

ultimately would be steadied by the rule of law.

After the surrender of Germany and once the ghastly atrocities of the Holocaust had been revealed to the world there was a natural impulse to lash out in vengeance.

Some leaders, such as Winston Churchill called for the immediate execution of Nazi leaders, without trial.

In a sense this furor was quite understandable.

But, at Nuremberg, the United States and her Allies ended this war the way they had fought it, by embodying. What Abraham Lincoln called, "The better angels of our nature."

When millions of innocent Jews were jammed into boxcars on the way to the railroad sidings at Auschwitz, Treblinka and Dachau to be selected for extermination they weren't granted the right of due process; they weren't granted the right to defend themselves.

For them, there was no justice, only a "final solution" in the crematoriums and gas chambers of the Nazis.

But at Nuremberg, the allies recognized that the only true antidote to the savagery of the Nazis was justice.

That's why at Nuremberg defendants were given the right to defend themselves.

That's why at Nuremberg they were able to choose their own legal representation.

That's why at Nuremberg they were given the right to speak on their own behalf.

And that's why at Nuremberg three of the defendants were acquitted.

Consider the words of Supreme Court Justice Robert Jackson in describing these actions:

"That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that power has ever paid to reason."

Recently, looking through my father's letters, I came across a wonderful anecdote from that time.

After only a few weeks in Germany, my father had the opportunity to go to a baseball game at the very same stadium where, in my father's words, "Hitler corrupted and misled the youth of Germany."

But on that day, in the summer of 1945, the voices of evil that had once reverberated in Nuremberg were replaced by the sounds of 40,000 Americans doing the "most American of things"—watching a baseball game.

Something as wholesome as baseball is, I believe, a wonderful metaphor for the triumph of American optimism and American ideals over the forces of Nazism.

At Nuremberg, America's commitment to the ideals enshrined in our Constitution remained intact even in the face of unspeakable horror.

My father felt very deeply that this is the ultimate legacy of Nuremberg; our triumph in arms led to the triumph of our ideals.

And as we gather to remember the lessons of Nuremberg 50 years later, I know that if my father were here it is the legacy of the international rule of law that would be paramount in his mind.

In closing, I want all of you to take a brief look at this beautiful setting:

The Rotunda of the Nation's Capitol, the home of the world's greatest democracy.

The ideals that America so brightly represents; freedom, equality, the rule of law and the rights of man find shelter in these halls.

It was those principles that served as lodestars for my father and the many participants at Nuremberg.

And in this time of remembrance, it is those standards that we must commemorate

because they represent the true moral and ethical ideals that we defended 50 years ago and which we must continue to strive for as a nation and as a people.

STATEMENT BY DANIELLE DUSHARM, HEATHER SKIDMORE, JESSICA WILLIAMS, AND ETHAN THIBAUT REGARDING DRUG EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by several students from Champlain Valley Union High School in Vermont, who were speaking at my recent town meeting on issues facing young people:

We chose the topic of Drug Education for middle school through some high school students, just because we feel that drugs are everywhere, and in every high school, and involve many people.

I'm going to give you a couple of statistics. In 1992 [the] Drug Education budget was cut, and since then the per cent of 8th graders rose from 6.2% in '91 to 13% in '94. That is 110% increase. From 1992-94, pot use rose 62% among the 10th graders, and 40% among 12th graders. In '91-94, 8th graders who say [they] use pot in the previous years doubled to 13%. In '92-94, pot use among the 10th graders increased 66%, while 12th graders increased 40%. In '94, 95% of 10th graders and 31% of 12th graders said they used marijuana in the past year. Pot use has had the most dramatic turn-around in the 1990's.

Other drugs on the rise, gradually: LSD, hallucinogens, stimulants, barbiturates, and cocaine and crack, in 1994. At every grade level from eight through twelve, one in five or six tried sniffing an inhalant (such as glue, aerosol, paint thinners), to just produce "instant highs." Eighth graders are most likely to have used inhalants than any other drug except alcohol or tobacco. More than a third of the eighth graders surveyed last year, and nearly half of the twelfth graders said they used illicit drugs at least once. 20% of the 8th graders said they had used inhalants, the most widely-used drug in the age group.

I'm going to go a little bit into some of the drug education programs that are out there. DARE, which is Drug Abuse Resistance Education; it's not proven to be effective as far as 7th and 8th graders go. They're more concerned about being distant from adults, and more concerned about being accepted among their peers. A police officer comes in, you know, this is great for 5th graders; they love the cops, and the whole idea of them coming. But as far as the police officer question and answer, it's not very effective. Kids as far as 7th and 8 graders ask questions that they shouldn't be asking. They should be asking questions on . . . the effects of this drug; what would it do in long-term of use. It's proven that 5th graders that have been introduced to the D.A.R.E. Program increased tobacco use from 7th to 9th grade from 13% to 37%, and I see that as being a high jump, considering it's supposed to be preventing drug abuse.

There's another program called the All-Stars Program, which is involving 7th graders in Lexington, North Carolina. It doesn't have teachers teaching. It has the children doing skits—acting out plays—teaching

themselves without realizing that they're actually teaching each other to not do drugs. I believe that's a pretty effective way of doing it.

There's also a Life Skills Training, that involved 3,597 predominately white, middle class students in 56 public schools in New York, which were users of alcohol, tobacco and marijuana. The whole program consists of: 15 classes in 7th grade; 10 booster sessions in 8th grade; and then it continues on to your freshman year in high school, where you're actually involved with older peers, as far as 12th graders that are more experienced into the drugs. Among these students that got the complete program vs. a control, 44% fewer were pot smokers (weekly), 23-33% fewer students got drunk once/month, and about 33% fewer were a pack a day smoker. So, the program seems to be pretty effective as far as teaching education on the effects of drugs and what it does to you, other than, you know, question & answer.

That's pretty much it. Congressman SANDERS. Thank you very much. (APPLAUSE) Let me ask you a couple of questions. From your own personal observation, how serious is the drug and tobacco problem for young people in the State of Vermont?

Answer. Very serious. I mean, it's everywhere. . . . To me, I feel like there's no way you can escape it. You walk into a bathroom at school, and there's nothing but filled with smoke. I mean, there are other bathrooms to use, but if that happens to be the closest one, there's no way of avoiding it. You know, you tell them to stop, you bring them to the office, it doesn't stop it; they're going to do what they want, just because, they're rebelling against the administration, or whatever it is. And, I just feel a lot of it needs to be dealt with as far as education.

Congressman SANDERS. What you've suggested is that some of the government programs, at least in your judgment, might not be that effective—are not working. What would you suggest to the State of Vermont actually in order to get kids away from drugs and tobacco?

Answer. I would suggest—I would start educating in 5th grade, but then continue through 7th and 8th grade; but not doing is as D.A.R.E., where an officer comes in. You have them acting out skits . . . one student being the supposedly drug dealer and another being peer-pressured into it, and . . . have another student in there saying, "You know, don't do it." So, pretty much teaching each other to not do drugs.

TRIBUTE TO JOHN M. RUPCICH, 1996 OAK CREEK CITIZEN OF THE YEAR

HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. KLECZKA. Mr. Speaker, I am pleased to rise today in tribute to Mr. John M. Rupcich, the 1996 Oak Creek Citizen of the Year.

Mr. Rupcich, the chief executive officer of NDC, Inc., has given generously of his time and many talents over the years to enhance the lives of all who live and work in Oak Creek, WI. As a successful and well-respected businessman in our community, John has lent many a hand to the area's nonprofit and service organizations, for the betterment of their clients and the public at large.

Mr. Rupcich, who was one of the driving forces behind the planning and construction of

the beautiful, new Oak Creek Community Center, will be honored, very fittingly, at a recognition dinner at the community center on June 7. I look forward to joining John's many friends, business associates, and his family in paying tribute to him that evening.

KING'S COLLEGE JUBILEE ANNIVERSARY

HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. KANJORSKI. Mr. Speaker, I rise today to pay tribute to King's College, a distinguished institution of higher learning in my district in Pennsylvania. This week, King's will celebrate its Jubilee Anniversary, and I am pleased to be able to participate in this event.

King's College is fortunate to have as its president, Father James Lackenmier, C.S.C., who has demonstrated tremendous leadership during his tenure as president of King's. He has motivated both students and faculty members to participate in the activities of King's College and the surrounding community. He has driven his colleagues and students to always strive for the highest level of success, with special attention to an agenda he initiated for the college, "Emphasis on Excellence."

As early as 1938, Bishop William J. Hafey had a vision of a Catholic college in Wilkes-Barre, PA. The college would afford Catholics in the Wyoming Valley a chance for higher education. The Bishop postponed his dream while the depression lingered and the United States prepared for the Second World War. In 1944, when the war began to wind down, the Bishop took the steps to make his dream for a Catholic college a reality and contacted the Holy Cross Fathers at the University of Notre Dame. The Fathers were invited to open a sister school in Wilkes-Barre. Soon after his proposal was made, Bishop Hafey received word that the Holy Cross Fathers were interested in the idea.

Father John Cavanaugh, C.S.C. was sent from Notre Dame to discuss the details with Bishop Hafey. Shortly thereafter, Bishop Hafey traveled to New York to meet with Father Albert Cousineau, C.S.C., the Superior General of the Congregation of the Holy Cross to seek his sanctions of the plans. In March of 1945, Bishop Hafey got word that the Holy Cross Fathers accepted his invitation to establish King's College, the name chosen to honor Christ the King.

On April 20, 1945, The Catholic Light newsletter headline read "College for Men to be Opened in Wilkes-Barre." The opening date of the college depended on the "conclusion of the war" and "the ability to obtain priorities for the necessary renovations which must be made in the temporary home for King's College." Bishop Hafey had expectations that the many returning servicemen would use the G.I. Bill of Rights to enroll in college upon returning from the war.

Father James W. Connerton, C.S.C. arrived in Wilkes-Barre from the University of Notre Dame with \$200 in expense money and instructions to buy a typewriter and start the college. Until the faculty residence became available the following August, Father Connerton resided in St. Mary's Rectory as the guest of Bishop O'Connor.

Mr. Speaker, the early days of King's College were spent untying the administrative red tape, and obtaining the incorporation papers through the courts. Between May and September of 1946, 306 applicants were accepted for admission out of more than 500 young men. Most were newly discharged veterans just as Bishop Hafey had hoped. The faculty began to arrive in Wilkes-Barre. King's College became a reality.

A beaming Bishop Hafey celebrated the solemn opening mass. At the end of the liturgy the bishop spoke the words which have become the cornerstone of the beginnings of King's College.

The day when a seed planted is a day rooted in hope . . . this day the seed of a new college is planted in the soil of Luzerne County in the State of Pennsylvania. One hundred years from this day the unborn hundreds, perhaps thousands, will gather to recall historically its beginnings, to recount its growth, and especially to estimate its fruit, its worth to the community of human beings living here their temporal lives in preparation for life eternal; its service to God, to country and immortal souls.

Mr. Speaker, it is impossible to estimate the value of King's College to the Wyoming Valley, King's has overcome 50 years of social and economic change. In 1972, when the Susquehanna River spilled its banks and inundated the Wyoming Valley, King's was among the hardest hit. The college survived the social changes of the turbulent 1960's and women became a familiar sight on campus. From its humble beginnings to a 15-acre campus which includes the College of Arts and Sciences and the McGowan School of Business, King's has been recognized by Barron's Best Buys in Higher Education and U.S. News and World Report.

Mr. Speaker, the Wyoming Valley and Wilkes-Barre are indeed fortunate that Bishop Hafey realized his dream some 50 years ago. I salute King's College and praise my friend Father Lackenmier for all his leadership. I wish all the best and much continued prosperity for the King's College, its students, and its graduates.

STATEMENT BY JENNIFER CARLSON, JOHN DRISCOLL, BEN LECLAIR, JENNIFER DESJARDIN, AND HEATHER WILES REGARD- ING FINANCIAL AID REFORM

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by five Champlain Valley Union High School students, who were speaking at my recent town meeting on issues facing young people:

John: We'd like to first have all the people out in the audience who are going to attend college to stand up right now. All right. Whoever can pay off college by themselves, without any assistance from the government, or the college, please keep standing. Anyone who requires any kind of financial aid, please sit down. Okay, I see one person out in the audience that can afford college.

Okay, that's what's happening around the country right now, is that people of our gen-

eration cannot afford college. The cost of many colleges are approaching \$30,000. People just can't afford that.

I know in my personal experience, I'm going to a college that costs \$28,000; my mom works full-time as a teacher, and she only makes \$26,000. Without financial aid of any sort, going to my college of choice would be impossible. And the U.S. is unique in this fact, in that almost all of its young and brightest citizens end up being in debt, be it \$30,000 or even \$100,000. This really isn't right.

Ben: And in today's society, having a college education is a must. Anyone that expects to succeed needs to have a college education. You've heard the facts already, that the males that go to college are 50% higher than high school graduates, and without the funding of student aid and good financial packages from colleges, it's impossible for our generation—for us, for any of us—to really make any contribution to our nation. And we're in strong support of raising student aid to normal people, not just the people that really need it, in the lower class, but in the middle class, where you won't qualify for the financial aid that you need. But yet, you can't afford to pay it yourself. John's got a graph that talks about how income has risen, and the cost of college has risen also.

(John got up with graph) As you can see, the bar on top is the Median* Household Income for families in U.S. (1980-2000); and at the bottom is the cost of 4-year colleges across the board. (*taken from U.S. Census Bureau) And the gap . . . ends up being about \$10,000; and \$10,000 is not enough for a family, the moderate American family, to live on. You also have to count taxes in that, and taxes slash the American family income by about 1/3. This means that the families have little or no income after paying for college.

Ben: And one of our resolutions is that as a student, you get a loan from the government, and in order to pay back the loan that the government gives, is by doing work for the government itself, in the field that they study. So, for instance, I want to study Journalism in college. Well, the government would give me a certain amount that would help pay for college that would lessen the burden on myself for paying it. A board would decide how long a person would have to work, say it would be 4 years for the government, or whatever, in that special range, working with public relations and communications, and so on and so forth. We believe that could work, and it very well can work. Also, we just read in the Globe about how President Clinton is (signal) working on doing . . . for every student in top 5% in the high school graduating gets a \$1,000 merit scholarship. That's good, but it's not enough. Each student, by need, has to have the necessity to make this country better, and without a proper education, it's not going to get any better.

John: One of the best things, in addition to loans, is federal financial aid, is to make all college costs deductible from your taxable income, so that—the family will have more disposable income, and can write-off more income, so they pay less taxes while sending their kids to school. Hopefully this will encourage more people to go to school. The government will get the money back in the long run, so it's not like it's hurting the budget that much.

Congressman Sanders: Okay. Thank you for your testimony. Let me ask you a couple of questions. Given the problems that you've articulated, what is your understanding as to what Congress is doing right now to address those problems?

Answer: Well the Republican-controlled majority in Congress has not been very forgiving of . . . the cost of college; they believe