O’BRIEN. It seems critical that students report any threats that they hear. And yet there’s time again hearing that they don’t. Oh, there were threats. They didn’t think it was important.

Mr. STUBER. Right.

O’BRIEN. They didn’t believe them. How do you make the threats actually get to the notice of the teachers?

Mr. STUBER. That is a big deal. You know, I was in 1997, one of the things there has been threats, rumors or jokes. And some students haven’t reported them. One of the reasons some students give is that there was no system for reporting anonymously. Schools have to provide a system where the student can report anonymously. It—because if the person finds out that you’re the one that reported him, you—you may end up getting in more trouble. So students are reluctant to report. They’re also thinking, ‘Well, I’m going to get my friend in trouble.’

So you have a lot of things that make things that make things that make the system very difficult.

O’BRIEN. What do you think a student should do first of all is—is, in a shooting?

Mr. STUBER. Right. Where you—you don’t want to run in a straight line. You want to either run in a zigzag fashion or you want to turn a corner because bullets don’t turn corners. If you’re going to hide and you pick a car, you want to hide at the front of the car because there’s no way that you can stop a bullet. The middle of the car, the back of the car isn’t. Those little tips, and they’re not frightening, those little tips are the things that make a difference.

O’BRIEN. Do you think a student should hide in a—in a shooting?

Mr. STUBER. Yeah. Absolutely. What we think students should do first of all is—know the difference between cover and concealment. What they want to find is cover. For instance, a big tree with a giant trunk, that’s covering. But there’s nothing that can protect you. A hedge is concealment. It will hide you, but it won’t protect you. Students have to find a place to hide where they can be protected. So, you have to think of the things that make a difference.

O’BRIEN. If students are inside the classroom, is the best advice to stay inside the classroom? Or is the best advice to leave that classroom as soon as possible?

Mr. STUBER. It really—it really depends. There are absolutes. If you can stay in the classroom, the teacher can lock the door. You can line up against the—the opposite wall, and—and you’re going to be safe, that’s fine. But if the shooter is shooting down the hall, and it’s coming to your classroom, you have to get out of there. So then you have to know, how should I get out? Should I go down the hall or should I go to the window, try to escape through the window? You know, we work with kids all the time. We—we set scenarios up. In one case I remember, we had kids go to the window and they could find a way to make an exit. You have to tell them that.

O’BRIEN. In one recent school shooting, there was an armed officer inside the school which managed to bring the shooting to a close pretty quickly.

Mr. STUBER. Right.

O’BRIEN. Do you think then that that’s an indication that that’s the way to go? Schools should have armed officers in the hallways?

Mr. STUBER. Well, you know, in the last two shootings, it kind of helped out, but there’s strong evidence that says it’s a preventive tool. It was good that they were there. I’m not so sure schools have to go in that direction. There’s so little data right now that they have to make any conclusive observation. So right now what we’re trying to center on is the techniques that the students themselves can practice while all the data is being collected to make definitive prevention policies.

O’BRIEN. They helped build our nation’s nuclear arsenal and end the Cold War through his difficult work as a uranium miner. Little did he know at the time that the uranium was slowly ravaging his body. As a result, Mr. Key