

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. Ruppich, the 1996 Oak Creek Citizen of the Year.

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