

3 FEB 1986

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STAT

February 3, 1986

STAT

Hon. William J. Casey, Director
Central Intelligence Agency
Washington, D.C. 20505

Dear Director Casey:

It was fine to hear from our mutual friend, [redacted] that you are willing to be interviewed for half an hour by a senior editor of Scholastic Magazines.

Scholastic is the world's largest publisher of supplemental educational materials for grade and high school students. We publish some 35 magazines and reach an audience of about ten million students and teachers. Your interview will appear in Scholastic Update which is our magazine for high school seniors, with an audience of about 1,200,000 twice a month during the academic year.

I am a New York and Washington attorney, specializing in cabinet-level federal government contacts. I was one of Bill Donovan's first legal associates when he opened his practice in Broad Street, later Wall Street, as Donovan, Leisure, Newton and (then) Lombard. I am special consultant to Scholastic, Inc., with respect to top-level government matters in Washington. [redacted] is another old and very good friend of mine.

STAT

The subject of the interview is to be the intelligence gathering machinery of the United States Government, particularly the CIA. The editor of Update, Eric Oatman, will be sending your very able and courteous secretary, [redacted] a general description of the questions we would like to cover; such as, why do we have a CIA? How does the CIA relate to the other information-gathering agencies such as DIA? What is the place of the information agencies in the government? What other functions do they serve in addition to information? The idea is to give our school children an accurate idea of the intelligence gathering needs of the country and how we meet them.

[redacted]

STAT

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MEMORANDUM FOR: Mr. Casey

Anthony Wayne Smith, Special Consultant, Scholastic Update, telephoned following up on [redacted] conversation w/you.

STAT

He will send copy of magazine and followup on Monday but in the meantime wants you to know: they are trying to give students an update on intelligence - world's largest publishers of supplemental educational materials for grade schools and high schools. Scholastic Update goes to high schools reaching 1 million 200 thousand people twice a month.

Live interview for 1/2 hour (top editor here at whatever time convenient)

- 1) Why do we have a CIA?
- 2) What are its functions?
- 3) How is it related to the rest of the intelligence making machinery
- 4) What are the other activities in addition to gathering information?

Editor in Chief in New York in charge is Eric Oatman.

STAT

FORM 101 USE PREVIOUS EDITIONS

Anthony Wayne Smith [redacted]

ANTHONY WAYNE SMITH
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DISTRICT OF COLUMBIA AND NEW YORK

1-30-86

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B1 JAN 15 36

[Redacted]

STAT

Secretary to Director Casey
Central Intelligence Agency
Langley, VA

Dear [Redacted]

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[Redacted] suggested that I send you
material about Scholastic Magazines in
connection with the interview between
Mr. Casey and a senior editor of Scholastic
Update.

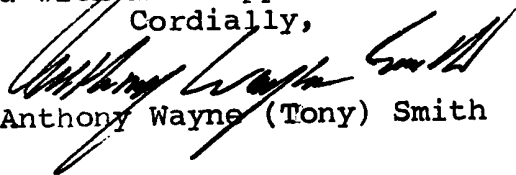
STAT

I am dashing this off to send to you
with a copy of the Magazine, because I will
not be in my office tomorrow and your line
has been busy thus far this evening; [Redacted]
just reached me by phone a few minutes ago.

STAT

I can give you much more information by
telephone, and will probably talk with you
before this note reaches you.

Looking forward to making your acquaintance
on the phone, and with much appreciation,
Cordially,


Anthony Wayne (Tony) Smith

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SCHOLASTIC

Incorporating Senior Scholastic

UPDATE



THE EXECUTIVE BRANCH AT WORK

Viewed from the perspectives of American History •
 U.S. Government • Economics • Sociology • World Cultures

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TAXES

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UPDATE

TEACHERS' EDITION

MAY 10, 1985 • VOL. 117, NO. 18 (ISSN 0745-7065)

THIS ISSUE ENDS UPDATE's 1984-85 publishing year. Please don't sign off without letting us hear from you on next year's program. We tried to streamline the questionnaire dropped into your magazine bundle. Just check the applicable boxes, fold and tape the form leaving the postpaid indicia showing, and mail it.

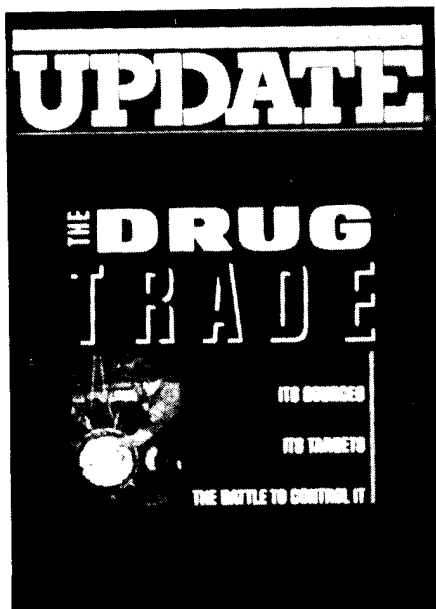
We're especially eager to hear your views of next year's lineup of topics. We think our preliminary list is an exciting one. It includes explorations of some pressing domestic and foreign issues: Immigration, Health Care, Nuclear Arms Talks, Labor at the Crossroads, the Farm Crisis, Growing Old in America, and Street Crime. We also plan special issues on the Soviet Union, Mexico, India, and South Africa, and of course an updated World Affairs Annual. Early in the year, we'll explore the Executive Branch and evaluate the role of the United Nations on its 40th birthday.

Several teachers have written suggesting an issue on America's Cities. Others wrote to say next year's list would benefit from coverage of the Environment in the 80s. "I urge you to adopt raising our students' awareness of environmental issues," wrote David Weber of Phillips Exeter Academy.

If you agree—or have other recommendations to make—please let us know. We count on your advice to make UPDATE fit your needs.

And won't you take an extra moment to reserve your copies of UPDATE for the next year? You can change your order—or even cancel, without charge—once you count heads in the fall. Reserving copies now will ensure that UPDATE will be waiting for you when you return from your much-deserved vacation.

—The Editors



Cover of Student Edition:
"The Drug Trade"

IN THIS ISSUE

"The Challenge to an Open, Affluent Society" (Overview): Are drugs the "price of success?" 4

"Where Drug Trading Begins, How It Must End" (World): The source of the problem is abroad 6

"How the U.S. Battles Drugs on Three Fronts" (Government): The U.S. defense in the drug war 9

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"A 'Rite of Passage' More Young People Avoid" (Sociology): Who takes drugs and why 14

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"Drug Abuse Scoreboard" (DataBank): Charts, graphs size up the problem 18

"The Sorry History of Drug Abuse in the U.S." (U.S. History): America has always had a "drug problem" 19

Wordpower (p. 25), Puzzle Page (p. 26), Pre-Test (p. T-2), Post-Test (p. T-5)

ISSUE DATES FOR THIS YEAR		
Sept. 7	Sept. 21	Oct. 5
Oct. 19	Nov. 2	Nov. 16
Nov. 30	Dec. 14	Jan. 4
Jan. 18	Feb. 1	Feb. 15
Mar. 1	Mar. 15	Mar. 29
Apr. 12	Apr. 26	May 10

PRE - TEST

General Directions: On the line to the left of each number, write the letter of the choice that best completes the statement or answers the question.

A. MATCH-UP!

Column A

- a. Addict
- b. Turkey
- c. Burma
- d. Narcotic
- e. Certain flowers, shrubs, weeds
- f. cocaine, marijuana

Column B

- ___ 1. World's top producer of opium
- ___ 2. Sources of most illegal drugs
- ___ 3. One who is dependent on drugs
- ___ 4. Most widely used illegal drugs
- ___ 5. U.S. money helped end its poppy farming

B. TRUE (T) OR FALSE (F)?

- ___ 1. Narcotics abuse first became a problem in America after World War II.
- ___ 2. Addiction often resulted from doctors' drug prescriptions in the early 20th century.
- ___ 3. The Pure Food and Drug Act of 1906 did much to end the sale of habit-forming drugs in the U.S.
- ___ 4. Young unemployed males were the dominant group of early drug abusers in the U.S.
- ___ 5. Until recent years, very few women were drug addicts.
- ___ 6. The U.S. Congress did not touch drug regulation until after the 1950s.

C. ODD ONE OUT!

Check (✓) the methods used by the U.S. government to fight illegal drug use.

- ___ 1. Education about risks of drug use
- ___ 2. Assisting local police fighting drug trade in other countries

- ___ 3. Request to U.N. for anti-drug international police team
- ___ 4. Instituting "stop-and-frisk" laws
- ___ 5. Guarding U.S. borders against drug traffic
- ___ 6. Prosecuting drug traders in the U.S.

D. MAKE A CHOICE

- ___ 1. The one who gets the best financial deal in a drug sale is the (a) grower; (b) middle man; (c) user.
- ___ 2. The U.S. Drug Enforcement Administration is part of the U.S. (a) C.I.A. (b) Commerce Department; (c) Department of Justice.
- ___ 3. It is estimated that people who use drugs at work perform at only (a) 92%; (b) 75%; (c) 67% of their ability.
- ___ 4. The U.S. will spend about (a) \$1 million; (b) \$100 million; (c) \$1 billion on world-wide drug control programs in 1985.
- ___ 5. Estimates of the money spent annually on illegal drugs in the U.S. range between (a) \$20-25 billion; (b) \$40-60 billion; (c) \$80-110 billion.

E. FACT (F) OR OPINION (O)?

- ___ 1. Illegal drug trade is the most serious world problem today.
- ___ 2. The U.S. government should do more to control drug traffic.
- ___ 3. Colombia is one of the world's largest sources of illegal drugs.
- ___ 4. Many U.S. companies pay counseling fees for drug-addicted employees.

F. PICK A DEBATE!

Read the following two (contradictory) statements. Select the one with which you agree most. Write a paragraph defending your point of view.

1. "We must end the illegal drug trade before we can expect drug abuse to stop."
2. "We must educate people to stop abusing drugs; then the illegal drug trade will die out."

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LESSON #1 WHERE DRUG TRADING BEGINS, HOW IT MUST END

Content (World, pages 6-8)

International trade in illegal drugs: a "shadow war" that costs the U.S. billions every year

Objectives

Students will be able to

- identify major international sources of the illegal drug trade
- summarize current U.S. efforts to stem the flow of illicit drugs into the country

Introduction

Making connections. Remind students who used UPDATE's January 4, 1985 issue on the Third World of the opening paragraphs in that issue's Economics feature. There it was stated that between 1980 and 1983 "Third World nations simply couldn't boost their output of goods and services and create new jobs."

Ask students: If a farmer in such a country could get five times his or her normal income by raising coca plants, poppies, or marijuana for export, what incentives might there be NOT to raise these crops — the sources of America's three most widely abused illegal drugs?

UPDATE does not suggest that Third World farmers are the criminals of the illegal drug trade. They may be just as much victims as those who become drug abusers. In part, our World feature examines how both the U.S. and certain Third World governments seek to end the "victimization" of such farmers. It's part of the U.S. anti-drug-abuse policy to stem the illegal drug trade at the source.

Questions to Guide and Review Reading

1. Why is such a large supply of illegal drugs available in the U.S.?
2. What strategies does the U.S. government have for dealing with drug-source countries?

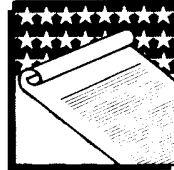
Activities

1. **Taking a Pre-test.** See the Skills Master on the opposite page for this week's Pre-test. You may want to discuss students' answers to Question F — a question that is raised in several places in this issue.
2. **Following the trail.** If you have an opaque projector, have one student display the UPDATE map of world drug traffic on pages 4 and 5 while others skim the World feature for reference to countries identified as illegal drug sources. In what world regions is drug production concentrated? Can students hazard a guess as to why certain regions are (and others are not) involved in this trade?

Evaluation

Examining the trail. Ask students to select one major drug-producing nation with which the U.S. is collaborating on the reduction of its illegal

drug supply. Have students prepare ONE argument for and ONE argument against the value of the current U.S. policy in this matter. Discuss opinions in preparation for the Government and Special Interview features in this week's UPDATE. (Both features go into U.S. anti-drug policy in more detail.)



LESSON #2 HOW THE U.S. BATTLES DRUGS ON THREE FRONTS

Content (Government, page 9)

A three-pronged U.S. policy against illegal drug traffic

Objectives

Students will be able to

- identify three major thrusts of U.S. policy against illegal drug traffic
- evaluate factors that account for increased illegal drug use

Introduction

Getting the large picture. Read for students' evaluation and discussion this account by Robert Wiebe of the context within which the American "drug culture" emerged in the second half of the 20th century:

"The most general expression of the individual's modern quest was a nationwide fascination with personal power. Human manipulations that had once been considered ethically questionable became matters of public pride in the fifties and sixties. Experts explained how they had "sold" political candidates to the voters. Books coached Americans on games of "one-upmanship" in their everyday relations with friends and acquaintances. . . Promises of power saturated the advertising of everything from perfumes to breakfast foods. Its values saturated the movies and television. . . According to some experts, the most common cause of alcoholism, the nation's greatest addiction, was a compensation for the feeling of powerlessness."

Questions to Guide and Review Reading

1. Is the U.S. Government's policy against illegal drugs effective?
2. Can people be educated to avoid drug abuse?

Activities

1. **Assessing the policy.** As a follow-up to this Government feature, suggest that students read UPDATE's interview with DEA chief John C. Lawn (pages 10-11). Ask them to identify and evaluate Lawn's priorities (combating drug production in source countries; guarding U.S. borders and fighting drug traffic within the U.S.; educating people so that they will not turn to drugs). Conclude with a "vote" to reaffirm or reorder Lawn's priorities — or perhaps, to add to them.

2. Preparing for a "White House Conference" on Drug Abuse and Drug Traffic. Ask students to assume there is such a conference and that they have been asked to attend. In preparation,

- One group (three or four students?) become experts on the symptoms and personal effects of drug addiction. (See this week's Teachers' Edition Poster, pages T6-T7.)

- Another committee studies the economic impact of illegal drug use in this country (see the Economics feature, pages 12-13; and the DataBank, page 18).

- A third committee might serve as advisers on the social and psychological evidence of drug abuse in our nation (see Sociology, pages 14-15; Databank, page 18; History feature, pages 20-21).

- A fourth group should probably represent the government's anti-drug policymakers. (See also the World feature for data on international trafficking.)

Ask each group to (a) summarize its "findings," and (b) present arguments for federal, local, and privately sponsored efforts to reduce drug abuse in this country. Key questions: How important is one-on-one education? How important, anti-crime efforts?

Evaluation

1. Taking a Post-Test. Administer the Post-Test on page T5 of this Teacher's Edition.

2. Making a personal response. Invite students to draw a cartoon, prepare an editorial, prepare a collage, write a poem, or express their response to this topic in some other personal manner.

ANSWERS

Pre-Test, page T2

A. 1-a; 2-e; 3-a; 4-f; 5-b. B. 1-F; 2-T; 3-F; 4-F; 5-F; 6-F. C. Check numbers 1, 2, 5, and 6. D. 1-b; 2-c; 3-c; 4-b; 5-c. E. 1-0; 2-0; 3-F; 4-F. F. Answers will vary.

Post-Test, page T5

A. 1-a; 2-c; 3-a; 4-b. B. 1-b; 2-c; 3-c; 4-a. C. 1-a; 2-d; 3-g; 4-c; 5-b. D. 1-N(o); 2-Y(es); 3-Y(es); 4-N(o); 5-Y(es).

Crossword, p. 26

Across: 1. junkie; 4. marks; 8. o.d.'s; 9. methadone; 13. To; 14. P.G.; 15. thr.; 16. gala; 19. inject; 21. coca; 22. hemp; 24. hooked; 27. dose; 29. arr.; 30. Np.; 32. be; 33. narcotics; 37. D.E.S.; 38. track; 39. addict.

Down: 1. jump; 2. nut; 3. end; 4. Mon.; 5. ade; 6. r.s.; 7. snort; 10. egg; 11. halo; 12. obi; 13. T.H.C.; 15. temps; 17. actor; 18. acre; 20. need; 23. most; 24. habit; 25. ore; 26. D.A.R.; 28. enc.; 31. P.S.A.T.; 33. nec.; 34. ask; 35. C.I.A.; 36. Ill; 37. D.A.

Wordsearch, p. 26

Horizontal: Rx; Tolerance; Dealer; Downs; Deaths; Relax; Abuse; L.S.D.; Prescription; Powder; P.C.P.

Vertical: Abcess; Shoot; Pain; Parole; Opium; A.I.D.S.; Needle; Alcohol; Cocaine; Intoxicant.

Diagonal: Shot; Hash; Den; Freebase; Beer; Pills; Crave; Withdraw; Brain; Mood; Tissue; Fix; Cut; Up.

Scrambler, p. 26

Authors: Irving; Cather; Cooper; Dickey.

Riddle: "Dopey 'n' vein!"

4/Teachers' Edition • May 10 1985

TEACHER RESOURCES FOR FURTHER DRUG EDUCATION EFFORTS

The following agencies have indicated to UP-DATE editors that drug education materials and services are available, as described, to parents, teachers, schools, local organizations, and (or) students.

MATERIALS

- "Unlocking Your Potential": Distributed by **Edge Learning Institute**, 7121 27th Street West, Tacoma, WA 98466 (Attn: Debbie Roberts). Four video cassettes, teacher's guide, and reproducible student guide. Designed for students in grades 7-12, the cassette program features ELI Chairman Bob Moawad in motivational, attitudinal training sessions with high school students.

- "Get It Straight": 20-minute drug-prevention film featuring Tim Kazurinsky (formerly of "Saturday Night Live") in alternate sketches and discussions (with teenagers) on feelings and situations that might lead a person to drug use. Sponsored by the **Ronald McDonald Children's Charities**, "Get It Straight" is available for purchase, rental, or one-day free preview. For information contact **McDonald's Corporation**, McDonald's Plaza, Oak Brook, IL 60521. (312) 887-6198.

- "JUST SAY NO!": 20-page, 4-color pamphlet directed to teens and preteens. Suggestions on how to say no to drug use under different circumstances. (See next entry for free offer.)

- **The National Clearing House for Drug Abuse Information Provides** LISTS of Available Materials: Education and Prevention Materials (see "Just Say No!" above), Posters, Reports on General and Special Research Topics, Sources of films, etc. THE LIST ITSELF CAN BE USED AS AN ORDER FORM FOR ONE FREE COPY OF EACH ITEM MENTIONED. (The March-April 1985 list contains close to 200 items.) Send for the current "Publications Listing" to NCDAI, Box 416, Kensington, MD 20795.

- "Marijuana Today": Published by the **Phoenix House Foundation, Inc.**, 164 West 74th St., NYC, NY 10023. (Attn: Drug Education Unit). \$5.00 a copy.

- (Materials not described): **PRIDE (Parent Resources Institute on Drug Education)** Robert W. Woodruff Building, Volunteer Service Center, Suite 1216, 100 Edgewood Avenue, Atlanta, GA 30303.

- **Your own State Drug Prevention Authority** may be under the auspices of the State Department of Addiction Control, Department of Health, Department of Human Services, Department of Substance Abuse, Department of Mental Health, Division of Alcohol and Drug Abuse, etc.

SERVICES

- School Presentations by Representatives of the **Phoenix House Drug Education and Prevention Division**: Up to three sessions for students, teachers, parents, on facts about drugs, reasons for their abuse, personal values. Conducted by Phoenix staff. Fees on sliding scale. Contact Liliane Tawil, Project Manager, **Phoenix House**, 164 West 74th Street, NYC, NY 10023: (212) 595-5801.

- **National Cocaine Hotline** (based in New Jersey): 1-800-COCAINE.

CONTROLLED DRUGS—AND

	DRUGS	Trade or Other Names	Medical Uses	Physical Dependence
NARCOTICS	Opium	Dover's Powder, Paregoric, Parepectolin	Analgesic, antidiarrheal	High
	Morphine	Morphine, Pectoral Syrup	Analgesic, antitussive	
	Codeline	Codeine, Empirin Compound with Codeine, Robitussin A-C	Analgesic, antitussive	Moderate
	Heroin	Diacetylmorphine, Horse, Smack	Under investigation	High
	Hydromorphone	Dilaudid	Analgesic	
	Meperidine (Pethidine)	Demerol, Pethadol	Analgesic ¹	
	Methadone	Dolophine, Methadone, Methadose	Analgesic, heroin substitute	
	Other Narcotics	LAAM, Leritrine, Levo-Dromoran, Percodan, Tussionex, Fentanyl, Darvon ² , Talwin ² , Lomotil	Analgesic, anti-diarrheal, antitussive	High-Low
DEPRESSANTS	Chloral Hydrate	Noctec, Somnos	Hypnotic	Moderate
	Barbiturates	Amobarbital, Phenobarbital, Butisol, Phenobarbital, Secobarbital, Tuinal	Anesthetic, anticonvulsant, sedative, hypnotic	High-Moderate
	Glutethimide	Doriden	Sedative, hypnotic	High
	Methaqualone	Optimil, Parest, Quaalude, Somnafac, Sopor		
	Benzodiazepines	Ativan, Azene, Clonopin, Dalmane, Diazepam, Librium, Serax, Tranxene, Valium, Verstran	Anti-anxiety, anticonvulsant, sedative, hypnotic	Low
	Other Depressants	Equanil, Miltown, Noludar, Placidyl, Valmid	Anti-anxiety, sedative, hypnotic	Moderate
STIMULANTS	Cocaine ¹	Coke, Flake, Snow	Local anesthetic	Possible
	Amphetamines	Biphetamine, Delcobese, Desoxyn, Dexedrine, Mediatric	Hyperkinesia, narcolepsy, weight control	
	Phenmetrazine	Preludin		
	Methylphenidate	Ritalin		
	Other Stimulants	Adipex, Bacarate, Cylert, Diredex, Ionamin, Plegine, Pre-Sate, Sanorex, Tenuate, Tepanil, Voranil		
HALLUCINOGENS	LSD	Acid, Microdot	None	None
	Mescaline & Peyote	Mesc, Buttons, Cactus		Unknown
	Amphetamine Variants	2, 5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	Veterinary anesthetic	Degree unknown
	Phencyclidine	PCP, Angel Dust, Hog		
	Phencyclidine Analogs	PCE, PCPy, TCP	None	Moderate
	Other Hallucinogens	Bufofenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn		
CANNABIS	Marijuana	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	Under investigation	Degree unknown
	Tetrahydrocannabinol	THC		
	Hashish	Hash	None	
	Hashish Oil	Hash Oil		

¹Designated a narcotic under the Controlled Substances Act ²Not designated a narcotic under the Controlled Substances Act

POST-TEST

ILLEGAL DRUG CONSUMPTION IN THE U.S. (in metric tons*)

	1981	1982	1983
Cocaine	34-35	45-54	50-61
Heroin	3.89	4.08	4.12
Marijuana	9,600-13,900	12,300-14,100	13,600-14,000

* One metric ton equals 2,205 pounds

Source: U.S. National Narcotics Intelligence Consumers Committee

General Directions: On the line to the left of each statement write the letter of the choice that best completes the statement or answers the question.

A. A GROWING PROBLEM?

Base your answers on the table above.

- ___ 1. The illegal drug least widely used in the U.S. is (a) heroin; (b) marijuana; (c) cocaine.
- ___ 2. Illegal drug consumption rose faster between which years? (a) 1982 and 1983; (b) not enough information; (c) 1981 and 1982.
- ___ 3. The illegal drug with the largest increase in use in the U.S. between 1981 and 1983 is (a) marijuana; (b) heroin; (c) cocaine.
- ___ 4. The illegal drug with the highest rate of increase in the U.S. between 1981 and 1983 is (a) heroin; (b) cocaine; (c) marijuana.

B. WHAT'S THE PRICE?

- ___ 1. Among estimated costs of drug abuse in the U.S., the highest is in (a) crime; (b) loss of job productivity; (c) costs of health care.
- ___ 2. In 1984, U.S. Customs agents seized marijuana, heroin, and cocaine with a street value of (a) \$100 million; (b) \$1 billion; (c) \$10 billion.
- ___ 3. The increase between the price paid Asian farmers for opium gum and the wholesale value of its derivative, heroin, is about (a) 50-100%; (b) 100-500%; (c) 10,000-50,000%.
- ___ 4. To combat the illegal drug trade this year, the U.S. government will spend over (a) \$1 billion; (b) \$10 billion; (c) \$50 billion.

C. MATCH-UP

Column A

- a. Opium
- b. Morphine
- c. Amphetamines
- d. 1920s
- e. Post-world War II
- f. Harrison Anti-Narcotic Act, 1914
- g. Pure Food and Drug Act, 1906

Column B

- ___ 1. Drug widely prescribed by early 19th century doctors in the U.S
- ___ 2. Prohibition Era
- ___ 3. Banned the sale of fraudulently labeled medicines
- ___ 4. Issued to GIs during World War II
- ___ 5. Introduced to Americans just before the Civil War

D. YES (Y) OR NO (N)?

Read the following excerpt from UPDATE's interview of DEA head John C. Lawn. Then answer the questions below.

Our predominant effect (in combating the drug traffic) will be obtained by efforts at the source country. (To intercept drugs) at the borders is an impossible task. Our fall-back position is attacking the major international trafficking cartels within the U.S.

- It is probable that John Lawn
- ___ 1. feels that his #1 priority is intercepting drugs at U.S. borders?
 - ___ 2. supports paying Peruvian farmers not to grow coca plants?
 - ___ 3. feels that his #2 priority is fighting illegal drug trade in the U.S.?
 - ___ 4. is chiefly concerned with the occasional "small purchaser" of drugs?
 - ___ 5. favors negotiating with leaders of countries that produce drugs?

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May 10 1985 • Teachers' Edition/5

SCHOLASTIC

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UPDATE[®]

THE DRUG TRADE



ITS SOURCES

ITS TARGETS

THE BATTLE TO CONTROL IT



Wear it Classy
Wear it Sassy
Wear it Soft
Wear it Sleek
Wear it Light
Wear it Luscious
And...

Long

Long Wearing Nail Color

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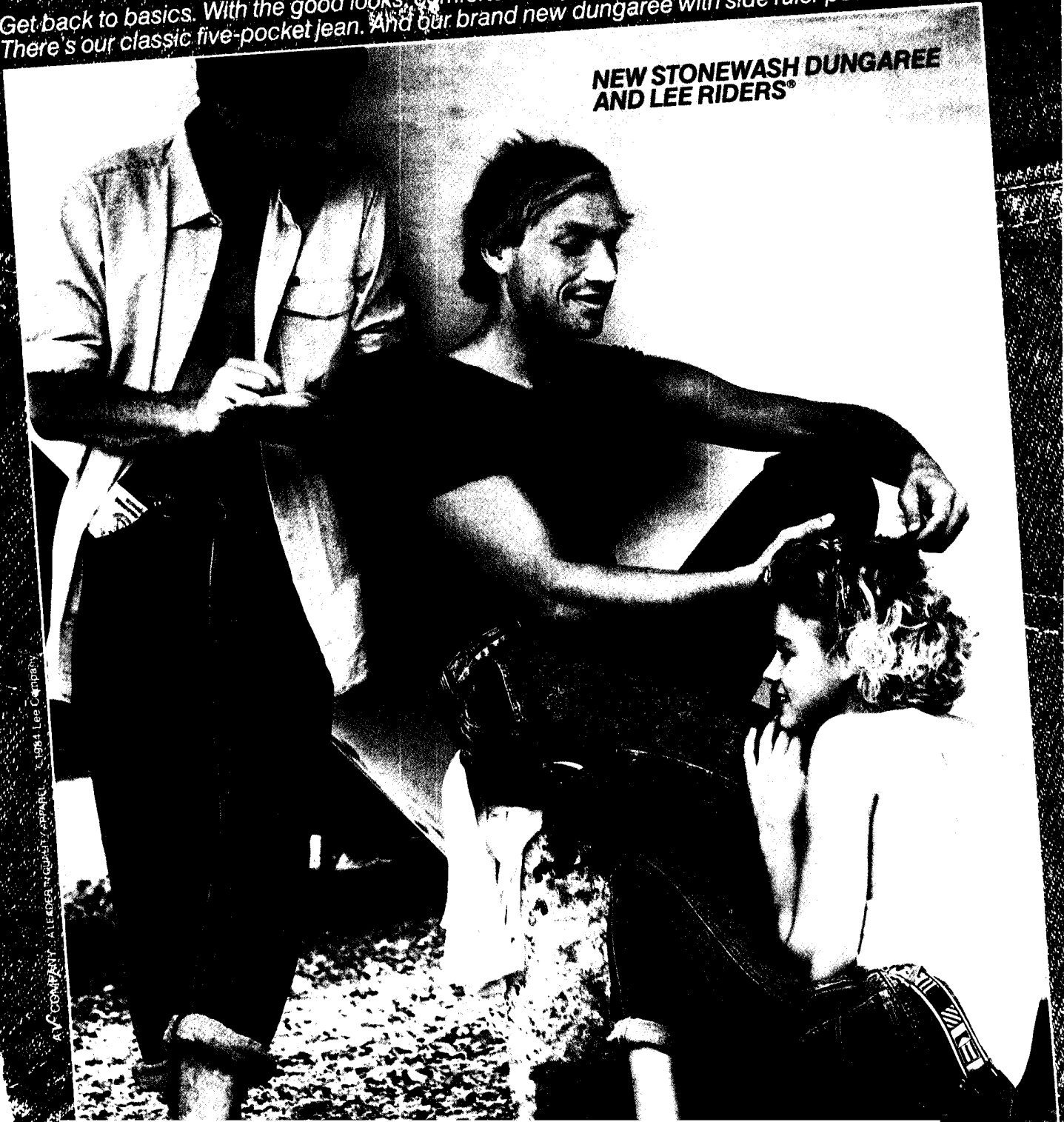
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SCHOLASTIC

UPDATE[®]

May 10, 1985 • Vol. 117, No. 18

**The
Drug
Trade**

Poppies might look harmless. But small plants, such as these, help to fuel a worldwide, criminal drug trade worth billions of dollars. An extract from the poppy's seed pod is the basis of heroin.

4 The Challenge to an Open, Affluent Society

The nation's drug problem may be a price we pay for our liberties and economic success. Has the price become too large?

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With worldwide production of drugs rising steadily, drug enforcement agents need to know who's producing drugs—and where.

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Cover photo: Jean-Bernard Dietrich/Time Magazine

SEE YOU NEXT YEAR: With this issue, UPDATE ends its 1984-85 publishing year. See you in the fall, when we will explore U.S. Immigration, the Executive Branch Under Reagan, the Nuclear Arms Talks, the U.N. at 40, and much, much more. Have a wonderful, productive summer.

Maurice R. Robinson, founder of Scholastic Inc., 1895-1982

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OVERVIEW

THE CHALLENGE TO AN OPEN, AFFLUENT SOCIETY

No ancient civilization ever matched Rome's achievements. Rome grew from a tiny farming settlement on the east bank of the Tiber River into the controlling force of the known world. The Roman Empire over-extended itself and began to fall apart around the year 200. Outsiders—"barbarians" to the Romans—invasion the empire during the 300s and 400s and hastened its decline. Eventually, two barbarian groups—the Visigoths and the Vandals—entered the city of Rome itself and wrecked it.

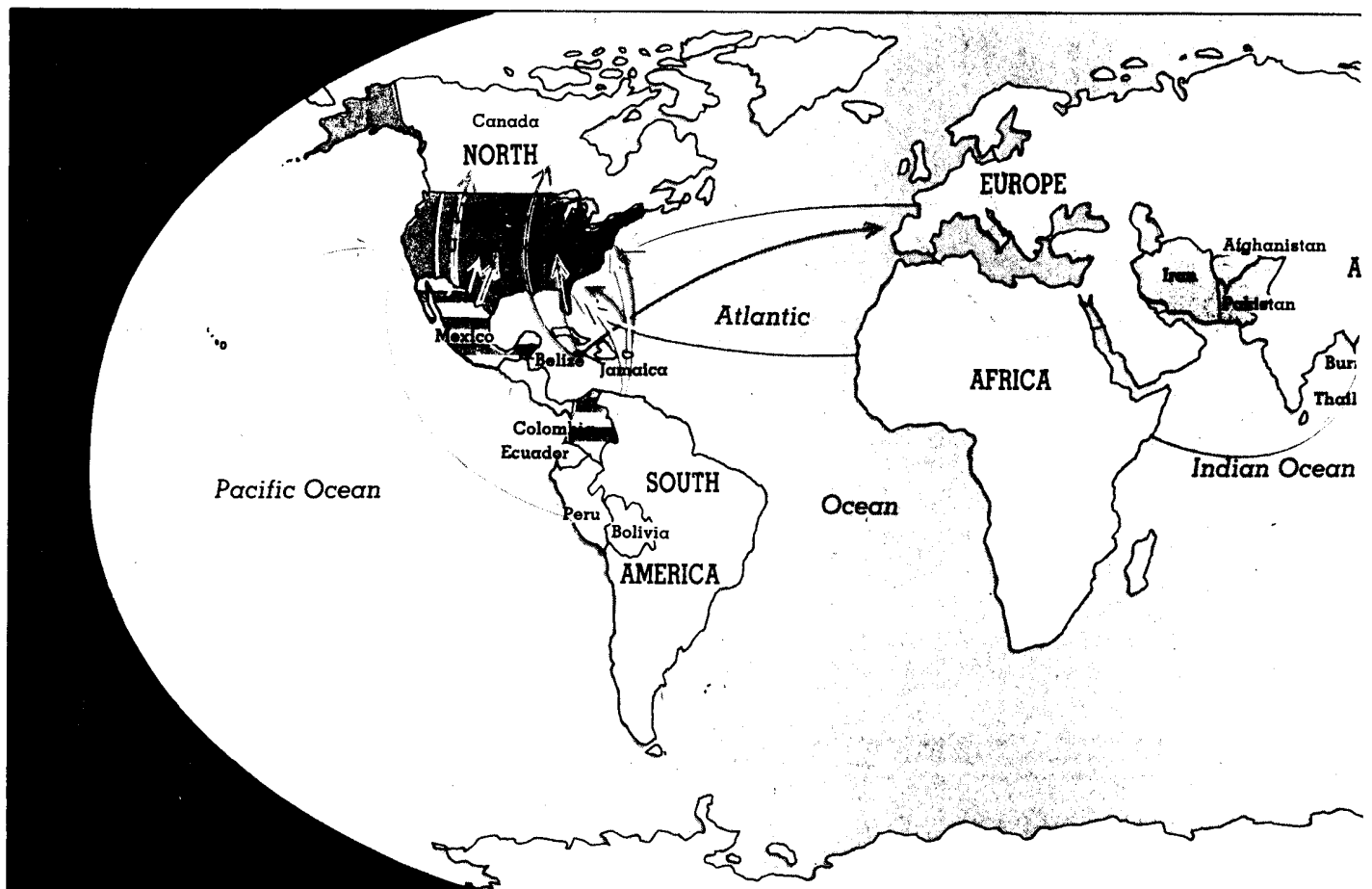
Today, the U.S. is facing an invasion—one that some believe could be as deadly to our way of

Our strong economy acts as a magnet to smuggled drugs, while our tradition of individual liberty hampers the fight against drugs at home.

life as the one that ensured Rome's downfall. This time the foe is drugs: cocaine, marijuana, and heroin. Like Rome 1,800 years ago, the U.S. is the world's most powerful and productive force. But many see the nation's might threatened by drugs that, in increasing amounts, are being ferried across our borders from Latin America and Asia. (See map, below.)

This traffic is having some troubling results. Forty years ago, Americans abusing opium, heroin, morphine, and cocaine numbered about 10,000. Today, in a given month, as many as 10 million Americans use cocaine, and another 20 million use marijuana.

The harmful effect drug abuse has on American society is plainly visible. Drugs are involved in anywhere from a third to a half of all crime in the U.S. Drug-related crime cost the nation about \$7 billion in 1983—plus immeasurable amounts of fear and pain among crime's victims. Employees who took drugs cost businesses an estimated \$16.7 billion. Medical treatment



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for drug abusers cost more than \$2 billion. (See Economics, pp. 12-13.) The shattering impact of narcotics on drug abusers' families, on their communities, and on the abusers themselves is incalculable.

What is the U.S. doing to defend itself against the invasion of illicit drugs? An article on page 9 provides some answers, as does an exclusive interview with John Lawn, the chief enforcer of the nation's drug laws.

TOO HIGH A PRICE?

In a sense, a flourishing trade in illegal drugs is part of the price we pay for a free and affluent society. The U.S. is an open society. This openness—one of the nation's most attractive qualities—turns out to be a major "flaw" in the nation's defense against drugs. A country where individual rights and freedoms were not guaranteed could no doubt control the drug trade

SIPA Special Features

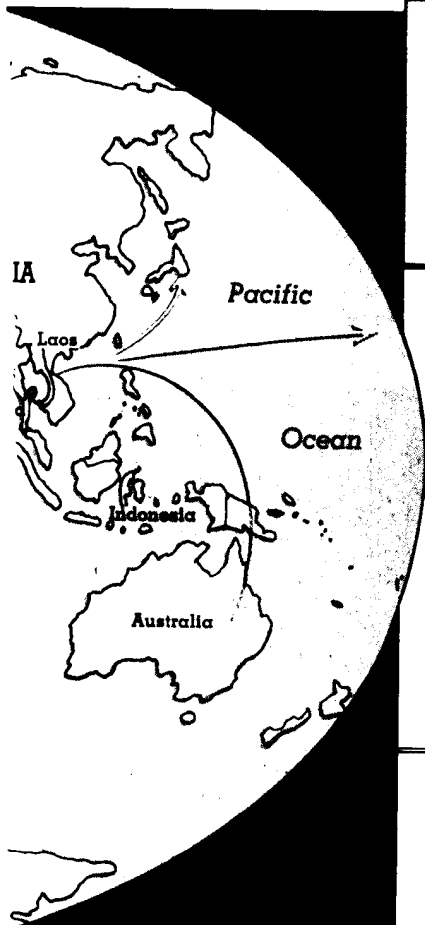


A helicopter used by the U.S. Customs Service has scored some successes. The green leaves stand for marijuana hauls, the white ones for cocaine. Numbers note the pounds of each haul. Still, the U.S. intercepts less than 15 percent of smuggled drugs.

more easily. But few Americans would want to live in a nation that has police on every street corner and in every corner of their lives.



Many teenagers have begun to create internal defenses against drugs. A nationwide study of high school seniors,

conducted last year, showed illicit drug use continuing the gradual decline that began in 1980. For the nation, that's good news. In the end, an economically strong, open society's best defense against drugs is a refusal on the part of its members to put up with abuse.



TRACKING THE INTERNATIONAL DRUG TRADE


MARIJUANA

-  Cannabis growing countries
-  Illegal routes of marijuana and hashish traffic

APPROX. NATIONAL OUTPUTS (1984):

Colombia:	8,500 metric tons
Mexico:	5,800 metric tons
Jamaica:	2,800 metric tons
Belize:	1,050 metric tons
U.S.:	1,600 metric tons


HEROIN

-  Opium poppy growing countries
- Illegal routes for opium and its derivative, heroin

APPROX. NATIONAL OUTPUTS (1984):

Burma:	600 metric tons
Iran:	500 metric tons
Afghanistan:	180 metric tons
Pakistan:	50 metric tons
Thailand:	40 metric tons
Laos:	30 metric tons
Mexico:	20 metric tons

COCAINE

-  Coca leaf growing countries
- Illegal routes of the cocaine trade

APPROX. NATIONAL OUTPUTS (1984):

Peru:	60,000 metric tons
Colombia:	11,700 metric tons
Bolivia:	50,000 metric tons
Ecuador:	900 metric tons

NOTE: One metric ton equals 2,205 pounds.

Source: U.S. Dept. of State, White House Drug Abuse Office

WHERE DRUG TRADING BEGINS, HOW IT MUST END

In the back alleys of big cities, on lonely islands, in steaming jungles, along remote mountain passes . . . a war is raging. It's a fierce, never-ending, shadow war—the ongoing struggle against the international traffic in illegal drugs.

Some people view the struggle as a contest between the forces of good and evil. If that's true, it's also true, unfortunately, that the forces of evil appear to be winning right now. For several years, the production of illegal drugs has increased sharply. So has the smuggling of these drugs into North America and Western Europe.

Each surge in the flow of drugs into the Western world means more addicts, more shattered lives and suffering, more wasted talents, and more crime. The Federal Bureau of Investigation estimates that about half of all crimes committed in the U.S. are directly linked to drug use. (See DataBank, p. 18.) Viewed this way, it's easy to believe the claim that each kilogram of heroin or cocaine that enters the U.S. is a lethal weapon—a bomb capable of destroying part of the nation's social fabric.

Worldwide output of cocaine, heroin, and marijuana has risen alarmingly, convincing nations where the drugs are produced to take action.

The demand for illegal drugs is high in the U.S., as are the prices Americans are willing to pay for them. For these reasons, the U.S. stands at the top of any international drug trader's list of targets. These reasons are also why U.S. law enforcement agencies are in the forefront of the worldwide fight against the drug traffic.

STRIKE AT THE SOURCE

Opium poppies, coca shrubs, and cannabis weeds are the sources of today's most widely-used illegal drugs—heroin, cocaine, and marijuana. So it would seem that the easiest way to stop the drug trade would be to keep people from growing these crops.

In the 1970s, the U.S. encouraged Turkey, our ally in the North Atlantic Treaty Organization, to clamp down on illegal poppy cultivation. Turkey at the

time was the world's leading source of opium and its derivative, heroin. With tough laws and \$20 million in U.S. aid, Turkish authorities paid farmers to switch from poppies to alternative crops.

The plan worked well. Pinching off the flow of drugs at its source in Turkey was a major victory in the war against the international drug trade.

Unfortunately, that lone victory didn't slow the heroin traffic for long. Other poppy growing regions rushed to take Turkey's place in the heroin trade. Since 1980, the worldwide production of heroin has increased by more than 50 percent.

ASIAN DIFFICULTIES

Today, the world's major opium poppy growing regions are in Iran, Afghanistan, Pakistan, Burma, Laos, and Thailand. Of these, Thailand is the only one that the U.S. has much influence with. Diplomatically, the U.S. has low-level ties with Laos and is not even on speaking terms with Iran and Afghanistan.

Prodded by the U.S., the Thai government strikes out at opium traders every now and then. However, Thai government



In California, where marijuana is a major crop, a state trooper confiscates a marijuana plant during a raid.



A jungle cocaine factory in Colombia. Making cocaine from coca leaves is a long process involving many chemicals.



In Thailand, a peasant "bleeds" the sap from an opium poppy. Sap will be turned into a gum and then converted to heroin.

A. Tannenbaum/SYGMA

© Greg Smith/Gamma Liaison

Ph. Viejuez/SIPA Special Features

forces do not control all of Thailand all of the time. Sweeping into remote regions, police and troops may destroy poppy crops, smash heroin processing labs, and make arrests. But the police and troops don't stay in the remote regions. As soon as they depart, the opium growers go back into business.

Lack of central government control is an even bigger problem in Burma—the world's top producer of opium. In Burma's hill country, where the poppies grow, private armies, local warlords, Communist rebels, and primitive tribes are in control. Opium is a major source of wealth for these groups. Therefore, they are ready to fight, kill, or torture anyone who might interfere with their trade.

PAKISTAN'S PROBLEM

Pakistan, a major grower of opium poppies, produces about 50 metric tons (50,000 kilos) of opium and heroin each year. It is also a center for processing the opium gum that is produced in neighboring Afghanistan. Opium gum comes from sap squeezed out of poppy seed pods. Hundreds of thousands of poppies are needed to produce one kilogram of opium gum. The gum must then be processed to produce heroin. Ten kilos of opium gum are needed to produce a single kilo of heroin.

Though Pakistan is a major center of the drug trade at this time, U.S. agents feel that this situation may change. Drug addiction, widespread in Pakistan, is becoming a greater problem every day. The need to control its own drug problem may prompt the Pakistani government to make an all-out effort to end that country's opium trade.

Some opium poppies are grown illegally in Mexico, not far from the U.S. border. Compared to the opium poppy crops of Asian nations, Mexico's output is relatively small. But because Mexico is a neighbor, that output is of major concern to U.S. drug enforcement agents.

Mexico is also a major source of marijuana and a way station

for some shipments of cocaine from South America. As a result, much of the U.S. anti-drug effort is concentrated on and around the U.S.-Mexico border.

During the late 1970s and early 1980s, Mexican and U.S. law enforcement agents worked closely together to combat the Mexican drug trade. Cannabis (marijuana) crops were destroyed on the ground. Heroin processing and smuggling rings were broken up. Cocaine ship-

number of Mexican politicians and police officials.

Evidence that there's truth to these suspicions turned up in March, when Enrique Camarena Salazar, an agent of the U.S. Drug Enforcement Administration (DEA), was murdered in Mexico. Under pressure from the U.S., Mexican officials arrested several senior police officers and charged them with the murder. Also arrested was Rafael Caro Quintero, 33, a reputed



Nicole Bonnet/Gamma Liaison

In Bolivia, a woman buys coca leaves, which, unlike cocaine, are legal there. Brewed as tea, the leaves make a milder stimulant than coffee. Bolivians also chew the leaves, which numb the mouth (coca is a natural anesthetic) and produce lightheadedness.

ments were intercepted. Year by year, the flow of drugs from Mexico dwindled.

UPSURGE FROM MEXICO

A little over a year ago, however, this trend was reversed. Illegal drug shipments from Mexico sharply increased. In 1983—the last year for which the U.S. has complete figures—Mexico was the source of 33 percent of the heroin entering the U.S. and 9 percent of the marijuana. Today, the U.S. State Department believes that about 37 percent of the heroin and 24 percent of the marijuana in the U.S. comes from Mexico.

What happened to permit the illegal drug trade to expand so rapidly in Mexico? U.S. drug enforcement agents suspect that drug traffickers bought off a

"drug baron" from the Mexican border state of Chihuahua. The Mexican government seized more than 10,000 tons of marijuana plants in Chihuahua last year. Despite actions such as these, the arrests of the police officers prompted a U.S. official to remark: "It's hard to tell the good guys from the bad guys here. They all carry badges."

SHIFT IN PUBLIC OPINION

The murder alerted millions of Mexicans to the violence and corruption that are part of the illegal drug trade. Mexicans have begun to pressure their government to crack down on the big-time drug dealers and the public officials who aid them. If that happens, Enrique Camarena Salazar's death will not have been in vain.



WIDE WORLD/AP

Family members in the Thai highlands harvest opium from poppies. Hundreds of thousands of poppies are needed to produce one kilogram (2.2 pounds) of opium gum. Ten kilos of opium gum must be processed to produce a single kilo of heroin.

Cocaine, a stimulant extracted from the leaves of the coca shrub, is considered the hottest item in the international drug trade. In recent years, the demand for cocaine has increased enormously in North America and Europe. And underworld figures have made billions of dollars feeding this addiction.

LEGAL LEAVES

Coca shrubs are grown primarily in Colombia, Peru, Bolivia, and Ecuador. In most of those countries, coca leaves are legal. People chew the leaves and drink a mild tea made from them. It takes 300 pounds of coca leaves to produce one pound of cocaine, which has been outlawed in every country where coca is grown.

To stamp out cocaine production at the source, the U.S. is working with South American governments to locate and destroy coca shrubs, cocaine processing equipment, and stockpiles of cocaine. The peasants who grow and harvest coca leaves have bitterly opposed these efforts, as have dealers

who make fortunes out of processing and smuggling cocaine.

Early in 1984, Justice Minister Rodrigo Lara Bonilla of Colombia resolved to wipe out that country's cocaine trade—the largest in the world. Throughout March, 1984, Colombian police and soldiers, along with U.S. agents, struck at cocaine processing centers throughout Colombia. An estimated \$1.2 billion worth of the deadly drug was destroyed.

STRIKING BACK

A month later, the drug underworld struck back. Rodrigo Lara Bonilla was shot dead. The U.S. Embassy in Colombia's capital city of Bogota was bombed eight months later. One woman was killed. Dozens of Colombian anti-drug agents have been killed. And there are rumors that a "hit team" has been sent to the U.S. to kill top U.S. drug enforcement officials.

In countries that produce illegal drugs, people often blame the trade on the nations where the drugs are consumed. Eliminate the demand for illegal

drugs, they say, and all the problems linked to the drug trade will disappear. "Colombia will produce the crops as long as there are consumers," says Guillermo Angulo, Colombia's consul general in New York. "When there are no consumers, there will be no crops."

U.S. officials agree with this argument—to a point. They add that the very presence of illegal drugs helps create a demand for them. "When drugs are available, they will be abused," explains John Cusack, chief of staff of the Narcotics Committee of the U.S. House of Representatives. "Availability creates demand. When you cut supply, demand dissolves like a dream."

SHRINKING PAST SUPPLIES

For proof, Cusack points to history. In 1900, he says, there were about one million addicts in the U.S. using opium, heroin, morphine, and cocaine. New laws and their enforcement cut the supply of illegal drugs, and by 1940 the number of addicts in the U.S. had dropped to about 50,000. World War II cut supplies even further. By 1945, there were only about 10,000 addicts in the U.S. After the war, however, the illegal drug trade began again—and the number of addicts began to climb.

Clearly, no one is really safe from the destructive influence of the international drug trade. The producer nations are beginning to understand this, as drug trafficking expands and infects their societies with addiction, violence, and corruption.

The only solution, officials say, is to fight the illegal drug trade everywhere and in every way. That includes wiping out narcotic plants where they grow, destroying processing equipment, smashing smuggling rings, and arresting local dealers. Finally, officials say, the campaign against the drug trade must include teaching people how—and why—to say no to practices that are both dangerous and habit-forming.

—Michael Cusack

GOVERNMENT

HOW THE U.S. BATTLES DRUGS ON THREE FRONTS

In March, the bodies of Enrique Camarena Salazar and his pilot were found on a desolate Mexican ranch. Camarena, an agent of the U.S. Drug Enforcement Administration, had been brutally tortured. He may have been buried alive.

Camarena's death shows the increasingly ruthless measures big-time drug traffickers are taking to protect their illegal trade. Still, U.S. officials see a ray of hope in the murder. They say he wouldn't have been killed if the U.S. fight against drugs hadn't begun to hurt the traffickers.

Officials point out that they're seizing more illegal drugs and making more arrests than ever. In 1984, for example, the U.S. Customs Service seized 27,525 pounds of cocaine—five times the amount taken in 1980.

NARCOTICS FLOOD

These figures don't impress John Cusack, chief of the House Narcotics Committee's staff. He says more drugs are being stopped simply because more are flooding across U.S. borders. "We are doing good work," he told UPDATE. "But it doesn't mean we're winning the war."

How can the U.S. defeat such highly organized, widespread narcotics crime? Federal agencies, ranging from the Central Intelligence Agency to the Internal Revenue Service, are fighting the drug war on three fronts. First, they are trying to cut the production of drugs abroad. Second, they are trying to stop drugs at U.S. borders and stamp out drug rings at home. Third, they are trying to educate people to say no to drugs.

To stop drugs at their source, the U.S. needs the cooperation of the governments of drug-producing nations. The U.S. and foreign governments agree on how much drug output abroad can be reduced in a year. "Some

The U.S. government is fighting a long and dangerous war against narcotics. But it has made impressive gains by battling on three fronts.

countries are dragging their feet," Cusack says. "They know they could be more effective, but you have to force them."

A law passed by Congress last year may nudge the foot-draggers into action. The law requires the U.S. to consider cutting aid to countries that fail to reduce their drug output. Last year, drug output actually increased in seven countries that get U.S. aid. But the State Department hesitates to take action, because aid serves important foreign policy goals, such as keeping a country politically stable. Still, the law has made foreign governments see how serious the U.S. takes the drug problem—a plus, observers say.

The second battlefront is at or inside U.S. borders, where agents and police try to intercept smuggled drugs and break up drug rings. Stopping drugs at the borders is nearly impossible. The U.S. Coast Guard figures that it would need \$2 billion to stop three fourths of the marijuana smuggling. Now, smugglers are successful 85 to 90 percent of the time.

U.S. agents

are careful to seize goods and money when they smash drug rings. This way, they keep traffickers from using their money to start up business again. Last year, agents seized assets worth \$200 million.

The U.S. military has joined the drug battle at home. National Guard training missions in California often include raids on marijuana producers.

THE THIRD FRONT

Education makes up the third drug battlefront. Nancy Reagan, the First Lady, is a leading supporter of this effort, which has been hobbled by funding cuts.

But education alone is not enough. Experts stress that the drug supply must be cut. They point out that doctors and nurses are well educated about the dangers of narcotics. Yet these professionals, knowledgeable as they are, have very high rates of drug addiction. If drugs are available, experts warn, people are going to abuse them.

—Maura Christopher



Intercepting drugs that smugglers bring across U.S. borders is difficult, but not impossible. Above, a U.S. Coast Guard team scores a success at sea after boarding a ship ferrying drugs.

AN INSIDER'S LOOK AT DRUG-LAW ENFORCEMENT

John C. Lawn, the newly appointed head of the U.S. Drug Enforcement Administration (DEA), is taking over during one of the DEA's toughest times. But Lawn is no stranger to law enforcement. He worked 15 years for the Federal Bureau of Investigation before joining the DEA in 1982. A former high school basketball coach from New York, Lawn gives drug abuse education a high priority. Associate Editor Maura Christopher recently spoke with Lawn in Washington, DC.

Update: What does the DEA do?

Lawn: The Drug Enforcement Administration is the principal agency responsible for the enforcement of the drug laws of the United States. In addition to serving in the United States, we serve in 62 cities in 41 foreign countries. I read with some interest that in New York City, there are 2,200 female police officers—that's the approximate number of agents we have in the world. So we are a very small agency with an enormous task.

TRACKING DRUGS ABROAD

Update: What role does the DEA play abroad?

Lawn: Internationally, we do not have the power of arrest. Our role is working with foreign governments, developing intelligence, assisting with their training programs, and trying to enhance their narcotics enforcement efforts. For instance, we've seen an influx of Nigerians involved in heroin traffic. We have one agent assigned to Nigeria. This is a lonely job, and sometimes in a very hostile environment.

Update: As head of DEA, what would you like to accomplish?

Lawn: I think it is appalling for us to recognize that the U.S. is perhaps the most prolific drug abusing country in history. I would like to see that turned



John C. Lawn, head of the DEA, often works to get foreign governments to slow drug production within their borders.

Fighting drug output abroad and changing attitudes at home are top goals of the new head of the Drug Enforcement Administration.

around. I'm talking not only in terms of narcotics and dangerous drugs, but about our use of alcohol, and our use of tobacco.

Update: What's the size of the problem that you're up against?

Lawn: The problem we face is substantial. The battle against drug abuse is not a battle that will be won this year or next year, because, in addition to the enforcement aspect, we must change the views of our citizens.

Update: Are you focusing on fighting certain types of drugs?

Lawn: We certainly will look at any drug that is being abused. However, as a practical matter, cocaine is the drug of choice. So, more than half of our investigative resources are involved in fighting cocaine trafficking.

Update: We stop only about 10 to

15 percent of the drugs that come into the U.S. Are we losing the battle against drugs?

Lawn: I think we are a long way from winning the narcotics war, but we are having a severe impact on traffickers. We recently had an agent killed in Mexico, and we receive threats regularly around the world. Were we not effective, they would have no need to threaten us.

Update: Who is behind narcotics trafficking?

Lawn: You have to categorize the drugs. Historically, the organizations involved with heroin smuggling have been traditional organized crime. Ten years ago, organized crime families may have been involved with 80 percent of the heroin consumed in the United States. However, now it may be as low as 20 percent, because enforcement efforts have been so effective.

Cocaine comes from three predominant sources in this hemisphere: Colombia, Peru, and Bolivia. In Colombia terrorist groups are involving themselves in trafficking. The government of Colombia has recognized that this is a serious problem.

NARCOTICS WEALTH

Update: Are the economies of these countries growing dependent on drug trade money?

Lawn: While trafficking does enrich individuals of a given country, it doesn't necessarily enrich the country. The traffickers immediately transfer their money to countries where there are [banking] havens. The coca grower in Peru may stand to gain 200 American dollars by cultivating coca over a year. This is the difference for that coca grower between starvation and a livelihood. But that coca grower will never have the affluence that the trafficker does.

Update: Should the U.S. tie its foreign aid to another country's progress in fighting drugs?

Lawn: That's a question that has certainly been posed in the halls of Congress. The answer, however, is not simple. We have to balance what our lack of payment will do to the state of their economy. While there would be a short-term gain [in fighting drugs], if a country has a faltering economy, they are going to reach out to some other country or group for aid. And this group could foster a communist ideology in our hemisphere.

GUARDING U.S. BORDERS

Update: Does the DEA emphasize stopping drugs before they reach the U.S., or combating drug traffic inside the U.S.?

Lawn: Our predominant success will be obtained by efforts at the source countries. When we revert to a fallback position of [intercepting drugs] at the borders, that's an impossible task. So, it is critical for us to convince the source countries to effect law enforcement. Our fall-back position is attacking the major international trafficking cartels within the United States.

Update: How does the DEA decide which traffickers to target?

Lawn: We have intelligence gathering capabilities throughout the world. When we learn who the major trafficking organizations are, we target the ones where we could have a substantial impact with our resources.

Last year, we seized assets in excess of \$100 million dollars. We seized a Tiffany lamp collection from a trafficker. [Tiffany lamps are rare antiques made of stained glass. The collection sold for \$1.7 million. A single lamp brought \$50,000. —Ed.]

Update: Many different federal agencies are fighting drugs. Does this overlap reduce your effectiveness?

Lawn: Historically, this was a problem. There were perhaps 10 agencies involved in drug enforcement. Now, with the new Comprehen-

sive Crime Control Act [signed in October, 1984], we have the Attorney General of the United States designated as the "drug czar." He will ensure that all of the agencies involved with drug enforcement will work toward a common goal.

WIDESPREAD ABUSE

Update: Why do you think drug abuse is so widespread?

Lawn: If we take the time to watch TV, we find that one out of every five commercials reminds us that we who don't feel good can feel better by putting something into our systems, be it tobacco, alcohol, amphetamines, barbituates, or aspirin. I think a major source of the problem is that our youngsters learn at a very young age that we don't feel well, or that we should feel better. In our highly charged society, stress plays a major role. In order to fight stress, we have abusers of dangerous drugs.

Update: How important is drug education?

Lawn: In the 1970s, young people were asking, "What's the difference between our using marijuana and our parents having a cocktail?" The research was not available to give the answers. Now we have that body of knowledge to explain the substantial health problems. Education is critical. As soon as the government begins to dictate to

citizens what to do, that's when the system fails. But when we get citizens involved in education [and] citizens decide, "Hey, this is right," that's when we're going to see success.

Update: Does the DEA have enough resources for prevention and education?

Lawn: We have no money in our budget for our education program. We are getting funds for it from the Department of Justice, the FBI, and the National Football League.

ABUSE PREVENTION

Update: What is your sports-drug awareness program?

Lawn: The sports-drug awareness program was introduced to us by a high school coach. Based on his recommendation, we explored the possibility of getting the 48,000 coaches involved in varsity athletics to learn about drug abuse. We who are or were in coaching know the coach is in a tremendous position to influence a youngster. I have, as recently as a week ago, received a call from a person who was on my team 21 years ago. Obviously, I had some influence on that individual's life. If we can use the influence a coach has to direct the student against drug abuse, we are going to see some changes in the attitudes of young people.

Update: What about the kids who don't take sports?

Lawn: The coaches will impart their knowledge to their athletes. The athletes will use peer pressure to influence their classmates. Certainly a small percentage of high school groups will not be affected. If we touch only 10 percent of the student population, that's progress. We can arrest people until you are a great-grandmother, and it will not have a substantial impact on young people. It is only when attitudes change that we will see a difference.



With so many U.S. agencies tracking the drug trade, it is important that they work together, says John Lawn. Above, specially trained dogs make the job easier for the U.S. Customs Service.

© M. Aspectguy/Gamma Liaison

FOR SOME, MONEY IS THE MOST DANGEROUS DRUG

Sitting there in the banker's office with a plastic garbage bag full of money between his legs, Jack R. Devoe knew he had a problem. It was a familiar one. Devoe, a pilot and drug smuggler, needed a bank to hold his money. But he needed a bank that would not report his deposits to the U.S. government.

Devoe found that bank in the Bahamas, a small island country in the Caribbean. After a delay, a banker there accepted his deposit—on the condition that Devoe pay a one-percent "counting fee."

In the U.S., banks must report deposits of \$10,000 or more to the government. No such laws exist in the Bahamas. That's why drug traffickers like Devoe, who told his story to the President's Commission on Organized Crime, fly to the Bahamas and other such countries with their "narcodollars"—money gleaned from the narcotics trade.

LAUNDERING MONEY

Each year, say U.S. Government officials, between \$30 and \$40 billion in criminal drug money is banked in places like the Bahamas. The process in effect cleans, or "launders," money made dirty through crime. Afterwards, drug traders can easily draw the laundered money out of the bank and spend it.

There is no law against laundering. Congress is only now studying such a law as a way to hit drug dealers where it hurts most—in their bank accounts.

No one knows the exact size of the drug trade. But federal officials say the numbers are much larger than the \$30 to \$40 billion laundry bill. U.S. Secretary of State George Shultz says that Americans spend at least \$80 billion a year on drugs. That's more than the value of a year's output of goods and services in

Health bills, crime, and shoddy work, all drug related, cost the nation \$25 billion a year. Billions more in profits lure many to the drug trade.

many nations. Other sources put the total as high as \$110 billion. Whatever the actual figure, most experts say that it is rising.

But the drug trade's costs can't be estimated in narcodollars alone. Social costs—everything

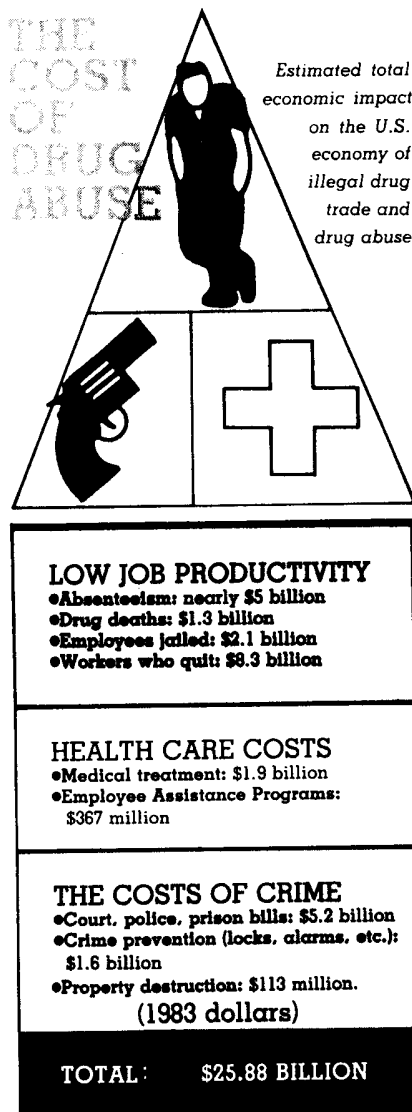
from drug-related job absences to crime and medical bills—must be included, too. The yearly cost of these items to Americans may exceed \$25 billion. (See table.)

Drug-related crime, estimated to cost the U.S. about \$7 billion, is often seen as the major economic impact of the trade in illegal drugs. But another, less obvious, cost is job productivity—what a worker accomplishes in a given amount of time. A recent survey by the New Jersey-based National Cocaine Hotline found that 75 percent of the people who use cocaine admit using it at work. And 64 percent of those surveyed said that their job performance suffered as a result.

DRUGS AND WORK

A study done by the Firestone Tire and Rubber Company found that workers who use drugs are 3.6 times as likely to have accidents on the job as people who don't use drugs. Also, the researchers reported, drug users were 2.5 times as likely as non-users to miss more than a week's work. Moreover, they were five times as likely as non-users to file claims for workers' compensation—an insurance fund used to replace wages lost due to injuries received on the job. And, said Firestone, workers who used drugs drew three times as many sick benefits—to cover doctor and hospital fees, for example—as workers who did not use drugs.

Another survey found that drug users are only 67 percent as productive as non-users. In economic terms, an addicted auto worker with a \$25,000 salary would be wasting about \$8,000 of the company's money a year. A vice president at the same company, who earned \$200,000, would be wasting \$66,000 a year. Neither of these figures includes the cost of re-



Source: Research Triangle Institute

pairing cars damaged by sloppy workmanship. Nor does either figure include the cost of property theft and embezzlement by drug-using employees. "In order for American industry to remain competitive, you've got to get more than that out of your workers," says Dr. Carlton Turner, who advises President Reagan on drug abuse matters.

To combat these economic threats, many companies have begun Employee Assistance Programs (EAPs) to provide counseling and medical aid for addicted employees. In 1950, 50 companies had set up EAPs. By 1983, at least 5,000 had done so.

AID PROGRAMS PAY

Although EAPs first focused on alcohol abuse, many now include drug treatment. The best-known EAP is that of General Motors, which began drug counseling in 1975. Today, about 10,000 GM workers receive EAP treatment.

GM says that the program, though costly, makes economic sense. For every \$1 invested, GM contends, it gets a \$3 return in terms of fewer accidents and less employee sick time. Drug treatment plans have expanded beyond EAPs. In 1983, Medicare, a federal health insurance program covering some 30 million elderly Americans, began covering drug treatment costs.

The cost of battling drug abuse extends far beyond U.S. shores. According to Secretary Shultz, the U.S. will spend more than \$100 million on worldwide drug control programs in 1985.

Much of that money will pay for the destruction of drug-producing plants in other nations. In Colombia—a major source of the marijuana and cocaine that enters North America—the U.S. spent almost \$8 million in 1984. In one program, more than 4,000 acres of marijuana plants were sprayed with herbicide. Officials claimed that one operation may have kept as much as \$3 billion worth of Colombian marijuana from reaching the U.S.

In Peru, the source of much of North America's cocaine, the

U.S. has spent \$30 million to destroy coca fields and help farmers substitute rice and other crops. In 1983, the U.S. signed a treaty with Bolivia, the source of half the world's cocaine and a tenth of the U.S. supply. The treaty obliges Washington to spend \$58 million through 1988 to control Bolivia's drug trade and help farmers grow other crops.

A vital part of this overseas operation is the training of foreign drug officers. Since 1971, the U.S. has paid for the training of more than 25,000 foreign drug enforcement officers. In 1985, the U.S. will fund the training of 2,000 such officers in 30 nations. Beyond this, the U.S. is stepping up its effort to catch smugglers as they try to enter the U.S. In 1984, the U.S. Customs Service seized heroin, cocaine, and marijuana with an estimated street value of \$10 billion.

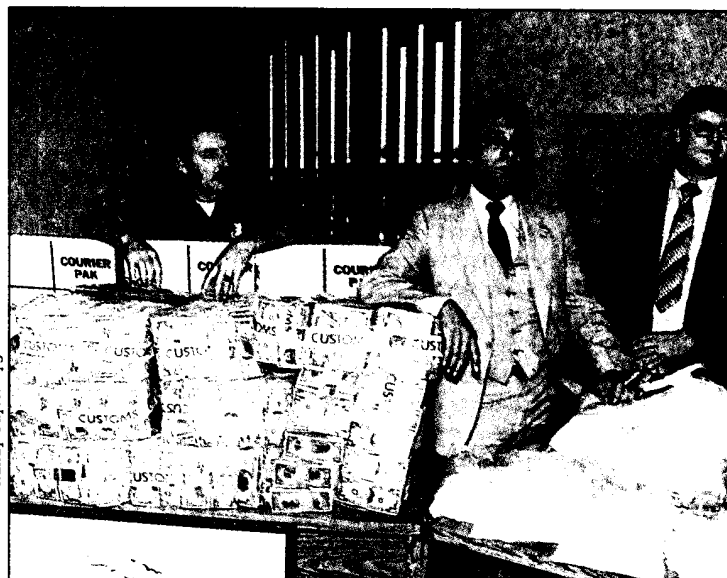
Aiming to seize even more, Congress appropriated \$25 million for eight Customs Service high-endurance tracking planes. Their job: finding, following, and intercepting planes carrying drugs from the Caribbean and South and Central America. The Customs Service hopes to have at least four of the new planes flying and chasing drug-smugglers by July.

Even with this massive effort, the economics of the drug trade are so alluring that drug dealers appear undaunted. Profits are so huge that there is no shortage of people willing to risk jail and even death for narcodollars. In Colombia, for example, the price of cocaine may be \$4,500 to \$7,350 a kilogram—35.3 ounces. But a smuggler can sell that kilo for

\$30,000 in the U.S.

Heroin, made from the opium poppy, offers an even larger profit. Asian farmers get \$30 to \$55 for a kilogram of opium gum, made from the milky center of the poppy. The gum must be refined to make heroin. It takes about 10 kilograms of gum—costing between \$300 and \$550 a kilogram—to make a kilogram of heroin. In 1984, the wholesale price of a kilo of heroin in the U.S. ranged from \$55,000 to \$285,000.

The wholesale cost of marijuana, the most popular drug, is \$350 to \$700 a pound in the U.S.



Miami cocaine bust. "As long as large numbers of people are willing to pay any price for this horrible drug, it won't go away," says Diego Pizano, Colombian government economist.

But when sold to individual users, the price is \$60 to \$175 an ounce. That's a profit of at least 300 to 900 percent.

In the end, it's the economic element that seems to be the most addictive part of the drug trade. With so much money to be made, many drug traffickers regard arrest and even jail as part of the cost of doing business.

"You can put them in jail for 10 years," Jim Bramble, a special agent with the U.S. Drug Enforcement Administration, says of the drug traffickers. "And when they get out of jail, if they still have that \$40 million bank account in Switzerland or Panama or Grand Cayman, they go right back in business."

—Peter M. Jones

A "RITE OF PASSAGE" MORE YOUNG PEOPLE AVOID

By the age of 14, Nicki was a "weekend warrior," waiting till Friday and Saturday nights to get high. Two summers ago, her family moved from Boston to Brooklyn, NY—and Nicki moved into her new neighborhood's drug scene. She began "migrating" with "an older crowd, more advanced in terms of drugs." Soon she was smoking marijuana twice a day. Then, she says, "I got bored with that high and sampled other things—cocaine, angel dust, a lot of drinking."

Nicki was lucky. She was caught—arrested for possession of cocaine. She entered a treatment program at Phoenix House, the nation's largest private drug-treatment center, and has been drug-free for 10 months. "I didn't think I had a drug addiction problem, but now I know I did," says Nicki, now 16. "I didn't care about school or family life or whether I was socially respected. Now I strive for things, and my values have changed for the better."

AN EPIDEMIC OF ABUSE

Millions of other Americans aren't as lucky. New reports find cocaine use a common factor in many heart attacks among people under 40. Others link drug and alcohol use to rising death, accident, and suicide rates among people under 25. These are just a few results, experts fear, of an epidemic of drug abuse that threatens America's medical, social, and economic health.

Researchers point to a dramatic rise in public acceptance of drug use. In 1962, less than 4 percent of the population reported having used an illegal drug. By 1983, that had climbed to 33 percent of all Americans over age 12. The National Institute on Drug Abuse estimates that, each month, about 20 million people



Grace Arthur/Sygma

Smoking marijuana is still a common sight around many schools, but two thirds of all seniors now disapprove.

Experts fear that widespread drug abuse threatens America's health, but growing numbers of young people are turning against drugs.

smoke marijuana, 5 to 10 million use cocaine, and over 4.5 million use stimulants or depressants.

Old stereotypes that drug users are poor, young, uneducated misfits no longer hold true. Today, heavy drug users can be found in every social class and occupation—from stockbrokers and lawyers to factory workers and bookkeepers. "Drug use at the workplace is as common as the coffee break," concluded one former U.S. drug agent who now advises businesses on drug-taking employees. And counselors who work with young people say "the better the school, the 'better' the drugs" that students can find.

Part of the reason for rising drug use—and changing attitudes—is the influence of the "baby boom" generation, people who came of age during the "drug revolution" of the 1960s and 1970s. Drug use is up among

those older than 26, largely because many grown-up baby boomers aren't giving up their drug-taking habits.

Society is now sending people a double message about drugs, many experts say. "On the one hand, we still deplore young people doing anything that has the potential to injure them," says Dr. Norman Zinberg, professor of psychiatry at Harvard. "On the other hand, there's a social awareness that you can alter your mood in a variety of ways. That's a different kind of thinking than was true before the drug revolution."

RELYING ON DRUGS

The result, experts say, is a growing reliance on drugs as an easy way to deal with problems of all kinds, from backpain to unhappiness. Those liable to develop drug habits are usually those who use drugs to cope with stress or to supply feelings they lack, such as a sense of self-worth. "They often have a sense that something's wrong, or feelings of inadequacy, pessimism, and helplessness," says Patrick Nordquist, director of Phoenix House's IMPACT program for young people. "To loners, drugs can offer a sense of identity and a ready-made social network."

For Chris, a 17-year-old New Yorker, drugs offered all those things—and an addiction he didn't bargain for. "It was so much easier to say, 'Bag the responsibilities, let's go get stoned,'" he recalls. Chris started smoking marijuana in the ninth grade, and by his junior year at a prestigious Eastern prep school, he and his friends were getting stoned every day. His grades dropped, and he was "pretty much thrown out" of school. "I felt so bad about myself I started doing cocaine every day," Chris says. "Towards

the end, I was going into convulsions. I was stealing a lot from my parents. I even beat up my brother for losing \$2 worth of herbs."

Chris ran away from one treatment program before going to Phoenix House. Now drug-free for nine months, he's still not sure that he'll be able to stay straight. "There's a part in everyone that's self-destructive, that wants to be angry at yourself and pity yourself," Chris says. "Drugs are a sign that you want something but you're lost."

CHANGING ATTITUDES

One encouraging sign is that more and more young people are finding other ways to deal with their problems. According to a nationwide survey of high school seniors, illegal drug use has been slowly dropping since 1980. (See chart below.) "We've seen attitudes reversing on most drugs," says Dr. Lloyd Johnston, program director of the University of Michigan survey. "Most young people show increasing disapproval of drug use." For instance, only one third of the seniors in 1978 said that daily marijuana use was a "great risk," while two thirds of the seniors in 1984 agreed.

Concerns about careers, financial security, and staying healthy are reasons Dr. Johnston cites for the decline. "More young people are finding out that drug use gets in the way of achieving their goals," he says. Still another reason, Dr. Johnston says, is that young people are beginning to trust new evidence that drug use is indeed harmful.

Still, the survey revealed that drug use remains high. Nearly two out of three people try an illegal drug before they finish high school. And nearly two out of every five seniors admitted to a binge of at least five drinks in a row during the past two weeks. Such "binge" drinking is the kind that most often leads to accidents. More alarming, drug counselors say, is that the age of first drug use is getting lower. Today, most kids have heard

about drugs by the fifth grade. By the ninth grade, many are regular users.

TOUGHENING DRUG LAWS

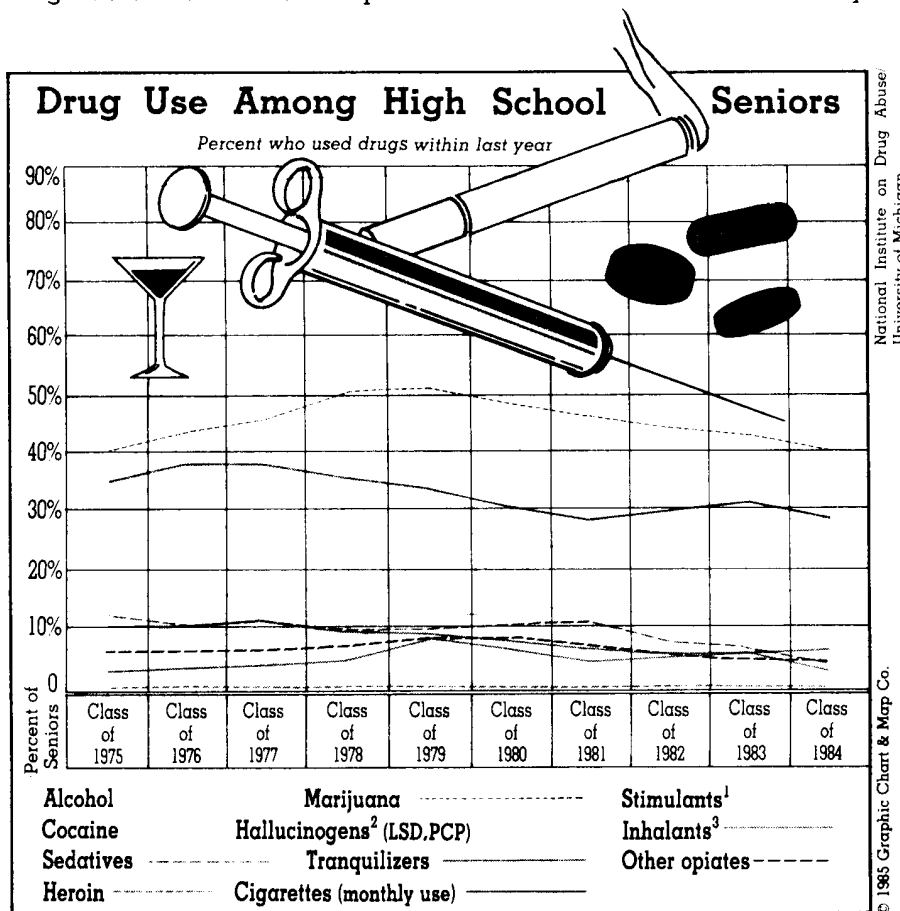
In response, a growing anti-drug movement of parents' groups and religious organizations is fighting back in many communities. At least 25 states have considered anti-paraphernalia laws—outlawing the manufacture, distribution, and sale of drug-related accessories. The movement is also pushing for tougher drug laws and a higher legal drinking age.

"Parents are getting involved because their kids are involved," says Carolyn Burns, vice president of the National Federation of Parents for Drug-free Youth, which has 8,000 affiliated parent groups around the U.S. "Kids are getting short-changed by the acceptance of drugs as a fact of life. It's por-

trayed as a rite of passage into adulthood—not as harmful, unnecessary, and not smart." Mrs. Burns became active in the federation after her two sons battled drug abuse problems.

Most experts agree that education is the most effective way of fighting drug abuse. "In the 1950s, you had to decide when to drink your first beer," says Dr. Zinberg. "Today, the choices are much more complex."

Psychologists are developing new ways of identifying, before drug use starts, children who are likely to develop problems. They're also stressing the need to help young people develop the social skills and confidence that allow them to make the right choices. "In the long run," says Dr. Johnston, reducing demand for illegal drugs "may be the only battle in the war on drugs which society can really win."
—David Goddy



Since 1980, drug use by high school seniors has declined in most categories, judging from a survey of 17,000 students. Marijuana use scored a dramatic decline. In 1979, one out of two seniors had used it at least once during the year. By 1984, two out of five had.

SHAPERS

10 WHO TAKE A STAND IN THE WAR AGAINST DRUGS

One South American drug kingpin, Carlos Lehder, has called cocaine the "Latin American atom bomb." Cocaine isn't the type of bomb that destroys buildings. Its effect is more insidious, because drugs, some experts fear, may be eating away at the fabric of our society. Drugs take their toll in homes, schools, and workplaces. One of Lehder's partners, Pablo Escobar, is pictured on this page. Opposing his and other drug traffickers' assaults on our society are the other individuals profiled on these two pages. They include parents, teachers, and government officials. President Reagan has called drugs "one of the gravest problems facing us," and his wife, Nancy, has adopted the fight against abuse as her personal crusade. So far, there are no victors in the war against drugs, nor is there any indication that it will ever end. But while smuggling increases, more and more high school students have begun to say no to drugs. The people on these pages, in one way or another, have had a lot to do with that turnaround.



White House

Nancy Reagan, 61, is on a personal crusade to stop drug abuse. As President Reagan's best friend and most trusted adviser, she wields a lot of power. Last month, she met with the wives of the heads of state of numerous countries to discuss tactics in the war on drugs. She has lent her name and support to many anti-drug campaigns, such as the "Just Say No" clubs springing up in schools across the country.



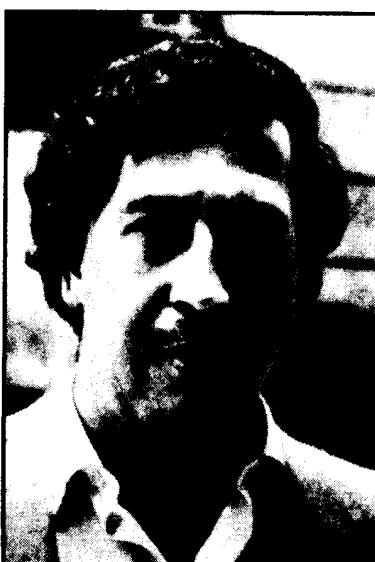
White House

Carlton E. Turner, 44, is Deputy Assistant to the President for Drug Abuse Policy. Appointed to the job by President Reagan in March, he spearheads White House efforts to halt drug abuse, through education and law enforcement. With a Ph.D. in organic chemistry, he specializes in research into the effects of frequently abused drugs such as marijuana and cocaine.



Harry Mattison/Gamma-Liaison

Belisario Betancur, 62, is president of Colombia, the South American country that is the main U.S. source for cocaine and marijuana. Betancur, one of 22 children born to a poor rural family, worked his way out of poverty. He owned an exporting firm before his election to Colombia's highest office. He has vowed to end Colombia's drug production. The U.S. is helping him with more than \$7 million in aid.



AP/Wide World

Pablo Escobar, 36, is called "Robin Hood" by some in Colombia. There, he built low income housing, gave money to politicians, and offered to help his country pay off its \$13 billion foreign debt. As Colombia's top drug czar, he is worth over \$2 billion. Until last year, he operated openly and even won election to congress, while his drug profits were hidden in the tourist business. Colombia's new crack-down has forced him into exile.

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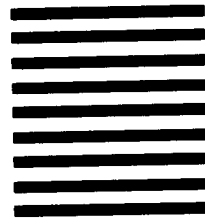
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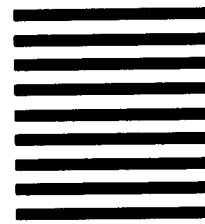
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(MO/DAY/YR)

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The information, voluntarily submitted, will be used for recruiting purposes.
Failure to provide sufficient information may preclude action on your inquiry.
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U.S. Senate



Sen. Paula Hawkins (R-FL), 58, who chairs the Subcommittee on Children, Family, Drugs, and Alcoholism, wants to stop drugs at their source. In 1983, she visited five Asian drug-producing nations, then co-authored a law warning nations that allow drug production that they risk losing U.S. aid. She seeks life jail terms for drug pushers who kill and strict new laws to catch pushers near schools.

Courtesy NIDA



Dr. William Pollin, 62, has directed the National Institute on Drug Abuse (NIDA), a U.S. federal agency, since 1979. NIDA conducts and publishes findings of drug abuse studies. From 1974-79 Pollin directed NIDA's research division. He began his career in 1956, as a research psychiatrist at the National Institute of Mental Health. He is pleased with recent studies showing less drug abuse among high school students.

Courtesy PRIDE



Dr. Thomas Gleaton, 48, heads the Parents' Resource Institute for Drug Education (PRIDE). PRIDE aims to provide ways for parents of teenagers to make contact with each other. It supplies education materials on how to fight the drug culture's influence and reduce the unhealthy effects of peer pressure. The organization, started in Atlanta, GA, in 1977, has helped thousands all across the U.S.

AP/Wide World



U.S. Rep. Charles Rangel (D-NY), 54, chairs the 25-member House Select Committee on Narcotics Abuse and Control, overseeing a staff of 17 and a \$660,000 budget. He has introduced several bills to Congress, such as one banning the mail-order drug paraphernalia business, and another that would use money taken from drug busts to pay \$100,000 rewards to informants.

Courtesy NFP



Joyce Nalepka heads the National Federation of Parents for Drug-Free Youth (NFP), a network of 8,000 parent groups. NFP helps kids plan drug- and alcohol-free graduation parties. It set up REACH America (Responsible Educated Adolescents Can Help), aimed at teaching the value of turning down drugs and based on the concept that peers can have the most influence on a teenager's life.

Department of State



Jon Thomas, 39, has been Assistant U.S. Secretary of State for International Narcotics Matters since last fall. A former Green Beret who fought in Vietnam, Thomas began his State Department career in 1971. He quit in 1977 to enter private business. Rejoining the department in 1981, he was a senior policy planner responsible, among other things, for readying the U.S. response to terrorism.

—Jacob Allderice

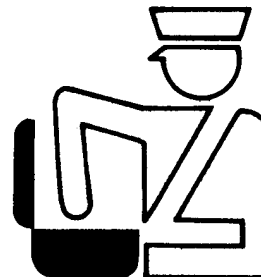
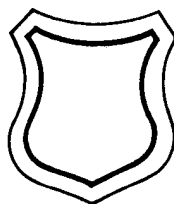
DATABANK

DRUG ABUSE SCOREBOARD

DRUGS SEIZED BY U.S. CUSTOMS

Fiscal year	Cocaine		Marijuana		Heroin	
	Quantity (pounds)	Street Value (billion)	Quantity (pounds)	Street Value (billion)	Quantity (pounds)	Street Value (million)
1979	1,438	\$.4	3.6	\$2.2	123	\$ 75.1
1980	4,742	\$1.5	2.4	\$1.7	269	\$166.2
1981	3,742	\$1.1	5.1	\$3.8	235	\$147.3
1982	11,149	\$3.5	4.0	\$3.1	290	\$174.2
1983	19,601	\$5.3	2.7	\$2.1	594	\$342.3
1984	27,525	\$7.5	3.3	\$2.5	664	\$383.0

U.S. Customs officials serve on the front lines in the battle against drug smuggling. They outwit smugglers only about 15 percent of the time, however.

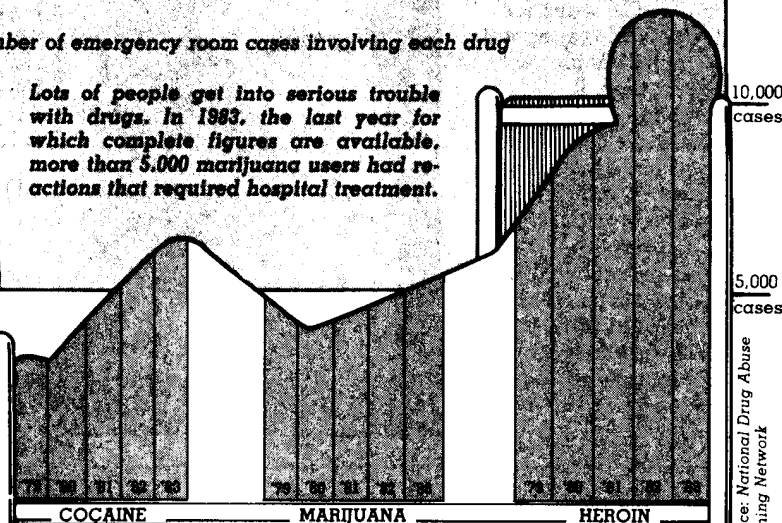
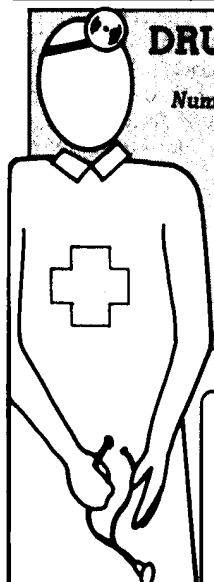


Source: U.S. Drug Enforcement Administration

DRUG EMERGENCIES IN THE U.S.: 1979-83

Number of emergency room cases involving each drug

Lots of people get into serious trouble with drugs. In 1983, the last year for which complete figures are available, more than 5,000 marijuana users had reactions that required hospital treatment.



Source: National Drug Abuse Warning Network

WHERE DRUGS COME FROM

(Percentage of Total U.S. Supply)

Cocaine	
Colombia	75%
Bolivia	10%
Peru	10%
Other	5%
Marijuana	
Colombia	59%
Jamaica	13%
U.S.	11%
Mexico	9%
Heroin	
SW Asia	48%
Mexico	33%
SE Asia	19%
Other	8%

Source: U.S. Drug Enforcement Administration

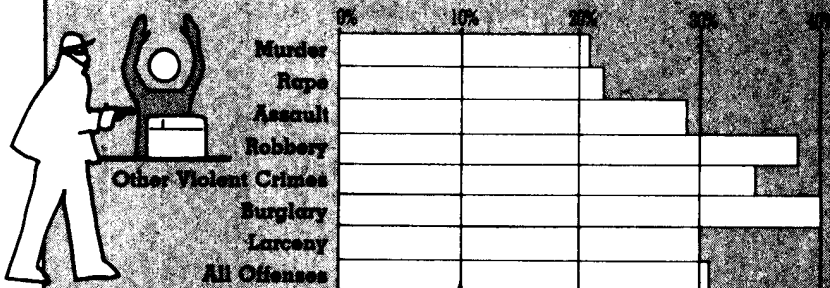
DRUG ABUSE DEATHS IN THE U.S.: 1983

Heroin	1,188
Diazepam	340
Cocaine	280
PCP	217
Barbiturates	124
Methamphetamine	60
Methaqualone	45
Amphetamine	44

Figures can only suggest the human damage drugs cause.

DRUGS AND CRIME: A PROVEN LINK

Percentage of major crimes that involve drugs



About a third of all major crimes involve drugs. A drug abuser might commit a crime while high, for example, or he might do it to get money for drugs.

© 1985 Graphic Chart & Map Co.

HISTORY

THE SORRY HISTORY OF DRUG ABUSE IN THE U.S.

An estimated 500,000 Americans use heroin, 5 million to 10 million use cocaine, and 20 million use marijuana. These are alarming figures. But drugs threatened past generations, too. What's relatively new is the public's awareness of the dangers of drugs and laws to combat them.

A child of less than 10 years of age steps into a drug store with a 50-cent piece and a small scrap of paper, inscribed with one word, 'morphine.' No name is signed. No questions are asked. The bottle of morphine is wrapped up and passed to the child over the counter."

That lurid story was told by a Tennessee doctor back in 1895. It sounds shocking even today, when *The New York Times* reports that at least a million Americans are dependent on


cocaine. But the sad fact is that narcotics abuse was no less common in the America of Ulysses S. Grant—who himself used cocaine as an anesthetic.

In the 1800s, there were no federal laws regulating addictive drugs like morphine. Tobacconists could legally advertise "Oxford hash"—hashish—in college newspapers. The Pure Food and Drug Act of 1906 banned fraudulently labelled medicines, but it did little to reduce the vast assortment of habit-forming drugs on sale at every American pharmacy. In 1913, an anti-narcotics crusader protested: "There are fewer safeguards around morphine than there are around beer. Its production is unhindered and conducted without supervision; its manufacturer does not even pay a license fee. . . . He is as free to market his poison as a hatter is to make his hats."

In the 1800s, American medicine was still a primitive science. Doctors simply did not know how to treat most diseases. But they could always prescribe a pain-killing narcotic. Although it would not cure the patient, it might provide a temporary feeling of well-being. "With the sympathetic family standing about and urging the doctor to 'do something,' it is a great temptation to exhibit a few doses of morphine," wrote one physician in 1913. Often the doctor did not realize

METCALF'S
COCA WINE

From Fresh Coca Leaves.



A Pleasant Tonic and Invigorator.

COCA LEAVES have been in use by the native Indians in South America from the earliest times as a remedy for every ailment, from a simple cut to neuritis and headache, and while chewing it, they pass whole days in traveling or working without food, eating liberally in the evening, without inconvenience, and passing the night in refreshing sleep.

COCA LEAVES have been recommended by Ringer as valuable in *Febrile Disorders*, by restraining tissue metamorphosis, and for the same reason in *Phthisis*.

With decided anodyne and antispasmodic qualities, they have been employed in *Typhoid*, *Scarlatina*, *Gastralgia*, *Anaemia*, *Enteralgia*, and to assist digestion.

Bettmann Archive, Inc.

The manufacturer advertised this "wine" as a cure for numerous ills, including alcoholism and "the opium habit"—recognition that 19th-century Americans had trouble with drugs.

that the drug was habit-forming, and the patient became addicted.

Opium—the bitter reddish juice of the poppy *Papaver somniferum*—was another highly addictive narcotic. But, to many early American doctors, it was "God's Own Medicine," an anesthetic prescribed for inflammation, swelling, pneumonia, rheumatism, and diabetes. In 1860, Oliver Wendell Holmes, Sr., of the Harvard Medical School, claimed that "the Creator himself seems to prescribe (opium), for we see the scarlet poppy growing in the cornfields

. . . wherever there is . . . pain to be soothed." Opium was either smoked or mixed with alcohol to form the compound *laudanum*.

The hypodermic needle, introduced to the U.S. shortly before the Civil War, was used excessively and carelessly to inject morphine. In 1877, a physician showed off his syringe "with as much pleasure as an old veteran would show his trusty blade, and claiming that he had used it more than 1,000 times." Often patients injected themselves. The Sears, Roebuck & Co. mail order catalog for 1897 featured a complete hypodermic kit for only \$1.50. Infections and abscesses frequently resulted from the use of unsanitary needles.

A NOT-SO-WONDERFUL "WONDER DRUG"

Cocaine, derived from the South American coca leaf, came to the U.S. in the 1870s. At first, doctors hailed it as a wonder drug. It was used by Sherlock Holmes, the fictional detective, and by Sigmund Freud, the founder of psychoanalysis. Freud later discovered the dangers of cocaine dependency and publicly repudiated the drug. But wines, cigars, and even soft drinks containing coca continued to be sold in U.S. drugstores.

Doctors had equally high hopes for a new opiate introduced by the Bayer Company in 1898. The

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FOR BODY and BRAIN.

SINCE 30 YEARS ALL EMINENT PHYSICIANS RECOMMEND

VIN MARIANI

The original French Coca Wine; most popularly used tonic-stimulant in *Hospitals, Public and Religious Institutions* everywhere.

Nourishes Fortifies Refreshes

Strengthens entire system; most AGREEABLE, EFFECTIVE and LASTING Renovator of the Vital Forces.

Every test, strictly on its own merits, will prove its exceptional reputation.

PALATABLE AS CHOICEST OLD WINES.

Illustrated Book Sent Free, address:
MARIANI & CO., NEW YORK

PLEASE OBSERVE BOTTLE AND LABEL, TO AVOID IMITATIONS AT DRUG, GROCERY AND WINE DEALER

\$1.00 per bottle.

6 FRANCES

TRIAL WILL CONVINCE

Bettmann Archive, Inc.

Vin Mariani—two ounces of coca leaves to each pint of wine—was popular in the 1890s. Makers of Coca-Cola stopped putting an extract of the coca leaf into their syrup in 1903.

BAYER PHARMACEUTICAL PRODUCTS.

Send for samples and literature to

ASPIRIN
The substitute for the salicylates

HEROIN
The sedative for coughs

LYCETOL
The uric acid solvent

SALOPHEN
The antirheumatic and antineuralgic

FARBENFABRIKEN OF ELBERFELD CO.

40 STONE ST NEW YORK.

Bettmann Archive, Inc.

The Bayer Company marketed a cough medicine that contained heroin in 1898. After thousands of Americans became addicted to it, Bayer withdrew the product.

Hypodermic Syringe with Glass Barrel.

D 000 Protected by a metal cylinder, open both sides, with graduations on piston rod, finger rests same as cut, and cap on end to prevent during out of plunger. In fine nickel case with spring cover. Needles screw into case.

Price each..... **\$2.75**

Sears, Roebuck & Co.

Sears, Roebuck & Co. sold hypodermic syringes of many types through its 1897 mail order catalogue. The ad above touts a glass-barreled model "in a fine nickel case," for \$2.75.

manufacturer claimed that the drug contained heroin. But it too produced thousands of addicts. In 1913, *The New York Times* reported that heroin was "sold so openly in one district of Boston that the vicinity of the drugstore which markets it has become known as 'heroin square.' The victims . . . hold regularly what are known as 'sniffing parties' when the drug is passed around . . . as the chief means of entertainment."

Chloral hydrate ("knock-out drops"), invented in 1869, was a popular sedative until it was found to be addictive. *Cannabis sativa*—marijuana—was also used for medicinal purposes. It was prescribed as a relaxant in cases of tetanus, strychnine poisoning, rabies, and migraine headache.

Nineteenth-century drugstores stocked hundreds of "patent medicines"—most of them worthless, many of them habit-forming. Even children's medicines, with homey names like "Mrs. Winslow's Soothing Syrup," contained opiates. Unsuspecting mothers used these concoctions to quiet crying babies. Some infants died of overdoses. Others became addicts before they left the crib.

Pharmacists even found a way of exploiting the problem of drug abuse. They sold dozens of phony "cures" for narcotics addiction. And they had plenty of customers. By 1900, as many as a million Americans were drug addicts.

MISLEADING STEREOTYPES

Then as now, the public had some misleading ideas about addicts. The typical drug abuser was assumed to be young, male, urban, unemployed, and a member of a minority group. Following their racial prejudices, most Americans thought that opium was used mainly by the Chinese, marijuana by the Mexicans, and cocaine by blacks.

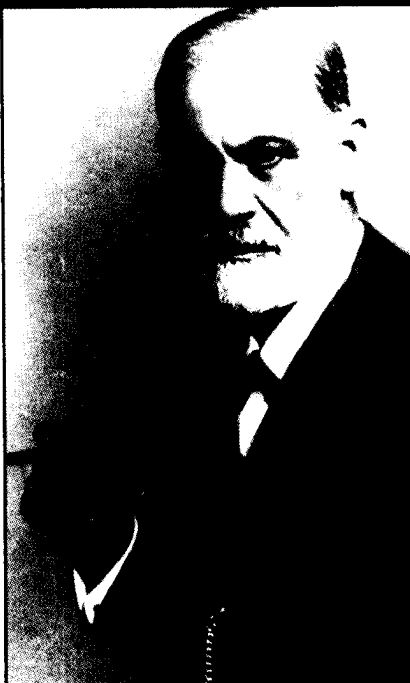
But the reality was very different. In an 1880 Chicago survey, only 5 percent of all addicts were black. Over two thirds of the addicts were native-born white Americans. Most were over 30 years of age and were solid, middle-class professionals. Doctors, who worked long hours and had easy access to drugs, often became substance abusers. In 1883, a New England physician estimated that 30 to 40 percent of the medical men in his city were dependent on opiates.

Surprisingly, for every male "dope fiend," there were two to three female addicts. Many of them were prostitutes. But more than half were respectable citizens. Men were more likely to over-indulge in another drug—alcohol. In Victorian America, drunkenness was considered shameful in a woman, but the matron who discreetly injected herself with morphine was usually tolerated. Her neighbors would shake their heads in pity—and look the other way. New York jewelers advertised hypodermic syringes disguised as charms and sold them to wealthy society ladies.

In 1914, Congress passed the Harrison Anti-Narcotic Act, the first law to combat drug abuse effectively. By choking off the supply of opiates, the Harrison Act created a "panic" among addicts,



In the 1930s, Cole Porter wrote about getting "no kick from cocaine," an "in" drug among some entertainers then.



Psychoanalyst Sigmund Freud and his wife experimented with cocaine, which killed one of their friends in 1891.



A derelict injecting himself with a drug about 80 years ago. Dirty needles often do as much harm as the drugs.

who flooded hospitals and police stations.

In response, many cities set up clinics to provide doses of drugs to addicts. But once given a free supply of narcotics, the patients had no incentive to report for treatment or to break their habit. This brief experiment in custodial care was written off as a failure and abandoned.

In 1920, the era of Prohibition began. Liquor was banned throughout the U.S., and the government cracked down on other drugs as well. In 1925, heroin was outlawed, and federal control of marijuana began in 1937. The new Federal Bureau of Narcotics claimed success in reducing the number of addicts, but stricter enforcement may have only driven the drug trade underground. Some socialites and entertainers continued to experiment with narcotics. "I get no kick from cocaine," the songwriter Cole Porter sang in 1934, "but I get a kick out of you."

UPSURGE IN USE AFTER WORLD WAR II

After 1945, drug abuse was clearly on the increase. Heroin use began to spread to young people in city slums and some middle-class neighborhoods. Among the "beatniks" of Greenwich Village and San Francisco, using marijuana and cocaine was a way of rebelling against the conservatism and conformity of the 1950s.

During World War II, amphetamines were issued to GIs, who had to stay awake during long patrols. Later, these stimulants (also known as "pep pills" or "speed") were abused by civilians: laborers working overtime, students cramming for exams, teenagers looking for thrills. Amphetamine overdoses sometimes resulted in dependence, mental illness, or death. Even Allen Ginsberg, the beatnik poet, was horrified. "Speed is antisocial, paranoid-making," he said. "It's a

drag, bad for your body, bad for your mind."

In the 1960s, some students and hippies experimented with a dangerous hallucinogen—d-lysergic acid diethylamide, or LSD. A "bad trip" often left serious psychological scars. Some researchers reported chromosome damage among users.

By 1971, some journalists were claiming that one out of every four enlisted men serving in Vietnam was using heroin. But those charges turned out to be grossly exaggerated. Then, as earlier, Americans overreacted to sensational stories about drug abuse. During the Spanish-American War and World War I, the newspapers were filled with shocking reports of wholesome American soldiers falling prey to opium, cocaine, and marijuana. In reality, some soldiers stationed in the Philippines had been using camphor and opium to treat dysentery, but otherwise there was not much truth to these rumors. Later studies showed that only 6 percent of all World War I recruits were drug addicts or alcoholics. Of course, any amount of addiction, especially in a combat situation, is too high. But 6 percent is hardly an epidemic sweeping the entire armed services, as stories in sensational newspapers of the day suggested.

Clearly, narcotics abuse is a very serious problem today. But it's not a new problem. When media commentators tell you that "America is a nation of drug-takers," remember that those words were first uttered by an eminent drug expert back in 1881. That fact was recalled by H. Wayne Morgan, a historian who has tried to help Americans keep today's news on drug abuse in perspective. "Every generation assumes that it discovers or endures problems for the first time," Morgan writes, but the fact is that "the United States has always had a 'drug problem.'"

—Jonathan Rose

How to spell

By John Irving



International Paper asked John Irving, author of "The World According to Garp," "The Hotel New Hampshire," and "Setting Free the Bears," among other novels—and once a hopelessly bad speller himself—to teach you how to improve your spelling.

Let's begin with the bad news. If you're a bad speller, you probably think you always will be. There are exceptions to every spelling rule, and the rules themselves are easy to forget. George Bernard Shaw demonstrated how ridiculous some spelling rules are. By following the rules, he said, we could spell fish this way: ghoti. The "f" as it sounds in enough, the "i" as it sounds in women, and the "sh" as it sounds in fiction.

With such rules to follow, no one should feel stupid for being a bad speller. But there are ways to improve. Start by acknowledging the mess that English spelling is in—but have sympathy: English spelling changed with foreign influences. Chaucer wrote "gesse," but "guess," imported earlier by the Norman invaders, finally replaced it. Most early printers in England came from Holland; they brought "ghost" and "gherkin" with them.

If you'd like to intimidate yourself—and remain a bad speller forever—just try to remember

the 13 different ways the sound "sh" can be written:

<u>sh</u> oe	susp <u>icion</u>
sug <u>ar</u>	nause <u>ous</u>
o <u>ce</u> an	con <u>sci</u> ous
iss <u>ue</u>	<u>ch</u> aperone
na <u>ti</u> on	ma <u>nsi</u> on
<u>sch</u> ist	f <u>uch</u> sia
<u>ps</u> haw	

Now the good news

The good news is that 90 percent of all writing consists of 1,000 basic words. There is, also, a method to most English spelling and a great number of how-to-spell books. Remarkably, all these books propose learning the same rules! Not surprisingly, most of these books are humorless.

Just keep this in mind: If you're familiar with the words you use, you'll probably spell them correctly—and you shouldn't be writing words you're unfamiliar with anyway. USE a word—out loud, and more than once—before you try writing it, and make sure (with a new word) that you know what it means before you use it. This means you'll have to look it up in a dictionary, where you'll not only learn what it means, but you'll see how it's spelled. Choose a dictionary you enjoy browsing in, and guard it as you would a diary. You wouldn't lend a diary, would you?

A tip on looking it up

Beside every word I look up in my dictionary, I make a mark.

Beside every word I look up more than once, I write a note to myself—about WHY I looked it up. I have looked up "strictly" 14 times since 1964. I prefer to spell it with a k—as in "strickly." I have looked up "ubiquitous" a dozen times. I can't remember what it means.

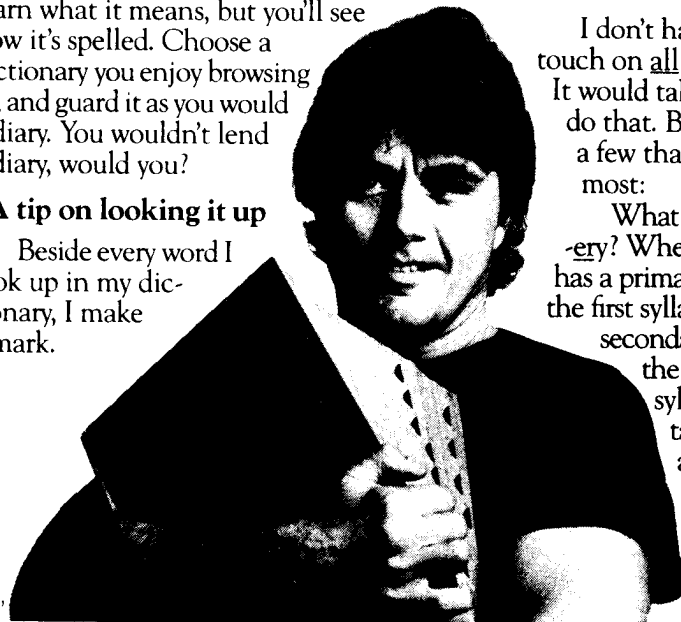
Another good way to use your dictionary: When you have to look up a word, for any reason, learn—and learn to *spell*—a new word at the same time. It can be any useful word on the same page as the word you looked up. Put the date beside this new word and see how quickly, or in what way, you forget it. Eventually, you'll learn it.

Almost as important as knowing what a word means (in order to spell it) is knowing how it's pronounced. It's government, not government. It's February, not February. And if you know that anti- means against, you should know how to spell antidote and antibiotic and antifreeze. If you know that ante- means before, you shouldn't have trouble spelling antechamber or antecedent.

Some rules, exceptions, and two tricks

I don't have room to touch on all the rules here. It would take a book to do that. But I can share a few that help me most:

What about -ary or -ery? When a word has a primary accent on the first syllable and a secondary accent on the next-to-last syllable (sec'ar'tar'y), it usually ends in -ary. Only six important words like this end in -ery:



"Love your dictionary."

cemetery	monastery
millinery	confectionery
distillery	stationery
	(as in paper)

Here's another easy rule. Only four words end in -efy. Most people misspell them—with -ify, which is usually correct. Just memorize these, too, and use -ify for all the rest.

stupefy	putrefy
liquefy	rarefy

As a former bad speller, I have learned a few valuable tricks. Any good how-to-spell book will teach you more than these two, but these two are my favorites. Of the 800,000 words in the English language, the most frequently misspelled is alright; just remember that alright is all wrong. You wouldn't write alwrong, would you? That's how you know you should write all right.

The other trick is for the truly *worst* spellers. I mean those of you who spell so badly that you can't get close enough to the right way to spell a word in order to even FIND it in the dictionary. The word you're looking for is there, of course, but you won't find it the way you're trying to spell it. What to do is look up a synonym—another word that means the same thing. Chances are good that you'll find the word you're looking for under the definition of the synonym.

Demon words and bugbears

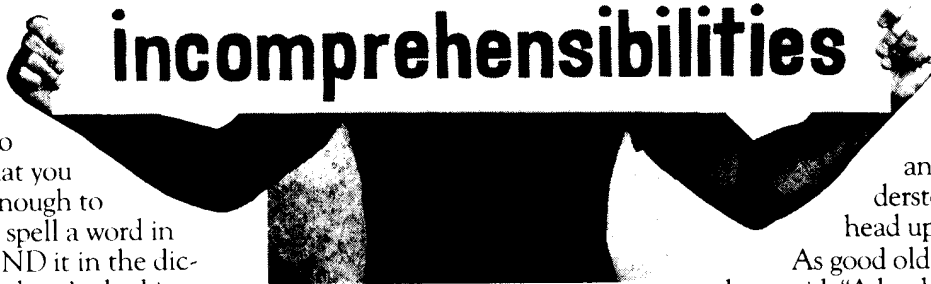
Everyone has a few demon words—they never look right, even when they're spelled correctly. Three of my demons are medieval, ecstasy, and rhythm. I have learned to hate these words, but I have not learned to spell them; I have to look them up every time.

And everyone has a spelling rule that's a bugbear—it's either too difficult to learn or it's impossible to remember. My personal bugbear among the rules is the one governing whether you add -able or -ible. I can teach it to you, but I can't

remember it myself.

You add -able to a full word: adapt, adaptable; work, workable. You add -able to words that end in e—just remember to drop the final e: love, lovable. But if the word ends in two e's, like agree, you keep them both: agreeable.

You add -ible if the base is not a full word that can stand on its own: credible, tangible, horrible, terrible. You add -ible if the root word ends in -ns: responsible. You add -ible if the root word ends in -miss: permissible. You add -ible if the root word ends in a soft c



incomprehensibilities

"This is one of the longest English words in common use. But don't let the length of a word frighten you. There's a rule for how to spell this one, and you can learn it."

(but remember to drop the final e!): force, forcible.

Got that? I don't have it, and I was introduced to that rule in prep school; with that rule, I still learn one word at a time.

Poor President Jackson

You must remember that it is permissible for spelling to drive you crazy. Spelling had this effect on Andrew Jackson, who once blew his stack while trying to write a Presidential paper. "It's a damn poor mind that can think of only one way to spell a word!" the President cried.

When you have trouble, think of poor Andrew Jackson and know that you're not alone.

What's really important

And remember what's really important about good writing is not good spelling. If you spell badly but write well, you should hold your head up. As the poet T.S. Eliot recommended, "Write for as large and miscellaneous an audience as possible"—and don't be overly concerned if you can't spell "miscellaneous."

Also remember that you can spell correctly and write well and still be misunderstood. Hold your head up about that, too.


As good old G.C. Lichtenberg said, "A book is a mirror: if an ass peers into it, you can't expect an apostle to look out"—whether you spell "apostle" correctly or not.

Today, the printed word is more vital than ever. Now there is more need than ever for all of us to *read* better, *write* better and *communicate* better.

So far, International Paper has published over a dozen different "Power of the Printed Word" articles in the hope that, even in a small way, we can help.

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SPORTS

by HERMAN MASIN

1985 adidas ALL-AMERICAN HIGH SCHOOL BASKETBALL TEAM

WANT A PREVIEW OF THE great basketball stars of tomorrow? Then check the names in the 1985 adidas All-American High School Basketball Team.

This annual team is the cradle of superstars. Remember the Final Four in the national college play-offs in March? Every single starter—20 in all—was once an adidas All-American.

Superstar pros such as Larry Bird, Bernard King, Moses Malone, Isiah Thomas, and Michael Jordan all got their first tastes of fame as adidas All-Americans.

The 40 whiz kids in the '85 team hail from 18 states and the District of Columbia. The biggest representation is from Virginia. For the first time in the

30-year history of the All-American team, Virginia topped the nation with six selections. Georgia finished second with five picks, and Pennsylvania came in third with four.

Add to Virginia and Georgia three picks from Florida and two from Tennessee, and the handwriting is on the hoop. The South has arrived!

And look at all that *timber* on the 1985 super team. Thirty-one of the 40 superstars measure 6'6 or taller.

The team "tree," 7'0 Tito Horford, is headed for the University of Houston. But the all-star with the biggest reputation, 6'10 Dan Ferry, will be dunking for Duke University next year. That will make the Blue Devils a cinch for the

Final Four.

But don't cry for the Georgetown Hoyas. Immortal center Pat Ewing may have graduated, but Georgetown has another legend-to-be coming up. Tenth man on our list is Jonathan Edwards of Perry Walker High, New Orleans. He is a 6'9, 245-pound one-man fort on defense. He's just the guy to fill Ewing's shoes.

Finally, beware the Tar Heels! The University of North Carolina had an up-and-coming team last season. And look at what's coming next year—three high school All-Americans: super guard Jeff Lebo, super forward Kevin Madden, and a home-grown oak tree, 6'10 Marty Hensley. So . . . watch out America!

PLAYER/SCHOOL/CITY/STATE	HT.	AVG.	PLAYER/SCHOOL/CITY/STATE	HT.	AVG.
TITO HORFORD (<i>Christian</i>) Houston, TX	7'1	14.0	GLEN RICE (<i>Northwestern</i>) Flint, MI	6'7	28.5
DOUG ROTH (<i>Kerns</i>) Knoxville, TN	6'11	16.5	SEAN ELLIOTT (<i>Cholla</i>) Tucson, AZ	6'7	32.2
J.R. REID (<i>Kempsville</i>) Virginia Beach, VA	6'10	22.9	STEVE GRAYER (<i>Southwest</i>) Macon, GA	6'7	17.0
DANNY FERRY (<i>DeMatha</i>) Hyattsville, MD	6'10	19.0	STEVE BUCKNALL (<i>Gov. Dummer</i>) Byfield, MA	6'6	31.5
MARTY HENSLEY (<i>McDowell</i>) Marion, NC	6'10	20.2	DOUG WEST (<i>Altoona</i>) PA	6'6	22.0
RODNEY WALKER (<i>Gibbons</i>) Baltimore, MD	6'9	23.6	WALKER LAMBIOTTE (<i>Central</i>) Woodstock, VA	6'6	27.0
TERRY DOZIER (<i>Dunbar</i>) Baltimore, MD	6'9	20.3	KEVIN MADDEN (<i>Robt. E. Lee</i>) Staunton, VA	6'6	29.3
CHARLES SHACKLEFORD (<i>Kinston</i>) NC	6'9	17.2	RICK CALLOWAY (<i>Withrow</i>) Cincinnati, OH	6'6	29.4
PERVIS ELLISON (<i>Savannah</i>) GA	6'9	27.0	JEROME LANE (<i>Vincent-Mary</i>) Akron, OH	6'6	27.5
JONATHAN EDWARDS (<i>Walker</i>) New Orleans, LA	6'9	21.4	ROY MARBLE (<i>Beecher</i>) Flint, MI	6'6	24.3
TOM HAMMONDS (<i>Crestview</i>) FL	6'8	25.0	ANTHONY SHERROD (<i>Jenkins Co.</i>) Millen, GA	6'6	20.4
IRVING THOMAS (<i>Miami</i>) Carol City, FL	6'8	18.6	MARK STEVENSON (<i>Rom. Cath.</i>) Philadelphia	6'5	24.1
ED HORTON (<i>Lamphier</i>) Springfield, IL	6'8	26.4	TONEY MACK (<i>Brandon</i>) FL	6'5	41.0
TONY KIMBRO (<i>Seneca</i>) Louisville, KY	6'8	27.5	ROLAND SHELTON (<i>Columbia</i>) Decatur, GA	6'5	25.2
MICHAEL JONES (<i>Central</i>) Phenix City, AL	6'7	20.0	RICHARD MORGAN (<i>Salem</i>) VA	6'4	26.9
TOM LEWIS (<i>Mater Dei</i>) Santa Ana, CA	6'7	31.9	JEFF LEBO (<i>Carlisle</i>) PA	6'3	30.4
DARRYL PRUE (<i>Dunbar</i>) Washington, DC	6'7	19.0	ROD WATSON (<i>Westside</i>) Memphis, TN	6'2	36.2
KIP JONES (<i>Bellmont</i>) Decatur, IN	6'7	29.0	ROD STRICKLAND (<i>Oak Hill</i>) Mouth of Wilson, VA	6'2	24.0
TREVOR WILSON (<i>Cleveland</i>) Reseda, CA	6'7	24.5	JEROME RICHARDSON (<i>Franklin</i>) Philadelphia	6'0	17.0
LOWELL HAMILTON (<i>Prov.-St. Mel</i>) Chicago, IL	6'7	21.0	MICHAEL PORTER (<i>Pulaski Co.</i>) Dublin, VA	5'11	32.5

WORDPOWER

Alcohol: Usually refers to ethyl alcohol, one of the most available and most abused drugs in the U.S. The three other major types of alcohol are methyl, isopropyl, and butyl alcohol, which are used in industry. Ethyl alcohol is the least poisonous of the four. Absenteeism due to alcohol abuse costs many billions of dollars in lost job productivity each year.

Alkaloid: The potent chemical compound in most drugs, such as caffeine in coffee and chocolate, or THC in marijuana.

Cocoa: A stimulant containing one percent caffeine, used to make chocolate.

Coca: A South American bush whose leaves are chemically treated to yield cocaine.

Cocaine: A physically addictive stimulant. Its users show symptoms of sleeplessness, incoherent speech, appetite loss, and lightheadedness.

Controlled substance: Drug that

is regulated and tightly controlled by the U.S. Drug Enforcement Administration.

Drug: A non-food item that alters the structure or function of the body and is often physically or psychologically addicting.

Drug abuse: The U.S. Food and Drug Administration defines drug abuse as "deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or ability to function."

Drug half-life: The length of time it takes for a drug's potency to wear down by one-half.

Heroin: A highly addictive drug extracted from the opium poppy.

Launder money: To deposit large amounts of money earned from criminal activity in banks or businesses where it will escape notice of police and mix with legitimate funds. Monies are then available for use by criminals.

LSD: D-lysergic acid diethylamide, an extremely potent drug invented in 1938. May produce symptoms resembling psychosis, including hallucinations. U.S. Army once used LSD in "brainwashing" experiments.

Marijuana: A plant containing one to five percent THC (tetrahydrocannabinol), a potent chemical. Hashish, a marijuana derivative, may produce an effect similar to that of LSD.

Narcodollar: Earnings from the trade in illegal drugs.

Nicotine: A potent and highly addictive alkaloid in tobacco.

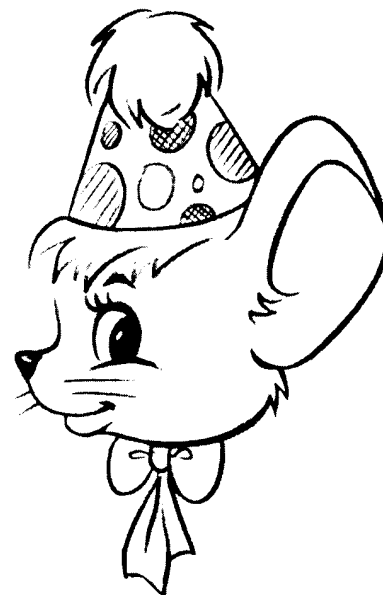
Paraquat: A plant-killer sprayed on marijuana in South America and the U.S. by government anti-drug forces.

Prohibition: Effort by the U.S. government to wipe out alcohol abuse through passage of the 18th Amendment to the U.S. Constitution (1919), banning manufacture, sale, or transportation of alcohol. Widespread breaking of the law prompted its repeal in 1933.

Street value: The dollar value of a drug after it has been mixed with various additives and sold to individual consumers.

—Jacob Allderdice

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PUZZLES

Wordsearch

The words on the list are hidden in the diagram. When you find them, circle them. Each word runs in a straight line. Some of them run on a slant, or backwards. (See *POWDER*, in the example.)
 Ten letters will be left over. In order they spell a sudden and complete attempt to stop using drugs:

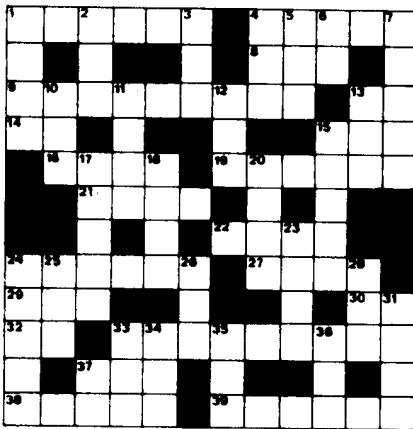
- | | | | |
|------------------|-----------|------------|--------------|
| Abscess | Cocaine | Parole | LSD |
| Abuse | Crave | Fix | Mood |
| A.I.D.S. deaths* | Cut | Freebase | Needle |
| Alcohol | Dealer | Hash | Opium Den* |
| Beer | Downs | Intoxicant | Pain |
| PCP | Pill | Powder | Prescription |
| Shoot Up* | Shot | Relax | Rx |
| Tissue | Tolerance | Withdraw | Brain |

*Written as separate words in diagram.

X R C E C N A R E L O T
 D E A L E R S N W O D N
 O H L O L A A A D H C A
 S S S R T I R V N O O C
 S H T A E D P D E C C I
 E O O P H S O R E L A X
 C O N T B O A U D A I O
 S T I R M N S B L F N T
 B W A B U S E U E T E N
 A I P R I L S D U E K I
 N O I T P I R C S E R P
 R E D W O P C P E Y U F

Crossword

Starred (*) clues refer to the theme of this issue.



ACROSS

- *1. Constant heroin user.
- *4. See 38 Across.
- *8. Over-ingestions of drugs (abbr.).
- *9. Synthetic substitute for heroin.
- 13. ___ be or not. . .

DOWN

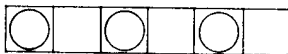
- 1. Leap.
- 2. Cashew or pecan.
- 3. Finish.
- 4. Between Sun. and Tue.
- 5. Orange or lemon drink.

- 6. Right side (abbr.).
- *7. Take in a drug through the nose.
- 10. Ovate breakfast substance.
- 11. Radiant circle of light.
- 12. Japanese sash.
- *13. Active ingredient in marijuana.
- 15. Temperatures, for short.
- 17. Performer, doer.
- 18. Land measurement.
- 20. Require.
- 23. Almost all.
- *24. Compulsive need.
- 25. Mining goal.
- 26. Daughters of the American Rev.
- 28. Encyclopedia (abbr.).
- 31. Practice college entrance exam.
- 33. Necessary (abbr.).
- 34. Question.
- 35. Government intelligence org.
- 36. X minus VII.
- 37. District Attorney (abbr.).

Scramber

Listed below are four groups of letters. Each group, when unscrambled, will spell the name of a U.S. author. (Their first names are written in parentheses.) Unscramble each name and write it in the spaces provided. The encircled letters, when rearranged, will answer the riddle.

G I V R I N (Washington)



R E A C H T (Willa)



R E P O C O (James Fenimore)



Y I C K E D (James)



Riddle: Description for a heroin addict?

"_____ 'n' _____!"

Answers in your teacher's edition

Puzzles created by Andrew Gyory.

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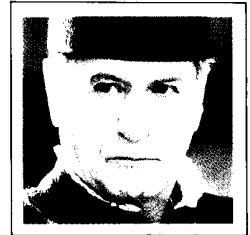
FAYE DUNAWAY



OLIVER REED



MAX VON SYDOW



ELI WALLACH



ANNE CANOVAS



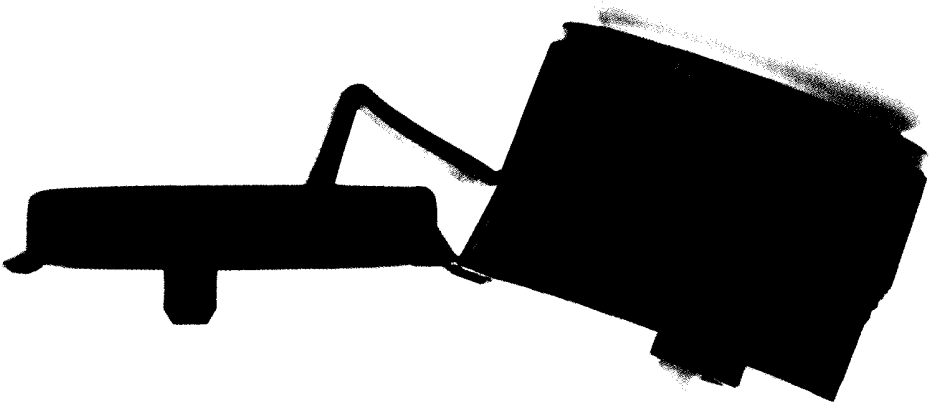
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12 WAYS TO FIGHT ACNE WITH ONE SINGLE DROP.

- ACNE 12-Nothing works faster to clear up your pimples. • Unclogs pores to clear acne. • Kills bacteria on the surface and *in* pores. • Dries up acne pimples.
 - Allows skin to heal. • Reduces blackheads. • Dries up excess oil.
 - Gives you better skin.

- Penetrates pores quickly to help clear up acne below the skin's surface. • Helps prevent new pimples from forming. • Fights acne with benzoyl peroxide, there's nothing more effective. • With benzoyl peroxide, it's clinically proven.

SEVEN REASONS TO SAY NO TO THEM

Psychological Dependence	Duration of Effects (in hours)	Possible Effects	Effects of Overdose
High	3-6	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death
Moderate			
High			
High-Low	12-24		
	Variable		
Moderate	5-8	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow breathing, cold and clammy skin, dilated pupils, weak and rapid pulse, coma, possible death
High-Moderate	1-16		
High	4-8		
Low			
Moderate			
High	1-2	Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death
	2-4		
Degree unknown	8-12	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death
	Up to days		
High	Variable		
Moderate	2-4	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis

HOW TO SAY NO

Saying no to an offer of drugs can be difficult. So it's best to have your defenses ready. Here are some suggestions put together by the National Institute on Drug Abuse:

1. *Give a reason.* If you know the facts, someone telling you that it feels good to be stoned won't fool you. You can say, "No, I know it's bad for me. I feel fine right now."

2. *Have something else to do.* "No thanks, I'm going to get something to eat."

3. *Be ready for different kinds of pressure.* There are different levels of peer pressure. If it starts out friendly or teasing, you can respond the same way. If the pressure seems threatening, then you might just have to walk away.

4. *Make it simple.* If you don't want to use marijuana, you're not required to say why. You can just say, "No, thanks." If asked a second time, you can say, "No, thanks again," or, even stronger, "No way."

5. *Avoid the situation.* Stay away from places or situations where you know people often use drugs. If you hear that people will be using drugs at a party, don't go.

6. *Change the subject.* Someone says, "Let's try some pot." You say, "No, I was on my way to the store. Want to come along?"

7. *Hang out with friends who don't use drugs.* You may already have friends who decide to try marijuana. They'll like you whether you smoke pot or not — if they're real friends. And maybe, by saying no, you might make them think twice about using drugs. Peer pressure can be positive, too.

Teaching Guide

for advertisement on pages 22-23

presented as a service for teachers by International Paper Company

How to spell

Antidisestablishmentarianism is easy; rhythm is hard—in the wonderful world of English spelling! Here's how to help your students avoid some common pitfalls.

Good news for bad spellers! There is nothing more reassuring to poor spellers than the knowledge that they are not alone. In this week's student magazine, best-selling author John Irving admits that he himself was once a hopelessly bad speller. Now, Irving offers hope as well as advice to poor spellers. His message is another in International Paper Company's series, "Power of the Printed Word." You can use it with your students for a brief refresher course in tools to good spelling.

Irving begins by pointing the finger at the true culprit of spelling angst—the unpredictable English language with its *gh* for *ghost*, its *gu* for *guess*, and its thirteen different ways to write the *sh* sound. Yet, on the plus side, Irving admits that these spelling peculiarities reveal interesting tidbits about foreign influences on our language.

Irving offers some innovative tips for using the dictionary as a tool, gives a sampling of rules found in standard how-to-spell books, and ends with the message that thoughtful writing should precede the effort for flawless spelling.

USING THE AD

Motivation—Put the word *orthography* on the board. Ask: What is it? Just a fancy word for spelling. You might explain to students that it wasn't until the 17th century that printers adopted fixed spellings for words and that in the 18th century uniformity became more and more popular, culminating in Dr. Johnson's famous dictionary (1755).

Discuss why correct spelling is important. (An educated person is expected to be able to spell. It is a skill required on many jobs. Poor spelling can be both insulting and confusing. Consider, for example, a letter addressed to Francis instead of Frances or the sentence, she was *through* instead of she was *thorough*.)

Ask students to list some words that repeatedly give them trouble. Offer this comforting thought: one study showed that the ten most frequently written words in

The rest are *-cede*. (*precede*, *secede*, etc.) English are *I*, *the*, *and*, *to*, *of*, *in*, *we*, *for*, *you*, *a*. Then tell them that author John Irving has some advice for learning the more difficult words.

Have students read the entire ad before taking up individual sections for discussion and practice.

Irregularities in English—Invite students to suggest their own favorite examples of peculiarities in English spelling. They might like to imitate George Bernard Shaw by devising their own outlandish spellings for commonplace words. Here are some ideas: *s* as in Worcester; *s* and *k* as in *psychology*; *ch* as stretch; *i* as in *busy*; *e* as in *leopard*; *u* as in *view*.

Using a dictionary—Review Irving's suggestion for using the dictionary as one's own personal spelling workbook. Stress that students should do this only with a dictionary that they own. Students who don't own dictionaries can keep a spelling journal—in alphabetical order—of words whose spelling they have to look up. (A small notebook with letter tabs works well, or an inexpensive address book.)

For practice, have students look up any words in the ad whose meanings they don't know. Some likely candidates: *schist*, *pshaw*, *fuchsia*, *millinery*, *confectionery*, *putrefy*, *rarefy*. Have them note the history and meaning of the word and locate another word on the same page that is new to them.

Rules, Exceptions, and Tricks—To help students learn the four rules that Irving explains, have them summarize each rule in writing in their own words and think of some additional examples.

Here are two more rules you might give them:

1. *-ety* or *ity*? Words with an *i* preceding the suffix, add *-ety* (*piety*, *society*). Other words add *-ity* (*vanity*, *equality*). Two exceptions: *nicety*, *subtlety*.

2. *-cede*, *-ceed*, or *-sede*? Only one word is spelled *-sede* (*supersede*). Three are spelled *-ceed* (*exceed*, *proceed*, *succeed*).

Have students make up nonsense sentences that include all the words they can think of that follow a particular rule. For example: If you *succeed* at *exceeding* the speed limit, you may have to *proceed* to traffic court.

For practice in looking up synonyms of hard-to-spell words, dictate some difficult words to students. Have the class suggest synonyms and look up the synonyms in the dictionary. A thesaurus would also work well for this. Here are some suggested words and synonyms: *exhaust* (tire); *occurrence* (happening); *seize* (grab); *pharmacy* (drugstore); *pseudonym* (pen name); *chassis* (frame); *antique* (old); *rhythm* (meter).

Demon words and bugbears—Hang up a large sheet of poster board and invite students to add their own demon words as they think of them, including words misspelled on compositions. Pick a "demon word of the day," and have each student write a sentence using the word for that day. Here are some possible words to start the list: *spaghetti*, *sergeant*, *Wednesday*, *parallel*, *moccasin*, *tobacco*, *antenna*, *embarrass*.

What's really important—You can use this section to reinforce the distinction between the process of writing and the activity of proofreading, both of which are essential to good communication. Irving's point is: Don't worry about spelling in your first draft. Get your ideas on paper; use words precisely; focus on what you are saying. Then after revising, you can pay attention to spelling.

Have students practice proofreading in this way. Dictate to them eight to ten demon words. Have each student write a paragraph using at least five of the words. Then have them proofread one another's paper for spelling errors.

EXTENSION ACTIVITIES

1. Some students might look up the etymology of common words or of words that have unusual spelling patterns.

2. Students can look at how-to-spell books in the library. Each student might pick out one rule he or she finds most helpful and teach it to the class with an exercise to reinforce the rule.

3. Hold a spelling bee with demon words contributed beforehand on slips of paper by students.

4. Students might research attempts at spelling reform (including George Bernard Shaw's 48-letter alphabet). They might get started with the entry on "English Language" in a good encyclopedia.

—Lois Markham
Advertisement

1985 SCHOLASTIC WRITING AWARDS

Co-sponsored by Smith-Corona, International Paper Company,
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More than 25,000 students in grades 7 to 12 entered the Scholastic Writing Awards this year, making it the largest student writing program in the country. Writers such as Bernard Malamud, Joyce Carol Oates, and Winfield Townley Scott began their professional careers in this program which, for 60 years, has given recognition to young writers and encouraged them to develop their talents.

We hope all of your students will enter their writing in next year's program. Whether they win or not, they will be given an important incentive to prepare manuscripts that represent their best efforts. For information about the 1986 Awards, write between October 1 and January 1 to Scholastic Writing Awards, 730 Broadway, New York, NY 10003. (Honorable Mentions, Senior Division, listed in Literary Cavalcade.)

1985 JUDGES

SENIOR DIVISION

Short Story: **Russell Banks**, poet, novelist, short-story writer, C.C. Loomis, Professor of English, Dartmouth College, essayist, narrative historian, **Lore Segal**, novelist and children's book author

Short Short Story: **Sharon Bell Mathis**, author of books for children and young adults, **Harry Mark Petrakis**, novelist, short story writer; **Michael Spring**, editor, *Literary Cavalcade*

Poetry: **Donald Hall**, poet, essayist, editor of *Oxford Book of Children's Verse in America*; **Paul B. Janeczko**, high school teacher, author, and poetry anthologist; **David Wagoner**, poet, novelist, editor, *Poetry Northwest*

Critical Review: **Evan Connell, Jr.**, author *Mrs. Bridge and Son of the Morning Star*; **William A. Henry III**, associate editor, *Time* magazine, Pulitzer Prize winning critic, author of forthcoming *Visions of America*; **Margaret Ronan**, author, motion picture editor at Scholastic

Essay: **Michael Cusack**, Editor, Scholastic magazines; **Gene I. Maeroff**, education writer *New York Times*; **Frank O'Hare**, Professor of English, Ohio State University

Humor: **Richard Armour**, author of more than 60 books of humor and satire; **Jean Shepherd**, humorist, author of *A Fistful of Fig Newtons*; **Robert Stine**, author, editor of humor magazines

Dramatic Script: **Lewis Gardner**, author of plays, poems, and nonfiction; **Dorothy Scheuer**, media editor, Scholastic magazines; **Paul Zindel**, playwright and young adult novelist

JUNIOR DIVISION

Essay: **Robert Lipsyte**, sports essayist, CBS, author of *The Contender* and *One Fat Summer*; **Niel Glixon**, editor, *Voice*; **Alan Ziegler**, poet, author, Writers' Coordinator of Teachers and Writers Collaborative

Poetry: **Mari Evans**, poet; **Eve Merriam**, poet, winner of NCTE award for excellence in poetry for children; **Myra Klahr**, poet and author, founder and director of New York State Poets in the Schools

Short Story: **Georgess McHargue**, author of over 20 books of fiction and nonfiction for young people; **Norman Rosten**, poet, playwright, novelist; **Mary Francis Shura**, author of children's books, adult mysteries, and historical sagas

Dramatic Script: same as Senior Division

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JUNIOR DIVISION

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Peter Steadman, Interlochen (MI) Arts Academy Teacher, Loretta Sharp

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\$100 of Paper Mate products to the top poetry entries in both Junior and Senior Division.

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JUNIOR DIVISION

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Rebecca Purdom, Ashland (OR) Jr. H.S. Teacher, Wayne Paulsen

Elizabeth Wyatt, Sidwell Friends School, Washington, DC Teacher, Robert Levin

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SECOND AWARDS: **Carla Byrnes**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp. **Mary Beth Marshall**, Sleepy Hollow H.S., N. Tarrytown, NY. Teacher, Paul de Barros. **Greg Pak**, Hillcrest H.S., Dallas, TX. Teacher, Penne Collett. **Deborah Stein**, Bethpage (NY) H.S. Teacher, Eugene M. Murphy. **Glenn Sumner**, Northern Highlands Regional H.S., Allendale, NJ. Teacher, Bruce Emra.

THIRD AWARDS: **Jonathan Davenport**, Wheat Ridge (CO) Sr. H.S. Teacher, Kaye Pennington. **Christopher Kelleher**, East H.S., West Chester, PA. Teacher, Carolyn D. Monacelli. **Leo Motter**, Lancaster (PA) Catholic H.S. Teacher, Sr. Maureen Christi. **Collin Seals**, Alamo Heights H.S., San Antonio, TX. Teacher, Sandra Riordan. **Gregory Smith**, Ft. Collins (CO) H.S. Teacher, Helen L. McGuire.

FOURTH AWARDS: **Tamela Larimer**, Plum Sr. H.S., Pittsburgh, PA. Teacher, Loretta White. **Mark Nicholson**, Stamford (CT) H.S. Teacher, Jerry McWilliams. **Michelle Prasad**, Roeper City and Country School, Bloomfield Hills, MI. Teacher, Ernestine L. Sanders. **Deanne Remes**, Morton West H.S., Berwyn, IL. Teacher, Patricia Geiser. **Jason Rubinstein**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp. **Daniel Sage**, Nottingham H.S., Syracuse, NY. Teacher, Leonard Fonte. **Susan Stambach**, Dallastown (PA) Area H.S. Teacher, Anne Wilson.

SHORT-SHORT STORY**(Sponsored by Smith-Corona)**

FIRST AWARDS: **Jonathan Davenport**, 2. Wheat Ridge (CO) Sr. H.S. Teacher, Kaye Pennington. **Zelimir Juric**, Walnut Hills H.S., Cincinnati, OH. Teacher, Anne Ptiem. **Mark Kumashiro**, Fountain Valley (CA) H.S. Teacher, Mary Ann Mooney. **Peter Steadman**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp.

SECOND AWARDS: **Jonathan Davenport**, Wheat Ridge (CO) Sr. H.S. Teacher, Kaye Pennington. (Two)

THIRD AWARDS: **John Fassola**, Joliet (IL) West H.S. Teacher, Barbara Croissant. **David Fife**, Spruce Creek H.S., Port Orange, FL. Teacher, Charles Allen. **Wen Stephenson**, La Canada (CA) H.S. Teacher, Sue Stinson.

FOURTH AWARDS: **Edward G. Black**, Merritt Island (FL) H.S. Teacher, Sandy Miller. **Jennifer Buxton**, Gaithersburg (MD) H.S. Teacher, Cathy A. Fleischer. **Brenda Huff**, Taylorsville H.S., Salt Lake City, UT. Teacher, Joseph A. Frank. **Heath McArthur**, Robert E. Lee H.S., Springfield, VA. Teacher, Barbette R. Timperlake. **Shawndra Miller**, Broad Ripple H.S., Indianapolis, IN. Teacher, Barbara Shoup. **Sandra Moser**, Boyertown (PA) Area Sr. H.S. Teacher, Raymond E. Fulmer, Jr. **Julie Nutter**, Rocky Mountain H.S., Fort Collins, CO. Teacher, Maxine C. Mark. **Heather Pepkowski**, Souderton (PA) Area H.S. Teacher, Mary Kays. **Deborah Retzky**, New Rochelle (NY) H.S. Teacher, Patricia Smith. **Katherine Stroud**, Mainland Sr. H.S., Daytona Beach, FL. Teacher, James N. Carlin.

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THIRD AWARDS: **Barry Gilmore**, Hume Fogg Aca-

demie H.S., Nashville, TN. Teacher, Bill Brown. **Julie Sloan**, Mainland Sr. H.S., Daytona Beach, FL. Teacher, Elizabeth A. Carlin. **Michael Watt**, Darien (CT) H.S. Teacher, Faye C. Gage. **Rebecca Young**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp.

FOURTH AWARDS: **Robin Balla**, John S. Fine Sr. H.S., Nanticoke, PA. Teacher, Raymond Rutkowski. **Debbie Bennett**, Interlochen (MI) Arts Academy. Teacher, Michael Delp. **Daniele Campbell**, Lancaster (PA) Country Day School. Teacher, Gwendolyn Lewis. **Chris Carvajal**, Crowder (OK) Public School. Teacher, Donna Hughston. **Jennifer Anne Davis**, Churchill H.S., San Antonio, TX. Teacher, Larry Naeglin. **Jacque Frederick**, Taylorsville (UT) H.S. Teacher, Joseph A. Frank. **Joshua Gray**, Milton (MA) Academy. Teacher, James F. Connolly. **Randy Hebert**, Jefferson H.S., Port Arthur, TX. Teacher, Jayne Smith. **Laurie Keith**, West Valley H.S., Spokane, WA. Teacher, Mary Ann Waters. **Leslie Minot**, Mercyhurst Preparatory School, Erie, PA. Teacher, Katherine Nies. **Steven Peterson**, Temple (TX) H.S. Teacher, Ray Lanford.

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FIRST AWARDS: **Monique Goldberg**, Contoocook Valley Regional H.S., Peterborough, NH. Teacher, Robert S. Fay. **Alison Jones**, Seaholm H.S., Birmingham, MI. Teacher, Barbara Angott. **Mark Lickona**, Cortland (NY) Jr/Sr H.S. Teacher, Teresa M. Roberts.

SECOND AWARDS: **Peter Chines**, Windsor (CT) H.S. Teacher, Bruce Murphree. **Shawn Clark**, Killian Sr. H.S., Miami, FL. Teacher, Ann Hendrick. **Adam Cohen**, Buckingham Browne & Nichols School, Cambridge, MA. Teacher, W. Allen Rossiter.

THIRD AWARDS: **Christopher Foster**, Sumner Academy, Kansas City, KS. Teacher, Candee G. Hoffman. **Elisabeth C. Gibson**, Randolph School, Huntsville, AL. Teacher, Martha Waite. **Kenneth B. Hutman**, Langley H.S., McLean, VA. Teacher, Jayne Karsten.

FOURTH AWARDS: **Timothy Brien**, West Springfield H.S., Springfield, VA. Teacher, Jill Hilliard. **Wendy Brown**, Kingston (NY) H.S. Teacher, Mary Leonard. **Jessica Deysach**, Dreher H.S., Columbia, SC. Teacher, Francie Brown. **Bruce Emond**, Ridgewood (NJ) H.S. Teacher, John Rooney. **Leah Kregor**, Alamo Heights H.S., San Antonio, TX. Teacher, Sandra Riordan. **Jay Lance**, Manchester H.S., North Manchester, IN. Teacher, Jane Bales. **Jessica Liebergott**, Buckingham Browne & Nichols School, Cambridge, MA. Teacher, Robert Leith. **Leo Motter**, Lancaster (PA) Catholic H.S. Teacher, Sr. Maureen Christi. **Elisabetta Siracusa**, Langley H.S., McLean, VA. Teacher, Jayne Karsten. **Anuradha Vedantham**, Cherry Hill (NJ) H.S. West. Teacher, Barbara O'Breza. **Sarah Willcutt**, Norman (OK) H.S. Teacher, Elizabeth Ballard.

ESSAY**(Sponsored by****International Paper Company)**

FIRST AWARDS: **Parissa Jannati**, West Springfield H.S., Springfield, VA. Teacher, Jill Hilliard. **Ian Kremer**, Manhattan (KS) H.S. Teacher, Donald Marks.

SECOND AWARDS: **Afshine Emrani**, University H.S., Los Angeles, CA. Teacher, Barbara Baehr. **James Giles**, High Point (NC) Central H.S. Teacher, W. Keith Yokley. **Rafer Guzman**, Long Beach (CA) Polytechnic H.S. Teacher, Judy Mednick. **Kyle Mathis**, John F. Kennedy H.S., Sacramento, CA. Teacher, Margaret Wensrich.

THIRD AWARDS: **Gary Bunker**, Homewood-Flossmoor H.S., Flossmoor, IL. Teacher, Thomas O'Keefe. **Evan Lurie**, Brophy College Preparatory School, Phoenix, AZ. Teacher, John La Bonte. **Scott Reisz**, St. Edward H.S., Lakewood, OH. Teacher, Br. Joseph Chvala, C.S.C.

FOURTH AWARDS: **Betsy Brown**, Parkway West Sr. H.S., Chesterfield, MO. Teacher, Don Ribbing. **Lars**

Chapsky, Rolling Hills H.S., Rolling Hills Estates, CA. Teacher, Dick Heins. **Shannon Jackson**, Hinsdale (IL) Central H.S. Teacher, Dr. Thomas J. Carey. **Lynn Mostoller**, Interlochen (MI) Arts Academy. Teacher, Jack Driscoll. **Stephen M. Nickelsburg**, West Springfield H.S., Springfield, VA. Teacher, Jill Hilliard. **Parveen Seehra**, Morgantown (WV) H.S. Teacher, David L. Hohman. **Doantrang Truong**, Loudoun County H.S., Leesburg, VA. Teacher, Marianna Leach.

HUMOR

FIRST AWARD: **Tom Harjes**, Arlington-Green Isle H.S., Arlington, MN. Teacher, Christopher Moore.

SECOND AWARDS: **Laurie Gardner**, Madison (NJ) H.S. Teacher, Rae Phillips. **Karin Hope**, Osage (IA) H.S. Teacher, Doralyn Woeste. **Deanne Remes**, Morton West H.S., Berwyn, IL. Teacher, Patricia Geiser. **David Ward**, Kohler (WI) H.S. Teacher, Richard Packer.

THIRD AWARDS: **Robert Baker**, Wylie E. Groves H.S., Birmingham, MI. Teacher, Richard Wilson. **Michael Byrne**, Edina (MN) H.S. Teacher, Joan Schulz. **Christopher Cacioppo**, Blue Valley H.S., Stillwell, KS. Teacher, Sandra Jacob. **Amy Pradt**, Wausau (WI) H.S. Teacher, Suzan Miller. **David Silverman**, Kingston (NY) H.S. Teacher, Mary Leonard.

FOURTH AWARDS: **Paul Duggan**, Central H.S., Philadelphia, PA. Teacher, Irving Rotman. **Deborah Graves**, Clovis West H.S., Fresno, CA. Teacher, Demetra Chamberlain. **Elizabeth Mitchum**, Klein Forest H.S., Houston, TX. Teacher, Naomi Fanett. **Howard Price**, Sparta (IL) H.S. Teacher, Ed Simpson. **David Silverman**, Kingston (NY) H.S. Teacher, Mary Leonard. **Mike Singer**, Northwood H.S., Silver Spring, MD. Teacher, Mary Lee Ruddle.

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FIRST AWARDS: **Kelvin D. Anderson**, South Grand Prairie H.S., Grand Prairie, TX. Teacher, Susan G. Crocker. **Lourdes Santaballa**, Langley H.S., McLean, VA. Teacher, Mary McDiarmid.

SECOND AWARDS: **Bobby Cater**, Norman (OK) H.S. Teacher, James Power. **David Jackson**, Seabreeze Sr. H.S., Daytona Beach, FL. Teacher, Marion Monaghan. **Elizabeth Kruse**, Evanston (IL) Twp. H.S. Teacher, Curtis Crotty. **Yannie E. ten Broeke**, Rutgers Preparatory School, Somerset, NJ. Teacher, John Kendall. **Kelly Wilson**, Irmo H.S., Columbia, SC. Teacher, Emily Whitten.

THIRD AWARDS: **Tony Martin**, Norman (OK) H.S. Teacher, Betsy Ballard. **Luis Montes**, Las Cruces (NM) H.S. Teacher, Phyllis Wright. **Melanie Nyberg**, Mahtomedi (MN) Sr. H.S. Teacher, Nancy Rice. **Tracy Tallant**, Alton (IL) H.S. Teacher, Rachel Faries.

FOURTH AWARDS: **Lynette Balducci**, Booker H.S., Sarasota, FL. Teacher, Verdyia Bradley. **Richard Bonyak**, Magnolia H.S., New Martinsville, WV. Teacher, Ruth Molson. **James Jones**, Alta H.S., Sandy, UT. Teacher, Donita Rasmussen. **Estela Martinez**, Artesia H.S., Lakewood, CA. Teacher, Susanna de Falla. **Aaron McDonald**, Norman (OK) H.S. Teacher, Ruth Loeffler. **Richard Reeve**, Farmington (CT) H.S. Teacher, Marilyn Arling. **Jonathan Schofer**, Evanston (IL) Twp. H.S. Teacher, Curtis Crotty. **Ariane Schreder**, French International School, Bethesda, MD. Teacher, Jackie Poortman. **Andrea Whittaker**, Hoover H.S., North Canton, OH. Teacher, Doris P. Glock. **Joan Wolf**, Oak Park (MI) H.S. Teacher, Dorothy Asheton.

JUNIOR DIVISION**ESSAY****(Sponsored by****International Paper Company)**

FIRST AWARDS: **Stephanie Raymond**, West Seattle H.S., Seattle, WA. Teacher, Toni Ciardullo. **Adam**

Ryan, Marshall Jr. H.S., Janesville, WI. Teacher, Mrs. Mary Iglar

SECOND AWARDS: **Chelsea Altman**, St. Ann's School, Brooklyn, NY. Teacher, Miss Nancy White. **Laura York**, Dodge City (KS) Jr. H.S. Teacher, Mrs. Phyllis J. Jordan.

THIRD AWARDS: **Sherri East**, South Newton Jr/Sr H.S., Kentland, IN. Teacher, Joseph A. Jungblut. **Sherree Nolen**, Roy Bedichek Jr. H.S., Austin, TX. Teacher, Carole E. Munn. **Brian Smith**, Wunderlich Intermediate School, Houston, TX. Teacher, Pat Louque. **Jennifer H. Smith**, Wellesley (MA) Middle School. Teacher, Lorraine Cwelch.

FOURTH AWARDS: **Ryan Bomberger**, Manheim (PA) Central Jr. H.S. Teacher, Mrs. Carole B. Jennings. **Andrew Costa**, Main Street Middle School, Old Saybrook, CT. Teacher, Barbara A. McCall. **John Cud-dihy**, Milburn (NJ) Jr. H.S. Teacher, Mrs. Marilyn Dinnan. **Allison Dinwiddie**, Swift Creek Middle School, Midlothian, VA. Teacher, Mrs. Marygene Fagan. **Lisa Freda**, Sixth Street Jr. H.S., Irwin, PA. Teacher, Rosemary Fuga. **Sandra Kendell**, Wunderlich Intermediate School, Houston, TX. Teacher, Pat Louque. **Lena Lee**, Rock Island (IL) Sr. H.S. Teacher, Charles Oestreich. **Julie McCann**, Pleasant Run Jr. H.S., Cincinnati, OH. Teacher, Mrs. Elizabeth Wagner. **Molly McCarthy**, Robert Frost Intermediate School, Rockville, MD. Teacher, Mrs. Phyllis Bank. **Kathleen L. Murray**, Wellesley (MA) Middle School. Teacher, Mrs. Nancy T. Fleischer. **Emily Richardson**, South Kingstown H.S., Wakefield, RI. Teacher, Judith Scott. **Eric Schuttler**, Rock Island (IL) Sr. H.S. Teacher, Charles Oestreich.

HONORABLE MENTION: **Tom Arata**, Robert Frost Intermediate School, Rockville, MD. Teacher, Cicily Iacangelo. **Ginger Ball**, Presentation of Mary Academy, Hudson, NH. Teacher, Kathleen Neskey. **Paul Benz**, Wunderlich Intermediate School, Houston, TX. Teachers, Louque Gravitt. **Scott Brubaker**, Grant Middle School, Springfield, IL. Teacher, Elizabeth A. Wilcox. **David Butler**, Swift Creek Middle School, Midlothian, VA. Teacher, Marygene Fagan. **Geoff Carter**, University School of Nashville, Nashville, TN. Teacher, Alys Venable. **Abigail Cheever**, Milton (MA) Academy. Teacher, James Connolly. **Christina Chiodo**, Catholic Memorial H.S., Waukesha, WI. Teacher, Sr. Carina Schmel. **Candace Cole**, Haddonfield (NJ) Middle School. Teacher, Barbara Steltz. **Laura Collazos**, Hamilton Middle School, Houston, TX. Teacher, Helen Filenko. **Susan Cooke**, Milton (MA) Academy. Teacher, James Connolly. **Misty Cysyk**, North Harford Middle School, Pylesville, MD. Teacher, Virginia Huller. **Roberta Gambale**, Altamont School, Birmingham, AL. Teacher, Jimmy Wiygul. **Darcy Gual**, Woodstock Union H.S., West Woodstock, VT. Teacher, Cordelia P. Newton. **Ginger Hazel**, Kastner Intermediate School, Fresno, CA. Teacher, Lonnie R. Paup. **Matthew Katz**, Milton (MA) Academy. Teacher, James Connolly. **Sheila Kraybill**, Elizabethtown (PA) Area H.S. Teacher, Nancy G. Heilner. **Jeni Lorenz**, South Jr. H.S., Eau Claire, WI. Teacher, Frederick M. Poss. **Amy McDaniels**, Judge Memorial Catholic H.S., Salt Lake City, UT. Teacher, Sr. Judine Suter. **Warner McGowin**, Altamont School, Birmingham, AL. Teacher, James Wiygul. **Kristina Morgan**, Washington Jr. H.S., Conroe, TX. Teacher, Pat Senor. **Son Nhan**, St. Louis (MO) Country Day School. Teacher, Bruce M. MacKenzie. **Sandy Riegler**, Marcus H.S., Lewisville, TX. Teacher, Mrs. Jeanne Pearson. **Jennifer Rose**, Northwood Jr. H.S., Highland Park, IL. Teacher, Mynde Betensky. **Ruth Rosenthal**, Robert Frost Intermediate School, Rockville, MD. Teacher, Phyllis Bank. **Derek Smith**, Booker T. Washington Jr. H.S., Conroe, TX. Teacher, Suzanne Reese. **Shoshana Tkatch**, Sally A. Alexander Beth Jacob School, Birmingham, MI. Teacher, Diane K. Hauer. **Sandy Varadi**, Southaven (MS) H.S. Teacher, Evelyn Sims. **Brooke Woolner**, Walker Jr. H.S., La Palma, CA. Teacher, Van White.

POETRY

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FIRST AWARDS: **Corrina Campbell**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp. **Rebecca**

Purdum, Ashland (OR) Jr. H.S. Teacher, Wayne Paulsen. **Elizabeth Wyatt**, Sidwell Friends School, Washington, DC. Teacher, Robert Levin.

SECOND AWARDS: **Kate Cohen**, Harrisonburg (VA) H.S. Teacher, Pamela Nesselrodt. **Elizabeth Harleman**, Hume-Fogg Academic H.S., Nashville, TN. Teacher, Bill Brown. **Kathleen Latzoni**, Millburn (NJ) Jr. H.S. Teacher, Marilyn Drennan.

THIRD AWARDS: **Jennifer Ceriale**, Boltz Jr. H.S., Fort Collins, CO. Teacher, Toni Farquhar. **Alyssa Harad**, North Jr. H.S., Boise, ID. Teacher, Carol A. Mooney. **Sarah Hartung**, Stillwater (MN) Jr. H.S. Teacher, Delores Nelson.

FOURTH AWARDS: **Gabriele Clark**, Trinity H.S., Camp Hill, PA. Teacher, Sr. Dolores Dennen. **Emily Cotlier**, Amity Jr. H.S., Bethany, CT. Teacher, Carolyn Evanson. **Theresa Green**, Trinity H.S., Camp Hill, PA. Teacher, Robert A. Casey. **Thomas Henderson**, Centerville Jr. H.S., Lancaster, PA. Teacher, Bernice Quay. **Heather Hopp**, Laramie (WY) Jr. H.S. Teacher, Christine Inkster. **Lewis LaCook**, Shady Spring Jr. H.S., Beaver, WV. Teacher, Toni St. Clair. **Jaronda Little**, Alabama School of Fine Arts, Birmingham, AL. Teacher, Charles Ghigna. **Stacey Myers**, Hershey (PA) H.S. Teacher, Mary C. Crawford.

HONORABLE MENTION: **Carl Anderson**, Robert C. Murphy Jr. H.S., Stony Brook, NY. Teacher, John Signorelli. **Melinda Bowker**, Trinity H.S., Camp Hill, PA. Teacher, Sr. Dolores A. Dennen. **Jeff Bray**, Fruita (CO) Jr. H.S. Teacher, Wanda Smith. **Peggy Brinkmann**, Washington (MO) Sr. H.S. Teacher, Bonita Greve. **Julie Hasper**, Shelley (ID) Jr. H.S. Teacher, Karen Finnigan. **Sandy Korinchak**, Pine Middle School, Gibsonsia, PA. Teacher, Dale Pappert. **Vanessa Layne**, Portsmouth (NH) Jr. H.S. Teacher, Anne Drakopoulos. **Megan Lounghney**, Meridian (ID) Jr. H.S. Teacher, Candice Krueger. **Tom McPherson**, Elida (OH) Middle School. Teacher, Linda Whittington. **Linda Morris**, Winthrop Jr. H.S. 232, Brooklyn, NY. Teacher, Beth Levine. **Hilory Oakes**, Grove (OK) H.S. Teacher, Teresa L. Lomax. **Jean Prafke**, Horning Middle School, Waukesha, WI. Teacher, Stephanie Edwards. **Christopher Roberts**, Harriton H.S., Rosemont, PA. Teacher, Cecile Frey. **Cathryn Sadler**, Desert Sands Jr. H.S., Phoenix, AZ. Teacher, Patricia Fox. **Scholle Sawyer**, Hillsboro H.S., Nashville, TN. Teacher, Suzette Rutherford. **Tara Schwacofer**, Calvin Christian H.S., Escondido, CA. Teacher, Carolyn Hill. **Sibyl Severson**, Blue Ridge H.S., Lakeside, AZ. Teacher, Judy R. Peterson. **Charlene Simmet**, Interlochen (MI) Arts Academy. Teacher, Loretta Sharp. **Karen Smythers**, Northeast Jr. H.S., Charlotte, NC. Teacher, Darlene Smart. **Joel Vort**, Hunter College H.S., New York, NY. Teacher, Harriet Levin. **Victoria Winters**, Richardson (TX) Jr. H.S. Teacher, Robert Davis.

SHORT STORY

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FIRST AWARD: **Julie Fischer**, Somerset (KY) H.S. Teacher, Wayne Eastham.

SECOND AWARDS: **Tasha Bergson**, Andrew Carnegie Inter. School, Orangevale, CA. Teacher, Peg Bettcher. **Clay Gilbert**, Webb School of Knoxville, Knoxville, TN. Teacher, Martha M. Gill. **Kit Nichols**, Woodstock (VT) Union H.S. Teacher, Gayle Bailey.

THIRD AWARDS: **Tasha Blaine**, Thomas Jefferson Middle School, Teaneck, NJ. Teacher, Eva Barron. **Gingee Guilmartin**, Clear Lake Inter. School, Houston, TX. Teacher, Kathryn Woodfin. **Jennifer Ochoa**, Reuther Jr. H.S., Rochester, MI. Teacher, Suzanne Dobbeltstein.

FOURTH AWARDS: **Jeanne Beaver**, Robert C. Murphy Jr. H.S., Stony Brook, NY. Teacher, John Signorelli. **Joshua Bernstein**, Riverside University H.S., Milwaukee, WI. Teacher, F.B. Yarney. **Tanja Brull**, Wethersfield (CT) H.S. Teacher, Marie Gray. **Lyn Elliot**, Wellesley (MA) Middle School. Teacher, Elaine Dixon. **Kate Forand**, King Philip Middle School, West Hartford, CT. Teacher, Wayne O'Brien. **Helen Hill**, Dreher H.S., Columbia, S.C. Teacher, Karen Kaminski.

Nancy Jennens, Ogden (UT) H.S. Teacher, Margaret Rostkowski. **Beth McFadden**, Bishop McDewitt H.S., Harrisburg, PA. Teacher, Robert Rempe. **Jeff Mool**, Chippewa Jr. H.S., St. Paul, MN. Teacher, Nancy Roussin. **Noel Schively**, Loyalsock Twp. H.S., Williamsport, PA. Teacher, Lee Summerson. **Richard Starling**, James Monroe H.S., Fredericksburg, VA. Teacher, Shirley Cordell. **Joanna Weiss**, Robert Frost Inter. School, Rockville, MD. Teacher, Cicily Iacangelo.

HONORABLE MENTION: **Adam Baker**, Shorecrest Preparatory School, St. Petersburg, FL. Teacher, Bonnie Towne. **Audrey Brown**, O'Brien Middle School, Reno, NV. Teacher, Rick Cornelius. **Billy Carlton**, Madison (NJ) Jr. H.S. Teacher, Carol Woodhull. **Carol Chesley**, Millburn (NJ) Jr. H.S. Teacher, Marilyn Drennan. **Matt Cohen**, Massapequa (NY) H.S. Teacher, Margaret M. Jances. **Jessica Craig**, Wamogo Regional H.S., Litchfield, CT. Teacher, Gloria Perrin. **Kathy Cromartie**, West Springfield (VA) H.S. Teacher, Creta Payne. **Haiyen Doan**, Wilson Central Jr. H.S., West Lawn, PA. Teacher, Anne E. Fichtorn. **Dara Ehrlich**, Marlton (NJ) Middle School. Teacher, James Traika. **Katie Fahey**, Marillac H.S., Northfield, IL. Teacher, Sr. Mary Beth Kubera. **Stephanie Farrier**, Quaker Valley Jr. H.S., Sewickley, PA. Teacher, Nancy Iacobucci. **Alma Garcia**, Sandia H.S., Albuquerque, NM. Teacher, Lucille Taylor. **Stephanie Grother**, Woodstock (VT) Jr. H.S. Teacher, Gayle Bailey. **Kristen Heidenreich**, Oakland Jr. H.S., Columbia, MO. Teacher, Martha D. Patton. **Jennifer Kircher**, Mattland (FL) Jr. H.S. Teacher, Margaret Woodbery. **Yen Lai**, Glenridge Jr. H.S., Winter Park, FL. Teacher, Lydia Gardner. **Joseph Lauer**, North Hills Jr. H.S., Pittsburgh, PA. Teacher, Irene A. Milasincic. **Clayton McDonald**, Glenridge Jr. H.S., Winter Park, FL. Teacher, Lydia Gardner. **Crista Martin**, Millford (DE) H.S. Teacher, Judith Adams. **Laura Neff**, Lee Burneson Jr. H.S., Westlake, OH. Teacher, Paula Wilder. **Heidi Nevin**, North Harford Middle School, Pylesville, MD. Teacher, Virginia Huller. **David Roderick**, Plymouth-Carver Intermediate School, Plymouth, MA. Teacher, Thomas Long. **Alexei Silverman**, Lincoln Park H.S., Chicago, IL. Teacher, Robin Robinson. **Alison Teerlink**, Hillside Intermediate School, Salt Lake City, UT. Teacher, Constance K. Karras. **Theresa Tyler**, Mercy H.S., Baltimore, MD. Teacher, Amy R. Gibson. **Brent Weaver**, Conestoga Valley Jr. H.S., Leola, PA. Teacher, Suzanne H. Fisher. **Lynn Weissner**, Madison (NJ) Jr. H.S. Teacher, Nellie H. Tiller. **Robb Wilentz**, Pine Crest School, Fort Lauderdale, FL. Teacher, Anthony Jaswinski. **Jennifer Wright**, Minerva DeLand School, Fairport, NY. Teacher, Sherry Lou Zaeffel. **Cynthia Yu**, James Hannum School, Oak Lawn, IL. Teacher, Alan Wax.

DRAMATIC SCRIPT

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FIRST AWARDS: **Glen Joel**, Albion Middle School, Sandy, UT. Teacher, Susan Huff. **Georgene Smith**, Merion Mercy Academy, Merion Station, PA. Teacher, P. Colameco.

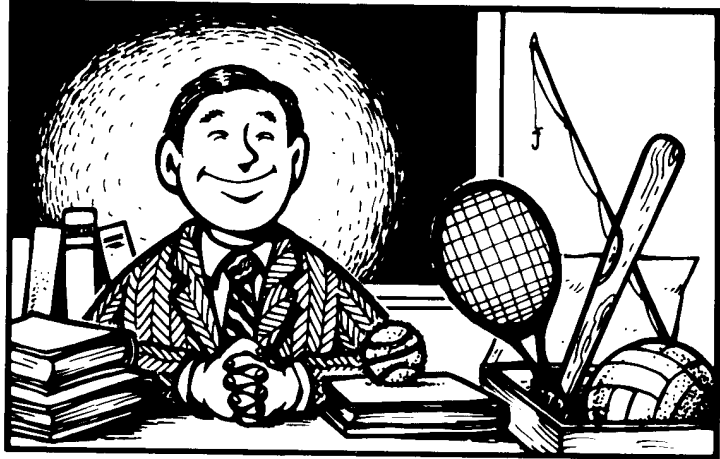
SECOND AWARD: **Thomas Baggaley**, Midvale (UT) Middle School. Teacher, Mary Joe Maeder.

THIRD AWARD: **Michelle Buchanan**, Lapeer (MI) West H.S. Teacher, Eugene Garner.

FOURTH AWARDS: **Nick Cirignano**, Huntingdon (PA) Middle School. Teacher, Charles Hoover. **Sean Danekind**, Winston Churchill Jr. H.S., Royal Oak, MI. Teacher, Sylvia McGann. **Kristin Jacoby**, Ormond Beach (FL) Jr. H.S. Teacher, Sarah Porges. **Mariela Markelis**, Pine Crest School, Ft. Lauderdale, FL. Teacher, Anthony Jaswinski. **Andrew Sherrod**, Millwood Jr. H.S., Kalamazoo, MI. Teacher, Mike Michelozzi.

HONORABLE MENTION: **Fred Cheng**, Brooklyn Jr. H.S., Brooklyn Park, MN. Teacher, Pamela Fredrickson. **Michael Doyle**, Winston Churchill Jr. H.S., Royal Oak, MI. Teacher, Sylvia McGann. **Janine Harris**, Sepulveda (CA) Jr. H.S. Teacher, Maxine Cunningham. **Eric Labarca**, Gouldsboro (ME) Grammar School. Teacher, Ellen Jean Strout. **Jeff Macfarlane**, Midvale (UT) Middle School. Teacher, Mary Jo Maeder. **John Porter**, Bay Shore (NY) Jr. H.S. Teacher, Joseph D'Antonio.

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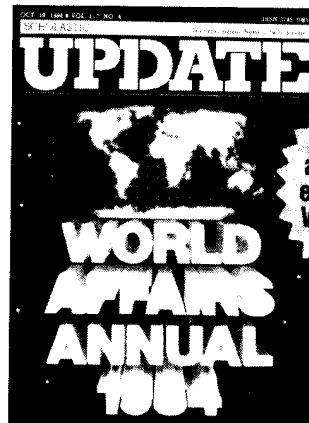


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