BULLETIN

August 1992

August 1992

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KEEP US IN CIRCULATION

The Holmes Safety Association Bulletin contains safety articles on a variety of subjects: fatal accident abstracts, studies, posters and other safety-related topics. This information is provided free of charge and is designed to assist in presentations to groups of mine and plant workers during on-the-job safety meetings.

Welcome new members

NAME	CHAPTER NUMBER	LOCATION
Day Branch Coal Co., Inc. #7	9774	Cawood, KY
Day Branch Coal Co., Inc. #4	9775	Cawood, KY
Albert S. Nadeau, Sand and Gravel	9776	Johnson, VT
D & L Gravel Products, Inc.	9777	North Hyde Park, VT
Ned B. Mitchell, Inc.	9778	Altamont, UT
West Fork Mine	9779	Big Stone Gap, VA
Frank A. Linkous	9780	Big Stone Gap, VA
Central Machine Shop	9781	Big Stone Gap, VA
Construction Department	9782	Big Stone Gap, VA
Refuse Pile Reprocessing	9783	Carrolltown, PA
Kearney Gravel Company	9784	Hudson, NY
Peckham Materials Corp.	9785	White Plains, NY
F & B Coal, Inc.	9786	Honaker, KY
Laurel Ridge Coal Co., Inc.	9787	Virgie, KY
Russ & Sons, Inc.	9788	Greenwood, AR
Den Besten	9789	Valatie, NY
Crowlegs Ridge	9790	Forest City, AR
Ceminex Mining Ltd.	9791	Las Vegas, NV
Morton Salt	9792	Grand River, OH
Dock #1	9793	Pecks Mills, WV
Colton Cement Plant	9794	Colton, CA
Industrial Minerals, Inc.	9795	Kings Creek, SC
Oakwood Mining Co. No. 5	9796	Ashcomp, KY
Arkansas Lightweight	9798	W. Memphis, AR
Bob & Tom Coal Co., Inc. #6	9799	Cawood, KY
Bob & Tom Coal Co., Inc. #5	9800	Cawood, KY
Bates and Bates	9801	Buckville, AR
Hard Rock Sand & Gravel	9802	Pine Plains, NY
Madison Branch Mgmt., Inc.	9803	Man, WV
Cyprus Admin.	9804	Windsor, VT
R & F Coal Company	9805	Cadiz, OH
Polen Ii Rice #6	9806	Cadiz, OH
Greg Chico's Trucking	9807	Bellows Falls, VT
M & M Excavating, Inc.	9808	Chester, VT
Battle Ridge Company	9809	Rousseau, KY
Biomarine	9810	Malvern, PA
Rutland Area Rascals	9811	Rutland, VT
Lynk Gravel Pit	9812	Livingston, NY
Natural Aggregates Corp.	9813	Milford, MI
Tri-con Materials, Inc.	9814	Ottawa, IL
Valley Asphalt Co.	9815	Saginaw, MI
Manatee Environmental Mgmt.	9816	Beaver Dam, KY
Kenaston Contractors, Inc.	9817	Jean, NV
Cima Cinder Quarry	9818	Inyokern, CA
Jerold & Jeffrey Coal Co., Inc.	9819	Fedscreek, KY
Castle Mountain Venture	9820	Searchlight, NV
State of Ohio - Division of Mines	9821	Columbus, OH
East Bank Dock	9822	East Bank, WV
Shipping Center	9823	Windsor, VT

Holmes Safety Association Monthly Safety Topic

Fatal machinery accident

GENERAL INFORMATION: A 47-year-old pumper with 20 years of experience was fatally injured when he was drowned at a surface coal mine.

DESCRIPTION OF ACCIDENT: The afternoon shift entered the mine at 2:30 p.m., received their assignments and went to work. The victim was assigned to prepare a pump for a new sump which had been dug at the South end of the pit. The sump was 20 feet wide by 40 feet long by 8 to 10 feet deep and ran lengthwise across the pit to collect water which accumulated during mining operations.

The foreman and the victim met at the South end of the pit to look at the sump. There was no water in the sump at that time. They also looked at a large electric pump which had been placed against the highwall some 20 feet north of the sump. This pump was built on a floating platform and its electrical cable and discharge hose were hung over the highwall but had not yet been connected. Since no water needed to be pumped, the victim left the pit and moved to another area of the mine where he had other pumping duties.

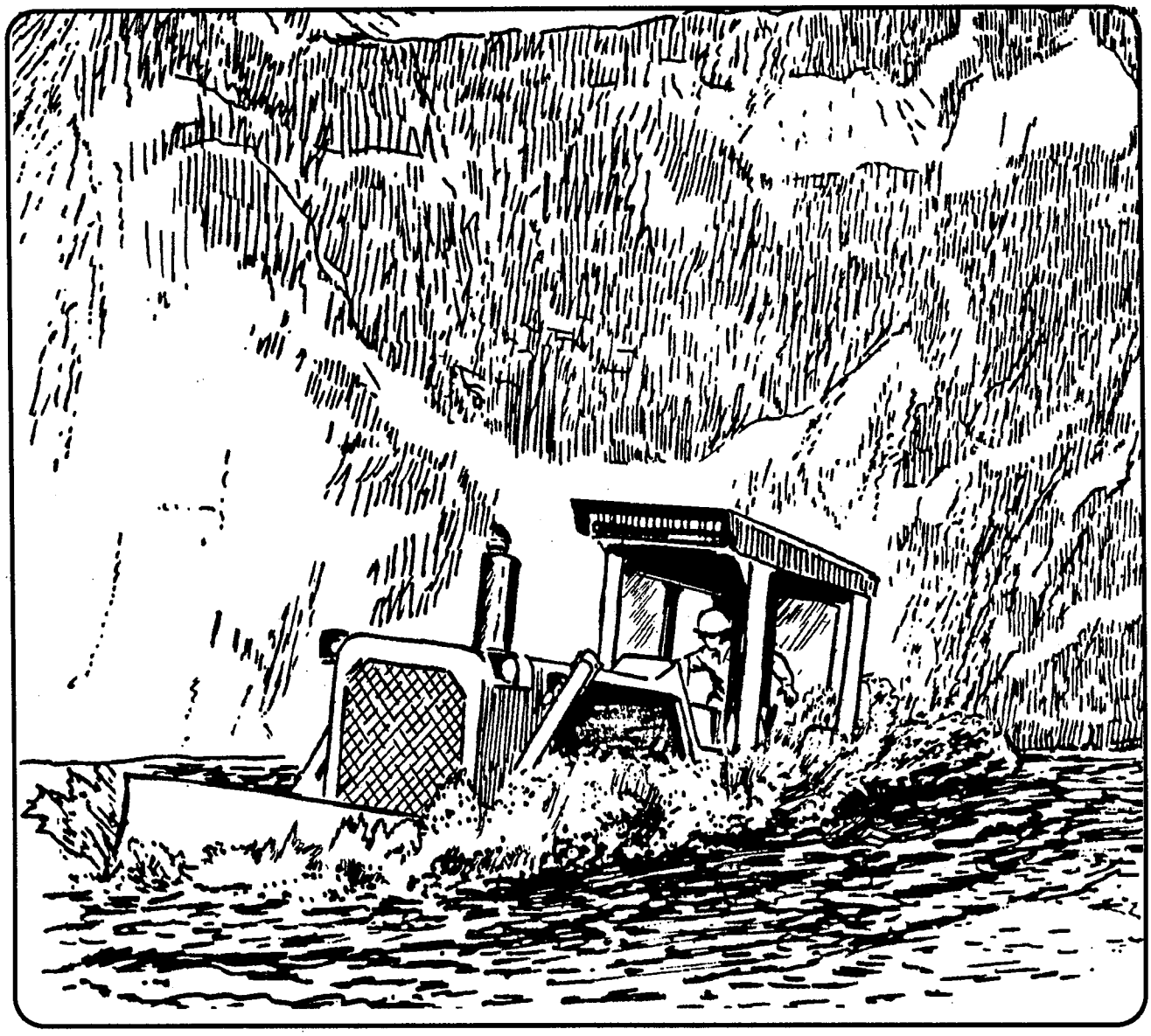
Meanwhile, the sump filled rapidly with water and began to overflow. The foreman called the victim at about 5:30 p.m. and told him to return to the pit to start pumping operations. The victim returned to the pit at about 5:45 p.m. to connect the power cable and discharge hose. The victim drove out to the pump, which was now in water, on a Cat D-8 dozer which he routinely operated in the pit to position pumps. The victim left the pit after connecting the cable and hose and drove his truck to the top of the highwall to energize the pump which was now standing in about a foot of water.

The cable faulted when the victim energized the pump. The foreman saw a puff of smoke from the pump platform and noticed that the pump platform moved when an attempt to energize the pump was made. This meant that the pump platform was afloat. The foreman joined the victim on the highwall and told him to get another cable for the pump. The victim got another cable, hung it over the highwall near the pump and went to the pit to connect the cable to the pump.

The water was 2 to 3 feet deep in the South end of the pit when the victim arrived. The pump (still against the highwall) was floating in the water. At about 7:30 p.m., the victim started the dozer and moved out into the water. The victim trammed the dozer past the pump to turn toward the highwall to retrieve the cable when the accident occurred. The dozer slid over the edge of the sump, turned on its side and sank.

The dragline operator saw the accident and called for help. Two foremen responded but they could not see the dozer or the victim when they arrived. They found the dozer when they swam out into the sump but did not find the victim. The dragline was used to dig an adjacent sump and the water receded enough so that the rescuers could see part of the dozer. A second dozer was used to partially upright the victim's machine and he was found behind the operator's seat. The rescuers began CPR immediately but the victim could not be revived. He was taken to the hospital and was pronounced dead.

CONCLUSION: The accident occurred because the dozer was operating in standing water which obscured the sump's location. Contributing factors to the accident were that the water was 2 to 3 feet deep in the entire South end of the pit. Also, the sump was not visible beneath the standing water.

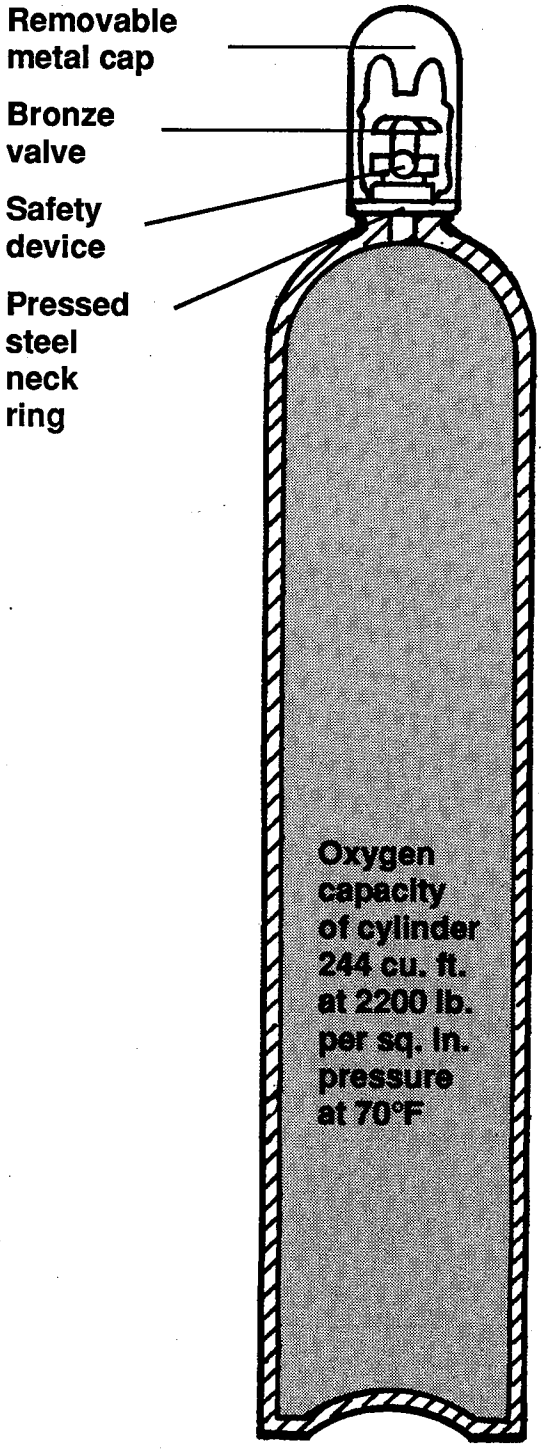


The sleeping giant

- I stand 57 inches tall.
- I am 9 inches in diameter.
- I weigh 157 pounds when filled.
- I am pressurized at 2,200 pounds per square inch (psi).
- I have a wall thickness of about 1/4 inch.
- I wear a label to identify the gas I'm holding. My color is not the answer.
- I can be ruthless and deadly in the hands of the careless or uninformed.
- If left standing alone on my small base of support, I am ready to be toppled over—where all my power can be unleashed.
- I might smash my way through brick walls, fly through the air, or slash through anything in my path.

You can be my master only under these terms:

- Full or empty, see that my cap is on, straight and snug.
- Never—repeat—never leave me standing alone. Secure me so I can't fall.



"Treat me with respect - I am a sleeping giant"

From: North Carolina Department of Labor, Mine and Quarry Division

Drowning awareness in preschool children

By D. Moore, Public Fire Education Specialist,
Palm Beach County Fire & Rescue,
West Palm Beach, Florida

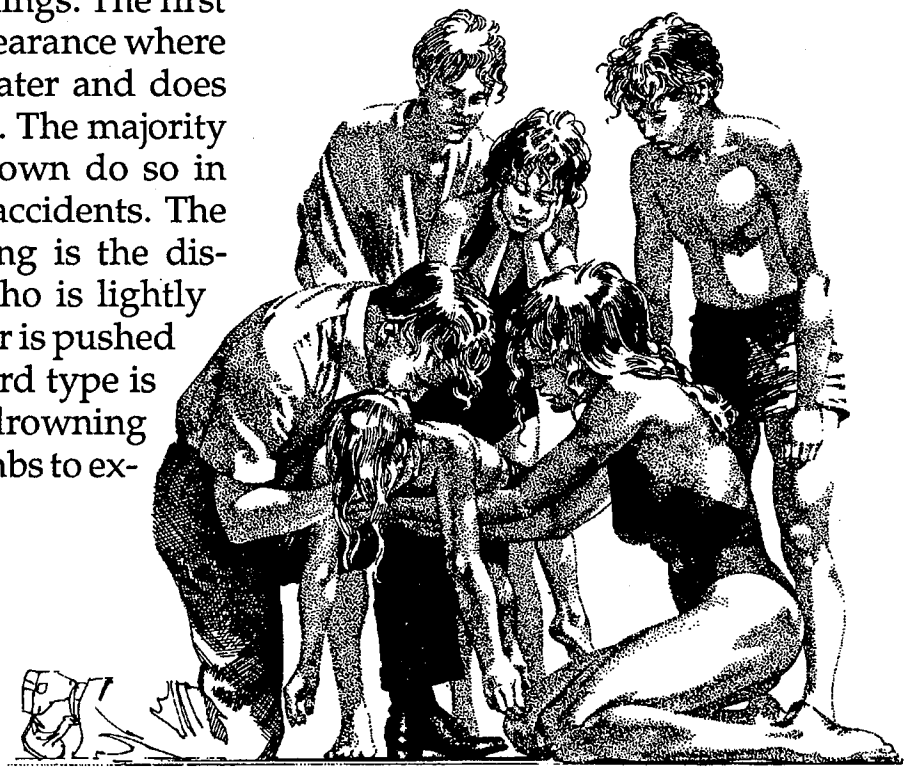
Did you know that drowning is the second leading cause of injury and death among children under five years of age in the United States today? The approximately 8 million residential swimming pools in this country pose the greatest aquatic threat for preschoolers. In fact, 98 percent of all preschool drownings occur in family pools.

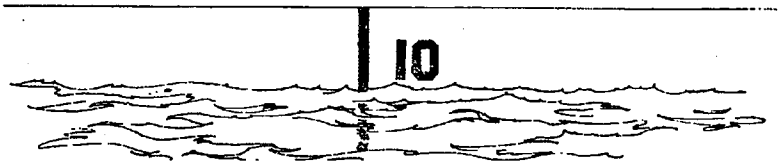
Types of drowning

Most drownings happen quickly and usually without warning. There are three types of drownings. The first is the immediate disappearance where the victim enters the water and does not return to the surface. The majority of preschoolers who drown do so in sudden disappearance accidents. The second type of drowning is the distressed nonswimmer who is lightly clothed and trips, falls, or is pushed into deep water. The third type is hypothermia-induced drowning where the victim succumbs to exposure to cold water.

Different factors in drowning

Children are at increased risk for accidents for many reasons. First, since they don't understand cause and effect situations, they don't know when they are at risk. Second, parents often don't realize their child's susceptibility to injury. Children sink more rapidly than adults because they have less reserve lung capacity. Depending on age and body size, children in most circumstances can stay afloat for no more than 20 to 60 seconds.





Ways to prevent drowning accidents

Educating parents and caregivers in ways to prevent drowning accidents and in allied rescue techniques is a must. Many parents have said after their child drowned that nobody warned them about dangers around swimming pools and how to avoid them. Hazard identification and correction will also help to reduce the risk of accidents.

Barriers such as fences can help to reduce children's accessibility to pools. Fences should be at least five feet high and have no vertical openings greater than four inches wide. This will prevent children from climbing over or squeezing through the fence. Most states require self-closing and self-latching gates on pool fences. These latches, however, need to be high enough so that small children cannot reach them. Safety devices such as life preservers, ropes, and poles should always be provided near the pool. A nearby telephone is also helpful in case an emergency should occur.

An open view of the pool and pool area is essential, too. Many pool companies provide covers for outdoor pools. Doors from the home to the pool area should be alarmed to alert parents. Pools can also be equipped with motion detecting systems. Remember, though, that physical barriers are no substitute for adequate adult supervision of children.

It is tragic that in most communities, many people have to die before the wheels of prevention are put into motion. Prevention education programs conducted by community agencies can have a remarkable impact on reducing drownings in all age groups but especially among preschool youngsters.

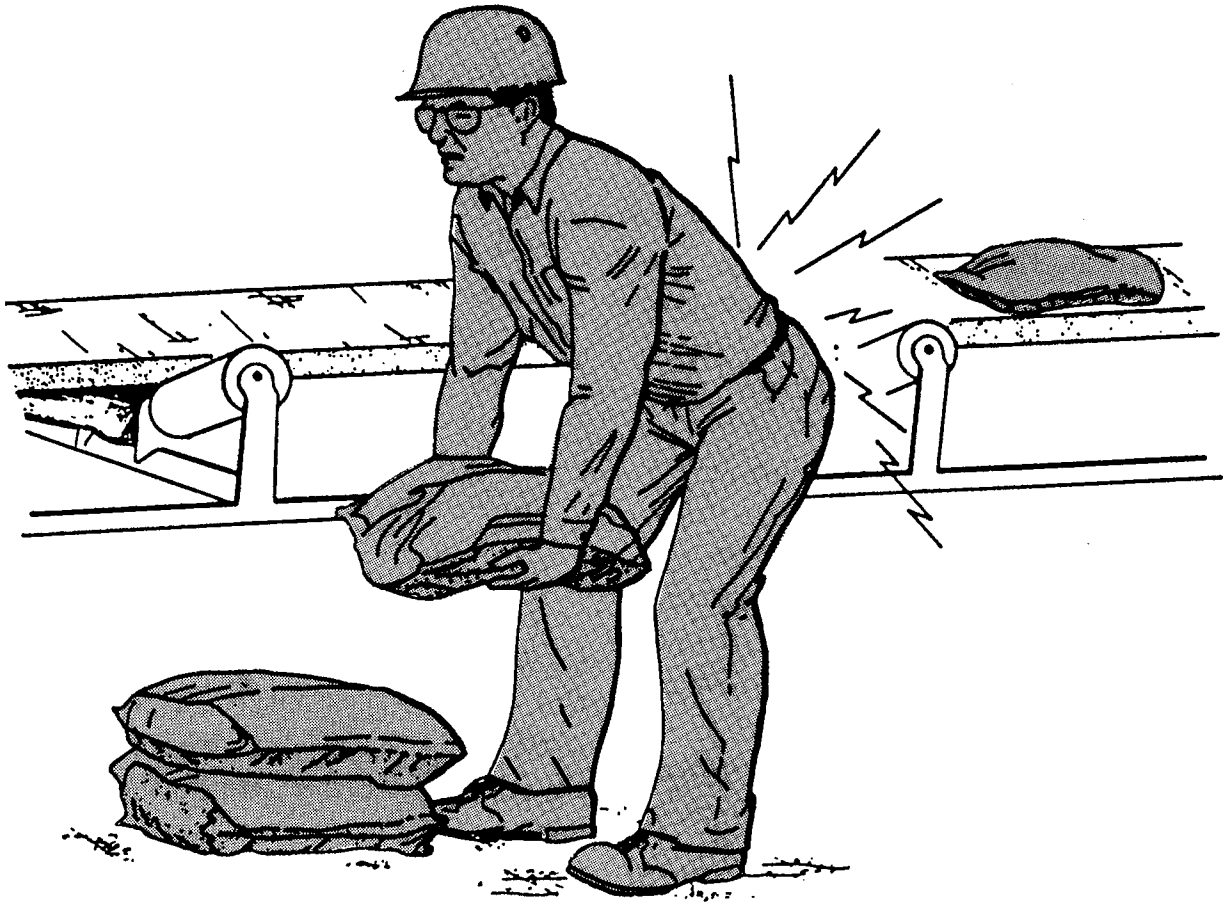
Community resources for drowning prevention programs

- American Red Cross
- YMCA or YWCA
- American Academy of Pediatrics (AAP)
- Parks and recreation departments
- Swimming pool contractors
- Pool supply companies
- News media
- National/local safety councils
- Pool maintenance companies

Progress has been made since 1978 in reducing drownings as shown by the decline of drowning rates in the United States. Further reduction in aquatic deaths and injuries is possible, but this will require implementing prevention strategies such as those described in this article.

From World Safety Organization, Tech-Letter, March, 1992 issue.

No Strain . . . No Pain!



Work Within Your Limits

Confined spaces—do you know what to do?

If you are performing construction or maintenance in a boiler, degreaser, furnace, pipeline, pit, pumping station, process vessel, septic tank, sewer, silo, storage tank, utility vault, vat, or similar type of enclosure, you are working in a confined space.

Confined spaces have three characteristics. First, they are not designed for continuous worker occupancy. Second, they have unfavorable ventilation, and third, confined spaces have limited openings for entry and exit.

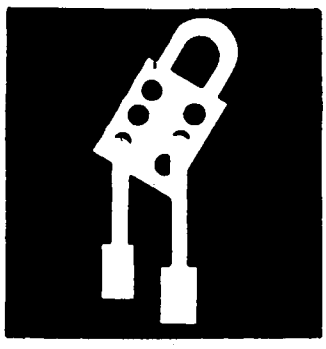
Confined spaces present many hazards to workers. People can become entrapped or can be hit by falling objects. Confined spaces can have flammable, toxic, or oxygen-deficient atmospheres. People working in confined spaces can be exposed to temperature extremes and to noise. Confined spaces also pose slip, trip, and fall hazards.

Confined space hazards

- Entrapment
- Falling objects
- Flammable, toxic, or oxygen-deficient atmospheres
- Temperature extremes
- Noise
- Slips, trips, falls

Confined space hazards can be prevented and minimized, if people take the time to test the atmosphere with properly calibrated equipment. Harmful gases or vapors need to be removed by ventilating the confined space with a blower or fan, as appropriate. The confined space should be isolated from service by locking, blanking, disconnecting, and securing all electrical sources and moving parts. Workers need to have the proper respirators for the type of hazards and work they encounter. They should, of course, be trained on the correct use and application of these respirators. A standby worker with proper protective equipment should be on hand to maintain visual and verbal contact. **Never enter a confined space without support from rescue personnel.**

Operators should review rescue plans and conduct frequent drills. Independent contractors are hired at many locations to perform construction or maintenance in confined spaces. Mine operators need to review the planned work



and insist on proper confined space entry procedures from all contract workers.

Confined space hazard prevention

Test
Ventilate
Isolate from service
Proper respirators
Standby worker
Review plans/conduct drills
Require entry permits

Finally, written confined space entry permits should be required before any work begins. This permit should state that the space has been tested by a qualified worker; that it is safe for entry; what hazards have been identified; what safety equipment is required; and what work is to be performed.

From: North Carolina Department of Labor, Mine and Quarry Division

The less you worry, the healthier you'll be

Or to paraphrase the popular song, "Don't worry, be healthy." That's the advice contained in a study reported recently in the **New England Journal of Medicine.**

At the Medical Research Council's Common Cold Unit in Salisbury, England, 400 volunteers were exposed to five different cold viruses. All were healthy at the beginning of the experiment and all were rated for the degree of stress in their lives using an index developed by the researchers. Of those under the highest stress levels, 45 percent caught colds, whereas only 27 percent of those under the least stress did so. The director of the study, Dr. Sheldon Cohen of the Carnegie-Mellon University in Pittsburgh, said that the findings were the first evidence for an association between stress and biologically verifiable infectious disease.

Reprinted from Mines Accident Prevention Association Ontario Safety News, Spring, 1992.

Holmes Safety Association Monthly Safety Topic

Fatal fall of roof accident

GENERAL INFORMATION: A 27-year-old shuttle car operator with 8 years of experience was fatally injured in a roof fall accident at an underground potash operation.

DESCRIPTION OF ACCIDENT: The mine used a modified longwall system without use of ground support. Continuous miners cut and loaded the ore onto shuttle cars which carried it to feeder breakers.

The victim and a continuous miner operator arrived at their panel at 7:15 a.m. As part of the modified longwall retreat process, their task was to cut three passes in pillar 10. They were then to move to room 36 to begin mining. To reach pillar 10, they had to pass by pillar 9 and the recently mined out Room 35 right. They checked for methane and the miner operator trimmed the right side of pillar 9 to remove some spalling material.

Next, they visually checked and sounded the roof in the area they were going to mine and found "drummy" roof near the center of the entrance to 35R Right. They found a visual separation in the drummy area and decided to remove the loose top with the miner. They were cutting the top at 8:00 a.m. when the foreman arrived. The foreman agreed with the miner operator that the top should be trimmed. All three men checked the area around the 35 Right intersection after the top was cut and found no other loose or drummy top.

The miner operator began cutting the floor into pillar 10 as the foreman checked the top, moved the exhaust fan to ventilate the pillar cutting, and rechecked the area around the recently cut top. The foreman left at about 8:30 a.m. and returned 30 minutes later to again sound the roof. The foreman had noticed that the ribs in the area were sloughing more rapidly than usual but this was not unexpected as this area had the last solid ore block in the panel. He saw that the ribs had stopped sloughing when he inspected the mine on the morning of the accident, a condition (when combined with the loose top) that concerned him enough to check in more detail. The foreman found no ground conditions that indicated potential for a roof fall and left the panel at about 9:30 a.m.

The miner operator made two passes on the pillar while the victim ran the shuttle car to dump waste material (gob). The miner operator sounded the roof after his second pass but found nothing unusual. About 10:30 a.m. the shuttle car was about two-thirds full when the miner either stalled out or he shut it down to talk to the victim. Almost immediately after restarting the miner the roof fell with no warning.

The victim was found approximately 20 feet behind and to the side of his shuttle car cab. He appeared to have been running away from the car toward the entrance to the entry. He was nearly completely covered by rock and the back of his hard hat was broken.

Bad roof and potential bad air hampered efforts to rescue the victim but when the rescue team arrived, they set two timber stulls on either side of the victim and pried the rock off of him. He was freed at about 11:17 a.m. CPR was started and the victim was transported from the mine to the hospital where he was pronounced dead at 12:34 p.m.

CONCLUSIONS: The accident was caused by working under inadequately supported ground. While changes in mining method and sequence of excavation increased the stress in the rock, roof support procedures were not adjusted in response to that change. Gas pressure from an overlying clay seam probably encouraged failure of the roof strata.

Contributing factors were that Falling Object Protection Structures (FOPS) were not installed on the continuous miner and the shuttle car. If the roof had fallen on a FOPS-equipped shuttle car, the operator probably would not have been killed. Rock bolt installation was left up to face personnel without input from supervisory or technical specialists. Also, instrumentation was not used to detect significant changes in rock stress, convergence, etc., particularly in areas affected by new or modified mining practices.

10 ways to help your child say "NO"

If you find it hard to believe that a child in elementary, middle, or junior high school is old enough to be concerned about alcohol and other drugs, you are not alone

The plain truth is, children are concerned. A national survey conducted by Weekly Reader Periodicals found that approximately 40 percent of sixth graders say there is pressure from other students to use alcohol and other drugs. The survey also found that 35 percent of fourth graders believe that drinking is a "big problem" for their age group.

As a parent, you have a special opportunity to prevent alcohol and other drug problems. Why? Because starting prevention efforts early is very important. Peer pressure begins at young ages. This is a time when you can openly discuss the dangers of alcohol, tobacco, and other drug use with your child, and prepare him or her for this peer pressure to use that will come in the near future—if it is not there already.

What shall I say to my child about alcohol and other drugs?

First, choose what educators refer to as a "teachable moment." This is simply a relaxed time when you can casually bring up the subject of alcohol and other drugs as opposed to a "formal talking to." Good times might be when you see drinking and other drug situations on TV or in magazine ads, if someone smokes in a restaurant, or if you're serving alcohol as part of a holiday meal.

Surveys have revealed that while children and teenagers get a lot of their ideas about alcohol and other drugs from TV and movies, many of these perceptions may be wrong. You can dispel some of the myths by making sure your child understands four things.

While the media portray drinkers and smokers as attractive and talented, in real life there are just as many attractive and talented nondrinkers and nonsmokers. Drinking is an activity for adults only—but drinking will not turn a minor into an adult. Only time and experience can do that. Drinking is ille-

gal for minors, and so is smoking in many states. And minors may be taken to special youth courts for breaking the law.

People shouldn't depend on alcohol and other drugs to help them make friends. To grow into well-adjusted adults, children must learn the social skills involved in making friends without depending on alcohol and other drugs. "Everybody" is not drinking, smoking, and doing drugs. Only about 10 in 100 people have tasted alcohol or tried drugs by the time they're in the sixth grade.

Myths die hard, though. Among fourth graders surveyed, 26 percent think their peers have tried alcohol. This proportion rises to 46 percent by the sixth grade.

How can I encourage my child to turn to me for guidance?

Children of all ages are more likely to talk with parents who know how to listen—about alcohol, other drugs, and other important issues. But there are certain kinds of parental responses, such as giving too much advice or pretending to have all the answers, that have been shown to block the lines of communication.

Effective listening is more than just "not talking." It takes concentration and practice. There are five listening skills that can help even the best parents reach their children. And, by the way, these skills can also enhance communication with other adults.

LISTENING SKILL 1: Rephrase your child's comments to show you understand. This is sometimes called "reflective listening." Reflective listening serves three purposes; it assures your child you hear what he or she is saying, it allows your child to "rehear" and consider his or her own feelings, and it assures that you correctly understand your child.

Listening skills

- Rephrase comments
- Watch face and body language
- Give nonverbal support
- Use right tone of voice for answer
- Use encouraging phrases

LISTENING SKILL 2: Watch your child's face and body language. Often a child will assure you that he or she does not feel sad but a quivering chin and too-bright eyes will tell you otherwise. When words and body language say two different things, always believe the body language.

LISTENING SKILL 3: Give nonverbal support and encouragement. This may include giving a smile, a hug, a wink, a pat on the shoulder, nodding your head, making eye contact, or reaching for your child's hand.

LISTENING SKILL 4: Use the right tone of voice for the answer you are giving. Remember that your voice tone communicates as clearly as your words. Make sure your tone does not come across as sarcastic or all-knowing.

LISTENING SKILL 5: Use encouraging phrases to show your interest and to keep the conversation going. These helpful little phrases, spoken during appropriate pauses in conversation, can communicate to your child how much you care. "Oh, really?" "Tell me about it." "Then what happened?"

How can enhanced self-esteem help my child say "NO" to alcohol and other drugs? It may seem strange that self-esteem is directly related to alcoholism and other drug use, but studies show that people with drinking and drug problems usually have low self-esteem. A child who feels positive about himself or herself is more likely to have the self-respect to say "No" to alcohol and other drugs.

Just as there are five listening skills that can help a parent become a better listener, there are five "esteem-building skills" that parents can practice to increase a child's self esteem.

Esteem-building skills
Praise
Set realistic goals
Criticize action when correcting
Give real responsibility
Show love

ESTEEM-BUILDING SKILL 1: Give lots of praise for effort as well as accomplishment. Look for achievement, even in small tasks, and praise your child often. Also let your child know that trying hard is even more important than winning.

ESTEEM-BUILDING SKILL 2: Help your child set realistic goals. If the child, or the parent, expects too much, the resulting failure can be a crushing blow. Your child may not know that his or her personal best can make you just as proud as a blue ribbon.

ESTEEM-BUILDING SKILL 3: When correcting, criticize the action, not the child. Helpful example: "Climbing that fence was dangerous, You could have been hurt, so don't do it again." Hurtful example: "You shouldn't have climbed that fence. Don't you have any sense?"

ESTEEM-BUILDING SKILL 4: Give your child real responsibility. Children who have regular duties around the house learn to see themselves as a valuable part of a team.

ESTEEM-BUILDING SKILL 5: Show your children you love them. Hugs, kisses, and saying, "I love you" help your child feel good about himself or herself. Children are never too old to be told they are loved and highly valued. And contrary to popular belief, single-parent families can give children the same basis for self-esteem as two-parent families, as long as the parent-child relationship is strong and loving. Some studies have shown that children of divorced parents are no more likely than others to use alcohol or other drugs.

Will the values taught at home make it easier for my child to say "NO" to peer pressure to use alcohol,

tobacco or other drugs? Values, of course, are the things we believe in and the standards that seem right and important to us. Even young children are old enough to have ideas about right and wrong and to make decisions based on standards that matter to them. A strong value system can help children refuse to smoke, drink, and use other drugs because it gives them a basis for weighing the facts.

Every parent has different values, and there is no one way to apply them to preventing alcohol and other drug use. Most likely, your child will observe how family values affect your behavior and he or she will adopt your attitudes and beliefs.

Some of the family values that may relate to preventing alcohol and other drug use among children are the following: having personal or religious beliefs that reject alcohol or other drug use; valuing your freedom to make your own decisions, without having to "follow the crowd"; respecting the human body and desiring a healthy lifestyle; and believing that it is important to be in control of your own behavior at all times.

Whatever your values, the key is helping your child have standards that he or she believes are good and important. And when the pressure to use alcohol or other drugs increases, your child will have strong family values to help guide his or her actions.

How do my own attitudes toward alcohol and my drinking patterns and smoking patterns affect my child? Studies show that most adults are a lot like their parents in drinking and smoking habits. The amount you drink or smoke is not the only behavior you show your children. They also notice why you drink or smoke, when you drink or smoke, and whether or not you drive, boat, swim, or perform any other activity that is dangerous when combined with alcohol. Other studies show that children whose parents smoke are more likely to smoke themselves.

Research has not shown drinking in front of your children to be harmful. But showing children that adults may abstain from alcohol is setting a positive example.

But parents who do not drink or smoke sometimes make the mistake of not discussing alcohol or tobacco use with their children. These parents need to remember that they are not the only role models their children have.

Some of the ways you can be a good role model for your child are to have parties where alcohol is not the focus of activity, offer nonalcoholic drinks to guests who prefer them, never force drinks on guests, and make sure alcohol-impaired friends don't drive themselves home.

A parent who has an alcoholic spouse has an especially difficult task,

because both the alcoholic parent's actions and the nonalcoholic parent's reactions often form harmful behavior models for children. There are, however, some ways to help children deal with alcoholism in the home.

Ways to help children deal with alcoholism

- Do not try to hide the problem
- Make sure your children understand that alcoholism is a disease
- Join a support group
- Make sure your children do not feel responsible for the disease
- Try to provide some consistency for your family

Do not try to hide the problem. Children can cope best when you acknowledge that your spouse is an alcoholic; make sure your children understand that alcoholism is a disease like cancer or diabetes, and they can hate the disease and still love the sick parent; join a group of spouses of alcoholics and help your children find a similar group for children of alcoholics; make sure your children do not feel responsible for the disease or for "binges;" and try to provide some consistency and ritual for your family. Show the children that there are some things they can depend on.

What are "peer pressure skills?" Peer pressure skills are techniques oractions that parents can use to prepare children to say "NO" to tobacco, alcohol and other drugs. Five such skills are listed below:

PEER PRESSURE SKILL 1: Teach your child to value individuality. During a teachable moment, tell your child what you think makes you a special and unique person. Talk about people the child loves and ask what makes these people individuals. Ask what your child likes about his or her own individuality, and add any nice characteristics that your child might leave out.

PEER PRESSURE SKILL 2: Explore the meaning of "friendship" with your child. Ask your child to make a list of "what a friend is" and "what a friend is not." While your child is working on this, make a list of your own. Make a game of seeing how many of the same characteristics you both have on your lists.

Peer pressure skills

Value individuality
Know meaning of friendship
Give child support to say "NO"
Know the facts
Use peer pressure

PEER PRESSURE SKILL 3: Give your child the support needed to say "NO." Most parents teach their children to be polite, respectful, and agreeable. While these are good traits in most situations, they do not necessarily prepare a child to stand up for himself or herself. Children may need parental "permission" to say "NO" to

peer pressure. Tell your child that there are certain times one must insist on respect. These times include when peers push alcohol or other drugs at the child.

PEER PRESSURE SKILL 4: Know the facts about drinking and other drug use by youth. There are situations that encourage youthful peer pressure to drink and use other drugs. You can help your child avoid a sticky situation by making a rule that your child will not play at friends' homes when the parents are not present, nor will your child attend unchaperoned parties.

PEER PRESSURE SKILL 5: Use peer pressure. Many communities have found that peer pressure can also be a positive force, some school systems and youth groups, for instance, sponsor "peer programs" where children support each other's positive values. You may wish to inquire about such a program at your child's school.

How important are family policies concerning alcohol and drug use? Family policies are very important. Studies have shown that, contrary to popular belief, children want structure in their lives. They behave more responsibly when parents set limits.

Parents can help by going over in advance what may happen as a result of certain actions. Discuss with the child beforehand how you expect him or her to behave, what to do to carry out the behavior, and the logical results of doing or not doing it.

Make sure your child knows that under no circumstances is he or she to use any alcohol or other drugs, and spell out the serious consequences that would follow. Verbal or even written family policies can help your child say "NO" to alcohol and other drugs and assist in the development of responsibility.

Also, family policies automatically give your child an easy way of saying "NO" to peer pressure.

How can I prevent my child from focusing on alcohol or other drugs out of boredom or idle curiosity? The answer to this question is to encourage healthy, creative activities, and there are two ways to do this: First, support your child's involvement in school activities, sports, hobbies, or music without pressuring your child to always win or excel. The specific activity is not important; when the child has positive interests he or she may be less likely to focus on alcohol, tobacco, or other drugs out of a lack of anything else to do.

The other way to encourage healthy, creative activities is to do them with your child. The key here is togetherness—surveys show that children appreciate the time parents spend with them even if doing chores is involved.

What are other parents doing to fight alcohol and other drug use among youth? More and more parents are combining their efforts in support groups. They have found that when they join together, they can take broad steps to reinforce the guidance they provide at home.

You can join a group that is already organized or you can form a neighborhood council. Your group can raise the

issue of alcohol and other drugs with relevant community organizations, such as parent-teacher groups, churches, youth groups, healthcare facilities, etc. You can use your group's voice to influence school and local government policies that can affect alcohol and other drug use by conducting activities such as, starting a petition to make alcohol and drug education part of the school's health education course, or convincing city officials to make a commitment to recreation programs and facilities for youth.

You will find, like other parents who have taken an active role in prevention, that there is much more power and support in numbers.

What if, in spite of my efforts, my child drinks or does drugs anyway? With most children it is hard to tell when they have tried alcohol or other drugs because they do not use enough to have noticeable effects. But while your child may not show signs of alcohol or drug use, your refrigerator or liquor cabinet may. Missing cigarettes, or beer, or liquor that seems to be watered down or going too fast, may alert you to a problem.

If you suspect your child has experimented with your liquor or cigarettes, you can immediately lock up or remove your supply. Next, talk to your child, but it is probably not a good idea to accuse him or her of taking the missing beverages or cigarettes. Accusations will make your child defensive, and he or she will focus on your anger rather than your message about alcohol and other drug use. Instead lead into the subject casually. Go on to stress the undesirable effects alcohol, nicotine, and other drugs have on the developing body and the reasons it is dangerous for children to drink, smoke, or use other drugs.

If, on the other hand, your child shows signs of a problem, counseling may be needed to avoid future problems. Telltale signs of alcohol or other drug problems to watch for include sleeping at unusual times, erratic school work, extreme moodiness, a change in peer group, and frequent use of eye drops and breath mints.

Don't be afraid to ask for help. Look under Alcohol or Drugs in your local phone book.

If your child is drinking or using other drugs, do not simply accept a tearful promise to stop. Your child should have help. He or she may be using alcohol or other drugs to "self medicate" a problem, and the drinking or other drug use is probably a silent cry for help. In such situations, your doctor, pastor, rabbi, guidance counselor, or local youth agencies can tell you where to go for the assistance you need.

From U.S. Department of Health and Human Services, Office for Substance Abuse Prevention.

Play it safe!
Stay away from abandoned mines

by

John B. Shutack
District Manager, MSHA District 1
Wilkes-Barre, Pennsylvania

Abandoned mines are killers

Abandoned mines, quarries and tunnels are deadly! Every year people are killed or seriously injured when they venture into abandoned mining operations. People enter abandoned mines for a variety of reasons, ranging from curiosity to vandalism.

Many victims are children and the stories are tragic. In Colorado, a two-year old boy wandered away from his backyard when his babysitter went to answer the telephone. Searchers found small footprints about 100 yards away near an abandoned gold mine shaft. The boy had fallen into the mine and drowned in 200 feet of water. In an abandoned clay mine in West Virginia, eight teenagers spent 20 hours lost when they became disoriented while exploring the mine. One youth was injured when he slipped and fell. A trio of children in Maryland, ages 5, 8 and 13, drowned while swimming in what

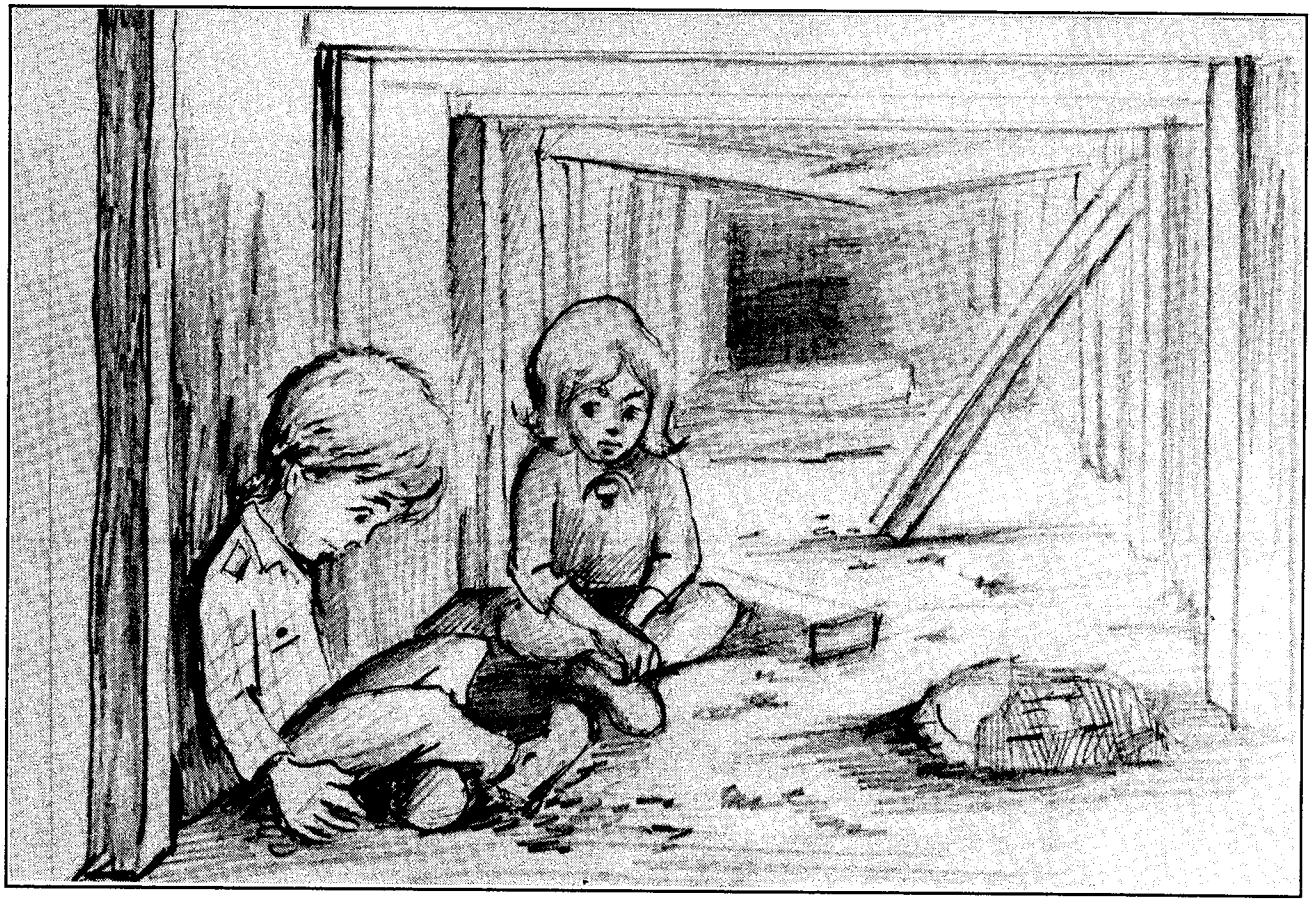
they thought was a pond. The "pond" was an abandoned quarry. They either slipped off the steep bank into water over their heads or were swimming and became entrapped in heavily silted quarry bottom.

While youngsters tend to risk their lives in trying to satisfy some form of curiosity, this failing is by no means confined to children. Each year, adults are killed by going into abandoned mines. In some cases, the loss of life is caused by falling from a rotten ladder. In others, it is due to fall of rock or other material from overhead or from the side. Asphyxiating or explosive gases also pose potential dangers. In several cases, intruders have lost their way and starved to death. People walking at night have fallen into unguarded, uncovered, or abandoned openings and been hurt or killed.

Old mines contain complex networks of underground passages. Lost persons have died from exhaustion, thirst, hunger, exposure, slips and falls.

Dangers around abandoned surface mines

Abandoned surface mines are man-made left by old mining operations—some dating back almost a century. Many old strip mine pits are left with no reclamation work which makes them even more dangerous.



Abandoned surface mines, quarries, sand pits and other sites are safety hazards at all times. Stay away from them!

These mines often fill with water and become small lakes which can be hundreds of feet deep. Abandoned strip mines and quarries are often used as "swimming holes." Unsupervised swimming is always risky but swimming at an abandoned mine site is especially dangerous!

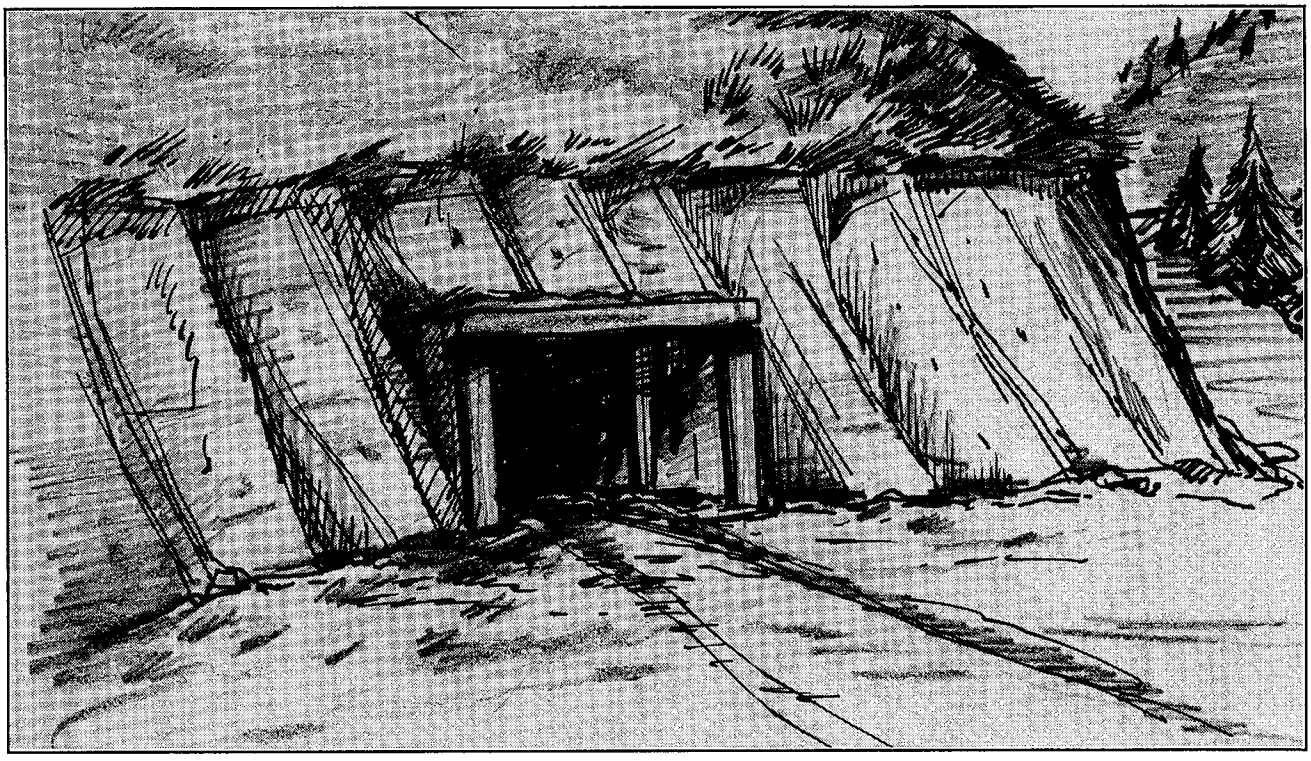
There is no way of knowing how deep the water is and deep pools may have submerged rocks. On several occasions, people have broken their necks by diving into these pools.

Abandoned surface mines pose dangers other than drowning. Old quarry and open pit banks or faces are hazardous, especially if they have not been worked for several years or have gone unscaled and uninspected for possible loose material.

The danger is not only to those who walk too close to the edge but also to anyone who happens to be below. People have been injured or killed by falling from the top of a pit, or have been struck by falling rock or material when playing or exploring inside a pit.

These areas are especially hazardous in late winter and early spring when periods of alternate freezing and thawing can widen cracks in rock and weaken banks to the point of failure.

The ground near an open pit can be weak and cave in without warning. Areas likely to cave in are often hard to detect. Minor disturbances, such as vibrations caused by walking or speaking, may cause a cave-in. People who are lucky enough to survive cave-ins may die from starvation, thirst, or suffocation.



Dangers around underground mines

Timbers are used to support a mine's roof and ribs (walls). Wood used underground may decompose faster than wood used on the surface since moisture and humidity are often found underground. Timbers in abandoned mines are usually decayed. Timbers in good condition can become loose and fall with the slightest touch. Remember, there is a constant danger of timbers collapsing without warning.

In the early stages of mining operations, 50- to 100-foot deep test shafts were often sunk through loose material. These shafts can be hidden by brush and grass. They are dangerous to anyone who might step into them.

Entering abandoned mines or tunnels is more dangerous than standing in the middle of a freeway at rush hour.

The top of a mine shaft is especially dangerous since the rock at the surface is often decomposed and timbers may be decayed or missing. Do not walk anywhere near a shaft opening. The whole area is often ready and waiting to slide into the shaft which can be hundreds of feet deep. A fall down a mine shaft is just like falling from the top of a building. Interestingly, people who hesitate to look over the side of a tall building show no fear or desire to "pull back" when looking into a mine shaft, probably because there is little or no light in a dark hole.

Ladders are hazardous since they're often made of lightweight material that quickly rots. Rungs are often missing or broken. There is no safe way for a trespasser to determine the condition of a ladder.

Roof and rib conditions change over time when a mine is abandoned. What was once a safe area which did not need support can become a death trap. There is no way that a person can know when rock may fall—often without warning.

People have died because of bad air even in shallow mines. The air in a mine may be contaminated by poisonous gases which displace the oxygen necessary to support life. Minerals and

decaying timbers use up oxygen. Additional gases are released from rocks and decaying vegetable matter.

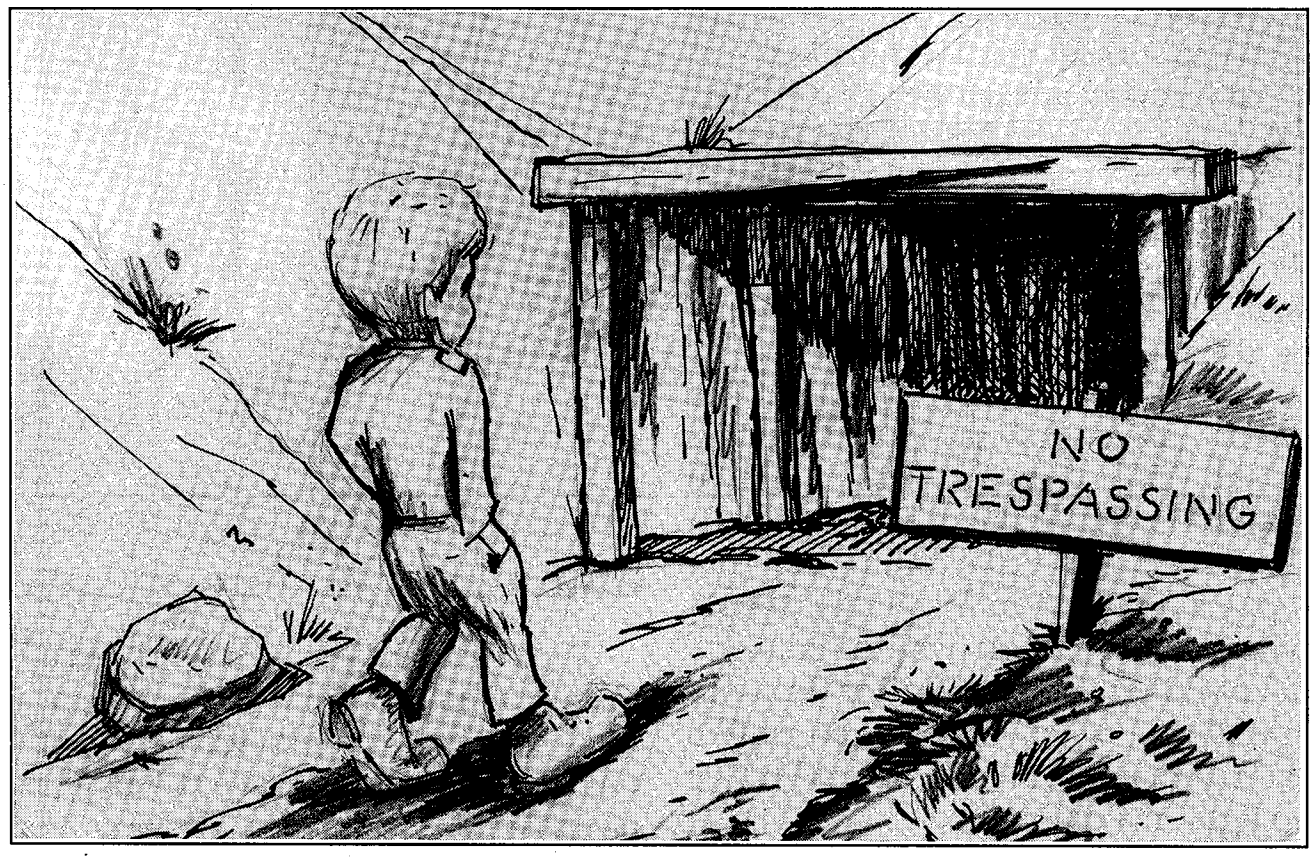
Ventilation removes these harmful gases from active mines. In abandoned mines, however, air may no longer circulate or air courses may be completely blocked by fallen material. Also, some abandoned mines also contain explosive gases which are easily ignited.

In many abandoned mines, no fresh air is present below the surface.

All water in abandoned mines should be considered as unfit for drinking because it can be contaminated by chemicals and other waste. Lakes, pools and sumps are common in abandoned underground mines. This water can be covered by dust which makes it look like solid ground. It is impossible to estimate the depth of such water and a false step can lead to drowning. Do not disturb pools of water. They may contain dissolved poisonous gases that are released by walking in the water.

Abandoned mines can catch fire. Fire consumes oxygen, liberates dangerous gases such as carbon monoxide, and can spread through a mine and cut off escape routes.

Explosives and blasting caps are often found in abandoned workings. These materials deteriorate with age and become unstable and extremely dangerous. A slight bump, excessive heat or just handling may detonate them.



Mines are cool in summer and warm in winter and generally offer a good food supply. This makes them perfect shelter for snakes, spiders, scorpions, insects, and other dangerous animals. Any protected hole or ledge is a natural habitat for snakes—a particular danger in shallow shafts.

What can be done?

Open holes, unfenced tunnels, and closed mining operations often have no warning signs of any kind. Signs or fences should be placed around the open areas to warn people against trespassing and to keep people out of abandoned mine properties.

Many state laws require the closing of abandoned mines to protect the public. Some of these laws require a mine operator who shuts down a mine to erect a fence around all open holes, but the same law does not require that these fences be maintained in good repair. Fences are often knocked down and remain down. When a mine is abandoned (or a lease given up by a mining company), the responsibility for safety of the property frequently rests with the state to which property ownership reverts or with the landowner. The landowner, the state, or both should be sure the property is adequately fenced and appropriate warning signs posted by the operator before the mine is abandoned or the lease given up.

Current laws and regulations require surface mine operators to restore or barricade strip mined land when it is no longer being mined. However, many operations were abandoned long before passage of these laws. They can be extremely dangerous! The "buddy system" does not guarantee safety at these sites. In many accidents, victims were accompanied by at least one friend or relative when they were killed or injured.

Public schools can teach children about the dangers that exist around abandoned mines. An effective way of teaching safety in the public schools is to organize a safety council in every school. Council meetings can be conducted by the children themselves with support from concerned leaders. Through the council, the dangers which children encounter can be explained to them.

The most important thing to remember is that abandoned mines are deadly! Stay away from them.

Safety is the Mother of Invention

Poisoning by ingestion

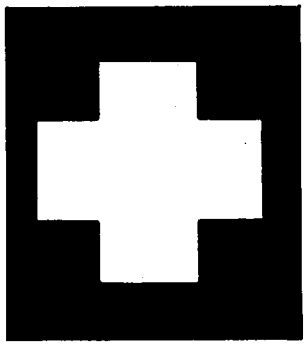
People can be poisoned accidentally or intentionally. Sometimes, original labels are left on containers which are now used to store poison. Improperly stored food can be dangerous, too. Children will eat or drink just about anything they can reach. When they can reach household cleaners, detergents, chemicals, and medications, the results are often tragic.

Some signs of poisoning can include: nausea, vomiting and diarrhea along with severe abdominal pains and/or cramps. Poisons will often corrode, burn or destroy tissues of the mouth. The area around the victim's mouth may also be stained and their breath can have an unusual odor.

In case of poisoning, call your local Poison Control Center for first aid instructions. If the Poison Control Center determines the **best method of treatment is to induce vomiting,** follow these steps: Lean the victim forward to prevent the vomit from going into the lungs. Also, be sure to collect the vomit, if possible, and take it to the hospital with the victim, along with the poison's container.

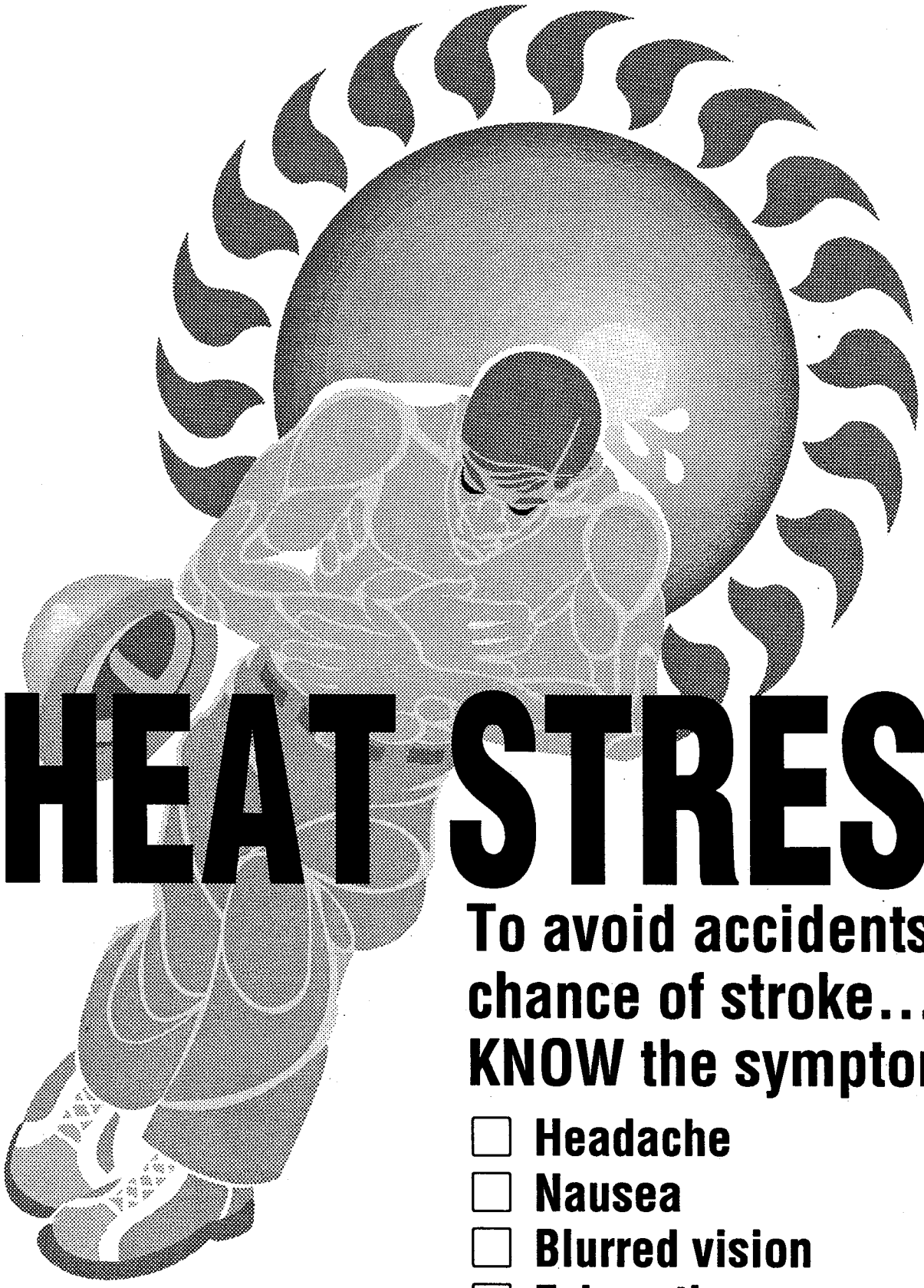
Vomiting should not be induced in the following cases: If the victim has swallowed a **strong acid or alkali** which would cause further damage when vomited; if a petroleum product has been swallowed, as it easily can be inhaled into the lungs and cause pneumonia; if the victim is unconscious or semiconscious, as the victim may inhale the vomit into their lungs; if the victim is convulsing; and if the victim has a serious heart problem.

Be sure to seek immediate medical attention in all cases of poisoning.



Finally, do you know the telephone number for your local Poison Control Center? Is this number posted on or near the telephones at your mine? If you don't know the number, or it isn't posted, why not fix that situation now, while you're thinking about it...After all, you never know when you might need it.

From: North Carolina Department of Labor, Mine and Quarry Division



HEAT STRESS

To avoid accidents, chance of stroke..., KNOW the symptoms

- ☐ Headache
- ☐ Nausea
- ☐ Blurred vision
- ☐ Exhaustion

The last word...

"Victory has a hundred fathers, and defeat is an orphan."

"A study of economics usually reveals that the best time to buy anything is last year."

"Toleration is the greatest gift of the mind."

"Nothing is a waste of time if you use the experience wisely."

"Fool me once, shame on you; fool me twice, shame on me."

"Get the facts, or the facts will get you. And when you get 'em, get 'em right, or they will get you wrong."

"Consultant: Any ordinary guy more than 50 miles from home."

"Make three correct guesses consecutively and you will establish a reputation as an expert."

"If you watch a game, it's fun. If you play it, it's recreation. If you work at it, it's golf."

"Don't be misled into believing that the world owes you a living."

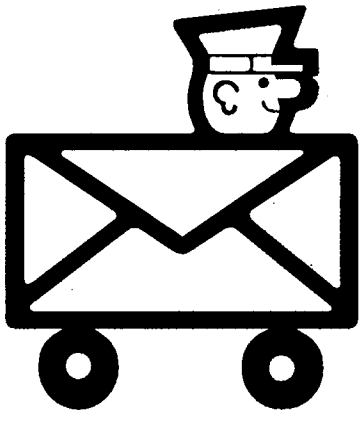
"One pound of learning requires ten pounds of common sense to apply it."

NOTICE: We welcome any materials that you submit to the Holmes Safety Association Bulletin. We cannot guarantee that they will be published, but if they are, we will list the contributor(s). Please let us know what you would like to see more of, or less of, in the Bulletin.

REMINDER: The District Council Safety Competition for 1992 is underway – please remember that if you are participating this year, you need to mail your quarterly report to:

Mine Safety & Health Administration
Educational Policy and Development
Holmes Safety Association Bulletin
P.O. Box 4187
Falls Church, Virginia 22044-0187

Phone: (703) 235-1400



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