

*The use of alcohol remains more widespread among young people than the use of tobacco or any other illicit drug.*

# School Safety

**UPDATE**

## Teen alcohol use seen as America's No. 1 drug problem

Substance abuse among all populations is perceived to be one of the most pervasive issues confronting contemporary America. For the past five years, it has been cited as the single biggest problem facing local public schools by respondents in the annual Gallup Poll of the "Public's Attitudes Toward the Public Schools." Alcohol use by adolescents in particular poses a greater risk than use of all other kinds of drugs, not only because of widespread use, but also because of the public's general acceptance of alcohol as a legal substance. But for persons under the age of 21, the use of alcohol is illegal.

Many experts believe that alcohol is America's No. 1 drug problem. In an interview with *USA Today*, J.

Vincent Peterson, a psychologist and counselor/educator at Indiana University at South Bend, said that the war on drugs needs to focus on alcohol and "heavy attention on illegal drugs masks the social problems caused by alcohol, the legal drug."

The 1990 National High School Senior Drug Abuse Sur-

vey, conducted by the University of Michigan's Institute for Social Research and funded by the National Institute on Drug Abuse (NIDA), reports that nearly all high school seniors (89.5 percent) have used alcohol. The study surveyed approximately 16,000 high school seniors nationwide and found that nearly two-thirds (57.1 percent) report having used alcohol in the past month, with 32.2 percent having had five or more drinks in a row on at least one occasion in the past two weeks.

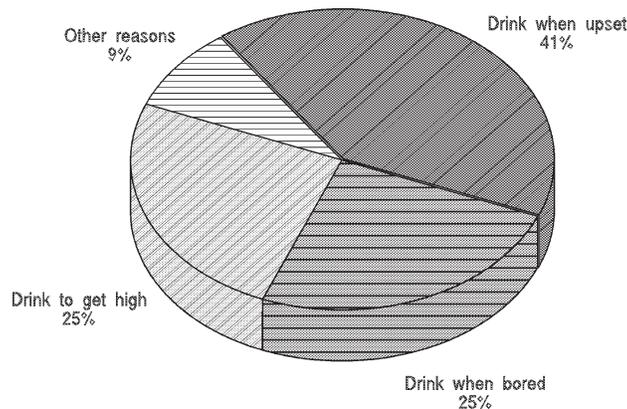
Most people are not aware how truly pervasive the alcohol problem is among youth. While other drugs get most of the attention, a survey by the U.S. Centers for Disease Control corroborates that alcohol consumption is much more widespread than other types of drug use. In this national survey, which included 11,631 teenagers in ninth through

11th grades, 59 percent of students reported that in the previous month, they had consumed one alcoholic drink, while 14 percent said they had smoked marijuana and 2 percent said they had used cocaine in one form or another. Thirty-seven percent said they had consumed five or more drinks on one occasion within the past month, a slightly higher statistic than the one reported by NIDA.

According to the National Institute of Alcohol Abuse and Alcoholism and the Bureau of Census 1985 Population Projections,

about 4.6 million 14- to 17-year-olds in 1985 experienced negative consequences from using alcohol, including arrest, involvement in an accident and impaired health or job performance. Also, in a national telephone survey conducted in the fall of 1989, 88 percent of the 798 high school coaches surveyed responded that

### Why teen-agers drink



Source: *USA Today*, November 5, 1991

## COVER STORY

alcohol posed the greatest drug threat to high school athletic programs.

The 1990 NIDA high school survey also found that teenagers are drinking alcohol at about the same rate they did 5 years ago. Although the rate of consumption may have remained relatively unchanged, recent statistics indicate that young people are starting to drink alcohol at an earlier age. In the '40s and '50s, youths took their first drink at ages 13 and 14; today, they start at age 12 or younger. This means that many children are using alcohol before junior high and are well-acquainted with alcohol and drugs by the time they reach high school.

Drinking by minors has many risks, including dangers related to their physical and psychological stage of development, inexperience with alcohol, and "binge" drinking, a particularly alarming behavior reported in several surveys of children and adolescents.

Parents often prefer that their children drink rather than take drugs. People will say, "I'm thankful my son isn't using drugs. At least he's only using alcohol." Alcohol is a very powerful drug and the fact that parents are choosing the seemingly "lesser evil" for their children may contribute to its widespread use.

Drug availability in schools has an impact on the number of students using alcohol and other drugs. If drugs are easily available in a school, there is a corresponding increase in the number of students using drugs including alcohol, according to G.D. Gottfredson of Johns Hopkins University in a 1988 report to the U.S. Department of Justice.

Television may influence children's beliefs about alcohol. In one study, 8- to 11-year-old children who watched a show with drinking scenes were more likely to name alcohol than water as an appropriate adult beverage than were children who watched the same show without the drinking scenes. Dr. T. Radecki, chairman of the National Coalition on Television Violence, states that before turning 18, the average child will see 75,000 drinking scenes on television programs.

In November 1991, the surgeon general called for a ban on alcohol advertisements that appeal to youth. The beer industry in particular uses advertising to try to connect athletic events with alcohol, contributing to the misconception that being sexy, powerful and athletic is related to the use of alcohol. Advertisements often target young people, depicting individuals who are just above the drinking age as the sexy and the strong.

Such advertising can be countered by showing the negative consequences of alcohol abuse — the other images of people who use alcohol, such as those who lose their jobs, their families and their self-respect, and end up in jail. About 75 percent of the people in prison in this country are there because of problems directly related to alcohol and drugs,

according to Paul Wood of the National Council on Alcoholism and Drug Dependence (NCADD).

Contrary to popular belief, students will continue to use alcohol and other substances even when they know the consequences. *A Framework for Prevention*, a handbook published by the New York State Education Department, states that students need to receive culturally sensitive, accurate and age-appropriate information about alcohol. Although such factual information is considered vital to prevention, it does not constitute an effective prevention curriculum by itself.

Accurate information, integrated with social skills development, provides a more effective curriculum. This includes instruction in basic communication, decision making, problem solving, and refusal and stress reduction skills. An effective curriculum also includes assertiveness training, self-concept development and consumer education regarding the deceptiveness of advertising, according to the New York State Education Department handbook.

Alcohol and other drug use at an early age is an indicator of future drug or alcohol problems. Studies have shown that drug use during childhood or adolescence creates a high risk for future drug problems. Additionally, alcohol is considered a "gateway" drug and often precedes other drug use. A survey of 27,000 seventh- to 12th-graders conducted in 1985 by the New York State Division of Alcoholism and Alcohol Abuse found little or no use of other drugs among teens who had not used alcohol first. Research from the Office for Substance Abuse Prevention indicates that virtually no use of alcohol, tobacco or illicit drugs, except cocaine, begins after the age of 25.

If a teenager's friends are using alcohol or other drugs, the possibility of use also increases substantially. Peers are known to have a powerful effect on an individual's use of alcohol or other drugs, and a high correlation has been established between an individual's use of drugs and alcohol and that of his or her friends.

As Paul Wood of NCADD illustrates, "Often young people will be at a party and somebody will say, 'Have a beer.' They want to say, 'I don't think I want one.' But a lot of peer pressure is involved, and then they start. The unfortunate thing is that part of the peer pressure also leads to very high-quantity drinking at those ages, which is always dangerous."

The Minnesota Student Survey of 1989, given to nearly all sixth-, ninth- and 12th-graders in the state of Minnesota, revealed that 3 percent of sixth-grade students, 27 percent of the ninth-grade students and 55 percent of the seniors reported at least monthly use of alcohol. The study also revealed that students identify pleasure seeking, and not peer pressure, as the common reason for chemical use.

## COVER STORY

Statistics also show that young people drink because they're upset or bored. Research now indicates that a large number of youths are drinking by themselves or drinking because they're depressed, which could lead to alcoholism. The susceptibility of teens to alcohol is 10 to 12 times greater than that of adults. Adult alcoholism often takes 4-6 years; teens can become alcoholic in six months.

Alcohol use by minors has further implications. More than half of the college students who confessed to committing violent crimes on or near campus reported they were high on alcohol or drugs when they broke the law, according to a report by the Towson State University Center for Study and Prevention of Campus Violence. The report also revealed that almost half of the victims of violent campus crimes said they were drinking or using other drugs when they were victimized.

Drivers under the age of 21 have the highest rates of alcohol-involved fatal crashes, according to the Seventh Special Report to the U.S. Congress on Alcohol and Health by the National Institute of Alcohol Abuse and Alcoholism. The National Highway Traffic Safety Administration disclosed that drivers 16-24 years old represent approximately 17 percent of all licensed drivers, but are involved in about 36 percent of all fatal alcohol-related crashes.

These data combine to reflect a stinging commentary on the state of affairs between alcohol use and young people. For teachers, parents, community leaders and adults who care, several things can be done to turn this treacherous tide of alcohol abuse.

Parents can:

- keep family communications open;
- know where their children are and who they are with;
- host young people's parties in their homes where adequate supervision can be provided;
- set a positive and responsible example of alcohol use;
- watch for classic signs of substance abuse, including personality changes, a sudden or steady decline in grades, an increase in anti-social behavior or a shift in friends; and
- seek advice and assistance from alcohol treatment professionals.

Findings from the 1989 Minnesota student survey show that students who said they had drug education both in school and from their parents were the least likely to be users. The reasons they offered for not using alcohol and other drugs included the lack of desire (54 percent), a belief that use is dangerous (44 percent) and knowing that parents would object (39 percent). Partnerships created between the home and school may be the key to delivering a consistent and unified message to vulnerable young people about the

dangers of using alcohol.

Schools can:

- establish districtwide philosophies, goals and policies against alcohol use in school;
- establish an alcohol/drug-free school task force to help develop effective alcohol prevention and intervention programs;
- determine the extent of alcohol use in school through an anonymous survey;
- maintain a record of incident reports;
- identify areas on campus where alcohol and other illicit substances are being sold or traded;
- conduct training programs to help students deal with peer pressure in using alcohol;
- capitalize on peer motivation and instruction, using older students as role models to teach younger children;
- provide alcohol and other substance use/abuse assessment, counseling and referral services for students; and
- make certain that the school environment supports students in or returning from treatment.

A successful prevention effort involves the child's whole environment — the home, the school and the community. The messages sent to the child by these constituencies need to be consistent. Parents and other primary caregivers need training to be able to send the same message as the school and to understand the power of their own role modeling. In addition, the actions taken by the community also send a forceful message to young people.

Communities can:

- provide young people with positive alternatives to alcohol use, including clubs, athletics, service work and employment;
- offer parenting classes and support groups for parents to help unite parents to deliver a unified message;
- heighten public awareness of the scope of the alcohol and substance abuse problem within the community through public meetings and the media; and
- provide coordination of efforts between youth- and family-serving agencies.

Nearly one-third of this nation's high school seniors believe that there is no great risk to having four or five alcoholic drinks almost every day, according to the NIDA survey. False perceptions such as this need correcting. Making a difference begins with a commitment to shape attitudes in a positive way and to invest time with young people. These suggestions can spark other strategies and ideas to better serve young people and protect them from the pitfalls of using alcohol.

# Drawing the line: a common concern for today's youth

### April is Alcohol Awareness Month

The surgeon general of the United States, Antonia C. Novello, M.D., will serve as honorary chairperson for the sixth annual Alcohol Awareness Month in April 1992.

"Let's Draw the Line" has been chosen as the slogan for the 1992 campaign, reflecting the activist approach to be used in raising awareness about underage drinking, alcohol-related injury and the many other issues associated with America's No. 1 drug problem. Friday, April 3, through Sunday, April 5, 1992, has been designated "Alcohol-Free Weekend."

Sample Alcohol Awareness Month kits, which will include a proclamation, stickers, posters, easily reproduced press materials and suggestions for community activities, are available by contacting the Parents' Association to Neutralize Drug and Alcohol Abuse (PANDAA) at 703/750-9285.

### Leadership conference scheduled

The Second Annual School Safety Leadership Conference, sponsored by Seattle Public Schools and the National School Safety Center, will address safety issues facing our schools and communities by focusing on successful programs and strategies working throughout the United States and Canada.

"Where do we draw the line?" will be the theme for the conference that is scheduled for May 6-9, 1992, in Seattle, Washington. For further information contact Dr. Craig Donald at 206/298-7510 of the Seattle Public Schools.

### "War of values" continues

District of Columbia Mayor Sharon Pratt Dixon recently announced a multimillion-dollar anti-crime plan. In a 15-minute television address, she referred to the city's youth violence as a "war of values." Mayor Dixon called on the city to "come together to save our children," commenting that the message to the youth of D.C. should be, "If you are on the way to trouble, we will help you stay out of trouble; if you are already in trouble, we will do everything we can to save

you; but if you are 'the trouble,' we will take whatever action is necessary to protect our community."

The plan has components that impact law enforcement, juvenile court reform and social services. The most highly praised component of the plan was the focus on prevention of youth crime. A toll-free number is available for anyone who wants to be a mentor for troubled youth. Centers will be established where families can receive a range of social, medical and cultural services. Four intensive crime prevention programs will start in middle and junior high schools in the fall of 1992. Youths who exhibit destructive and anti-social behavior will be placed in alternative schools that have curricula which include conflict resolution, self-esteem building and job seeking skills. Family-focused therapy will also be provided for juveniles who commit minor offenses.

Dixon also wants to initiate three pilot programs in lower income areas that emphasize early identification and intervention of factors that put children at risk. The program would provide comprehensive health and maternity services. Children and families in need of medical help and counseling would be identified and assisted in community-based facilities.

Although she recognizes that her plan is "no magic formula to end the violence," Mayor Dixon emphasized that it could work if the whole city would "get out of our armchairs, take back our streets and make a stand for our children." The plan was well-received by city officials, child advocates and the agencies that would be directly impacted by the plan's measures.

### Guns in school: A correction

NSSC often receives requests for information regarding the number of weapons being carried by students on school campuses. In order to respond to such requests, NSSC tracks national surveys and studies on the topic. Recently, a survey reported in the Centers for Disease Control's "Morbidity and Mortality Weekly Report of October 11, 1991" has come to national attention. Unfortunately, it has been misinterpreted by many.

The title of the study "Weapon-Carrying Among High School Students - United States, 1990" has caused some to believe the report refers to the number of weapons being carried on school campuses. The summary of the findings clearly states that "students were not asked if they carried weapons onto school grounds." The survey asked questions to determine the number of high school students that carry weapons at any time.

For more information about weapons at school, see "Bullets & Bayonets: the tenor of today's violent schools" in the December 1991 issue of *School Safety Update*.

## Blauvelt delivers urgent message to Congress

When it comes to the contributions made to the field of school safety, the players come in many forms — the innovative, the industrious, the charismatic and the bold. Peter D. Blauvelt adds the less heralded, but equally important, role of messenger. Blauvelt personified each of these traits when he testified before the House Subcommittee on Crime and Criminal Justice last July. His purpose was to bring the pressing concerns of those involved in school safety to the legislative forefront.

Through his leadership of the Department of Security Services of the Prince George's County (Maryland) Public Schools and the National Alliance for Safe Schools, Peter Blauvelt has become adept in the role of spokesperson. He is widely recognized as both a prolific writer and speaker. Mr. Blauvelt is an accomplished author of school safety literature, including his book *Effective Strategies for School Security*, and he has lectured at numerous national conferences and workshops.

Many of our nation's schools are sacrificing school safety for the sake of efficiency by punishing violations of school code and criminal acts by the same disciplinary standards. Mr. Blauvelt opened his testimony by articulating the need for schools to restructure their disciplinary policies and procedures to deal with students who commit crimes on campus.

Explaining that many schools do not differentiate between a breach of school rules and a criminal offense, Mr. Blauvelt commented that often skipping class is treated no differently than having a weapon on campus. "This failure to differentiate between criminal acts and rule violations increases a school's vulnerability for violent acts to occur," he said. As a result, confrontations that constitute aggravated assault are dealt with as common fights, where both parties are treated as equal participants. In these cases, the students who become victims of assault are twice violated — once by the assailant and once by the security system that is designed to protect them.

Blauvelt told the Committee that school districts also should grant their administrators and safety officers greater

authoritative power by establishing administrative procedures and strong policies against drugs, gangs and weapons on school property.

Blauvelt continued his testimony by accentuating some of the more encouraging developments in school safety. For example, he reported that 230 districts nationwide have

established departments of school security police, ranging in size from one person to over 2,600 employees. "Those school districts which have identified the need for full-time security operations are in a better position to respond aggressively to unwanted behaviors," he said.

In response to the growing number of student altercations, many school districts have implemented programs involving student arbitration, mediation and peer counseling. "For many of our young people violence is the only alternative they know to address real or imagined wrongs," Blauvelt said. One of the schools in Blauvelt's district developed a student mediation program that encourages students to work out their differences with understanding and reason rather than violence. This school experienced a 39 percent drop in suspensions and a 30 percent decrease in acts of aggression.

Blauvelt also expressed the need for more up-to-date research and the development of a national survey to examine the extent to which school crime and violence issues affect the ability of schools to provide a quality education for their students. No such comprehensive effort has been made to document the effect of these malevolent acts since the *Safe School Study of 1976*.

According to Blauvelt, both teachers and administrators are in dire need of proper training on strategic approaches to disruptive behavior. "There is a strong need to establish regional training centers, whereby courses are offered that equip our educators with the information on how to deal with a variety of legal and disciplinary issues," he said.

There are many who play lesser roles in the field of school safety by simply performing their duties on a daily basis. However, few step forward into roles of leadership through the medium of the written or spoken word. Peter Blauvelt has transformed his talents and ideas into a voice for safety in the learning environment. With many of our nation's schools currently besieged by crime and violence, we need those who are innovative, charismatic and bold. And we need the messenger — the one who can speak to those who will listen.

**Peter D. Blauvelt**

## States address teen alcohol use through legislation

A review of existing statutes and new legislation reveals that attempts have been made by several states to address the issue of alcohol use by juveniles. The following is a survey of some of those alcohol-abuse prevention programs that are mandated by state statute.

Georgia prescribes an alcohol and drug course for anyone attending a driver training school and requires the instructor to be licensed. Illinois makes grants available to all education agencies for school-based alcohol/substance abuse education and prevention programs. Louisiana created a "comprehensive program of alcohol, drug and substance abuse prevention and education that brings together the education system and the criminal justice system to educate, prevent and punish such abuses...."

Washington encourages school districts to promote parent and community involvement in alcohol abuse prevention and intervention programs through parent visits and school involvement programs established by the district. Districts also are encouraged to review alcohol prevention and intervention programs as part of the district's annual goal-setting process.

California permits a school governing board to require a pupil who is expelled from school for alcohol use to enroll in a county-supported rehabilitation program prior to returning to school. This can be done, though, only with the consent of the pupil's parent or guardian. Additionally, the California Department of Education is mandated to establish an information center for alcohol, drug and traffic safety education materials.

A biennial statewide survey of drug and alcohol use among pupils in the seventh, ninth, and 11th grades is to be conducted by the California Attorney General in consultation with the Governor's Policy Council on Alcohol and Drug Abuse. The survey must assess the frequency and type of substance abuse, the age of first use and intoxication, pertinent attitudes and experiences of pupils, the experience of pupils with school-based alcohol prevention programs and, as an optional component, the risk factors associated with school dropouts.

The legislature also established 16 goals in its effort to reduce alcohol use by California students. These 5-year goals are as follows:

- Drug/alcohol abuse education will be included within the mandatory curriculum in every public school.
- Basic training on how to recognize and understand what to do about drug/alcohol abuse will be provided to administrators and all teachers.
- All school counselors and school nurses will receive comprehensive drug/alcohol abuse training.
- Each public school district will appoint a drug/alcohol abuse advisory team of school administrators, teachers, counselors, students, parents, community representatives and health care professionals. The team will coordinate with and receive consultation from the county alcohol/drug program administrators.
- Every school board member will receive basic drug/alcohol abuse information.
- Each school district will have a drug/alcohol abuse specialist to assist the individual schools.
- Each school with grades 7-12 will have student peer group drug/alcohol abuse programs.
- Every school district will update written drug/alcohol abuse policies and procedures including disciplinary procedures. Copies will be given to every school employee, student and parent.
- The California State University and the University of California will evaluate and, if feasible, establish programs and degrees in drug/alcohol abuse.
- Every school district will establish parent-teacher groups with drug/alcohol abuse prevention goals.
- Every school district will institute a drug/alcohol abuse education program for parents.
- Drug/alcohol abuse training will be imposed as a condition for teacher credentialing and license renewal, and knowledge on the issue will be measured on the California Basic Education Skills Test.
- Drug/alcohol abuse knowledge will be established as a component on standardized competency tests as a requirement for graduation.
- Every school district will establish a parent support group.
- Every school district will institute policies that address the special needs of children who have been rehabilitated for drug/alcohol abuse problems and who are re-entering school. These policies shall consider the loss of school time and academic credits, and the sociological problems associated with drug/alcohol abuse, its rehabilitation and the educational delay it causes.
- The number of drug/alcohol abuse related incidents on school grounds will be decreased by 20 percent.

# Training students to be activists against drugs

The Alcohol and Substance Abuse Program (ASAP) of Albuquerque, New Mexico, operates under the auspices of the School of Medicine at the University of New Mexico. Its success rests on a broad mix of participants and the use of several noteworthy theoretical concepts.

The program enlists volunteer, high-risk Hispanic and American Indian youths in grades 6-10 who have been identified as non-users of alcohol and other drugs. In addition, college students majoring in medicine, nursing, health education and social science receive academic credit for participating. The primary emphasis of the program is to prepare youth, through experiential learning, for active involvement in community prevention activities and mobilization.

Assisted by college students, teams of seven students visit hospital and detention center clients to interview them about their life experiences related to their use of alcohol and other drugs. Participants and their parents receive an orientation before the visits, and a follow-up school curriculum is used to allow youth to integrate their experiences. College students are trained by college faculty to facilitate the youth.

The training and follow-up curriculum incorporate concepts from adolescent health education and prevention literature, including social learning theory, resistance to peer pressure, life skills competencies, decision making, peer education strategies, and analysis of the media's influence on consumption. The majority of participants return to their communities as activists and catalysts for prevention.

A two-day training is imperative to replicate the program, which also lends itself to address other high-risk behaviors such as gang violence, adolescent pregnancy and teen suicide. For further information, contact Lily Dow, Alcohol and Substance Abuse Prevention Program (ASAP), 2400 Tucker NE, Albuquerque, New Mexico 87131, 505/277-5532.

Another program that trains youths to be role models and activists for alcohol and substance abuse prevention operates in the District of Columbia and Prince George's County

public school systems. Currently funded through a grant from the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention and private donors, Super Leaders identifies and trains a group of youth leaders to serve as positive role models for their peers, to withstand the negative pressures of their environment, and to contribute to the quality of life of their peers, their schools, their families and their communities.

Students selected for the Super Leaders program are at-risk youth who demonstrated a commitment to meet the challenges of the program and a potential for leadership. Super Leaders represent a mix of students who may excel in academics, athletics, arts, and/or who may be at risk for dropping out, suicide, drug use or criminal activity. In addition, they enjoy the respect of their own peer groups.

The program consists of two components: a five-day residential training and the year-round school-based program. Each academic year begins with the Super Leaders residential training program held in a camp setting away from pressures of the urban environment. Super Leaders members are trained in understanding values, social and individual responsibilities, conflict resolution, peer counseling, leadership training, individual and group alternatives, self-esteem, goal setting for personal growth and substance abuse prevention.

Following the residential training, student members meet throughout the school year to conduct rap sessions, peer counseling, tutoring, open forums and special activities. Members of Student Leaders accept responsibility for conveying positive messages, such as "don't do drugs" and "stay in school," to the rest of the student body through a variety of programs.

Recently, members of the Central High School (Washington, D.C.) Super Leaders sponsored a program that featured Calvin Hill, former football player with the Dallas Cowboys and Washington Redskins. Hill spoke at two back-to-back assemblies about the dangers of alcohol and drug use and called for personal vigilance and responsibility during the holiday season to prevent the tragedy of drunk driving. Mr. Hill's presentation was followed by an open forum on drug and alcohol use conducted by Super Leaders students.

In addition to in-school activities and community service projects, Super Leaders students make an individual commitment to maintain at least a 2.5 grade point average and to strive for personal improvement in academics and/or athletics. Each student also pledges to remain drug-free.

For further information about Super Leaders, contact Sally Schwartz, Executive Director, Super Leaders, 2127 G Street NW, Suite 303, Washington, D.C. 20052, 202/223-3749.

# Paris conference sets agenda for safer cities

NSSC was invited by the French government to participate in the Second International Conference on Urban Safety, Drugs and Crime Prevention, November 18-20, 1991. The conference was co-sponsored by the United States Conference of Mayors in cooperation with the European Forum of Local Authorities for Urban Safety and the Federation of Canadian Municipalities, under the auspices of the United Nations.

The Paris conference drew more than 1,700 crime prevention practitioners from throughout the world and focused on international collaboration and community mobilization. Participants at the conference developed the following seven recommendations and action steps toward making world communities safer:

- Governments must invest now to meet socio-economic and urban needs, particularly those of alienated groups, such as young persons at risk.
- Governments must establish national crime prevention structures to recommend improved national policies, undertake research and development, and foster the implementation of effective crime prevention programs,

- particularly by cities.
- Municipalities must establish crime prevention structures to mobilize the local officials who control policies relating to housing, schooling, youth, families, social services, policing and justice.
- The public must be encouraged by local, regional and national governments, international agencies, and non-governmental groups to participate in comprehensive crime prevention and to understand the importance to urban development of implementing effective ways of making communities safe from crime.
- Developed countries should support the creation of an International Center for the Prevention of Crime, consistent with the objectives of the United Nations and which might become affiliated with it.
- The United Nations Ministerial Meeting on Effective International Cooperation on the Prevention of Crime and the Treatment of Offenders is requested to ask the General Assembly to make comprehensive prevention of crime a visible and important part of the program in the next decade.
- The European Forum of Local Authorities on Urban Safety, The United States Conference of Mayors and the Federation of Canadian Municipalities will adopt ways to implement this Declaration by working to mobilize international and regional organizations of governments, collaborate with agencies internationally in the promotion of crime prevention, and plan the Third International Conference on Urban Safety and Crime Prevention in conjunction with key partners.

For a complete copy of the Final Declaration of the conference, contact NSSC at 805/373-9977.

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