant emissions. Ask your gas company to adjust the burner so that the flame tip is blue. If you purchase a new gas stove or range, consider buying one with pilotless ignition because it does not have a pilot light that burns continuously. Never use a gas stove to heat your home. Always make certain the flue in your gas fireplace is open when the fireplace is in use.

Keep wood stove emissions to a minimum. Choose properly sized new stoves that are certified as meeting EPA emission standards.

Make certain that doors in old wood stoves are tight fitting. Use aged or cured (dried) wood only and follow the manufacturer s directions for starting, stoking, and putting out the fire in wood stoves. Chemicals are used to pressure treat wood; such wood should never be burned indoors. (Because some old gaskets in wood stove doors contain asbestos, when replacing gaskets refer to the instructions in the CPSC, ALA, and EPA booklet, Asbestos in Your Home, to avoid creating an asbestos problem. New gaskets are made of fiberglass.)

Have central air handling systems, including furnaces, flues, and chimneys, inspected annually and promptly repair cracks or damaged parts.

Blocked, leaking, or damaged chimneys or flues release harmful combustion gases and particles and even fatal concentrations of carbon monoxide. Strictly follow all service and maintenance procedures recommended by the manufacturer, including those that tell you how frequently to change the filter. If manufacturer s instructions are not readily available, change filters once every month or two during periods of use. Proper maintenance is important even for new furnaces because they can also corrode and leak combustion gases, including carbon monoxide. Read the booklet What You Should Know About Combustion Appliances and Indoor Air Pollution to learn more about combustion pollutants. The booklet is available by contacting CPSC, EPA s IAQ INFO Clearinghouse, or your local ALA. (See Where to Go for Additional Information for contact information.)

HOUSEHOLD PRODUCTS

Organic chemicals are widely used as ingredients in household products. Paints, varnishes, and wax all contain organic solvents, as do many cleaning, disinfecting, cosmetic, decreasing, and hobby products. Fuels are made up of organic chemicals. All of these products can release organic compounds while you are using them, and, to some degree, when they are stored.

EPA s Total Exposure Assessment Methodology (TEAM) studies found levels of about a dozen common organic pollutants to be 2 to 5 times higher inside homes than outside, regardless of whether the homes were located in rural or highly industrial areas. Additional TEAM studies indicate that while people are using products containing organic chemicals, they can expose themselves and others to very high pollutant levels, and elevated concentrations can persist in the air long after the activity is completed.

Health Effects of Household Chemicals

The ability of organic chemicals to cause health effects varies greatly from those that are highly toxic, to those with no known health effect. As with other pollutants, the extent and nature of the health effect will depend on many factors including level of exposure and length of time exposed. Eye and respiratory tract irritation, headaches, dizziness, visual disorders, and memory impairment are among the immediate symptoms that some people have experienced soon after exposure to some organics. At present, not much is known about what health effects occur from the levels of organics usually found in homes. Many organic compounds are known to cause cancer in animals; some are suspected of causing, or are known to cause, cancer in humans.

Reducing Exposure to Household Chemicals

Follow label instructions carefully.

Potentially hazardous products often have warnings aimed at reducing exposure of the user. For example, if a label says to use the product in a well ventilated area, go outdoors or in areas equipped with an exhaust fan to use it. Otherwise, open up windows to provide the maximum amount of outdoor air possible.

Throw away partially full containers of old or unneeded chemicals safely.

Because gases can leak even from closed containers, this single step could help lower concentrations of organic chemicals in your home. (Be sure that materials you decide to keep are stored not only in a well ventilated area but are also safely out of reach of children.) Do not simply toss these unwanted products in the garbage can. Find out if your local government or any organization in your community sponsors special days for the collection of toxic household wastes. If such days are available, use them to dispose of the unwanted containers safely. If no such collection days are available, think about organizing one.

Buy limited quantities.

If you use products only occasionally or seasonally, such as paints, paint strippers, and kerosene for space heaters or gasoline for lawn mowers, buy only as much as you will use right away.

Keep exposure to emissions from products containing methylene chloride to a minimum.

Consumer products that contain methylene chloride include paint strippers, adhesive removers, and aerosol spray paints. Methylene chloride is known to cause cancer in animals. Also, methylene chloride is converted to carbon monoxide in the body and can cause symptoms associated with exposure to carbon monoxide. Carefully read the labels containing health hazard information and cautions on the proper use of these products. Use products that contain methylene chloride outdoors when possible; use indoors only if the area is well ventilated.

Keep exposure to benzene to a minimum.

Benzene is a known human carcinogen. The main indoor sources of this chemical are environmental tobacco smoke, stored fuels and paint supplies, and automobile emissions in attached garages. Actions that will reduce benzene exposure include eliminating smoking within the home, providing for maximum ventilation during painting, and discarding paint supplies and special fuels that will not be used immediately.

Keep exposure to perchloroethylene emissions from newly dry cleaned materials to a minimum.

Perchloroethylene is the chemical most widely used in dry cleaning. In laboratory studies, it has been shown to cause cancer in animals. Recent studies indicate that people breathe low levels of this chemical both in homes where dry cleaned goods are stored and as they wear dry cleaned clothing. Dry cleaners recapture the perchloroethylene during the dry cleaning process so they can save money by re using it, and they remove more of the chemical during the pressing and finishing processes. Some dry cleaners, however, do not remove as much perchloroethylene as possible all of the time. Taking steps to minimize your exposure to this chemical is prudent. If dry cleaned goods have a strong chemical odor when you pick them up, do not accept them until they have been properly dried. If goods with a chemical odor are returned to you on subsequent visits, try a different dry cleaner.

FORMALDEHYDE

Formaldehyde is an important chemical used widely by industry to manufacture building materials and numerous household products. It is also a byproduct of combustion and certain other natural processes. Thus, it may be present in substantial concentrations both indoors and outdoors.

Sources of formaldehyde in the home include building materials, smoking, household products, and the use of unvented, fuel burning appliances, like gas stoves or kerosene space heaters. Formaldehyde, by itself or in combination with other chemicals, serves a number of purposes in manufactured products. For example, it is used to add permanent press qualities to clothing and draperies, as a component of glues and adhesives, and as a preservative in some paints and coating products.

In homes, the most significant sources of formaldehyde are likely to be pressed wood products made using adhesives that contain ureaformaldehyde (UF) resins. Pressed wood products made for indoor use include: particle board (used as sub flooring and shelving and in cabinetry and furniture); hardwood plywood paneling (used for decorative wall covering and used in cabinets and furniture); and medium density fiberboard (used for drawer fronts, cabinets, and furniture tops). Medium density fiberboard contains a higher resin to wood ratio than any other UF pressed wood product and is generally recognized as being the highest formaldehyde emitting pressed wood product.

Other pressed wood products, such as softwood plywood and flake or oriented strand board, are produced for exterior construction use and contain the dark, or red/black colored phenolformaldehyde (PF) resin. Although formaldehyde is present in both types of resins, pressed woods that contain PF resin generally emit formaldehyde at considerably lower rates than those containing UF resin.

Since 1985, the Department of Housing and Urban Development (HUD) has permitted only the use of plywood and particle board that conform to specified formaldehyde emission limits in the construction of prefabricated and mobile homes. In the past, some of these homes had elevated levels of formaldehyde because of the large amount of high emitting pressed wood products used in their construction and because of their relatively small interior space.

The rate at which products like pressed wood or textiles release formaldehyde can change. Formaldehyde emissions will generally decrease as products age. When the products are new, high indoor temperatures or humidity can cause increased release of formaldehyde from these products.

During the 1970s, many homeowners had ureaformaldehyde foam

insulation (UFFI) installed in the wall cavities of their homes as an energy conservation measure. However, many of these homes were found to have relatively high indoor concentrations of formaldehyde soon after the UFFI installation. Few homes are now being insulated with this product. Studies

(continued on page 23)

show that formaldehyde emissions from UFFI decline with time; therefore, homes in which UFFI was installed many years ago are unlikely to have high levels of formaldehyde now.

Health Effects of Formaldehyde

Formaldehyde, a colorless, pungent smelling gas, can cause watery eyes, burning sensations in the eyes and throat, nausea, and difficulty in breathing in some humans exposed at elevated levels (above 0.1 parts per million). High concentrations may trigger attacks in people with asthma. There is evidence that some people can develop a sensitivity to formaldehyde. It has also been shown to cause cancer in animals and may cause cancer in humans.

Reducing Exposure to Formaldehyde in Homes

Ask about the formaldehyde content of pressed wood products, including building materials, cabinetry, and furniture before you purchase them.

If you experience adverse reactions to formaldehyde, you may want to avoid the use of pressed wood products and other formaldehyde emitting goods. Even if you do not experience such reactions, you may wish to reduce your exposure as much as possible by purchasing exterior grade products, which emit less formaldehyde. For further information on formaldehyde and consumer products, call the EPA Toxic Substance Control Act (TSCA) assistance line (2025541404).

Some studies suggest that coating pressed wood products with polyurethane may reduce formaldehyde emissions for some period of time. To be effective, any such coating must cover all surfaces and edges and remain intact. Increase the ventilation and carefully follow the manufacturer s instructions while applying these coatings. (If you are sensitive to formaldehyde, check the label contents before purchasing coating products to avoid buying products that contain formaldehyde, as they will emit the chemical for a short time after application.)

Maintain moderate temperature and humidity levels and provide adequate ventilation.

The rate at which formaldehyde is released is accelerated by heat and may also depend somewhat on the humidity level. Therefore, the use of dehumidifiers and air conditioning to control humidity and to maintain a moderate temperature can help reduce formaldehyde emissions. (Drain and clean dehumidifier collection trays frequently so that they do not become a breeding ground for microorganisms.) Increasing the rate of ventilation in your home will also help in reducing formaldehyde levels.

PESTICIDES

According to a recent survey, 75 percent of U.S. households used at least one pesticide product indoors during the past year. Products used most often are insecticides and disinfectants. Another study suggests that 80 90 percent of most people s exposure to pesticides occurs indoors and that measurable levels of up to a dozen pesticides have been found in the air inside homes. The amount of pesticides found in homes appears to be greater than can be explained by recent pesticide use in those households; other possible sources include contaminated soil or dust that floats or is tracked in from outside, stored pesticide containers, and household surfaces that collect and then release the pesticides. Pesticides used in and around the home include products to control insects (insecticides), termites (termiticides), rodents (rodenticides), fungi (fungicides), and microbes (disinfectants). They are sold as sprays, liquids, sticks, powders, crystals, balls, and foggers.

In 1990, the American Association of Poison Control Centers reported that some 79,000 children were involved in common household pesticide poisonings or exposures. In households with children under five years old, almost one half stored at least one pesticide product within reach of children.

EPA registers pesticides for use and requires manufacturers to put information on the label about when and how to use the pesticide. It is important to remember that the "cide" in pesticides means to kill. These products can be dangerous if not used properly.

In addition to the active ingredient, pesticides are also made up of ingredients that are used to carry the active agent. These carrier agents are called "inerts" in pesticides because they are not toxic to the targeted pest; nevertheless, some inerts are capable of causing health problems.

Health Effects From Pesticides

Both the active and inert ingredients in pesticides can be organic compounds; therefore, both could add to the levels of airborne organics inside homes. Both types of ingredients can case the effects discussed in this booklet under Household Products. However, as with other household products, there is insufficient understanding at present about what pesticide concentrations are necessary to produce these effects.

Exposure to high levels of cyclodiene pesticides, commonly associated with misapplication, has produced various symptoms, including headaches, dizziness, muscle twitching, weakness, tingling sensations, and nausea. In addition, EPA is concerned that cyclodienes might cause long term damage to the liver and the central nervous system, as well as an increased risk of cancer.

There is no further sale or commercial use permitted for the following cyclodiene or related pesticides: chlordane, aldrin, dieldrin, and heptachlor. The only exception is the use of heptachlor by utility companies to control fire ants in underground cable boxes.

Reducing Exposure to Pesticides in Homes

Read the label and follow the directions. It is illegal to use

any pesticide in any manner inconsistent with the directions on its label.

Unless you have had special training and are certified, never use a pesticide that is restricted to use by state certified pest control operators. Such pesticides are simply too dangerous for application by a non certified person. Use only the pesticides approved for use by the general public and then only in recommended amounts; increasing the amount does not offer more protection against pests and can be harmful to you and your plants and pets.

Ventilate the area well after pesticide use.

Mix or dilute pesticides outdoors or in a well ventilated area and only in the amounts that will be immediately needed. If possible, take plants and pets outside when applying pesticides to them.

Use nonchemical methods of pest control when possible.

Since pesticides can be found far from the site of their original application, it is prudent to reduce the use of chemical pesticides outdoors as well as indoors. Depending on the site and pest to be controlled, one or more of the following steps can be effective: use of biological pesticides, such as Bacillus thuringiensis, for the control of gypsy moths; selection of disease resistant plants; and frequent washing of indoor plants and pets. Termite damage can be reduced or prevented by making certain that wooden building materials do not come into direct contact with the soil and by storing firewood away from the home. By appropriately fertilizing, watering, and aerating lawns, the need for chemical pesticide treatments of lawns can be dramatically reduced.

If you decide to use a pest control company, choose one carefully.

Ask for an inspection of your home and get a written control program for evaluation before you sign a contract. The control program should list specific names of pests to be controlled and chemicals to be used; it should also reflect any of your safety concerns. Insist on a proven record of competence and customer satisfaction.

Dispose of unwanted pesticides safely.

If you have unused or partially used pesticide containers you want to get rid of, dispose of them according to the directions on the label or on special household hazardous waste collection days. If there are no such collection days in your community, work with others to organize them.

Keep exposure to moth repellents to a minimum.

One pesticide often found in the home is paradichlorobenzene, a commonly used active ingredient in moth repellents. This chemical is known to cause cancer in animals, but substantial scientific uncertainty exists over the effects, if any, of long term human exposure to paradichlorobenzene. EPA requires that products containing paradichlorobenzene bear warnings such as avoid breathing vapors to warn users of potential short term toxic effects. Where possible, paradichlorobenzene, and items to be protected against moths, should be placed in trunks or other containers that can be stored in areas that are separately ventilated from the home, such as attics and detached garages. Paradichlorobenzene is also the key active ingredient in many air fresheners (in fact, some labels for moth repellents recommend that these same products be used as air fresheners or deodorants). Proper ventilation and basic household cleanliness will go a long way toward preventing unpleasant odors.

Call the National Pesticide Telecommunications Network (NPTN).

EPA sponsors the NPTN (800-858-PEST) to answer your questions about pesticides and to provide selected EPA publications on pesticides.

ASBESTOS

Asbestos is a mineral fiber that has been used commonly in a variety of building construction materials for insulation and as a fire retardant. EPA and CPSC have banned several asbestos products. Manufacturers have also voluntarily limited uses of asbestos. Today, asbestos is most commonly found in older homes, in pipe and furnace insulation materials, asbestos shingles, mill board, textured paints and other coating materials, and floor tiles.

Elevated concentrations of airborne asbestos can occur after asbestos containing materials are disturbed by cutting, sanding or other remodeling activities. Improper attempts to remove these materials can release asbestos fibers into the air in homes, increasing asbestos levels and endangering people living in those homes.

Health Effects of Asbestos

The most dangerous asbestos fibers are too small to be visible. After they are inhaled, they can remain and accumulate in the lungs. Asbestos can cause lung cancer, mesothelioma (a cancer of the chest and abdominal linings), and asbestosis (irreversible lung scarring that can be fatal). Symptoms of these diseases do not show up until many years after exposure began. Most people with asbestos related diseases were exposed to elevated concentrations on the job; some developed disease from exposure to clothing and equipment brought home from job sites.

Reducing Exposure to Asbestos in Homes

Learn how asbestos problems are created in homes. Read the booklet, Asbestos in Your Home, issued by CPSC, the ALA, and EPA.

To contact these organizations, see the section, Where to Go For More Information.

If you think your home may have asbestos, don t panic!

Usually it is best to leave asbestos material that is in good condition alone. Generally, material in good condition will not release asbestos fiber. There is no danger unless fibers are released and inhaled into the lungs.

Do not cut, rip, or sand asbestos containing materials.

Leave undamaged materials alone and, to the extent possible, prevent them from being damaged, disturbed, or touched. Periodically inspect for damage or deterioration. Discard damaged or worn asbestos gloves, stove top pads, or ironing board covers. Check with local health, environmental, or other appropriate officials to find out about proper handling and disposal procedures.

If asbestos material is more than slightly damaged, or if you are going to make changes in your home that might disturb it, repair or removal by a professional is needed. Before you have your house remodeled, find out whether asbestos materials are present.

When you need to remove or clean up asbestos, use a professionally trained contractor.

Select a contractor only after careful discussion of the problems in your home and the steps the contractor will take to clean up or remove them. Consider the option of sealing off the materials instead of removing them.

Call EPA s TSCA assistance line (2025541404) to find out whether your state has a training and certification program for asbestos removal contractors and for information on EPA s asbestos programs.

LEAD

Lead has long been recognized as a harmful environmental pollutant. In late 1991, the Secretary of the Department of Health and Human Services called lead the number one environmental threat to the health of children in the United States. There are many ways in which humans are exposed to lead: through air, drinking water, food, contaminated soil, deteriorating paint, and dust. Airborne lead enters the body when an individual breathes or swallows lead particles or dust once it has settled. Before it was known how harmful lead could be, it was used in paint, gasoline, water pipes, and many other products.

Old lead based paint is the most significant source of lead exposure in the U.S. today. Harmful exposures to lead can be created when lead based paint is improperly removed from surfaces by dry scraping, sanding, or open flame burning. High concentrations of airborne lead particles in homes can also result from lead dust from outdoor sources, including contaminated soil tracked inside, and use of lead in certain indoor activities such as soldering and stained glass making.

Health Effects of Exposure to Lead

Lead affects practically all systems within the body. At high levels it can cause convulsions, coma, and even death. Lower levels of lead can adversely affect the brain, central nervous system, blood cells, and kidneys.

The effects of lead exposure on fetuses and young children can be severe. They include delays in physical and mental development, lower IQ levels, shortened attention spans, and increased behavioral problems. Fetuses, infants, and children are more vulnerable to lead exposure than adults since lead is more easily absorbed into growing bodies, and the tissues of small children are more sensitive to the damaging effects of lead. Children may have higher exposures since they are more likely to get lead dust on their hands and then put their fingers or other lead contaminated objects into their mouths.

Get your child tested for lead exposure. To find out where to do this, call your doctor or local health clinic. For more information on health effects, get a copy of the Centers for Disease Control s, Preventing Lead Poisoning in Young Children (October 1991).

Ways to Reduce Exposure to Lead

Keep areas where children play as dust free and clean as possible.

Mop floors and wipe window ledges and chewable surfaces such as cribs with a solution of powdered automatic dishwasher detergent in warm water. (Dishwasher detergents are recommended because of their high content of phosphate.) Most multipurpose cleaners will not remove lead in ordinary dust. Wash toys and stuffed animals regularly. Make sure that children wash their hands before meals, nap time, and bedtime.

Reduce the risk from lead based paint.

Most homes built before 1960 contain heavily leaded paint. Some homes built as recently as 1978 may also contain lead paint. This paint could be on window frames, walls, the outside of homes, or other surfaces. Do not burn painted wood since it may contain lead.

Leave lead based paint undisturbed if it is in good condition do not sand or burn off paint that may contain lead.

Lead paint in good condition is usually not a problem except in places where painted surfaces rub against each other and create dust (for example, opening a window).

Do not remove lead paint yourself.

Individuals have been poisoned by scraping or sanding lead paint because these activities generate large amounts of lead dust. Consult your state health or housing department for suggestions on which private laboratories or public agencies may be able to help test your home for lead in paint. Home test kits cannot detect small amounts of lead under some conditions. Hire a person with special training for correcting lead paint problems to remove lead based paint. Occupants, especially children and pregnant women, should leave the building until all work is finished and cleanup is done.

For additional information dealing with lead based paint abatement contact the Department of Housing and Urban Development for the following two documents: Comprehensive and Workable Plan for the Abatement of Lead Based Paint in Privately Owned Housing: Report to Congress (December 7, 1990) and Lead Based Paint: Interim Guidelines for Hazard Identification and Abatement in Public and Indian Housing (September 1990).

Do not bring lead dust into the home.

If you work in construction, demolition, painting, with batteries, in a radiator repair shop or lead factory, or your hobby involves lead, you may unknowingly bring lead into your home on your hands or clothes. You may also be tracking in lead from soil around your home. Soil very close to homes may be contaminated from lead paint on the outside of the building. Soil by roads and highways may be contaminated from years of exhaust fumes from cars and trucks that used leaded gas. Use door mats to wipe your feet before entering the home. If you work with lead in your job or a hobby, change your clothes before you go home and wash these clothes separately. Encourage your children to play in sand and grassy areas instead of dirt which sticks to fingers and toys. Try to keep your children from eating dirt, and make sure they wash their hands when they come inside.

Find out about lead in drinking water.

Most well and city water does not usually contain lead. Water usually picks up lead inside the home from household plumbing that is made with lead materials. The only way to know if there is lead in drinking water is to have it tested. Contact the local health department or the water supplier to find out how to get the water tested. Send for the EPA pamphlet, Lead and Your Drinking Water, for more information about what you can do if you have lead in your drinking water. Call EPA s Safe Drinking Water Hotline (8004264791) for more information.

Eat right.

A child who gets enough iron and calcium will absorb less lead. Foods rich in iron include eggs, red meats, and beans. Dairy products are high in calcium. Do not store food or liquid in lead crystal glassware or imported or old pottery. If you reuse old plastic bags to store or carry food, keep the printing on the outside of the bag.

You can get a brochure, Lead Poisoning and Your Children, and more information by calling the National Lead Information Center, 800-LEAD-FYI.

Building a new home provides the opportunity for preventing indoor air problems. However, it can result in exposure to higher levels of indoor air contaminants if careful attention is not given to potential pollution sources and the air exchange rate.

Express your concerns about indoor air quality to your architect or builder and enlist his or her cooperation in taking measures to provide good indoor air quality. Talk both about purchasing building materials and furnishings that are low emitting and about providing an adequate amount of ventilation.

The American Society of Heating, Refrigerating, and Air Conditioning Engineers recommends a ventilation rate of 0.35 ach (air changes per hour) for new homes, and some new homes are built to even tighter specifications. Particular care should be given in such homes to preventing the buildup of indoor air pollutants to high levels.

Here are a few important actions that can make a difference:

Use radon resistant construction techniques.

Obtain a copy of the EPA booklet, Radon Resistant Construction Techniques for Residential Construction, from your state radon office or health agency, your state homebuilders association, or your EPA regional office.

Choose building materials and furnishings that will keep indoor air pollution to a minimum.

There are many actions a homeowner can take to select products that will prevent indoor air problems from occurring a couple of them are mentioned here. First, use exterior grade pressed wood products made with phenolformaldehyde resin in floors, cabinetry, and wall surfaces. Or, as an alternative, consider using solid wood products. Secondly, if you plan to install wall to wall carpet on concrete in contact with the ground, especially concrete in basements, make sure that an effective moisture barrier is installed prior to installing the carpet. Do not permanently adhere carpet to concrete with adhesives so that the carpet can be removed if it becomes wet.

_Provide proper drainage and seal foundations in new construction.

Air that enters the home through the foundation can contain more moisture than is generated from all occupant activities.

Become familiar with mechanical ventilation systems and consider installing one.

Advanced designs of new homes are starting to feature mechanical systems that bring outdoor air into the home. Some of these designs include energy efficient heat recovery ventilators (also known as air to air heat exchangers).

Ensure that combustion appliances, including furnaces, fireplaces, wood stoves, and heaters, are properly vented and receive enough supply air.

Combustion gases, including carbon monoxide, and particles can be back drafted from the chimney or flue into the living space if the combustion appliance is not properly vented or does not receive enough supply air. Back drafting can be a particular problem in weatherized or tightly constructed homes. Installing a dedicated outdoor air supply for the combustion appliance can help prevent back drafting.

Indoor air quality problems are not limited to homes. In fact, many office buildings have significant air pollution sources. Some of these buildings may be inadequately ventilated. For example, mechanical ventilation systems may not be designed or operated to provide adequate amounts of outdoor air. Finally, people generally have less control over the indoor environment in their offices than they do in their homes. As a result, there has been an increase in the incidence of reported health problems.

HEALTH EFFECTS

A number of well identified illnesses, such as Legionnaire s disease, asthma, hypersensitivity pneumonitis, and humidifier fever, have been directly traced to specific building problems. These are called building related illnesses. Most of these diseases can be treated nevertheless, some pose serious risks.

Sometimes, however, building occupants experience symptoms that do not fit the pattern of any particular illness and are difficult to trace to any specific source. This phenomenon has been labeled sick building syndrome. People may complain of one or more of the following symptoms: dry or burning mucous membranes in the nose, eyes, and throat; sneezing; stuffy or runny nose; fatigue or lethargy; headache; dizziness; nausea; irritability an forgetfulness. Poor lighting, noise, vibration, thermal discomfort, and psychological stress may also cause, or contribute to, these symptoms.

There is no single manner in which these health problems appear. In some cases, problems begin as workers enter their offices and diminish as workers leave; other times, symptoms continue until the illness is treated. Sometimes there are outbreaks of illness among many workers in a single building; in other cases, health symptoms show up only in individual workers.

In the opinion of some World Health Organization experts, up to 30 percent of new or remodeled commercial buildings may have unusually high rates of health and comfort complaints from occupants that may potentially be related to indoor air quality.

WHAT CAUSES PROBLEMS?

Three major reasons for poor indoor air quality in office buildings are the presence of indoor air pollution sources; poorly designed, maintained, or operated ventilation systems; and uses of the building that were unanticipated or poorly planned for when the building was designed or renovated.

Sources of Office Air Pollution

As with homes, the most important factor influencing indoor air quality is the presence of pollutant sources. Commonly found office pollutants and their sources include environmental tobacco smoke; asbestos from insulating and fire retardant building supplies; formaldehyde from pressed wood products; other organics from building materials, carpet, and other office furnishings, cleaning materials and activities, rest room air fresheners, paints, adhesives, copying machines, and photography and print shops; biological contaminants from dirty ventilation systems or water damaged walls, ceilings, and carpets; and pesticides from pest management practices.

Ventilation Systems

Mechanical ventilation systems in large buildings are designed and operated not only to heat and cool the air, but also to draw in and circulate outdoor air. If they are poorly designed, operated, or maintained, however, ventilation systems can contribute to indoor air problems in several ways.

For example, problems arise when, in an effort to save energy, ventilation systems are not used to bring in adequate amounts of outdoor air. Inadequate ventilation also occurs if the air supply and return vents within each room are blocked or placed in such a way that outdoor air does not actually reach the breathing zone of building occupants. Improperly located outdoor air intake vents can also bring in air contaminated with automobile and truck exhaust, boiler emissions, fumes from dumpsters, or air vented from rest rooms. Finally, ventilation systems can be a source of indoor pollution themselves by spreading biological contaminants that have multiplied in cooling towers, humidifiers, dehumidifiers, air conditioners, or the inside surfaces of ventilation duct work.

Use of the Building

Indoor air pollutants can be circulated from portions of the building used for specialized purposes, such as restaurants, print shops, and dry cleaning stores, into offices in the same building. Carbon monoxide and other components of automobile exhaust can be drawn from underground parking garages through stairwells and elevator shafts into office spaces.

In addition, buildings originally designed for one purpose may end up being converted to use as office space. If not properly modified during building renovations, the room partitions and ventilation system can contribute to indoor air quality problems by restricting air recirculation or by providing an inadequate supply of outdoor air.

WHAT TO DO IF YOU SUSPECT A PROBLEM

If you or others at your office are experiencing health or comfort problems that you suspect may be caused by indoor air pollution, you can do the following:

Talk with other workers, your supervisor, and union representatives to see if the problems are being experienced by others and urge that a record of reported health complaints be kept by management, if one has not already been established.

Talk with your own physician and report your problems to the company physician, nurse, or health and safety officer.

Call your state or local health department or air pollution control agency to talk over the symptoms and possible causes.

Encourage building management to obtain a copy of Building Air Quality: A Guide for Building Owners and Facility Managers. Building Air Quality (BAQ) is simply written, yet provides comprehensive information for identifying, correcting, and preventing indoor air quality problems. BAQ also provides supporting information such as when and how to select outside technical assistance, how to communicate with others regarding indoor air issues, and where to find additional sources of information. BAQ is available for \$24 from U.S. GPO, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 152507954; stock #05500003904.

Frequently, indoor air quality problems in large commercial buildings cannot be effectively identified or remedied without a comprehensive building investigation. These investigations may start with written questionnaires and telephone consultations in which building investigators assess the history of occupant symptoms and building operation procedures. In some cases, these inquiries may quickly uncover the problem and on site visits are unnecessary.

More often, however, investigators will need to come to the building to conduct personal interviews with occupants, to look for possible sources of the problems, and to inspect the design and operation of the ventilation system and other building features. Because taking measurements of pollutants at the very low levels often found in office buildings is expensive and may not yield information readily useful in identifying problem sources, investigators may not take many measurements. The process of solving indoor air quality problems that result in health and comfort complaints can be a slow one, involving several trial solutions before successful remedial actions are identified.

If a professional company is hired to conduct a building investigation, select a company on the basis of its experience in identifying and solving indoor air quality problems in nonindustrial buildings.

Work with others to establish a smoking policy that eliminates involuntary nonsmoker exposure to environmental tobacco smoke.

Call the National Institute for Occupational Safety and Health (NIOSH) for information on obtaining a health hazard evaluation of your office (800-35-N-EACH), or contact the Occupational Safety and Health Administration, (202) 2198151.

Federal Information Services

Federal agencies with indoor air quality information may be contacted as follows: U.S. Environmental Protection Agency (EPA) Public Information Center 401 M St., SW Washington, DC 20460 (202) 260-7751 Indoor Air Quality Information Clearinghouse (IAQ INFO) P.O. Box 37133 Washington, DC 200137133 (800) 438-4318 (301) 585-9020 Operates Monday to Friday from 9 to 5 Eastern Standard Time (EST). Distributes EPA publications, answers questions on the phone, and makes referrals to other nonprofit and governmental organizations. National Radon Hotline (800) SOS-RADON Information recording operates 24 hours a day. National Lead Information Center (800) LEAD-FYI Operates 24 hours a day, seven days a week. Callers may order an information package. To speak to an information specialist, call (800)4245323. Operates Monday to Friday from 8:30 to 5 EST. National Pesticides Telecommunications Network National toll free number: (800) 858-PEST In Texas: (806) 7433091 Operates Monday to Friday from 8 to 6 Central Standard Time. Provides information about pesticides to the general public and the medical, veterinary, and professional communities. RCRA/Super fund Hotline National toll free number: (800) 4249346 In Washington, DC area: (703) 4129810 Operates Monday to Friday from 8:30 to 7:30 EST. Provides information on regulations under both the Resources Conservation and Recovery Act (including solid and hazardous waste issues) and the Superfund law. Safe Drinking Water Hotline (800) 4264791 Operates Monday to Friday from 8:30 to 5 EST. Provides information on regulations under the Safe Drinking Water Act, lead and radon in drinking water, filter information, and a list of state drinking water offices. TSCA Assistance Information Service (202) 5541404 Operates Monday to Friday from 8:30 to 5 EST. Provides

information on regulations under the Toxic Substances Control Act and on EPA's asbestos program.

U.S. Consumer Product Safety Commission (CPSC)

Washington, DC 202070001 Product Safety Hotline: (800) 638-CPSC

Teletypewriter for the hearing impaired (outside Maryland): (800) 638-8270; Maryland only: (800) 492-8104. Recorded information is available 24 hours a day when calling from a touch tone phone. Operators are on duty Monday to Friday from 10:30 to 4 EST to take complaints about unsafe consumer products.

U.S. Department of Housing and Urban Development Office of Energy and the Environment Washington, DC 20410 HUD USER National toll free number: (800) 245-2691 In Washington, DC area: (301) 251-5154.

U.S. Department of Energy Office of Conservation and Renewable Energy 1000 Independence Ave., SW Washington, DC 20585

Conservation and Renewable Energy Inquiry and Referral Service (CAREIRS) PO Box 3048, Merrifield, VA 22116; (800) 523-2929.

Operates Monday to Friday from 9 to 5 EST. Provides consumer information on conservation and renewable energy in residences.

U.S. Public Health Service Division of Federal Occupational Health Office of Environmental Hygiene, Region III, Room 1310 3535 Market St., Philadelphia, PA 19104 (215) 596-1888; fax: 215-596-5024

Provides indoor air quality consultative services to federal agency managers.

Centers for Disease Control and Prevention Lead Poisoning Prevention Branch 4770 Buford Highway, NE (F42), Atlanta, GA 30341-3724 (800) 488-7330

Office on Smoking and Health Centers for Disease Control and Prevention U.S. Department of Health and Human Services

4770 Buford Highway, NE (K50), Atlanta, GA 30341-3724 (404) 488-5701

Occupational Safety and Health Administration Office of Information and Consumer Affairs Room N-3647 200 Constitution Avenue, NW, Washington, DC 20210 (202) 219-8151

Bonneville Power Administration Portland, OR 97208

General Services Administration 18th and F Streets, NW, Washington, DC 20405

Tennesee Valley Authority

Industrial Hygiene Branch

Multipurpose Building (1B), Muscle Shoals, AL 35660

State and Local Organizations

Your questions or concerns about indoor air problems can frequently be answered by the government agencies in your state or local government. Responsibilities or indoor air quality issues are usually divided among many different agencies. Calling or writing the agencies responsible for health or air quality control is the best way to start getting information from your state or local government. To obtain state agency contacts, write or call EPA s IAQ Information Clearinghouse, (800) 4384318.

CPSC REGIONAL OFFICES

Eastern Regional Center 6 World Trade Center Vesey Street, 3rd Floor Room 350 New York, NY 10048-0950 (212) 466-1612

Central Regional Center 230 South Dearborn Street Room 2944 Chicago, IL 60604-1601 (312) 353-8260

Western Regional Center 600 Harrison Street Room 245 San Francisco, CA 94107 (415) 744-2966

States in Region Connecticut, District of Columbia, Delaware, Florida, Massachusetts, Maryland, Maine, North Carolina, New Hampshire, New York, Pennsylvania, South Carolina, Rhode Island, Virginia, Vermont, West Virginia

Alabama, Georgia, Iowa, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, Mississippi, North Dakota, Nebraska, Ohio, South Dakota, Tennessee, Wisconsin

Alaska, Arkansas, Arizona, California, Colorado, Hawaii, Idaho, Louisiana, Montana, New Mexico, Nevada, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

EPA REGIONAL OFFICES

Address inquiries to the Indoor Air Coordinators in the EPA regional offices at the following addresses:

Region 1 EPA John F. Kennedy Federal Building Boston, MA 02203 617-565-4502

Region 2 EPA (2AWM-RAD) 26 Federal Plaza New York, NY 10278 212-264-4418

Region 3 EPA 841 Chestnut Building Philadelphia, PA 19107 215-595-8322 215-597-4084 (radon) Region 4 EPA 345 Courtland Street NE Atlanta, GA 30365 404-347-2864 Region 5 EPA AT-18L 77 W. Jackson Blvd. Chicago, IL 60604 312-353-2205 Region 6 EPA First Interstate Bank Tower 1445 Ross Avenue Dallas, TX 75202 214-655-7223 Region 7 EPA ARTX / ARBR-RAID 726 Minnesota Avenue Kansas City, KS 66101 913-551-7222 Region 8 EPA 999 18th Street, Suite 500 Denver, CO 80202-2466 303-293-1709 The following organizations have information discussed in this booklet. EPA s IAQ Information Clearinghouse, (800)438-4318, can provide the names of a variety of organizations that have information on all of the issues discussed in this publication. American Association of Poison Control Centers 3800 Reservoir Rd., NW Washington, DC 20007 American Society of Heating, Refrigerating, and Air-Conditioning (ASHRAE) 1791 Tullie Circle NE Atlanta, GA 30329 World Health Organization Publications Center 49 Sheridan Avenue Albany, NY 12210 Your local American Lung Association (ALA) 1740 Broadway New York, NY 10019 (800) LUNG-USA GLOSSARY Acid aerosol Acidic liquid or solid particles that are small enough to become airborne. High concentrations of acid aerosols can be irritating to the lungs and have been associated with some respiratory diseases, such as asthma. Animal dander Tiny scales of animal skin.

Allergen A substance capable of causing an allergic reaction because of an individual s sensitivity to that substance. Allergic rhinitis Inflammation of the mucous membranes in the nose that is caused by an allergic reaction. Building-related illness A discrete, identifiable disease or illness that can be traced to a specific pollutant or source within a building. (Contrast with Sick building syndrome). Chemical sensitization Evidence suggests that some people may develop health problems characterized by effects such as dizziness, eye and throat irritation, chest tightness, and nasal congestion that appear whenever they are exposed to certain chemicals. People may react to even trace amounts of chemicals to which they have become sensitized. Environmental tobacco smoke Mixture of smoke from the burning end of a cigarette, pipe, or cigar and smoke exhaled by the smoker (also secondhand smoke or passive smoking). Fungi Any of a group of parasitic lower plants that lack chlorophyll, including molds and mildews. Humidifier fever A respiratory illness caused by exposure to toxins from microorganisms found in wet or moist areas in humidifiers and air conditioners. Also called air conditioner or ventilation fever. Hypersensitivity pneumonitis A group of respiratory diseases that cause inflammation of the lung (specifically granulomatous cells). Most forms of hypersensitivity pneumon-itis are caused by the inhalation of organic dusts, including molds. Organic compounds Chemicals that contain carbon. Volatile organic compounds vaporize at room temperature and pressure. They are found in many indoor sources, including many common household products and building materials. Picocurie A unit for measuring radioactivity, often expressed as picocuries per liter of air. Pressed wood products A group of materials used in building and furniture construction that are made from wood veneers, particles, or fibers bonded together with an adhesive under heat and pressure. Radon and radon decay products Radon is a radioactive gas formed in the decay of uranium. The radon decay products (also called radon daughters or progeny) can be breathed into the lung where they continue to release radiation as they further decay. Sick building syndrome Term that refers to a set of symptoms that affect some number of building occupants during the time they spend in the building and diminish or go away during periods when they leave the building.

```
Cannot be traced to specific pollutants or sources within the
 building. (Contrast with Building related illness ).
 Ventilation rate
 The rate at which indoor air enters and leaves a building.
 Expressed in one of two ways: the number of changes of outdoor
 air per unit of time (air changes per hour, or ach ) or the rate at which a volume of outdoor air enters per unit of time (cubic
 feet per minute, or cfm )
 GUIDE TO POLICE SCANNING
 APCO 10-CODES
 10-1 Signal Weak
 10-21 Call(___) by Phone
10-2 Signal Good
                                                                                                            10-22 Disregard
10-3 Stop Transmitting
10-4 Affirmative (OK)
10-5 Relay (TO)
10-6 Busy
                                                                                                 10-23 Arrived at Scene
                                                                                                       10-24 Assignment Completed
                                                                                                               10-25 Report to (Meet)
                                                                                                                        10-26 Estimated Time of Arrival
 10-7 Out of Service
                                                                                                             10-27 License/Permit Information
10-8 In Service
                                                                                                                    10-28 Ownership Information
10-9 Say Again (Repeat) 10-29 Records Check
Image: Content of the sector of the sector
                                                                                                  10-32 ____Units Needed (Specify)
10-14 Message/Internet
10-15 Message Delivered
10-35 Keserved
10-36 Reserved
10-37 Re
 10-17 Enroute
                                                                                                                10-37 Reserved
 10-18 Urgent (Quickly)
                                                                                                       10-38 Reserved
 10-19 (In) Contact
                                                                                                               10-39 Reserved
 10-20 Location
```

Agencies may designate and use 10-40 and above to suit their own needs.

DUTIES OF LAW ENFORCEMENT OFFICERS

A State Trooper, Deputy Sheriff, or Police Officer may be required to perform many duties. Including, directing traffic, assisting stranded motorists, stopping violators for routine and non-routine violations, responding to alarms, chasing suspects on foot, investigating traffic accidents, investigating industrial and home accidents, making felony and misdemeanor arrests, responding to vicious animal calls and complaints, checking buildings for break-ins, interviewing suspects and victims, testifying in court, executing search and arrest warrants, and more. Most State Police agencies spend more time investigating traffic accidents and enforcing traffic laws, while police departments spend more time investigating non-traffic related criminal activity and other calls for assistance. Police departments do investigate their share of traffic accidents, however. They are usually responsible for accidents occurring within their jurisdiction. State police agencies may take on more traditional police duties also, depending upon their agency, location, etc.

TABLE of FREQUENCIES

FEDERAL BUREAU OF INVESTIGATION

163.8375/167.600 167.2375 167.4875 167.5625

DRUG ENFORCEMENT AGENCY

418.625/416.050418.900/416.325418.750418.675418.825/415.600418.950/416.200418.975/417.025418.975

U.S. CUSTOMS SERVICE

165.2375/166.4375	165.2375	166.4625
165.7375	166.4625/166.5875	162.825

U.S. SECRET SERVICE

32.23	Able	166.5125	Alpha	165.7875	Baker
165.375	Charlie	169.925	Delta	407.850	Echo
415.700	Fox	166.400	Golf	166.2125	Hotel
407.925	India	170.000	Juliet	167.825	Kilo
168.7875	Lima	165.2125	Mike	167.025	November
166.400	Papa	164.8875	Oscar	166.700	Quebec
166.400	Romeo	166.5125	Sierra	164.650	Tango
361.6	Uniform	164.100	Victor	167.025	Whiskey
166.4625	Xray	162.6875	Yankee	171.2875	Zulu
415.675	Black	414.850	Brown	414.950	Orange
414.975	Red	414.650	Silver	415.875	Violet
414.675	Yellow	46.75		46.70 46	.80
165.850					

INTERNAL REVENUE SERVICE

165.950/167.000	167.000	165.950
166.000/167.100	166.000	165.4625/166.5875
166.4625	418.225/414.7	418.225
418.175		

Lost or Stolen: Credit and ATM Cards

Increasingly, people find it convenient to shop with credit cards or to bank at automated teller machines (ATMs) with ATM cards. But the ease with which these cards can be used also makes them very attractive to thieves.

Loss or theft of credit and ATM cards is a serious consumer problem. However, two federal laws, the Fair Credit Billing Act (FCBA) and the Electronic Fund Transfer Act (EFTA), establish procedures for you and your creditors to follow to resolve problems with credit cards and electronic fund transfer accounts. This brochure explains what to do if any of your cards are missing or stolen, suggests how to protect your cards, and explains what you can expect from a credit card registration or protection service.

Limiting Your Financial Loss

There are at least two good financial reasons for you to report the loss or theft of your credit and ATM cards quickly. First, the sooner you report the loss, the more likely you will limit your liability if someone uses your card without your permission. Most card fraud occurs within the first 48 hours after a card is stolen.

Second, the sooner you report any loss, the more card costs in general can be kept down. You pay higher interest rates and annual fees because card fraud costs issuers hundreds of millions of dollars each year.

If any of your cards are missing or stolen, report the loss as soon as possible to your card issuers. Some companies have toll-free or WATS numbers printed on their statements and 24-hour service to accept such emergency information. For your own protection, you should follow up your phone calls with a letter to each card issuer. The letter should give your card number, say when your card was missing, and mention the date you called in the loss.

You may wish to check your homeowner's insurance policy to see if it covers your liability for card thefts. If not, some insurance companies will allow you to change your current policy to include protection for card losses.

l Credit Card Loss. If you report the loss before these cards are used, the FCBA says the card issuer cannot hold you responsible for any unauthorized charges. If a thief uses your cards before you report them missing, the most you will owe for unauthorized charges on each card is \$50. This is true even if a thief is able to use your credit card at an ATM machine to access your credit card account.

However, it is not enough simply to report your credit card loss. After the card loss, review your billing statements carefully. If your statements show any charges not made by you, send a letter to the card issuer describing each questionable charge on your account. Again, tell the card issuer the date your card was lost or stolen and when you reported it to them. Be sure to send the letter to the address provided for billing errors. Do not send it with a payment or to the address where you send your payments unless you are directed to do so.

1 ATM Card Loss. If you report an ATM card missing before it is used without your permission, the EFTA says the card issuer cannot hold you responsible for any unauthorized withdrawals. If unauthorized use occurs before you report it, the amount you can be held responsible for depends upon how quickly you report the loss to the card issuer. For example, if you report the loss within two business days after you realize your card is missing, you will not be responsible for more than \$50 for unauthorized use.

However, you could lose as much as \$500 because of an unauthorized withdrawal from your bank account if you do not tell the card issuer within the two business days after you discover the loss. And, you risk unlimited loss if, within 60 days after your bank statement is mailed to you, you do not report an unauthorized transfer or withdrawal. That means you could lose all the money in your bank account and the unused portion of your maximum line of credit established for overdrafts. If any unauthorized transactions appear on your bank statement, report them to the card issuer as soon as you can. As with a credit card, once you have reported the loss of your ATM card you cannot be held liable for additional amounts, even if more unauthorized transactions are made.

Protecting Your Cards

The best protections against card fraud, of course, are to know where your cards are at all times and to keep them secure. For ATM card protection, it is important to keep your Personal Identification Number (PIN) a secret. Memorize this number. Statistics show that in one-third of ATM card frauds, cardholders wrote their PINS on their ATM cards or on slips of paper they kept with their cards.

The following suggestions may help you protect your credit and ATM card accounts.

For credit cards:

1 Be cautious about disclosing your account number over the phone unless you know you are dealing with a reputable company.

1 Never put your account number on the outside of an envelope or on a postcard.

1 Draw a line through blank spaces on charge slips above the total so the amount cannot be changed.

1 Do not sign a blank charge slip unless absolutely necessary.

1 Rip up carbons from the charge slip and save your receipts to check against your monthly billing statements.

1 Open billing statements promptly and compare them with your receipts. If there are any mistakes or differences, report them as soon as possible to the special address listed on the billing statement for "billing inquiries." Under the FCBA, the card issuer must investigate billing errors if you report them within 60 days of the date your card issuer mailed you the statement.

1 Keep in a safe place (away from where you keep your cards) a record of your card numbers, expiration dates, and the telephone numbers of each credit-card company for the emergency of reporting losses.

Carry only those cards that you regularly need, especially when traveling.

For ATM cards:

1 Select a PIN (personal identification number) that is different from other numbers noted in your wallet, such as your address, birthdate, phone, or social security number.

1 Memorize your PIN.

1 Do not write your PIN on your ATM card or carry your PIN in your wallet or purse.

1 Never put your PIN on the outside of a deposit slip, an envelope, or on a postcard.

1 Examine all ATM receipts and bank statements as soon as

possible.

Buying a Card Registration Service

Many companies offer card registration and protection services that will notify all companies where you have credit and ATM card accounts in case your card is lost or stolen. With this service, you need make only one phone call to report all card losses instead of calling each card issuer individually. Also, most services will request replacement cards on your behalf. Registration services usually cost \$10 to \$35 yearly.

Purchasing a card registration may be a convenience to you, but it is not required by card issuers. The FCBA and the EFTA give you the right to contact credit card companies and ATM card issuers directly in the event of loss or suspected unauthorized use.

If you do decide to buy a registration service, compare offers and look for one that will best suit your needs. Read the service contract carefully to check the company's obligations and your liability. For example, will the company reimburse you if it fails to notify charge card loss promptly after you report the loss? If not, you could be liable for unauthorized charges.

For More Information

For additional information about credit or ATM card fraud or credit card billing problems, send for: Credit and Charge Card Fraud; Fair Credit Billing; or Credit Billing Blues. These brochures are available free. Write to: Public Reference, Federal Trade Commission, Washington, D.C. 20580. The following federal agencies are responsible for enforcing federal laws that govern credit and ATM card transactions.

Questions concerning a particular card issuer should be directed to the enforcement agency responsible for that issuer.

State Member Banks of the Federal Reserve System Consumer and Community Affairs Board of Governors of the Federal Reserve System 20th & C Sts., N.W. Washington, D.C. 20551 National Banks Comptroller of the Currency Compliance Management Mail Stop 7-5 Washington, D.C. 20219

Federal Credit Unions National Credit Union Administration 1776 G St., N.W. Washington, D.C. 20456

Non-Member Federally Insured Banks Office of Consumer Programs Federal Deposit Insurance Corporation 550 Seventeenth St., N.W. Washington, D.C. 20429

Federally Insured Savings and Loans, and Federally Chartered State Banks Consumer Affairs Program Office of Thrift Supervision 1700 G St., N.W. Washington, D.C. 20552 Other Credit Card Issuers (includes retail/gasoline companies) Division of Credit Practices Bureau of Consumer Protection Federal Trade Commission Washington, D.C. 20580

6/87

OUTWITTING BAD-CHECK PASSERS

SUMMARY

Time was when a man's word was as good as his bond. But nowadays, even the signatures of many persons are worthless especially to retailers who are stuck with bad checks.

This Aid offers suggestions that should be helpful in keeping bad checks out of the cash registers of small stores. For example, the key items on a check should be examined closely because they can tip off the owner-manager to a worthless check. Your procedures should also include a dollar limit on the size of checks you will accept and the type of identification necessary to back up the signature or endorsement. In addition, it is profitable to review with employees the checks which the bank refuses to honor.

A neatly dressed stranger pays for her groceries with a payroll check issued by a company in a nearby city. In the next few hours, she does the same thing in several other food stores.

In another community, a middle-aged man pays for a pair of shoes with a Government check. He moves to other stores and cashes several more Government checks.

In a third city, a well-dressed woman pays for an expensive dress with a blank check. "I need a little pocket cash," she says. "May I make the check for \$20 more?" The salesclerk agrees, never suspecting that the customer does not have an account in any bank.

Tomorrow, these three con artists will work in other communities.

The specialist in payroll checks will fill out blank ones which she has stolen. The passer of Government checks is also a thief. He steals Social Security checks, tax re-fund checks, and so on from individual mail boxes. "Blank check" Bessie will hit her victim after the banks have closed.

These three, and others who pass worthless checks, are clever. They live by their wits and are often glib talkers. But they are not so clever that you can't outwit them.

TYPES OF CHECKS

Winning the battle of wits against bad-check passers is largely a matter of knowledge and vigilance. You have to know what you're up against, pass the information on to your employees, and be constantly on guard when accepting checks.

You are apt to get seven different kinds of checks: personal, two-party, payroll, Government, blank, counter, and traveler's.

And some customers may offer money orders.

A Personal Check is written and signed by the individual offering it. The individual makes it out to you or your firm.

A Two-Party Check is issued by one person, the maker, to a second person who endorses it so that it may be cashed by a third person. This type of check is susceptible to fraud because, for one thing, the maker can stop payment at the bank.

A Payroll Check is issued to an employee for wages or salary earned. Usually the name of the employer is printed on it, and it has a number and is signed. In most instances "payroll" is also printed on the check. The employee's name is printed by a check writing machine or typed. In metropolitan areas, you should not cash a payroll check that is handprinted, rubber stamped or typewritten as a payroll check, even if it appears to be issued by a local business and drawn on a local bank. It may be a different story in a small community where you know the company officials and the employee personally.

A Government Check can be issued by the Federal Government, a State, a county ,or a local government. Such checks cover salaries, tax refunds, pensions, welfare allotments, and veterans benefits, to mention a few examples.

You should be particularly cautious with government checks. Often they are stolen and the endorsement has been forged.

In some areas, such thievery is so great that some banks refuse to cash Social Security, welfare, relief, or income tax checks, unless the customer has an account with the bank. You should follow this procedure also. In short, know your endorser.

A Blank Check, sometimes known as a universal check, is no longer acceptable to most banks due to the Federal Reserve Board regulations that prohibit standard processing without the encoded characters. This universal check may be used, but it requires a special collection process by the bank and incurs a special cost.

A Counter Check is still used by a few banks and is issued to depositors when they are withdrawing funds from their accounts. It is not good anywhere else. Sometimes a store has its own counter checks for the convenience of its customers. A counter check is not negotiable and is so marked.

A Traveler's Check is a check sold with a preprinted amount (usually in round figures) to travelers who do not want to carry large amounts of cash. The traveler signs the checks at the time of purchase and should counter-sign the check only in the presence of the person who cashes them.

In addition, a Money Order can be passed as a check. However, a money order is usually sent in the mail. Most stores should not accept money orders in face-to-face transactions.

Some small stores sell money orders. If yours does, never accept a personal check in payment for money orders. If the purchaser has a valid checking account, why does he or she need a money order? The check is possibly no good.

LOOK FOR KEY ITEMS

A check carries several key items such as name and location of

bank, date, amount (in figures and spelled out), and signature. Close examination of such key items can sometimes tip you off to a worthless check. Before accepting a check, look for:

Nonlocal Banks. Use extra care in examining a check that is drawn on a nonlocal bank and require positive identification. List the customer's local and out-of-town address and phone number on the back of the check.

Date. Examine the date for accuracy of day, month, and year. Do not accept the check if it's not dated, if it's post-dated, or if it's more than 30 days old.

Location. Look first to be sure that the check shows the name, branch, town and State where the bank is located.

Amount. Be sure that the numerical amount agrees with the written amount.

Legibility. Do not accept a check that is not written legibly. It should be written and signed in ink and must not have any erasures or written-over amounts.

Payee. When you take a personal check on your selling floor, have the customer make it payable to your firm. Special care should be used in taking a two-party check.

Amount of Purchase. Personal checks should be for the exact amount of the purchase. The customer should receive no change.

Checks Over Your Limit. Set a limit on the amount - depending on the amount of your average sale -you will accept on a check. When a customer wants to go beyond that limit, your salesclerk should refer the customer to you.

Low Sequence Numbers. Be more cautious with low sequence numbers. Experience indicates that there seems to be a higher number of these checks that are returned. Most banks who issue personalized checks begin the numbering system with 101 and numbering sequence when a customer reorders new checks.

\$\$\$ Amount of Check. Most bad-check passers pass checks in the \$25 to \$35 range on the assumption that the retailer will be more cautious when accepting a larger check.

Types of Merchandise Purchased. Be watchful of the types of merchandise purchased. Random sizes, selections, lack of concern about prices by customers, should indicate to you that a little more caution should be exercised when a check is offered as payment.

REQUIRE IDENTIFICATION

Once you are satisfied that the check is okay, the question is, "Is the person holding the check the right person?" Requiring identification helps you to answer the question.

But keep in mind that no identification is foolproof. A crook is a crook no matter what type of identification you ask to see. If the person wants to forge identification, he or she can.

Some stores demand at least two pieces of identification. It is important to get enough identification so the person presenting the check can be identified and located if and when the check turns out to be worthless. The following types of identification should be useful in determining the type to use in your store.

Current Automobile Operators License. If licenses in your State do not carry a photograph of the customer, you may want to ask for a second identification.

Automobile Registration Card. Be sure the name of the State agrees with the location of the Bank. If it doesn't, the customer should be able to explain why they don't agree. Also make sure that the signatures on the registration and check agree.

Shopping Plates. If they bear a signature or laminated photograph, shopping plates or other credit cards can be used as identification. The retail merchants' organization in some communities issues lists of stolen shopping plates to which you should always refer when identifying the check passer.

Government Passes can also be used for identification in cashing checks. Picture passes should carry the name of the employing department and a serial number. Building passes should also carry a signature.

Identification Cards, such as those issued by the armed services, police departments, and companies, should carry a photo, a description, and a signature. Police cards should also carry a badge number.

Several types of cards and documents are not good identification. Some of them (for example, club cards) are easily forged, and others (for example, customer's duplicate saleschecks) were never intended for identification. Unless they are presented with a current automobile operator's license, do not accept the following:

- Social Security Cards
- Business Cards
- Club or Organization Cards
- Bank Books
- Work Permits
- Insurance Cards
- Learner's Permits
- Letters
- Birth Certificates
- Library Cards
- Initialed Jewelry
- Unsigned Credit Cards
- Voter's Registration Cards
- Customer's Duplicate Cards

Some large stores photograph each person who cashes a check along with the identification. This procedure is a deterrent because bad-check passers don't want to be photographed.

Some stores, when in doubt about a check, will verify an address and telephone number in the local telephone directory or with the information operator. Someone intending to pass a bad check will not necessarily be at the address shown on the check. If the address and telephone number cannot be verified, the check should be considered a potentially bad check.

COMPARE SIGNATURES

Regardless of the type of identification you require, it is essential that you and your employees compare the signature on the check with the one on the identification.

You should also compare the person standing before you with the photograph and or description on the identification.

You should set a policy for cashing checks, write it down, and instruct your employees in its use. Your policy might require your approval before a salesclerk can cash a check. When all checks are handled alike, customers have no cause to feel that they are being treated unfairly.

Your procedure might include the use of a rubber stamp. Many stores stamp the lower reverse side of a check and write in the appropriate information. Here is a sample of such a stamp:

Salesperson - Name a	nd No		
Auth. Signature			
Customer's Address _			
Home Phone	Busine	ss Phone	
Ident. No. 1			
Ident. No. 2			
Dept. No	Amount	of Sale	
Take	Send	COD	Will Call

Your policy might also include verifying a check through the bank that issued the check. Some banks will do this only if you are a depositor in the bank. It might be helpful to establish business accounts in several banks, particularly where many of your customers have accounts.

You may want to verify a check through a check verification service. Should you contract with such a service or if you receive lists of bad-check passers, ask the service to show you proof from the Federal Trade Commission that their service is in compliance with the Fair Credit Reporting Act.

Employee apathy toward accepting checks is a big reason why stores get stuck with bad checks. The bigger the store, the more difficult it is to keep employees interested in catching bad checks. One effective way is to show employees your bad checks.

REFUSING A CHECK

Review your policy and procedure on check cashing frequently with your employees. Remind them of what to look for to spot bad checks.

You are not obligated to take anyone's check. Even when a stranger presents satisfactory identification, you do not have to accept the check.

In most cases, you accept a check when the customer has met your identification requirements. You want to make the sale. But never accept a check if the person presenting it appears to be

intoxicated.

Never take a check if the customer acts suspiciously. For example, the customer may try to rush you or your employees while you are checking identification.

Never take a check that is dated in advance.

Never discriminate when refusing a check. Don't tell a customer that you can't accept a check because he or she is a college student or lives in a bad neighborhood etc. If you do, you may be in violation of a State or Federal law on discrimination.

WHAT CAN YOU RECOVER?

Whether or not you recover any money lost on a bad check depends on the person who gave it to you. He or she may be one of your best customers who inadvertently gave you a check when the funds in his or her bank account were insufficient. On the other end of the scale, he or she may be a forger. Once you are stuck with a bad check, here are some of the situations you face.

Insufficient Funds. Most checks returned because of insufficient funds clear the second time you deposit them. Notify the customer that his or her account is overdrawn and that you are redepositing the check. But if the check is returned a second time, in the localities, it is the retailer's collection problem and you must try to get the maker to honor the check by paying immediately.

You should check the practices of your bank. In some areas, for example, after a second return for insufficient funds, the bank will not let you re-deposit the check. It is your collection problem. Some stores prosecute if the customer does not redeem such a check within a week of the second return. Stores with a reputation for being easy-going about insufficient funds checks usually get plenty of them.

The procedure for prosecution depends on the State. In one jurisdiction, for example, a merchant must send the check writer a certified or registered notice of an intention to prosecute. The bad-check writer then has five days from date of receipt of that notice to comply before the merchant can prosecute. In another jurisdiction, the maker has five days after the date of notice to make the check good. In a third, a resident has ten days to make good on the check.

No Account. Usually you've lost when the bank returns a check marked "no account." Such a check is evidence of a swindle or a fraud unless there has been an extraordinary error. In rare instances, a customer may issue a check on the wrong bank or on a discontinued account. You should quickly determine what the circumstances are. If the person is known in the community, proceed with your collection efforts. If you find yourself "stuck" with the check, call your police department.

Closed Account. A check marked "closed account" is a warning of extreme carelessness or fraud. Accounts are closed by both individuals and by banks. The latter may close an account because of too many overdrafts. An individual may open a new account by removing funds from an old account. In such case, the individual may forget that he or she has issued a check that is still outstanding against the old account.

If you don't get your money back within a reasonable time, you

should consider prosecuting the check writer.

Forgery. Forged checks are worthless - a total loss to you.

Watch out for smudged checks, misspelled words, poor spacing of letters or numbers indicating that changes may have been made. Payroll checks with the company's name and address typed in could be fraudulent. Most payroll checks are printed.

When you suspect forgery, call the police. Thus, you can help yourself and others against further forgery. Refer a U.S. Government check to the field office of the U.S. Secret Service.

Check with your lawyer about court collection practices in your area. In the Washington. D.C. area, for example, merchants cannot collect through the courts on bad checks used to pay on an open account. The reason is: The merchant still has the account and no injury was suffered through the issuance of the check. The account may be collectable through the usual civil procedures used for collection purposes.

Any alteration, illegal signature(s) of the maker of the check, a forgery of the endorsement, an erasure or an obliteration on a genuine check is a crime.

A bad check issued to pay for merchandise is not a theft but a misdemeanor. It is an exchange - the checks for goods. A misdemeanor carries a lighter penalty than a theft since a check may be collectable through civil procedures. Criminal action may be taken through signing a formal charge with the police.

A forged check transported in interstate commerce is a Federal offense.

Get Evidence. You cannot prosecute bad-check passers without good evidence. The person who cashed the bad check should be positively identified and connected with the receiving of money for it.

SAFEGUARDING YOUR FOOD

Every year, an estimated 7 million Americans suffer from cases of foodborne illness. Some cases are violent and even result in death. Of course this is commonly known as "food poisoning." The culprit is food that has dangerously high levels of bacteria due to improper cooking or handling.

Food safety is usually taken for granted by the buying public but everyone's attention was recently directed to food poisoning involving some meat that was undercooked. It was determined that the problem never would have happened if the meat had been cooked properly. E.Coli 0157.H7 is a potent virus, but it can be completely destroyed when the meat is fully cooked.

It is important for consumers to take an all-around safety approach to purchasing, storing and preparing both traditional and new meat and poultry products. Ultimately, consumers and food handlers bear the responsibility for keeping food safe once it leaves the store.

According to the U.S. Department of Agriculture, about 85 percent of foodborne illness cases could be avoided each year if consumers would handle food properly. The most common foodborne
illnesses are caused by a combination of bacteria, naturally present in the environment, and food handling mistakes. Ironically, these are also the easiest types of foodborne illnesses to prevent. Proper cooking or processing of raw meat and poultry kills bacteria that can cause foodborne illness.

When you're out, grocery shop last, take food straight home to the refrigerator. And never leave food in a hot car! Don't buy anything you won't use before the use-by date. Don't buy food in poor condition. Make sure refrigerated food is cold to the touch. Frozen food should be rock-solid. Canned goods should be free of dents, cracks or bulging lids which can indicate a serious food poisoning threat.

The performance and maintenance of your refrigerator is of the utmost importance. Check the temperature of your refrigerator with an appliance thermometer. To keep bacteria in check, the refrigerator should run at 40 degrees F; the freezer unit at 0 degrees F. Generally, keep your refrigerator as cold as possible without freezing your milk or lettuce. When you prepare food, keep everything clean and thaw out any frozen food you plan to prepare in your refrigerator. Take it out of the freezer in advance and place it in the refrigerated section of your refrigerator. Always wash your hands in hot soapy water before preparing and handling any food as well as after you use the bathroom, change diapers, handle pets, etc. Remember, too, that bacteria can live in your kitchen towels, sponges and dish cloths. Wash them often and replace the dish cloths and sponges you use regularly every few weeks.

Be absolutely sure that you keep all raw meats, poultry and fish and their juices away from other food. For instance, wash your hands, your cutting board and knife in hot soapy water after cutting up the chicken and before dicing salad ingredients. It is best to use plastic cutting boards rather than wooden ones where bacteria can hide in grooves. Don't take your food out of the freezer and leave it on the kitchen counter to thaw. This is extremely dangerous since the bacteria can grow in the outer layers of the food before the inside thaws. It is wise to do your marinating in the refrigerator too.

FLY SMART

MAKE YOUR SAFE TRIP EVEN SAFER

When you fly on the commercial airlines of the United States, you are flying on the safest, most efficient form of transportation. When the rare accident does occur, more and more people survive due to advances in aircraft manufacturing and design, air traffic control technology, emergency planning, and cabin safety.

Aviation manufacturers, air carriers, and the Federal Aviation Administration are proud of their contributions to aviation+s impressive safety record. You, the air traveler, play a very important role in aviation safety. You can take responsibility for your own safety.

- * Listen To The Safety Briefing
- * Keep Your Seat Belt Fastened
- * Obey Carry-On Baggage Restrictions
- * Wear Sensible Clothing

Fly Smart. Be responsible for your safety and make your safe

trip even safer.

LISTEN TO THE SAFETY BRIEFING

Fly Smart travelers always listen to the safety briefing because they know that every aircraft is different. The following are some tips to ensure that you are familiar with the aircraft you are on:

* Take the passenger safety card out of the seat pocket and follow along while you listen to the safety briefing. Always take a moment to review the card before subsequent takeoffs and landings.

* One of the best things you can do to be prepared is to mentally plan the actions you would need to take in an emergency. As part of this plan, count seat rows between you and at least two exits.

* If you have any questions about the safety
procedures, ask
the flight attendant. Flight attendants are professionals; they know
about
the safety procedures of the aircraft.

FASTEN YOUR SEAT BELT Of all the safety features aboard the aircraft, one of the most important is right at your fingertips+ Your Seat Belt. In a recent study, nearly 300 turbulence-related serious injuries to passengers were reported over a 10year period. None of the injured had their seat belts fastened. To prevent turbulence-related injuries, Fly Smart travelers should always:

* Keep their seat belt fastened at all times.

 \star % Make sure their seat belt is secured snugly and low across the hips.

OBEY CARRY-ON BAGGAGE RESTRICTIONS

Fly Smart travelers should be aware of what they bring on board.

* Most airlines restrict carry-on baggage to two pieces per passenger.

* Carry-on bags must be small enough to fit under the seat in front of you or in the overhead bins. It+s a good idea to put the heavier items under the seat.

* Carry-on items could become flying projectiles during turbulence. Heavy items and baggage with sharp corners can be hazardous.

* Some hazardous materials are restricted. They can be dangerous if carried (or checked) on an aircraft. Following is a partial list of

common articles from the home, workplace, or garage which, because of their physical or chemical properties, can pose a danger when transported.

- * Mace, tear gas, and other irritants
- Aerosols containing flammable material (hair spray, * deodorant, repellents)
- * Loaded firearms
- * Loose ammunition
- * Gasoline and other flammable materials
- * Propane, butane cylinders or refills, and lighter refills
- * Wet-type batteries, e.g., as used in cars
- * Fireworks and flares
- * Safety or -strike-anywhere+ matches (in checked baggage)
- * Paint and paint-related materials (thinners and cleaners)
- Corrosive (acids), poisonous, infectious, and radioactive materials

The above list is not all inclusive. There are certain exceptions for personal care, medical needs, and equipment to support physically challenged passengers. There are also provisions for sporting equipment. When in doubt, check with your airline.

* In the unlikely event of an emergency evacuation, leave everything behind.

WEAR SENSIBLE CLOTHING

For ease of movement and protection in the unlikely event of an evacuation, Fly Smart travelers should follow these guidelines:

*	Wear clothes made of natural fabrics such as cotton,
Synthetics	denim and leather. They offer the best protection.
	may melt when they are heated.
*	Wear clothing that allows freedom of movement. Avoid restrictive clothing.

Wear low heeled shoes or boots. (Shoes with laces or straps are recommended. Avoid sandals.)

Arms and legs should be as fully covered as possible.

sleeves/pants are recommended.)

PASSENGER CHECKLIST

(Long

SUGGESTIONS TO MAKE YOUR SAFE TRIP EVEN SAFER

Sensible Clothing

Shirt - Long sleeved, natural fabrics.
Slacks/pants - Long, natural fabrics.
Shoes - Leather or canvas and low-heeled.
Child Safety Seat

Check with airline for policy on use before arrival at airport.

On Board the Aircraft

Safely stow carry-on baggage.

Wear seat belt snug and low across the hips.

Keep your seat belt fastened at all times.

If you take your shoes off, put them on before landing.

Review the passenger safety card before each takeoff and each landing.

Listen carefully to the safety briefing.

Ask questions if safety information is not clear.

Make a mental plan of the actions you would take in an emergency.

Be familiar with all exits.

Count seat rows between you and at least two exits.

Exit Row Seating

Listen to the safety briefing and/or read the written instructions for aircraft specifics.

You must be physically capable and willing to perform emergency actions. If not, request another seat.

You must know your responsibilities in the unlikely event of an emergency.

Ask questions if instructions are not clear.

Consider the effects of alcoholic beverages.

In the unlikely event of an emergency, you should be aware of the following.

Evacuation Slides

Jump feet first into center of slide.

Do not sit down to slide.

 $\ensuremath{\operatorname{Place}}$ arms across chest, elbows in, and legs and feet together.

High-heeled shoes can damage slides.

Decompression

Pull oxygen mask toward you to start oxygen flow.

Put your oxygen mask on as quickly as possible.

Help children and others with their masks.

Flotation Devices

Know where they are and how to use them.

Life vests (under seat, if available), life rafts, and some seat cushions $% \left(\left({{{\left({{{}}}}} \right)}}}}\right.}$

and evacuation slides can be used as flotation devices.

Evacuating the Aircraft

Follow instructions of crew member (if possible).

Stay calm and proceed quickly to exit.

Leave all your possessions behind.

Fire or Smoke

Inflight Use wet paper towel or handkerchief over nose and mouth. Move away from the source of fire and smoke. On Ground Stay low. Proceed by your predetermined count of seat rows to exit(s) and/or Follow floor proximity lighting to an exit. Exit the aircraft. _ Leave all your possessions behind. Outside the Aircraft Move away from aircraft, fire, and smoke. If possible, help those requiring assistance. Remain alert for emergency vehicles. Never go back into a burning aircraft.