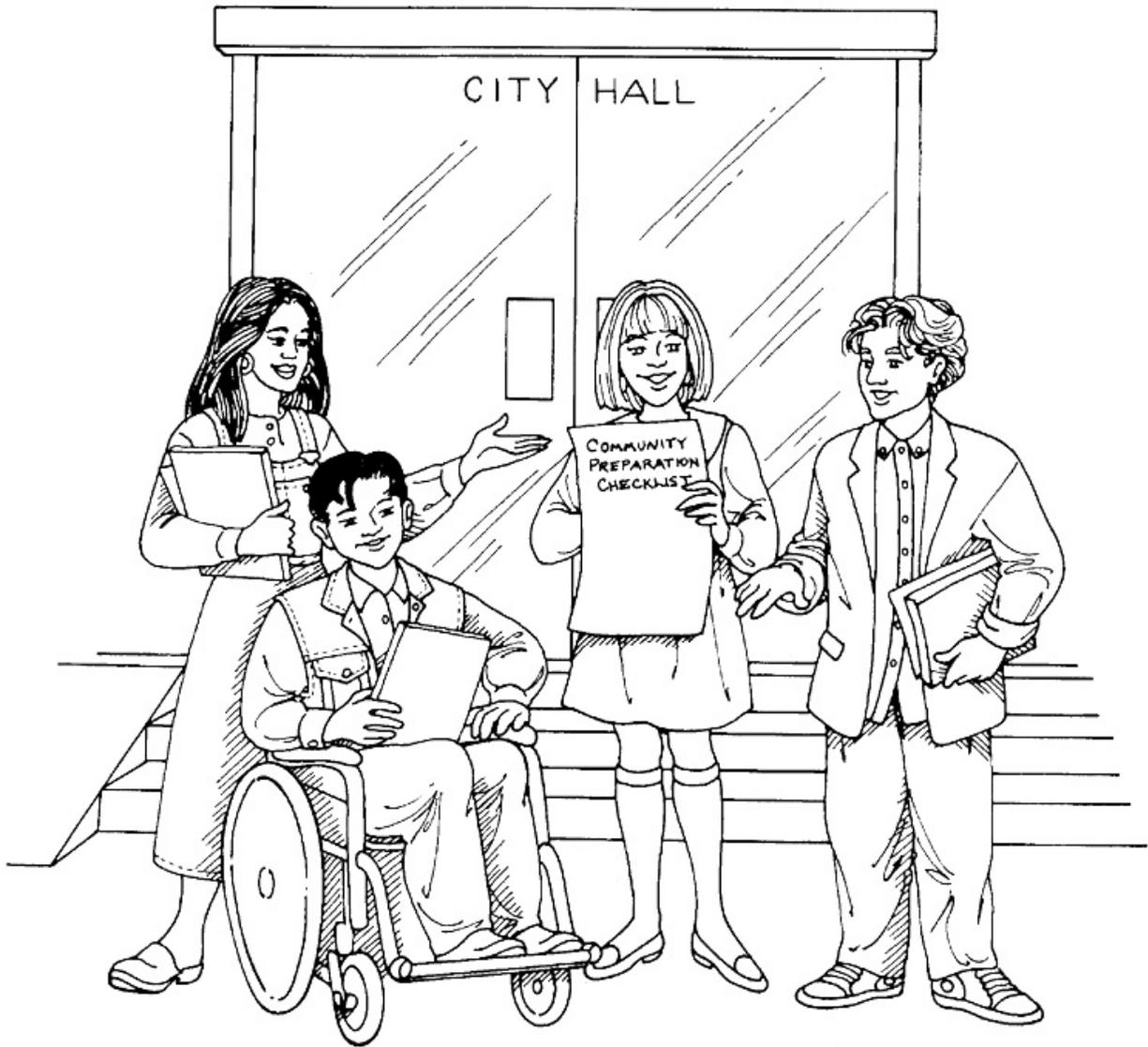


U N I T



O N E





What's It All About?

Every teacher, no matter how busy, should take time to cover some of the material in this three-part introductory unit. Through brainstorming and new contacts within the community, students move from planning for their own safety to learning firsthand about critical facilities and lifeline systems that serve large numbers of people.

Please read through all the lessons well in advance, especially noting the Teacher Preparation section at the beginning of each Procedure. In this unit you will build a foundation for the units and lessons ahead by enlisting the cooperation of your school's administrators, your fellow teachers, and emergency personnel throughout the community and even beyond. Take time to scan the rest of the units too. You may want to let parents know now that you will be asking for their help in the Unit Five field trips and home safety activities. If you plan to involve the school community and outside experts in the culmination of Unit Four, also include this information in the initial contacts you make during this unit.

Lesson one, which students may complete either individually or in small groups, provides an

assessment of what students already know about earthquakes plus experience with both scientific and popular ways of describing them. The worksheets provided will make this activity easier for students who aren't thoroughly comfortable with writing. In lesson two, students distinguish between luxuries and necessities, describe their own experience with natural hazards and how they and their families obtained the necessities, and come to see how preparedness can help individuals and families cope effectively in the event of an earthquake or other natural disaster. In the following units, students will learn some strategies for risk reduction.

Lesson three, which requires the cooperation of a number of emergency personnel in the community at large, calls for some extra effort on the part of your students. Teachers who have tried it report that the outcome is worth the effort. The contacts you and your students make now will be vital through the units that follow and even after this curriculum is completed. Your students, their families, and your entire community will be empowered to prepare wisely for the possibility of an earthquake or other destructive natural phenomenon.



What Do You Know about **EARTHQUAKES?**

RATIONALE

This preassessment activity is designed to focus your students on what they are about to learn, assess their current knowledge, and later provide them and you with a gauge of what they have learned from this earthquake curriculum.

FOCUS QUESTIONS

What do you know about earthquakes and earthquake preparedness?
What would you like to learn from these lessons?

OBJECTIVES

Students will:

1. Use various writing styles to describe a hypothetical earthquake.
2. Anticipate what they will learn in this study of earthquakes.

MATERIALS

- Writing paper and pens
- Student copies of Master 1.1a, Writing Outlines (three pages)
- Classroom computers (*optional*)
- Pictures or slides of earthquake damage (*optional*: See Unit Resources.)

PROCEDURE

A. Introduction

Show a selection of images to familiarize students with the kind of damage earthquakes can cause. Tell students that they are going to draw on the knowledge they already have about earthquakes to invent a specific quake and imagine themselves in it. Distribute copies of the writing outlines, Master 1.1a, and ask each student to note the date and time of their quake, its location, how much damage it caused, and other basic information at the top of page 1.

TEACHING CLUES AND CUES



At the end of this activity, collect the assignments and hold onto them until you have done the last lesson you plan to teach from this curriculum before the postassessment activity. You will use them again in postassessment.

B. Lesson Development

Now tell students that each of them is going to write about his or her hypothetical earthquake from three different points of view: that of a news reporter, a scientist, and an individual directly affected by the quake. Each of the three accounts will describe the same earthquake, but the styles of the three will vary.

News Reporter—a short, concise article describing the who, what, where, and when of the earthquake and providing information the public needs.

Scientist—a scientific account stating what is objectively known about the earthquake: its causes, its effects, its magnitude and/or intensity, and the likelihood of its recurrence, if known.

Eyewitness—a personal letter to a friend telling about being in an earthquake. This will describe what happened to the student, to the building in which the student was, to family members and pets, and to the family home during the earthquake. Have students describe what they had done before the earthquake to be prepared, how effective their preparations were, what life was like in the two weeks following the earthquake, and what they would do differently in preparation for the next earthquake.

Tell students to feel free to make up information, quotations, etc., but to keep the basic facts consistent from one essay to another. Since, in real life, compositions of the second and third type are likely to be written later than news accounts, however, some discrepancies in details are to be expected.

C. Conclusion

Ask students to talk about the experience of writing the accounts. Ask:

- Did you feel you had enough information to do the job in each case?
- Did some of you wish you knew more? Is there anything specific you'd like to find out?
- Was one point of view more comfortable than the others? Were some accounts easier to write?

Discuss the validity of the different points of view. Emphasize that each kind of account is valuable in its own right.

ADAPTATIONS AND EXTENSIONS

1. If time is short, form groups of three students each. Have each student develop one point of view and share it with the group.
2. If this assessment reveals that students have very little basic information about earthquakes, you may want to spend class time with some of the books or videos in the Unit 2 resource list before proceeding.
3. Invite students to write about an earthquake from a premodern point of view, such as that of a Native American in North America before Columbus. Alternatively, students may write from the viewpoint of a traditional culture with which they are familiar.

TEACHING CLUES AND CUES



The newspaper accounts on Master 5.1a are examples of how news articles are written.



This activity is purely diagnostic. Explain to students that you do not expect professional scientific writing—only their best try on the basis of what they already know.

4. Invite students to bring in samples of writing about earthquakes and classify them as journalistic, scientific, or informal. This could make a long-term bulletin board display. ▲

TEACHING CLUES AND CUES



If you have access to enough computers, encourage students to compose their accounts on a classroom computer and save the files. This will make it easy to rewrite them later as a postassessment activity.



Name _____ Date _____

Just the facts:

Date and time of the hypothetical earthquake _____

Location (city, state, country) _____

Estimated strength and impact

Richter magnitude _____ Deaths _____

Injuries _____ Property damage \$ _____

Maximum Mercalli intensity if known (I-XII) _____

Date of last earthquake in this region _____

Use these same facts in each of the three variations that follow.

1. Newspaper account: intended for the general public, who need practical information. May appear immediately after the quake, while aftershocks are still occurring and emergency conditions are still in effect.

Dateline (place and time of filing story) _____

Lead sentence—must be catchy, attention-grabbing. May be a particularly startling fact or a quotation (make it up) from a person in authority, an expert, or an eyewitness.

Rest of lead paragraph—must answer what, where, when, who was affected, and how. (May use quotations.)

One or more body paragraphs—provide background. Add more details on effects, quotations from more people, possible explanation, analysis. (Think of what people need to know—what to do, where to go, what to watch for.)

Final sentence—the clincher; ends story with a punch. (Possibly a warning about aftershocks?)

2. Scientific account: intended for specialists; will probably appear well after the dust has settled.
Lead paragraph—must answer what, where, when, who was affected, and how. Likely to be heavy with data instead of quotations. (Make them up too, but keep them consistent with the basic data at the top of page 1.)

One or more body paragraphs—provide background and analysis, more details on effects, maybe quotations from experts, scientific explanations, and hypotheses. (Will probably compare original and revised estimates of severity and effects, compare earthquake to other quakes.)

Final paragraph—summarizes what scientific knowledge has been gained or what plans are underway to gather information as a result of the earthquake.

3. Informal account: intended for a friend, usually also written after the worst is over; may include humor or exaggeration.

[inside address]

Name

Street no., Apt. no.

City/State/Zip

Date

Dear [name],

Your friend,

It Could Happen Here

RATIONALE

Students will consider the range of their needs and the state of their personal preparedness for an emergency.

FOCUS QUESTIONS

What do people need to survive?

What kinds of natural events can prevent people from meeting their basic needs?

How does society cope with these events?

OBJECTIVES

Students will:

1. Distinguish between luxuries and necessities.
2. Describe their own experience with severe weather or natural disasters, and how they and their families fared.
3. Explain why preparedness can help individuals and families cope effectively in the event of an earthquake or other natural disaster.

MATERIALS

- Chart paper
- Felt markers
- Student copies of Master 1.2a, Three-Day Survival Pack
- Transparency made from Master 5.5b, A Chain of Disasters (*optional*)
- Overhead projector (*optional*)
- Materials for assembling the Three-Day Survival Pack (*optional*)

PROCEDURE

A. Introduction

Ask students to consider which of all the things they use and consume every day are really essential to their survival. Discuss, and develop a class listing on chart paper. (Answers may include variations on water, food, clothing, and shelter.)

VOCABULARY



Earthquake: a sudden shaking of the ground caused by the passage of seismic waves. These waves are caused by the release of energy stored in the Earth's crust.

Natural hazard: any of the range of natural Earth processes that can cause injury or loss of life to human beings and damage or destroy human-made structures.

Ask: How do you meet these needs? (Answers will include faucets, restaurants, grocery stores or parents' refrigerators, school cafeterias, clothing stores, parents' homes.) Now ask students to name some natural occurrences that could cut them off from these sources, and describe their own experiences with snowstorms, hurricanes, floods, or earthquakes. Beyond their own experience, what events of this type have they heard or read about in the last two years? Develop a list of events.

B. Lesson Development

1. Elicit a definition of natural hazards from the class. Emphasize that earthquakes, volcanoes, floods, hurricanes, tsunami, and similar events are the result of natural processes in the life of our dynamic Earth. These processes have shaped our Earth and created the beauty of mountains, valleys, lakes, and rivers. Be sure students understand the difference between natural events and those caused by human activity.

2. Ask: If an earthquake occurs in an uninhabited region, and has no impact on human beings or human property, is it a disaster? (Not for human beings, though it may be for other life forms.) Are we able to control natural events, or accurately predict when they will occur? (No, but students may be aware of instances in which human activity has influenced natural events, as in the relationship between dams and floods, and of our relative success in predicting some meteorological events.) Lead students to the conclusion that because our ability to control natural events, or even predict when they will occur, is still very limited, people have a responsibility to plan how they would cope if an earthquake or other destructive event struck their community.

3. Ask students how they and their families coped with any destructive events they have experienced. Were their homes equipped with everything they needed? Did they have to leave their homes? Were the roads open? Were the stores open? Who provided help? (If personal experiences are lacking, discuss recent news accounts of earthquakes, floods, and storms.)

4. Look again at the list of vital necessities and widen the discussion to include the needs of communities as well as individuals. Ask: If a major earthquake occurred in or near your community, what necessities would have to be added to the first list? (Answers may include medical care, electrical power and other utilities, and essential transportation—for hospital workers, police, firefighters, and people who supply food, water, and other necessities.)

Emphasize that a damaging earthquake would disrupt all or most of the community's lifelines—its supplies of water and power and its transportation and communications systems. Emergency services, such as police, fire departments, and emergency medical technicians, would be severely taxed and unable to answer all calls for assistance. For this reason, individuals, families, and neighborhoods must be prepared to be self-sufficient for at least 72 hours.

TEACHING CLUES AND CUES



Please save the lists students develop in this lesson. You will use them again later in this lesson and in Unit 5, lesson 5.



To help students understand why electricity, natural gas, and other services would be disrupted by an earthquake, you may want to project a transparency made from Master 5.5b, A Chain of Disasters.



Many scientists prefer the term *natural hazard* to *natural disaster* because proper preparation can avert disaster, preventing or minimizing injury and damage. This curriculum encourages students to take a proactive role in preparing themselves and their community to survive destructive natural events.



C. Conclusion

Distribute student copies of Master 1.2a, Three-Day Survival Pack. Explain its purpose. The Federal Emergency Management Agency (FEMA) and law enforcement authorities recommend that every family assemble a pack like this and keep it handy in their home for emergencies, checking it periodically to keep it up to date. (Batteries may need replacing, family needs may have changed.) Compare this list with the lists students have developed. If your school is in a high-risk zone, you may want to prepare a variation of the survival pack to keep in your classroom.

Ask students to take the sheet home and encourage the members of their household to cooperate in filling a clean trash can or other suitable container with these supplies. Make sure that everyone knows its location.

Tell students that in the following lessons they will learn more about one type of natural hazard, earthquakes. They will also research their own community's potential to survive destructive natural events, especially earthquakes.

ADAPTATIONS AND EXTENSIONS

1. In section A., Introduction, instead of a class discussion, you might ask individuals or small groups to develop lists of essentials they would need to survive 72 hours without access to power, running water, roads, stores, and so on. Then challenge each student or group to justify the items on their list, and develop a class list from the items that most students agree are essential. Compare this list with Master 1.2a when it is distributed.

2. Make a list of the daily activities that involve electricity, water, natural gas, telephone, and transportation. Then enlist the cooperation of parents in an at-home recovery simulation. For a period of 24 hours (representing 72 hours), ask students to do without things that would not be available after an earthquake—telephone or other communication, nonessential transportation, electricity, gas, and running water. Alternatively, consider involving the administration and the other teachers in an in-school simulation. With preplanning, heat or cooling could be turned down, lessons in every subject could be earthquake-related, and lunch could feature emergency rations. ▲

TEACHING CLUES AND CUES



In assembling the survival pack, group can openers and other utensils in one container so they'll be easy to find.



Suggest that families assemble a smaller version of the pack to keep in the trunk of the car.



TOP OF THE BARREL

Flashlight and radio with batteries

First aid kit, including:

Medicines

- Antibiotic ointment
- Aspirin, acetaminophen, or ibuprofen
- Ipecac (to induce vomiting)
- Kaopectate™
- Prescription medications (insulin, heart tablets)

Other Supplies

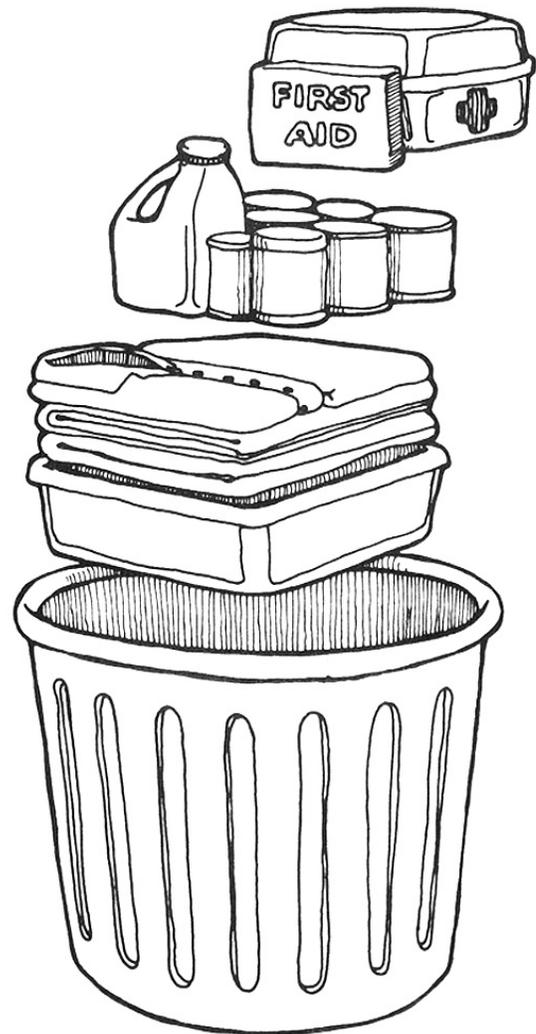
- Scissors
- Tweezers
- Thermometer
- Petroleum jelly
- Rubbing alcohol
- Tissues & toilet paper
- Pocketknife
- First-aid handbook

Dressings

- Adhesive tape, 2” wide roll
- Sterile bandage, 2” and 4” rolls
- Large triangular bandages
- Band-aids™
- Cotton-tipped swabs
- Sterile absorbent cotton
- Ace bandage
- Butterfly bandages
- Gauze pads, 4” x 4”
- Latex gloves

Emergency instructions

- Waterproof page with phone numbers, when & how to turn off utilities, meeting places, etc.



MIDDLE OF THE BARRELL

Water (4 liters [about 1 gal] per person)

Three-day supply of food

- Choose food that does not require refrigeration.
- Date all food items.
- Write out a menu for each day.

Suggested foods (1/2 lb. per person):

- | | |
|----------------------|-----------------------|
| Canned tuna | Graham crackers |
| Canned beans | Dried apricots |
| Nonfat dry milk | Peanut butter |
| Powdered juice mixes | Pet food if necessary |
| Canned juices | |

BOTTOM OF THE BARREL

Bedding

- Sleeping bags or blankets
- Plastic sheet or tarp

Personal supplies

- Toiletries
- Towel
- Books
- Paper and pencil
- Cash

Infant supplies, if necessary

Fuel and light

- Matches
- Candle
- Signal flare
- Canned heat (Sterno™)
- Extra batteries

Equipment

- Can opener
- Dishpan
- Disposable dishes
- Disposable utensils
- Ax
- Shovel
- Bucket and plastic bag liners

Other

- Water purification tablets
- Chlorine bleach
- Eye dropper

Clothing

- One change per person

- Place pack in convenient place known to all family members. Keep a smaller version in the trunk of your car.
- Keep items in airtight bags.
- Change stored water every three months. Check and rotate food every six months. Mark dates on your calendar.
- Rethink kit once a year. Update supplies and replace batteries, outgrown clothing, and perishables.



Investigating Community Preparedness

RATIONALE

Now that students have thought seriously about individual survival in the event of a natural disaster, it is time for them to learn about their community's survival plans.

FOCUS QUESTIONS

How would your community cope in the event of an earthquake or other natural disaster?

Who are the people responsible for your community's survival and recovery?

OBJECTIVES

Students will:

1. Adopt and begin to research individual roles in community earthquake planning, management, and follow-up.
2. Set up a classroom map for further elaboration.
3. Begin a process of learning through and with the community that continues throughout this entire curriculum.

MATERIALS

- Master 1.3a, Preparedness People
- Local map
- Transparency made from Master 1.3b, U.S. Earthquake Hazard Map
- Extra transparency sheets
- Overhead projector
- A square of sturdy paper, 1 m x 1 m or larger
- Paper, pens, envelopes, and stamps for writing letters
- Markers in a variety of colors

TEACHING CLUES AND CUES



The other early lessons in Unit 1 will be revisited in Unit 6. This one will culminate in a major simulation in Unit 6, but it will also be woven throughout Units 2 to 5. The classroom map will play a major role in this continuing development, so it is worth the time you spend on it now.



PROCEDURE

Teacher Preparation

1. Look at Master 1.3a, Preparedness People, and add or subtract items as necessary to fit your community and the number of students in each class. Make a transparency from your list.
2. Find a map, or a portion of a map, that includes your students' homes and one or more local governments. Copy the map onto a transparency sheet.
3. Decide whether to assign roles, allow students to choose them, or hold elections, at least for the major roles. If the class is very large, you may want to assign more than one student for some roles.
4. Find out who is responsible for emergency response in your school building. Notify this person of your plans to teach about earthquakes. Notify the administration and fellow teachers as well, and enlist their cooperation for the long term.

A. Introduction

Ask students if they have ever heard the emergency broadcast system go into effect on radio or TV. Do they know who is responsible for emergency response in their school? If they don't know, tell them, and briefly describe the procedures that would be followed during an earthquake. (In most schools, students would drop, cover, and hold until the shaking stopped, following their classroom teacher's directions. Then the principal would direct an evacuation similar to that during a fire drill. See Unit 5, Lesson 2 for more details.)

Remind students that an earthquake or other natural disaster in their own area would impact large numbers of people. Tell them that in Unit 6 each of them will play the role of someone with responsibility for the community's emergency planning and survival. In this unit they will adopt that role and begin to learn about it.

B. Lesson Development

1. Project the U.S. Earthquake Hazard Map, Master 1.3b, and determine how great a seismic hazard is shown for your state or region.
2. Project the Preparedness People master, and go over the list of roles students could assume throughout this curriculum. Incorporate student suggestions in developing the final list, then distribute the roles.
3. Assign students to contact their mentors and set up interviews. Each student will interview one individual to learn what the person does and what role he or she plays in the community's earthquake preparedness plan. Students may tailor their questions to the person, but every interview should include these questions:
 - What are the current emergency plans for this area?
 - Have they ever been implemented?
 - What is your role during an emergency?
 - How many people answer to you?

TEACHING CLUES AND CUES



If you and your class determine that the seismic risk for your area is very low, you may want to expand your focus to include hazards of greater local concern, such as tornadoes or other storms or flooding. Keep earthquakes in focus as well, however. Remind students that most of them will move several times in the course of their lives and that earthquakes can happen anywhere.



Outside of class, write or call the "preparedness people" in your community to let them know that students will be contacting them and why and to enlist their cooperation.



This map is drawn along state lines for ease of use. A map drawn along geological boundaries would look quite different and might put parts of some states in another hazard category.

- What are the lines of communication during an emergency?
- What is the budget of this department or organization?
- How much of this is dedicated for emergency preparedness and actual emergencies?
- May I call you again if I have additional questions?
- Would you be willing to speak to my class?

Encourage students to take notes, to review their notes after the interview, and to make follow-up calls if they find they are missing any information.

4. Assign students to write letters thanking their mentors for the interviews. Review the format of a business letter, if necessary. Tell students that each letter must include details from the notes taken during the interview, so that both the recipient and you, the teacher, will know the time was well spent. Collect the letters and mail them from the school.

5. Fasten the large, sturdy sheet of paper to the wall and project the map transparency onto the paper. Move the projector away from the paper until the image reaches the desired size, then trace the image on the paper.

6. With the class, work out a way to represent all of the following on the large area map you have prepared:

- Hospitals and nursing homes
- Fire and police stations
- Power, sewage, and water plants
- Gas, water, electric, and sewage trunk lines
- Railroads and other mass transit systems
- Major roads and highways
- Telephone systems and other communications systems
- Schools

All of these are considered critical facilities or lifeline utility systems. Schools are important both because they may house large populations to be evacuated and because they frequently serve as centers for emergency shelter and the distribution of supplies.

C. Conclusion

Display the local map prominently in the front of the classroom. Students will add to this map, and to their role knowledge, as they gain information throughout these lessons.

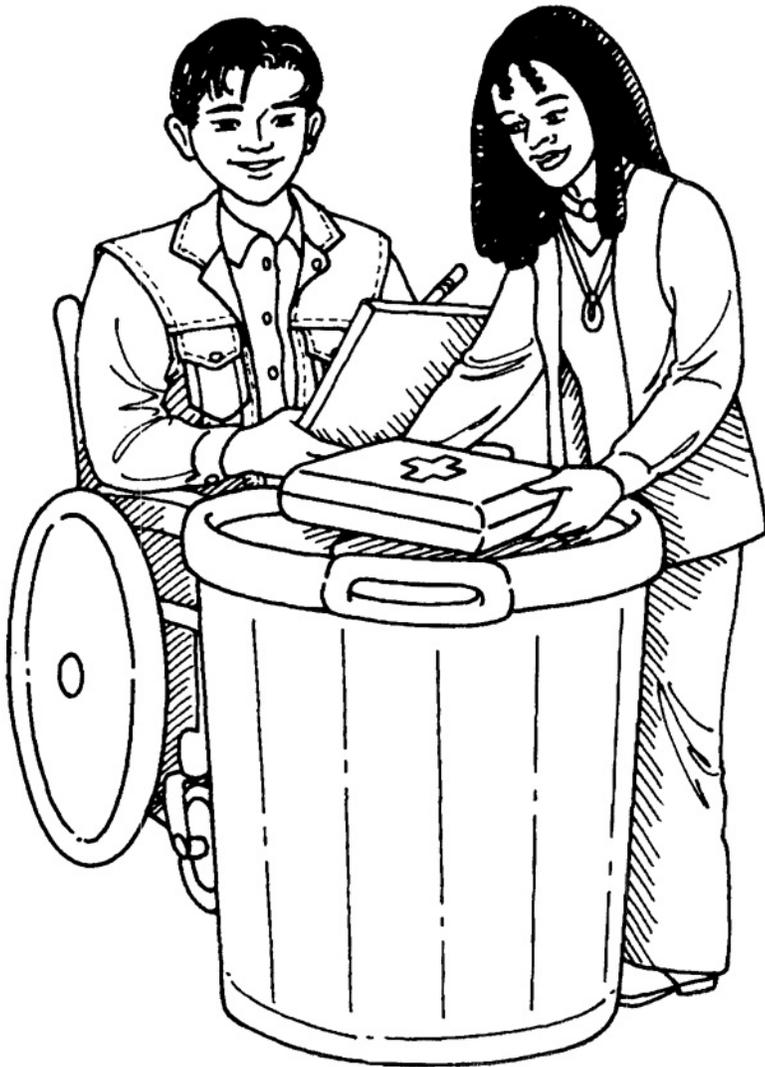
TEACHING CLUES AND CUES



If more than one class is doing this activity, consider sending a group for each interview (for example, one “mayor” from each class to interview the mayor together).

ADAPTATIONS AND EXTENSIONS

1. If your city or metropolitan area is a large one, divide it into regions and assign one to each of several classes. If it is small, extend your investigation into the surrounding communities.
2. Assign students to learn as much as they can about disasters that have impacted their town or area in the past. They can begin by interviewing long-time residents and searching the newspaper archives.
3. If you do not plan to teach all the units in order, you may want to introduce Unit 5, Lesson 5 at this time. ▲

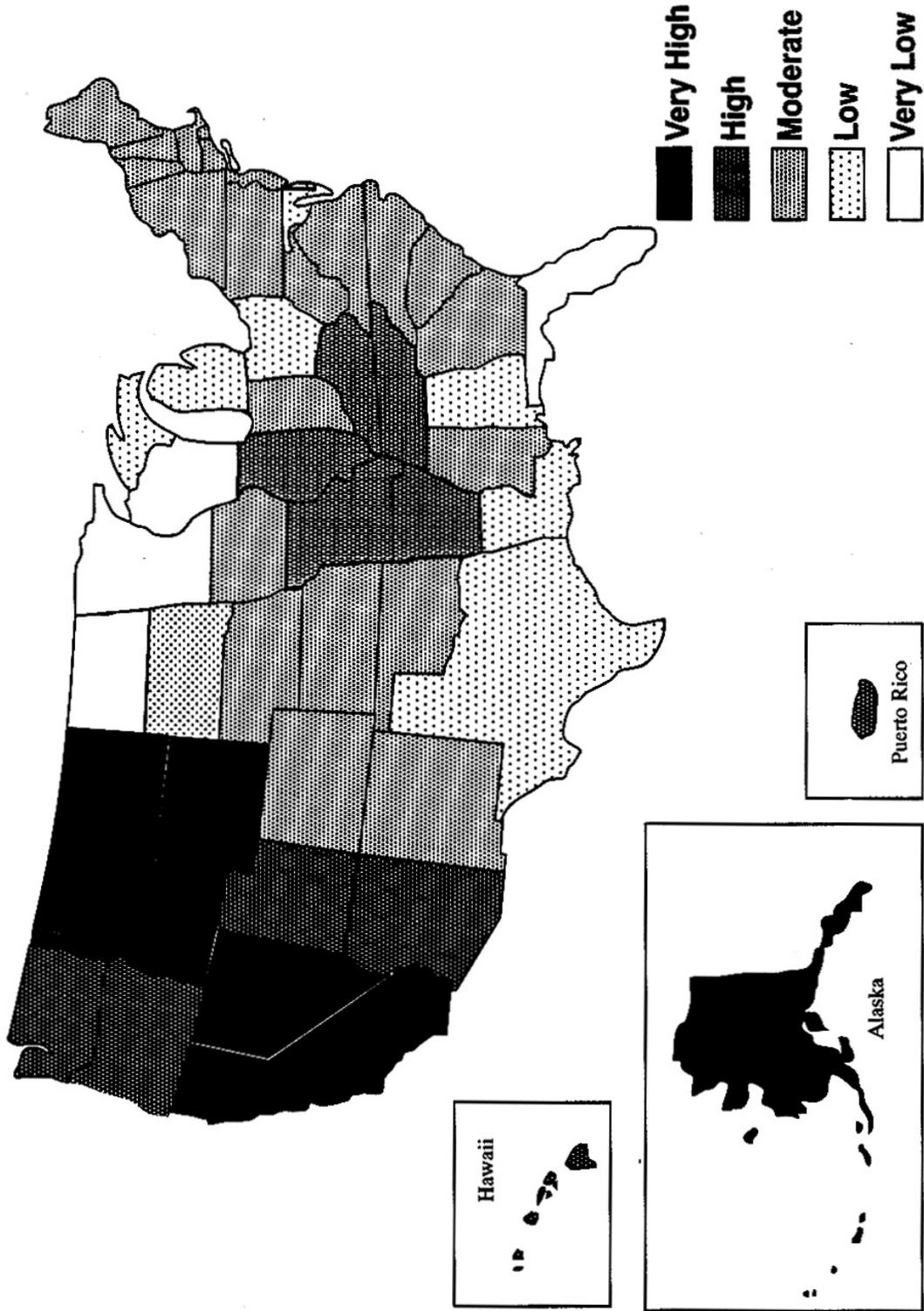




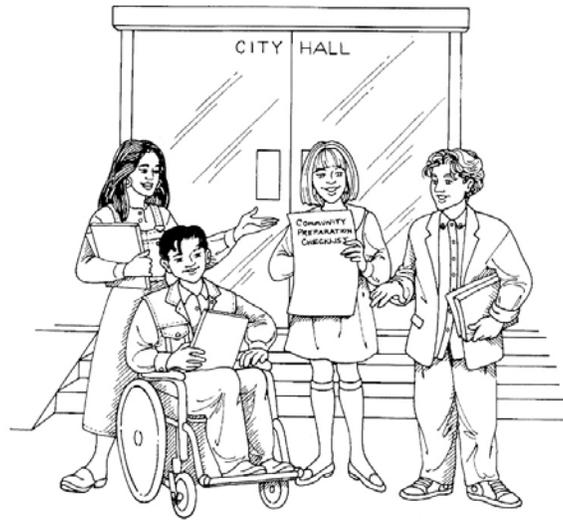
All these people and more may play a role in your community's disaster preparedness planning and response.

- Mayor or City Administrator
- City Manager
- Public Information Officer
- Chief of Police
- Fire Chief
- Emergency Services Coordinator
- Superintendent of Schools
- School District Risk Manager
- City Building Code Inspector
- City Council Members
- City Geologist
- City Planner
- Coordinator of Roads and Transportation
- Director of Public Health
- Director of Public Works
- Superintendent of the Sewage Plant
- Superintendent of the Water Department
- Electric Company Emergency Officer
- Gas Company Emergency Officer
- Telephone Company Emergency Coordinator
- Hospital Safety and Security Manager

U.S. EARTHQUAKE Hazard Map



Source: Based on NEHRP [National Earthquake Hazards Reduction Program] Recommended Provisions for New Buildings.



BIBLIOGRAPHIES

National Center for Earthquake Engineering Research (NCEER) Information Service. (1995). "Teachers Packets, 9-12." Buffalo, NY: State University of New York at Buffalo.

Seismology Resources for Teachers. Seismological Society of America, 21 Plaza Professional Building, El Cerrito, CA 94530; 415-525-5474. Includes software, databases, and video listings.

World Amateur Seismological Society. "Reference List for Amateur Seismologists." A list of references intended to serve as an introduction to the literature of seismology.

BOOKS

American Red Cross, Los Angeles Chapter. (1985). *The Emergency Survival Handbook*. In English and Spanish. A simple, practical, and easy-to-use guide.

Federal Emergency Management Agency/National Science Teachers Association. *Earthquakes—A Teacher's Package for K-6 (Tremor Troop)*. (FEMA 159, 1992). Washington, DC: FEMA/NSTA. (FEMA Publications, 500 C St. SW, Washington, DC 20472.)

The Homeowners Guide to Earthquake Safety. Sacramento, CA: California Seismic Safety Commission (1900 K Street, Sacramento, CA 95814).

Kimball, Virginia. (1992). *Earthquake Ready: The Complete Preparedness Guide*. Malibu, CA: Roundtable Publishing, Inc., A practical, nontechnical guide to preparation and survival.

Movers and Shakers. An educational program for grades K-12 that includes a video and a two-sided classroom poster. Available free to educators by writing to Movers and Shakers (E-8), State Farm Insurance Companies, One State Farm Plaza, Bloomington, IL 61710-0001.

Plafker, George, and Galloway, John P., eds. (1989). *Lessons Learned from the Loma Prieta Earthquake of October 17, 1989*. Denver, CO: U.S. Geological Survey, Circular # 1045. Excellent photographs, maps, and illustrations.

Yanev, P. (1991). *Peace of Mind in Earthquake Country. How to Save Your Home and Your Life*. San Francisco, CA: Chronicle.

PAMPHLETS AND PERIODICALS

American Red Cross, Los Angeles Chapter. *27 Things to Help You Survive an Earthquake*. Los Angeles, CA: American Red Cross. (2700 Wilshire Blvd., Los Angeles, CA 90057; 213-739-5200.) Poster in English and Spanish lists 4 things to do during an earthquake, 6 to do afterwards, 14 survival items to keep on hand, and 3 essential things to know.

Earthquakes and Volcanoes. An attractive, nontechnical magazine published bimonthly by the U.S. Geological Survey to provide current seismological information. Washington, DC: U.S. Government Printing Office; 202-783-3238; \$8/yr.

Federal Emergency Management Agency pamphlets. "Family Earthquake Drill and Home Hazard Hunt," FEMA 113; "Earthquake Safety Checklist," FEMA 46.

Harris, J.W. (1980). "Building a Firm Foundation—Educating about Geologic Disasters." *The Science Teacher* 47, 9: 22-25.

"May 18th, 1980: Eyewitness Accounts by Cobblestone Readers." *Cobblestone* (May 1981): pp. 20-23. By and for readers 8-14. This issue has several good features on earthquakes.

"Scientists Predict: Big Quake Will Strike Eastern U.S." *Current Science* (Jan. 6, 1989): p. 7. For readers 10-16.

Teacher's Packet of Geologic Materials. A collection of leaflets, booklets, and reference lists provided free by the U.S. Geological Survey, Geologic Inquiries Group, 907 National Center, Reston, VA 22092. Send request on school letterhead, indicating the subject and grade level you teach.

Westrup, H. "Giant Quake: When Will It Strike?" *Current Science* (Sept. 7, 1990): pp. 4-5. For readers 10-16.

NON-PRINT MEDIA

Earthquake Slides. Photographs of earthquake effects, copies of seismograms, and seismicity maps can be obtained from the National Geophysical and Solar Terrestrial Data Center, Code D62, NOAA/EDS, Boulder, CO 80302.

Earthquake Sound Cassette Tape. Emergency Preparedness Committee, Utah State PTA, 1037 East South Temple, Salt Lake City, UT 84102; 801/359-3875. A one-minute tape available for \$2, including postage.

EERI Videotapes and Slide Sets. Oakland, CA: Earthquake Engineering Research Institute. For information, phone 510-451-0905, or fax 510-451-5411.

National Earthquake Information Center Seismicity Maps. Full-color maps available from USGS/NEIC, PO Box 25046, Federal Center, MS 967, Denver, CO 80225-0046; 303-273-8477. \$5-\$15 plus \$2 shipping.

Nur, Amos, and MacAskill, Chris. (1991). *The Walls Came Tumbling Down: Earthquakes in the Holy Land*. Stanford, CA: ESI Productions. Video provides a tour along an active fault from the north of Israel to Jerusalem.

Steinbrugge Collection. Richmond, CA: Earthquake Engineering Research Center. Over 10,000 photographs and 5,000 slides of earthquake damage. The library will provide copies to teachers and researchers. Call 510-231-9401 for information.

USGS posters plus seismicity maps for most of the states. USGS Map and Book Distribution, PO Box 25286, Federal Center, Building 10, Denver, CO 80225; 303-236-7477.

World Seismicity Map. Large 48" x 36" wall map shows epicenters, depths of foci, and dates and magnitudes of large quakes. Ward's Natural Science Establishment, Inc., 5100 W. Henrietta Road, PO Box 92912, Rochester, NY 14692-9012; 800-962-2660.

Note: *Inclusion of materials in these resource listings does not constitute an endorsement by AGU or FEMA.*

Earthquake Information Resource List

State Geological Survey Offices

Geological Survey of Alabama
420 Hackenberry Lane
P.O. Box O
Tuscaloosa, AL 35486-9780
205-349-2852

Alaska State Geological Survey
794 University Avenue
Suite 200
Fairbanks, AK 99709-3645
907-474-7147
FAX: 907-479-4779

Arizona Geological Survey
845 North Park Avenue
Suite 100
Tucson, AZ 85719
602-882-4795

Arkansas Geological Commission
Vardelle Parham Geology Center
3815 West Roosevelt Road
Little Rock, AR 72204
501-324-9165

California Division of Mines & Geology
801 K Street
Mail Stop 14-33
Sacramento, CA 95814-3532
916-323-5336

Colorado Geological Survey
1313 Sherman Street
Room 715
Denver, CO 80203
303-866-2611
FAX: 303-866-2115

Geological Survey of Connecticut
Dept. of Environmental Protection
Natural Resources Center
165 Capitol Avenue
Room 553
Hartford, CT 06106
203-566-3540

Delaware Geological Survey
University of Delaware
Delaware Geological Survey Building
Newark, DE 19716
302-831-2833
FAX: 302-831-3579

Geologist of Washington, DC
Univ. of the District of Columbia
Dept. of Environmental Science
4200 Connecticut Avenue, NW
Washington, DC 20008-1154
202-282-7380
FAX: 202-282-3675

Florida Bureau of Geology
Florida Dept. of Natural Resources
903 West Tennessee Street
Tallahassee, FL 32304
904-488-9380

Georgia Geologic Survey
Georgia Dept. of Natural Resources
Environmental Protection Div.
19 M.L. King Jr. Drive, Room 400
Atlanta, GA 30334
404-656-3214

Hawaii Geological Survey
Div. of Water/Land Development
Dept. of Land & Natural Resources
P.O. Box 373
Honolulu, HI 96809
808-587-0230
FAX: 808-587-0219

Idaho Geological Survey
University of Idaho
Morrill Hall, Room 332
Moscow, ID 83843
208-885-7991
FAX: 208-885-5826

Illinois State Geological Survey
Natural Resources Building
615 East Peabody Drive
Champaign, IL 61820
217-333-5111
FAX: 217-244-7004

Indiana Geological Survey
Dept. of Natural Resources
611 North Walnut Grove
Bloomington, IN 47405
812-855-9350
FAX: 812-855-2862

Iowa Dept. of Natural Resources
Geological Survey Bureau
123 North Capitol Street
Iowa City, IA 52242
319-335-1575
FAX: 319-335-2754

Kansas Geological Survey
University of Kansas
1930 Constant Avenue
Campus West
Lawrence, KS 66047
913-864-3965
FAX: 913-864-5317

Kentucky Geological Survey
University of Kentucky
228 Mining & Minerals Resources Bldg.
Lexington, KY 40506-0107
606-257-5500
FAX: 606-257-1147

UNIT RESOURCES

Louisiana Geological Survey
Louisiana State University
P.O. Box G
Baton Rouge, LA 70893
504-388-5320
FAX: 504-388-5328

Maine Geological Survey
Dept. of Conservation
State House Station #22
Augusta, ME 04333
207-287-2801
FAX: 207-287-2353

Maryland Geological Survey
Maryland Dept. of Natural Resources
2300 St. Paul Street
Baltimore, MD 21218
410-554-5504

Massachusetts Office of the State
Geologist
Commonwealth of Massachusetts
100 Cambridge Street, 20th Floor
Boston, MA 02202
617-727-9800
FAX: 617-727-2754

Michigan Dept. of Natural Resources
Geological Survey Div.
Box 30028
Lansing, MI 48909
517-334-6923
FAX: 517-334-6038

Minnesota Geological Survey
University of Minnesota, Twin Cities
2642 University Avenue
St. Paul, MN 55114-1057
612-627-4780
FAX: 612-627-4778

Mississippi Office of Geology
Mississippi Dept. of Environmental
Quality
P.O. Box 20307
2380 Highway 80 West
Jackson, MS 39289-1307
601-961-5500
FAX: 601-961-5521

Missouri Dept. of Natural Resources
Division of Geology & Land Survey
P.O. Box 250
Buehler Bldg/111 Fairgrounds Road
Rolla, MO 65401
314-368-2100
FAX: 314-368-2111

Montana Bureau of Mines & Geology
Montana Coll. of Min. Sci. & Tech.
West Park Street
Main Hall
Butte, MT 59701
406-496-4180

Nebraska Geological Survey
University of Nebraska – Lincoln
Conservation and Survey Division
901 North 17th Street
113 Nebraska Hall
Lincoln, NE 68588-0517
402-472-3471

Nevada Bureau of Mines & Geology
University of Nevada, Reno
Mail Stop 178
Reno, NV 89557-0088
702-784-6691
FAX: 702-784-1709

New Hampshire Geological Survey
University of New Hampshire
Dept. of Earth Science
117 James Hall
Durham, NH 03824
603-862-3160
FAX: 603-862-2030

New Jersey Geological Survey
New Jersey Division of Science &
Research
CN 029
Trenton, NJ 08626
609-633-6587
FAX: 609-633-1004

New Mexico Bureau of Mines &
Mineral Resources
N.M. Inst. of Mining & Technology
Campus Station
Socorro, NM 87801
505-835-5420
FAX: 505-835-6333

New York State Geological Survey
3136 Cultural Education Center
Albany, NY 12230
518-474-5816
FAX: 518-473-8496

North Carolina Geological Survey
Dept. of Environment, Health & Natural
Resources
Box 27687
Raleigh, NC 27611
903-733-3833

North Dakota Geological Survey
600 East Boulevard
Bismarck, ND 58505-0840
701-224-4109
FAX: 701-224-3682

Ohio Dept. of Natural Resources
Division of Geological Survey
4383 Fountain Square Drive Building
Columbus, OH 43224-1362
614-265-6576
FAX: 614-447-1918

Oklahoma Geological Survey
University of Oklahoma
100 East Boyd
Energy Center, Room N-131
Norman, OK 73019-0628
405-325-3031
FAX: 405-326-3180

Oregon Dept. of Geology & Mineral
Industries
800 NE Oregon Street, #28
Suite 965
Portland, OR 97232
503-731-4100
FAX: 503-731-4066

Pennsylvania Geological Survey
Box 2357, 9th Floor
Harrisburg, PA 17105
717-787-2169
FAX: 717-783-7267

Geological Survey of Puerto Rico
Dept. de Recursos Naturales
Munoz Rivera Ave., Stop 3
San Juan, PR 00906
809-724-8774

Geological Survey of Rhode Island
University of Rhode Island
Geology Dept.
315 Green Hall
Kingston, RI 02881
401-792-2265

South Carolina Geological Survey
South Carolina Mapping Services
5 Geology Road
Columbia, SC 29210-9998
803-737-9440

South Dakota Geological Survey
University of South Dakota
Dept. of Water & Natural Resources
Science Center
Vermillion, SD 57069-2390
605-677-5227
FAX: 605-677-5895

UNIT RESOURCES

Tennessee Division of Geology
 Dept. of Environment & Conservation
 Dept. of Geology
 701 Broadway, Suite B-30
 Nashville, TN 37243
 615-742-6689
 FAX: 615-742-6594

Texas Bureau of Economic Geology
 University of Texas, Austin
 University Station, Box X
 Austin, TX 78713-7508
 512-471-1534
 FAX: 512-471-0140

Utah Geological Survey
 Utah Dept. of Natural Resources
 2363 South Foothill Drive
 Salt Lake City, UT 84109-1491
 801-467-7970
 FAX: 801-467-4070

Vermont Geological Survey
 Agency of Natural Resources
 103 South Main Street
 Center Building
 Waterbury, VT 05671-0301
 803-244-5164
 FAX: 802-244-4528

Virginia Division of Mineral Resources
 Dept. of Mines, Minerals & Energy
 Alderman & McCormick Roads
 Charlottesville, VA 22903
 804-293-5121
 FAX: 804-293-2239

Washington Dept. of Natural Resources
 Geology/Earth Resources
 Mail Stop PY-12
 Olympia, WA 98504
 206-459-6372
 FAX: 206-459-6380

West Virginia Geological & Economic
 Survey
 P.O. Box 879
 Morgantown, WV 26507-0879
 304-594-2331

Wisconsin Geological & Natural History
 Survey
 University of Wisconsin - Extension
 3817 Mineral Point Road
 Madison, WI 53705
 608-262-1705
 FAX: 608-262-8086

Geological Survey of Wyoming
 State of Wyoming
 P.O. Box 3008, University Station
 Laramie, WY 82071
 307-766-2286
 FAX: 307-766-2605

Selected Regional & Other USGS Offices

Albuquerque
 Earth Data Analysis Center
 University of New Mexico
 Albuquerque, NM 87131-6031
 505-227-3622

Anchorage
 Room 101
 4230 University Drive
 Anchorage, AK 99508-4664
 907-786-7011

Fairbanks
 Box 12, Federal Building
 101 12th Avenue
 Fairbanks, AK 99701
 907-456-0244

Lakewood
 MS 504, Room 1813
 Building 25, Federal Center
 Denver, CO 80225-0046
 303-236-5829

Menlo Park
 MS 532, Room 3128
 Building 3
 345 Middlefield Road
 Menlo Park, CA 94025-3591
 415-329-4309

Reston
 US Geological Survey
 507 National Center
 Reston, VA 22092
 703-648-6045

Rolla
 MS 231
 1400 Independence Road
 Rolla, MO 65401-2602
 314-341-0851

Salt Lake City
 USGS-ESIC
 2222 W. 2300 South
 Salt Lake City, UT 84138-1177
 801-524-5652

Sioux Falls
 EROS Data Center
 Sioux Falls, SD 57198-0001
 605-594-6151

Spokane
 Room 135
 US Post Office Building
 W. 904 Riverside Avenue
 Spokane, WA 99201-1088

Stennis Space Center
 Building 3101
 Stennis Space Center, MS 39529
 601-688-3541

US Department of the Interior
 Room 2650
 1849 C Street NW
 Washington, DC 20240
 202-208-4047

Eastern Region
 Assistant Chief Geologist
 US Geological Survey
 953 National Center
 Reston, VA 22092
 703-648-6660

Northeastern Regional Hydrologist
 Water Resources Division
 433 National Center
 Reston, VA 22092
 703-648-5813

Southeastern Regional Hydrologist
 Water Resources Division
 Suite 160
 3850 Holcomb Bridge Road
 Spalding Woods Office Park
 Norcross, GA 30092
 404-409-7700

Mapping Applications Center
 12201 Sunrise Valley Drive
 Reston, VA 22092
 703-648-6002

Central Region
 Director's Representative & Assistant Chief
 Geologist
 Box 25046
 911 Denver Federal Center
 Denver, CO 80225
 303-236-5438

Central Region Hydrologist
 Water Resources Division
 Box 25046
 406 Denver Federal Center
 Denver, CO 80225
 303-236-5920

UNIT RESOURCES

Mid-Continent Mapping Center
1400 Independence Road
Rolla, MO 65401
314-341-0880

Rocky Mountain Mapping Center
Box 25046
Denver Federal Center
Denver, CO 80225
303-236-5825

EROS Data Center
Sioux Falls, SD 57198-0001
705-594-6123
(For map and book orders)

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Western Region
Director's Representative
MS 144
US Geological Survey
345 Middlefield Road
Menlo Park, CA 94025
415-329-4002

Western Region Hydrologist
Water Resources Division
MS 470
US Geological Survey
345 Middlefield Road
Menlo Park, CA 94025
415-329-4414

Western Mapping Center
US Geological Survey
345 Middlefield Road
Menlo Park, CA 94025-3591
415-329-4524

Special Assistant to the Director for Alaska
4230 University
Anchorage, AK 99508-4664
907-786-7001

Alaska Volcano Observatory
4200 University Drive
Anchorage, AK 99508
907-786-7497

Branch of Atlantic Marine Geology
Gosnold Building
Quissett Campus
Woods Hole, MA 02543
508-548-8700

Cascades Volcano Observatory
David A. Johnston Building
5400 MacArthur Blvd.
Vancouver, WA 98661
206-696-7693

Center for Coastal and Regional Marine
Studies
600 Fourth St. S.
St. Petersburg, FL 33701
813-893-3100

Flagstaff Field Center
2255 N. Gemini Drive
Flagstaff, AZ 86001
602-556-7151

Hawaiian Volcano Observatory
Volcanoes National Park
Hilo, HI 96718
808-967-7328

Hydrologic Information Unit
US Geological Survey
419 National Center
Reston, VA 22092
703-648-6817

Geologic Inquiries Group
US Geological Survey
907 National Center
Reston, VA 22092
703-648-4383

USGS Library
US Geological Survey
950 National Center
Reston, VA 22092
703-648-4302

Minerals Information Office
Corbett Building, Room 340
North Sixth Avenue
Tucson, AZ 85705-8325
602-670-5544

Minerals Information Office
Room 133
W. 904 Riverside Avenue
Spokane, WA 99201
509-353-2649

Minerals Information Office
Mackay School of Mines
University of Nevada
Reno, NV 89557-0047
702-784-5552

Minerals Information Office
Room 2647
Main Interior Building
1849 C St. NW
Washington, DC 20240
202-208-5512
(a joint USGS/US Bureau of Mines office)

National Earthquake Information Center
MS 967
Denver Federal Center
Box 25046
Denver, CO 80225
303-273-8500

National Landslide Information Center
MS 966
Denver Federal Center
Box 25046
Denver, CO 80225
303-273-8587

National Water Data Exchange
US Geological Survey
421 National Center
Reston, VA 22092
703-648-5016

Office of Water Data Coordination
US Geological Survey
417 National Center
Reston, VA 22092
703-648-5016

Source: American Geological Institute

U.S. Department of Agriculture Soil Conservation Service State Offices

State Conservationist
USDA Soil Conservation Service
665 Opelika Road
Auburn, AL 36830
205-821-8080, x535

UNIT RESOURCES

State Conservationist
USDA Soil Conservation Service
949 E. 36th Avenue - Suite 400
Anchorage, AK 99508-4302
907-271-2424

State Conservationist
USDA Soil Conservation Service
201 E. Indianola Avenue - Suite 200
Phoenix, AZ 85012
602-640-2247

State Conservationist
USDA Soil Conservation Service
5404 Federal Building
700 W. Capitol Street
Little Rock, AR 72201
501-324-5964

State Conservationist
USDA Soil Conservation Service
21221-C Second Street - Suite 102
Davis, CA 95616-5475
FTS-757-8200
916-757-8200

State Conservationist
USDA Soil and Conservation
655 Parfet Street - E200C
Lakewood, CO 80215-5517
303-236-0295

State Conservationist
USDA Soil Conservation Service
16 Professional Park Road
Stoffs, CT 06268-1299
203-487-4013

State Conservationist
USDA Soil Conservation Service
1203 College Park Drive - Suite A
Dover, DE 19901-8713
302-678-4160

District Conservationist
Cooperative Extension Service
901 Newton Street, NE
Washington, DC 20017
202-576-6951

State Conservationist
USDA Soil Conservation Service
401 SE 1st Avenue - Suite 248
Gainesville, FL 32601
904-377-0946

State Conservationist
USDA Soil Conservation Service
Federal Building, Box 13
355 E. Hancock Avenue
Athens, GA 30601
FTS-250-2272
404-546-2272

Director, Pacific Basin
USDA Soil Conservation Service
602 GCIC Building
414 W. Soledad Avenue
Agana, Guam 96910
671-472-7490

State Conservationist
USDA Soil Conservation Service
300 Ala Moana Blvd - Suite 4316
Honolulu, HI 96850
808-541-2601

State Conservationist
USDA Soil Conservation Service
3244 Elder Street - Suite 124
Boise, ID 83705
208-334-1601

State Conservationist
USDA Soil Conservation Service
1902 Fox Drive
Champaign, IL 61820
217-398-5267

State Conservationist
USDA Soil Conservation Service
6013 Lakeside Blvd
Indianapolis, IN 46278
317-290-3200

State Conservationist
USDA Soil Conservation Service
693 Federal Building
210 Walnut Street
Des Moines, IA 50309
515-284-4261

State Conservationist
USDA Soil Conservation Service
760 South Broadway
Salina, KS 67401
913-823-4570

State Conservationist
USDA Soil Conservation Service
771 Corporate Drive - Suite 110
Lexington, KY 40503-5479
606-233-2749

State Conservationist
USDA Soil Conservation Service
3737 Government Street
Alexandria, LA 71302
318-473-7751

State Conservationist
USDA Soil Conservation Service
5 Godfrey Drive
Orono, ME 04473
207-581-3446

State Conservationist
USDA Soil Conservation Service
301 John Hanson Business Center
339 Busch's Frontage Road
Annapolis, MD 21401
410-757-0861

State Conservationist
USDA Soil Conservation Service
451 West Street
Amherst, MA 01002
413-256-0441

State Conservationist
USDA Soil Conservation Service
1405 S. Harrison Road - Suite 101
East Lansing, MI 48823-5202
517-337-6702

State Conservationist
USDA Soil Conservation Service
600 Farm Credit Building
375 Jackson Street
St. Paul, MN 55101-1854
612-290-3675

State Conservationist
USDA Soil Conservation Service
1321 Federal Building
100 W. Capitol Street
Jackson, MS 39269
601-965-5205

State Conservationist
USDA Soil Conservation Service
Parkade Center - Suite 250
601 Business Loop, 70 West
Columbia, MO 65203
314-876-0903

State Conservationist
USDA Soil Conservation Service
443 Federal Building
10 E. Babcock Street
Bozeman, MT 59715-4704
406-587-6813

UNIT RESOURCES

State Conservationist
USDA Soil Conservation Service
345 Federal Building
100 Centennial Mall North
Lincoln, NE 68508-3866
402-587-6813

State Conservationist
USDA Soil Conservation Service
Bldg. F - Suite 201
5301 Longley Lane
Reno, NV 89511
702-784-5863

State Conservationist
USDA Soil Conservation Service
Federal Building
Durham, NH 03824
603-868-7581

State Conservationist
USDA Soil Conservation Service
1370 Hamilton Street
Somerset, NJ 08873
908-246-1662

State Conservationist
USDA Soil Conservation Service
517 Gold Avenue, NW - Suite 3301
Albuquerque, NM 87102-3157
505-766-2173

State Conservationist
USDA Soil Conservation Service
771 Hanley Federal Building
100 S. Clinton Street
Syracuse, NY 13260-7248
315-423-5521

State Conservationist
USDA Soil Conservation Service
4405 Bland Road - Suite 205
Raleigh, NC 27609
919-790-2888

State Conservationist
USDA Soil Conservation Service
278 Federal Building
220 E. Rosser Avenue
Bismarck, ND 58502-1458
701-250-4421

State Conservationist
USDA Soil Conservation Service
200 N. High Street - Suite 522
Columbus, OH 43215-2478
614-469-6962

State Conservationist
USDA Soil Conservation Service
Agriculture Center Building
Farm Road & Brumley Street
Stillwater, OK 74074
405-624-4360

State Conservationist
USDA Soil Conservation Service
1640 Federal Building
1220 SW 3rd Avenue
Portland, OR 97204
503-326-2751

State Conservationist
USDA Soil Conservation Service
1 Credit Union Place - Suite 340
Wildwood Center
Harrisburg, PA 17110-2993
717-782-2202

Director, Caribbean Area
USDA Soil Conservation Service
P.O. Box 364868
San Juan, PR 00936-4868
809-766-5206

State Conservationist
USDA Soil Conservation Service
46 Quaker Lane
West Warwick, RI 02893
401-828-1300

State Conservationist
USDA Soil Conservation Service
950 Thurmond Federal Building
1835 Assembly Street
Columbia, SC 29201
803-765-5681

State Conservationist
USDA Soil Conservation Service
Federal Building
200 Fourth Street, SW
Huron, SD 57350-2475
605-353-1783

State Conservationist
USDA Soil Conservation Service
675 Kefauver Federal Building
801 Broadway Street
Nashville, TN 37203
615-736-5471

State Conservationist
USDA Soil Conservation Service
Poage Federal Building
101 S. Main Street
Temple, TX 76501-7682
817-774-1214

State Conservationist
USDA Soil Conservation Service
4402 Bennett Federal Building
125 S. State Street
Salt Lake City, UT 84138
801-524-5050

State Conservationist
USDA Soil Conservation Service
69 Union Street
Winooski, VT 05404
802-951-6785

State Conservationist
USDA Soil Conservation Service
9201 Federal Building
400 N. 8th Street
Richmond, VA 23240
804-771-2455

State Conservationist
USDA Soil Conservation Service
Rock Pointe Tower II
W. 316 Boone Avenue - Suite 450
Spokane, WA 99201-2348
509-353-2337

State Conservationist
USDA Soil Conservation Service
75 High Street - Suite 301
Morgantown, WV 26505
304-291-4151

State Conservationist
USDA Soil Conservation Service
6515 Watts Road - Suite 200
Madison, WI 53719-2726
608-264-5577

State Conservationist
USDA Soil Conservation Service
3124 Federal Building
100 East B Street
Casper, WY 82601
307-261-5201

Source: U.S. Department of Agriculture

FEMA Regional Earthquake Program Managers

Earthquake Program Manager
FEMA Region 1 - NT
442 J.W. McCormack POCH
Boston, MA 02109-4595

Earthquake Program Manager
FEMA Region 2 - NT
26 Federal Plaza
New York, NY 10278-0002

UNIT RESOURCES

Earthquake Program Manager
FEMA Caribbean Office
P.O. Box 70105
San Juan, PR 00936

Earthquake Program Manager
FEMA - Region 3
105 S. Seventh St.
Philadelphia, PA 19106-3316

Earthquake Program Manager
FEMA - Region 4 - NT
1371 Peachtree Street, NE
Atlanta, GA 30309-3108

Earthquake Program Manager
FEMA Region 5 - NT
175 West Jackson
Chicago, IL 60604-2698

Earthquake Program Manager
FEMA Region 6 - NT
800 North Loop 288
Denton, TX 76201-3698

Earthquake Program Manager
FEMA Region 7 - NT
911 Walnut Street
Kansas City, MO 64106-2085

Earthquake Program Manager
FEMA Region 8 - NT
Denver Federal Center
Denver, CO 80225-0267

Earthquake Program Manager
FEMA Region 9 - NT
Presidio of SF, Bldg 105
San Francisco, CA 94129-1250

Earthquake Program Manager
FEMA Region 10, NT
130 - 228th St., S.W.
Bothell, WA 98021-9796

State Emergency Management Directors and State Earthquake Program Managers

Alaska

Director
Alaska Division of Emergency Services
New Anchorage Armory
Building 49000, Suite B-210
P.O. Box 5750
Fort Richardson, AK 99505-5750
907-428-7000
(FAX) 907-428-7009

Earthquake Program Manager
907-428-7022
(FAX) 907-428-7009

Arizona

Director
Arizona Division of Emergency Services
5636 E. McDowell Road
Phoenix, AZ 85008
602-231-6245
(FAX) 602-231-6231

Earthquake Program Manager
602-231-6238
(FAX) 602-231-6231

Arkansas

Director
Arkansas Office of Emergency Services
P.O. Box 758
Conway, AR 72032
501-329-5601
(FAX) 501-327-8047

Earthquake Preparedness Program
Supervisor
Earthquake Preparedness Program
501-329-5601
(FAX) 501-327-8047

California

Director
Governor's Office of Emergency Services
State of California
2800 Meadowview Road
Sacramento, CA 25832-1499
916-427-4990
(FAX) 916-427-4215

Deputy Director
Governor's Office of Emergency Services
1110 E. Green Street, Suite 300
Pasadena, CA 91106
818-304-8388
(FAX) 818-795-2030

Northern/Bay Area/Coastal
Earthquake Program Manager
101 8th Street, Suite 152
Oakland, CA 94607
510-540-2713

Southern California
Earthquake Program Manager
1110 East Green Street
Suite 300
Pasadena, CA 91106
818-304-8383

Colorado

Director
Office of Emergency Management
Camp George West
Golden, CO 80401-3997
303-273-1622
(FAX) 303-273-1795

Connecticut

State Director
Office of Emergency Management
360 Broad Street
Hartford, CT 06105
203-566-3180/4338
(FAX) 203-247-0664

Georgia

Executive Director
Georgia Emergency Management Agency
P.O. Box 18055
Atlanta GA 30316-0055
404-624-7000
(FAX) 404-624-7205

Earthquake Program Manager
404-624-7000
(FAX) 404-624-7205

Guam

Director of Civil Defense
Guam Emergency Services Office
Territory of Guam
P.O. Box 2877
Agana, Guam 96910
671-477-9841
(FAX) 671-477-3727

Earthquake Program Manager
Civil Defense
671-477-9841/9842
(FAX) 671-477-3727

UNIT RESOURCES

Hawaii

Vice Director of Civil Defense
Department of Defense
3949 Diamond Head Road
Honolulu, HI 96816
808-734-2161
(FAX) 808-737-4150

Earthquake Program Manager
Hawaii State Civil Defense
808-734-2161
(FAX) 808-737-4150

Idaho

State Earthquake Program Coordinator
Idaho Bureau of Disaster Services
650 West State Street
Boise, ID 83720
208-334-3460
(FAX) 208-334-2322

Earthquake Program Manager
208-334-3460
(FAX) 208-334-2322

Illinois

Acting Director
Illinois Emergency Management Agency
110 East Adams Street
Springfield, IL 62706
217-782-2700
(FAX) 217-782-2589

Chief, Division of Planning
217-782-4448
(FAX) 217-782-2589

Indiana

Director
Indiana State Emergency Management
Agency
Indiana Government Center
Center South, Suite E-208
302 West Washington Street
Indianapolis, IN 46204
317-232-3830
(FAX) 317-232-3895

Iowa

Administrator
Iowa Emergency Management Division
Hoover State Office Building
Level A, Room 29
Des Moines, IA 50319
515-281-3231
(FAX) 515-281-7539

Kansas

Deputy Director
Division of Emergency Preparedness
P.O. Box C-300
Topeka, KS 66601
913-266-1400
(FAX) 913-266-1129

Kentucky

Executive Director
Kentucky Disaster and Emergency
Services
EOC Building, Boone Center
Frankfort, KY 40601-6168
502-564-8680
(FAX) 502-564-8614

Earthquake Program Manager
502-564-8628
(FAX) 502-564-8614

Maine

Director
Maine Emergency Management Agency
State House Station 72
Augusta, ME 04233
207-289-4080
(FAX) 207-289-4079

Earthquake Program Manager
207-2870-4029

Massachusetts

Director
Massachusetts Emergency Management
Agency
400 Worcester Road
P.O. Box 1496
Framingham, MA 01701
508-820-2003
(FAX) 508-820-2030

Earthquake Program Manager
Massachusetts Earthquake Hazards
Reduction Program
508-820-2000
(FAX) 508-820-2030

Mississippi

Director
Mississippi Emergency Management
Agency
P.O. Box 4501, Fondren Station
Jackson, MS 39296-4501
601-352-9100
(FAX) 601-352-8314

Earthquake Program Manager
601-960-9978
(FAX) 601-352-8314

Missouri

Director
State Emergency Management Agency
P.O. Box 116
Jefferson City, MO 65102
314-751-9779
(FAX) 314-634-7966

Earthquake Program Manager
314-751-9574
(FAX) 314-634-7966

Montana

Administrator
Montana Disaster and Emergency Services
Division
P.O. Box 4789
Helena, MT 59604-4789
406-444-6911
(FAX) 406-444-6965

Earthquake Program Manager
406-444-6911

Nebraska

Assistant Director
Nebraska Civil Defense Agency
1300 Military Road
Lincoln, NE 68508-1090
402-473-1410
(FAX) 402-473-1433

Earthquake Program Manager
402-473-2101
(FAX) 402-473-1433

Nevada

Director
Nevada Division of Emergency Management
2525 South Carson Street/Capitol Complex
Carson City, NV 89710
702-887-7302
(FAX) 702-887-7246

Earthquake Program Manager
702-687-4240
(FAX) 702-887-6788

New Hampshire

Director
New Hampshire Office of Emergency
Management
State Office Park South
107 Pleasant Street
Concord, NH 03301
603-271-2231
(FAX) 603-225-7341

UNIT RESOURCES

Natural Hazards Program Specialist
603-271-2231
(FAX) 603-225-7341

New Jersey

Deputy State Director
Office of Emergency Management
New Jersey State Police
P.O. Box 7068
West Trenton, NJ 08628
609-538-6050
(FAX) 609-538-0345

New Jersey Office of Emergency Services
609-538-6012

New Mexico

Bureau Chief
New Mexico Emergency Management
Bureau
Department of Public Safety
4491 Cerrillos Road
P.O. Box 1628
Santa Fe, NM 87504
505-827-3456

Earthquake Program Manager
505-827-9254
(FAX) 505-827-3381

New York

Director
New York State Emergency Management
Office
Public Security Building
State Campus
Albany, NY 12226-5000
518-457-2222
(FAX) 518-457-9930

Earthquake Project Coordinators
518-457-9959

North Carolina

Director
North Carolina Division of Emergency
Management
116 West Jones Street
Raleigh, NC 27603-1335
919-733-3867
(FAX) 919-733-7554

Lead Planner, Natural Hazards
919-733-3627
(FAX) 919-733-7554

Oklahoma

Director
Oklahoma Department of Civil
Emergency Management
P.O. Box 53365
Oklahoma City, OK 73152
405-521-2481
(FAX) 405-521-4053

Oklahoma Earthquake Program Officer
405-521-2481
(FAX) 405-521-4053

Oregon

Administrator
Oregon Emergency Management Division
Executive Department
595 Cottage Street, N.E.
Salem, OR 97310
503-378-4124
(FAX) 503-588-1378

Earthquake Program Coordinator
503-378-2911 ext. 237

Pennsylvania

Director
Pennsylvania Emergency Management
Agency
P.O. Box 3321
Harrisburg, PA 17105-3321
717-783-8016
(FAX) 717-783-7393

PMD Chief/Earthquake Program Manager
Pennsylvania Emergency Management
Transportation and Safety
Building B-151
Harrisburg, PA 17120
717-783-1048
(FAX) 717-783-9223

Puerto Rico

Director
State Civil Defense Agency
Commonwealth of Puerto Rico
P.O. Box 5217
San Juan, PR 00906

Deputy Executive Director
Earthquake Safety Commission
Commonwealth of Puerto Rico
P.O. Box 5887
Puerta de Tierra Station
San Juan, PR 00906
809-722-8784

Rhode Island

Director
Rhode Island Emergency Management
Agency
State House, Room 27
Providence, RI 02903
401-421-7333
(FAX) 401-751-0827

Earthquake Program Manager
Rhode Island Earthquake Project
401-421-7333
(FAX) 401-751-0827

South Carolina

Director
South Carolina Emergency Preparedness
Division
1429 Senate Street
Columbia, SC 29201-3782
803-734-8020
(FAX) 803-734-8062

Earthquake Program Manager
803-734-8020
(FAX) 903-734-8062

Tennessee

Director
Tennessee Emergency Management Agency
3041 Sidco Drive
Nashville, TN 37204
615-741-0001
(FAX) 615-242-9635

Earthquake Program Manager
615-741-4299
(FAX) 615-741-0498

Utah

Director
Utah Division of Comprehensive Emergency
Management
State Office Building, Room 1110
Salt Lake City, UT 84114
801-538-3400
(FAX) 801-538-3770

Epicenter Manager
801-538-3786

UNIT RESOURCES

Vermont

Director
Vermont Emergency Management Agency
103 Main Street
Waterbury, VT 05676
802-244-8721
(FAX) 802-244-8655

Earthquake Program Manager
Vermont Earthquake Program
802-244-8721
(FAX) 802-244-8655

Virgin Islands

Director
Virgin Islands Emergency Management
Agency
VITEMA
131 Gallows Bay
Christiansted, VI 00820
809-733-2244
(FAX) 809-778-8980

Chief of Planning
VITEMA
2C Este Conte
A & Q Buildings
Charlotte Amalie
St. Thomas, VI 00802
809-774-2244

Virginia

State Coordinator
Office of Emergency Services
310 Turner Road
Richmond, VA 23225-6491
804-674-2497
(FAX) 804-674-2490

Earthquake Program Manager
804-674-2442
(FAX) 804-674-2431

Washington

Assistant Director
Washington State Department of
Community Development
Emergency Management Division
4220 East Martin Way, PT-11
Olympia, WA 98504
206-923-4901
(FAX) 206-438-7395

State Earthquake Program Coordinator
206-923-4976
(FAX) 206-923-4991

West Virginia

Director
West Virginia Office of Emergency Services
State Capitol Building, EB-80
Charleston, WV 25305
304-558-5380
(FAX) 304-344-4538

Wyoming

Coordinator
Wyoming Emergency Management Agency
P.O. Box 1709
Cheyenne, WY 82003
307-777-7566
(FAX) 307-635-6017
*Source: Federal Emergency Management
Agency*