

**CRIME, VIOLENCE, AND DRUGS IN THE DISTRICT
OF COLUMBIA**

149837

OVERSIGHT HEARING

BEFORE THE

SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH

OF THE

COMMITTEE ON

THE DISTRICT OF COLUMBIA

HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

ON

**GETTING LEADERSHIP FROM YOUNG PEOPLE ON CRIME, VIOLENCE
AND DRUGS IN OUR SOCIETY**

MAY 3 and JUNE 2, 1989

Serial No. 101-4

Printed for the use of the Committee on the District of Columbia



U.S. GOVERNMENT PRINTING OFFICE

34-881

WASHINGTON : 1991

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

COMMITTEE ON THE DISTRICT OF COLUMBIA

RONALD V. DELLUMS, California, *Chairman*

WALTER E. FAUNTROY, District of
Columbia

FORTNEY PETE STARK, California

WILLIAM H. GRAY III, Pennsylvania

MERVYN M. DYMALLY, California

ALAN WHEAT, Missouri

BRUCE A. MORRISON, Connecticut

STAN PARRIS, Virginia

THOMAS J. BLILEY, JR., Virginia

LARRY COMBEST, Texas

DANA ROHRBACHER, California

EDWARD C. SYLVESTER, Jr., *Staff Director*

MARK J. ROBERTSON, *Minority Staff Director*

SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH

WALTER E. FAUNTROY, District of Columbia, *Chairman*

RONALD V. DELLUMS, California

WILLIAM H. GRAY III, Pennsylvania

MERVYN M. DYMALLY, California

THOMAS J. BLILEY, JR., Virginia

STAN PARRIS, Virginia

LARRY COMBEST, Texas

(II)

149837

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this ~~copyrighted~~ material has been granted by

Public Domain/101st Congress
U.S. House of Representatives

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the ~~copyright~~ owner.

CONTENTS

WEDNESDAY, MAY 3, 1989

STATEMENTS

	Page
Staff summary of findings and conclusions	vii
Fauntroy, Hon. Walter E.....	1
Holloway, Clyde, a Representative in Congress from the State of Louisiana	5
Panel consisting of:	
Dunbar Senior High School:	
Crum, Dana.....	7
Headley, Tanya	8
Marcelin, Marcy.....	6
McKinley Senior High School:	
Bullock, DuJour.....	16
Evans, Michael.....	15
Powell, Steven.....	18
Street, Sandiata	16
School Without Walls:	
Fellows, Andrew.....	20
Harris, Cory.....	19
Isaac, Sylvia.....	22
Springarn Senior High School:	
Brevard, Dearell.....	24
Brown, Tacha	25
Edwards, Adolpha.....	23
Smith, Bernard.....	24
Williams, Bruce.....	24
Wright, Lillian for Frank Parks.....	31
Young, Kimberly	23
Cardozo Senior High School:	
Hawkins, Carlos.....	40
Haynes, Andrea	39
Phelps, Leander	38
Concerned Black Men Debate Winners:	
Brockington, Emerson	46
Callwell, Dennis.....	47
Callwell, Inel	49
Irick, Janel.....	48
Michaud, Abdul.....	50
Whorley, Tracey.....	51
Wright, Ronald.....	45
Ellington School of the Arts:	
Branch, Camell	69
Chase, Sherice	69
Edwards, Barrington.....	65
Haynes, Clarity	67
Holmes, Maya.....	74
Logan, Therm	65
Miller, Dawn.....	75
Simmons, Sean.....	67
Sumpman, Shelly.....	70
Woodson Senior High School:	
Backus, William.....	77

IV

Panel consisting of—Continued

Woodson Senior High School—Continued	Page
Frazier, William.....	77
Jones, Judy.....	76
Taylor, Gizelle.....	76
Coolidge Senior High School:	
Griffin, Reco.....	78
Johnson, Stephanie.....	79
Parker, Donald.....	82
Smith, Angela.....	83
Walker, Phillip.....	80
Williams, Arturo.....	83
Wood, Jerome.....	81
Washington-Dix Street Academy:	
Barksdale, Katrina.....	87
Crum, Bryant.....	86
Dunn, Lashawn.....	86, 89
Fletcher, Bryant.....	90
McClain, Bryant.....	86
Nickens, Lacula.....	88
Ballou Senior High School:	
Jones, Ashaki.....	94
Fauntroy, Marvin.....	94
Rangel, Hon. Charles B., a Representative in Congress from the State of New York.....	53
Smith, Peter, a Representative in Congress from the State of Vermont.....	4
Towns, Edolphus, a Representative in Congress from the State of New York....	5
Williams, Jesse, administrator, Youth Services Administration.....	53
Two prisoners incarcerated with D.C. Youth Services.....	54

FRIDAY, JUNE 2, 1989

Fauntroy, Hon. Walter E.....	97
Prepared statement with attachment.....	99
Williams, Doug, quarterback, Washington Redskins.....	104
Bennett, Jeremiah, senior, Walt Whitman High School, Bethesda, MD.....	122
Bibbins, Nicole, senior, Eleanor Roosevelt High School.....	156
Bonet, Lisa.....	150
Bramson, Ian, student, Falls Church High School.....	141
Davis, Laurence J., junior, Falls Church High School.....	147
Eller, Sally, teacher, Phoenix II School.....	128
Flores, Fernando, junior, James W. Robinson Junior Secondary School.....	143
Genrich, Gretchen C., eighth-grade student, Robinson Intermediate School, Fairfax County, VA.....	135
Giannini, Carol, substance abuse prevention coordinator, Montgomery County	130
Graham, Ebony, Sherwood High School, Olney, MD.....	123
Gray, Anthony, student, Phoenix II School.....	129
Hoffman, Jason, Gaithersburg High School.....	124
Hung, James, sophomore, Quince Orchard High School.....	121
Jeffries, Lawrence, student board member, Prince Georges County Board of Education.....	170
Lee, Kevin, senior, Falls Church High School.....	149
Masood, Edward, director, department of health and physical education, Montgomery County schools.....	120
Popp, Kathleen, graduate, Phoenix II School.....	128
Pratt, Michelle, senior, Robinson Secondary School.....	145
Reisher, Greg, Central High School, Prince Georges County.....	159
Prince Georges County Commission for Children and Youth—Report.....	161
Rizzardi, Walter, eighth-grade student, Robinson Intermediate School.....	141
Rowland, Roy J., a Representative in Congress from the State of Georgia.....	105
Tomasini, Wendy, junior, Damascus High School.....	127
Panel consisting of:	
T.C. Williams High School:	
Ayer, Aku.....	108
Hanley, Fay.....	109
Katzer, Ellen.....	110
Logen-el, George.....	115
Samee, Sonia.....	107

Panel consisting of—Continued

	Page
T.C. Williams High School—Continued	
Sapp, Steven	106
Whorley, Tywana	107
Frank W. Ballou High School:	
Brooks, Aaron	186
Colwell, Dennis	185
Thomas, Rhonda	188
Wilson, Jomo	189
Pelikan, Helen, director, Youth Speak Out	121
Popinko, C.J., student, H.B. Woodlawn Alternative School; Molly Lyman, student, Washington Lee High School; Lisa Nelson, student, Wakefield High School; Samarra Green, student, Wakefield High School; Michelle Kaas, student, Yorktown High School; Billy Senter, student, Yorktown High School; and Ivey Mink, student, Washington Lee High School:	
Green, Samarra	179
Kaas, Michelle	180
Lyman, Molly	176
Mink, Ivey	181
Nelson, Lisa	178
Popinko, C.J.	175
Senter, Billy	181

STAFF SUMMARY OF FINDINGS AND CONCLUSIONS

On May 3, and June 2, 1989, the Subcommittee on Fiscal Affairs and Health, chaired by Hon. Walter E. Fauntroy, held oversight hearings on crime, violence, and drugs in the schools and communities of the District of Columbia and the surrounding metropolitan counties. The invited witnesses on May 3, were student representatives from the senior high schools of the District of Columbia and student representatives from Montgomery County high schools, Fairfax County schools, Prince Georges County high schools, Arlington County high schools, and T.C. Williams High School of Alexandria, Virginia, appeared on June 2.

The idea for these historic Washington area youth hearings before Congress was the recommendation of a "Youth Outreach Task Force" established by Hon. Walter E. Fauntroy in January 1989, to address these crisis issues within the Congress of the United States. The youth of this task force were: Marvin Keith Fauntroy, chairman, Warner Coleman, Norman Nixon, Clyde Williams, Billy J. Rogers, Jeryls Thompson, Kemry Hughes, Harry Thomas, Jr., Michael Fauntroy, Andrea Price, Gwen Hall and Lillian A. Curley of the Doug Williams Foundation.

In preparation for testimony before the Congress, members of the Youth Outreach Task Force worked with each of the high schools where high school students, together with sponsoring faculty and high school administrations, held hearings and seminars in their various high schools to prepare their recommendations for the Congress. High school students en masse were brought to the Congress to testify on the concerns they had relating to crime, violence, and drugs in their schools and their communities. Their recommendations were filled with wisdom, serious concentration on the issues, and a remarkable wealth of data from the standpoint of youth.

Joining these hearings were members of the Select Committee on Narcotics Abuse and Control and members of the Select Committee on Children, Youth and Families. Some of the findings of these hearings were as follows. (The issues listed are not in any order of preference:)

1. **MATERIALISM** in our society is a chief factor in drug trafficking. Students made the distinction that a "high standard of living" is not the same as excesses in materialism;

2. **TELEVISION VIOLENCE** sets the tone for role models and plays a large part in the selection of modes of conflict resolution by today's youth;

3. **PARENTAL SKILLS** need **UPDATING** in order to help them deal with the overwhelming tasks they face today. Most students had specific recommendations on how and what these new skills might include;

4. MORAL VALUES need renewing. Present values contribute to much of the bad choices made by young people;

5. PEER COUNSELING, with RAP ROOMS and other forms of peer exchange to be made available 5 or more days a week for at least 8 to 10 hours, were listed by all schools and students as first priority in helping young people make good choices and stay out of trouble. Each hearing provides school success stories of great merit;

6. UNIFORMS, starting with kindergarten classes, for the future would solve a lot of the uneven emphasis upon clothes as against academic achievement;

7. SAFETY was the concern of all students. Problems of safety varied with the community and school setting but all were faced by some need for reform. Many shared recommendations that might include weapon roundups, ID's in schools, conflict resolutions training and counseling sessions, treatment availability for drug problems, education against drug use for all ages, teen organizations that reinforce safe values in living.

8. "WHY HAVEN'T YOU ASKED US SOONER?" was the chief theme of each of the youth recommendations. They insist on working with each other in all the schools of the metropolitan area and urge more testimony from their age group before the Congress of the United States.

The recommendations obtained from these hearings will be the basis for future legislation regarding this subject by the United States Congress.

CRIME, VIOLENCE, AND DRUGS IN THE DISTRICT OF COLUMBIA

WEDNESDAY, MAY 3, 1989

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH,
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, DC.

The subcommittee met, pursuant to call, at 11 a.m., in room 1310A, Longworth House Office Building, Hon. Walter E. Fauntroy (chairman of the subcommittee) presiding.

Members present: Representatives Fauntroy, Towns, Rangel, and Smith.

Also present: Marvin Fauntroy, chairman, D.C. Youth Outreach Task Force; Marguerite Gras, staff assistant, Johnny Barnes and Donald Temple, senior staff counsels.

Mr. FAUNTROY. The congressional oversight hearing on crime, violence and drugs in the District of Columbia will come to order.

I have, as a member of the Select Committee on Narcotics Abuse and Control, and as chairman of the Subcommittee on Fiscal Affairs and Health of the District Committee, called this hearing because I believe that it's time for us, as Members of the Congress and as adults across this Nation, to get some leadership on this problem of drug-driven violence from our young people, young people whose experiences are out there where the rubber hits the road on this question.

Accordingly, with the help of a very fine Youth Outreach Task Force, we have been instrumental in seeing that young people in the senior high schools of our Nation's Capital would explore from among their own student bodies recommendations that youth would have to make to the adults of the Nation generally and to the Members of the Congress in particular.

As a product of the public schools of the District of Columbia, I went to many of these 10 school hearings to share with the young people of our Nation's Capital and public schools that in my youth generation at Archibald H. Grimke Elementary School and Garner Patterson Junior High School and Dunbar High School, there were young people who decided that we wanted to change some things about society that we didn't like. We resolved that we were going to give adults some leadership.

Among those in that generation of young people was a young man by the name of Martin Luther King, Jr. We decided when we were your age that we were not going to live out our lives humiliated by "for white only" signs and forced by law to drink water

from separate fountains, to go to separate theaters and to not have access to public accommodations. We worked in our youth on these issues. We worked at Birmingham, Montgomery and in Selma and we gave the leadership that our Nation needed and we changed things.

The Members of the Congress who have assembled here, young people, and who will be with us all day for these hearings, believe that there is a generation of young people in the Nation's Capital and around the country who are prepared to give us some leadership so that 20 years from now you can look back and say:

There were things that I didn't like about society when I was a teenager. I didn't like reports of people being killed daily. I didn't like reports of crack and drugs destroying the minds of our young. I didn't just talk about it, I acted. I gave some leadership.

So, as we open this hearing, I want to thank especially, the young people who have given their minds and their thoughts over the last 2 months to fashioning some recommendations that you want to make to the Members of the Congress. The Bible says that a little child shall lead them. Believe me, after 10 years on the Select Committee on Narcotics Abuse and Control and having shared with my fellow members who serve on the Select Committee on Children, Youth and Families, we do need some leadership and we're here to receive it.

Over the last 2 months, with the cooperation of the D.C. public school system, I and members of my Youth Outreach Task Force have organized 10 public senior high school hearings. The purpose of these hearings has been to solicit the recommendations from students on the methods that we ought to employ to halt drug trafficking and violence in and around our schools and in our neighborhoods.

Quite frankly, Congressman Smith, the response has been tremendous.

Today's hearings are designed to provide another forum for these students who came forward and to build a record that Members of the Congress and others, and the Federal Government itself might consult as we grapple with the drug menace that threatens our very existence.

I believe we will find today the thoughts and recommendations that we hear to be interesting and informative.

Before we begin, however, I wish to express my deep appreciation to several people who helped to make this day possible. We are fortunate to have as our president of the D.C. Board of Education, Ms. Linda Cropp. From the outset, Ms. Cropp has given us enthusiastic support for these hearings in our public schools.

I want to pay a special tribute to the leadership of Superintendent Andrew E. Jenkins, without whose help these hearings would not have been possible in the schools and this presentation today would not have been possible as well.

Dr. Thomas Harper, assistant superintendent for the senior high school division, also gave support and encouragement to the individual high school efforts as they examined this vital issue.

But it was the principals of the high schools, together with their faculty advisors and their student governments, who have done

such a splendid job in supporting the leadership that our young people want to give us on this critical issue.

It also gives me a great deal of pleasure to announce the partnership that we have developed with the Doug Williams Foundation. Gwen Hall and Lillian Curley are spending long hours developing the Youth Expo, which will take place on June 3 and will bring together young people from the entire metropolitan area in a day-long examination of this problem. Through workshops, seminars and demonstrations of problems associated with drug use and drug abuse, we are going to get more leadership from our youth.

As a matter of fact, the Youth Outreach Task Force and the students with whom they have worked in our public high schools have resolved that as soon as this hearing is over, they are going to appeal to their counterparts in high schools throughout the metropolitan area to hold similar hearings in their schools, to let ideas and recommendations come from the youth of the entire region. Then, on June 2, we're going to have another hearing so that their counterparts in Virginia and Maryland may have an opportunity as well to share with the Congress their views.

I am particularly pleased that Doug Williams, a classic role model not only to young people but to adults, a man who by his sense of conscience, his response to duty, says to young people, "Be like me. I take good care of my body, I don't use drugs. I tried to get an education and that education has served me well." And who says to adults as well, "When you have made it as I have—most valuable player in the Super Bowl—the first thing you have to think about is those who you left behind." As his first act upon being designated the most valuable player Doug said, "What I'm going to do with this is to take it back to the young people who I think need that kind of role model and I am going to found a Doug Williams Foundation that will concern itself with getting leadership from our youth."

So, I've been pleased to have been associated with Doug Williams in this. We are looking forward to these hearings, which commence today, becoming the launching pad for youth leadership being provided here and to the Nation on these critical questions.

Our first hearing has to also pay tribute to the members of the Youth Outreach Task Force which was chaired by Marvin Fauntroy on my left, and which included Warner Coleman who is employed with the D.C. Board of Education, Norman Nixon, Clyde Williams, Billy Rogers, Jeryls Thompson, Kemry Hughes, Harry Thomas, Jr., Michael Fauntroy, Andrea Price and, as I indicated, both Gwen Hall and Lillian Curley of the Doug Williams Foundation also were very helpful to us.

This is a day for young people. It is our turn to listen and to perhaps be led by them. I want to, before calling our first witness, yield first to a distinguished member of the Select Committee on Children, Youth and Families, who is the distinguished Representative of the State of Vermont in the House of Representatives, a Member who brings both a commitment to young people, to the Congress and gives us a bipartisan flavor to our effort.

May I ask Congressman Peter Smith if he would wish to make any opening remarks.

[The prepared statement of Mr. Fauntroy follows:]

PREPARED STATEMENT OF CONGRESSMAN WALTER E. FAUNTROY

The subcommittee will come to order. We are reminded by biblical wisdom that we "shall be led by little children."

Over the past two months, with the cooperation of the D.C. public school system, I and members of my youth task force have organized hearings at 10 public senior high schools. The purpose of these hearings has been to solicit the recommendations from students on methods to halt drug trafficking and violence in and around their schools and neighborhoods. The response has been tremendous.

Today's hearing is designed to provide another forum for those students who came forward and to build a record that Members of Congress and others in the Federal Government might consult as we grapple with the drug menace that threatens our very existence.

I believe we will find the thoughts and recommendations we hear today interesting and informative.

Before we begin, however, I wish to express my deep appreciation to several persons who helped to make this day possible.

We are fortunate to have as our president of the D.C. Board of Education, Mrs. Linda Cropp. From the outset, Mrs. Cropp gave her enthusiastic support to our hearings.

I want to pay special tribute to the leadership of Superintendent Andrew E. Jenkins, without whose help this hearing would not be possible.

Dr. Thomas Harper, assistant superintendent for the senior high school division, also gave support and encouragement to the individual high school efforts as they examined this vital issue.

But, it was the principals of the high schools, together with their faculty advisers and their student governments, who have done such a splendid job of supporting our effort.

It also gives me great pleasure to announce the partnership we have developed with the Doug Williams Foundation. Gwen Hall and Lillian Curley are spending long hours developing the Youth Expo which will take place on June 3rd and will bring together young people from the entire metropolitan area in a day-long examination of this problem, through workshops, seminars and demonstrations of the problems associated with drug use and abuse among our youth.

I am also pleased to note that this hearing has been organized in cooperation with other committees of the Congress. In addition to the Committee on the District of Columbia, we have informed and invited members of the Select Committee on Narcotics Abuse and Control and the Select Committee on Children, Youth, and Families.

I and other Members of Congress look forward to hearing the reports of these wonderful young people as they bring their testimony to the United States House of Representatives—a first in our congressional history—high schoolers testifying before Members of Congress about a grave social evil, and offering their recommendations and solutions.

This day is for the young people. Now, we shall begin with our first panel of witnesses from McKinley Senior High School. Welcome.

Mr. SMITH. Well, thank you, Mr. Chairman. I would first of all congratulate you for having what's not just a good idea but an absolutely necessary idea if we're going to get on top of the problem that is facing children, teachers, schools, and communities.

You know, I speak to you as a confirmed Boston Patriots fan, but the more I hear about Doug Williams, I understand the plot; you're trying to soften me up here to the Redskins.

I, more seriously, want to say very briefly that the reason listening to the students, in this case of the District of Columbia, but really to young people all over this country and to their teachers, is so fundamentally important is that whether we're talking about the quality of a curriculum or the quality of the life in or around schools or the quality of life in the larger community, until, in fact, speaking of schools specifically, Mr. Chairman, they are fit places for teachers to teach and children to learn which is the reason why they are there until there is a quality of professionalism and learning and human life in schools that draws people to them, we

cannot possibly succeed at the fundamental task for which schools exist.

Without success in that task, the notion of hope in this society becomes a negotiable commodity. It cannot be a negotiable commodity if this society is to hold together and to prosper.

So, for those reasons, I think you've brought us to the source of some good commonsense. I am, for one, as a member of the Select Committee on Children, Youth, and Families, delighted to be here to be listening. I'll be in and out during the day but delighted to be here with you and salute you for this great idea.

Mr. FAUNTROY. Thank you.

We've been joined as well by a four-term Member of the Congress who represents a city and a State that certainly are looking for the kind of guidance that we seek from our young people—Congressman Ed Towns of the great State of New York and who represents the people of Brooklyn in the Congress of the United States.

We're happy to have you as well, Congressman Towns.

Mr. TOWNS. Thank you very much, Mr. Chairman.

Let me begin by saying to you that I think it's so important that you've made the decision to reach out and get the input from the young people. I think so often that we try to solve problems by just throwing things out and not talking to the people that we should talk to in order to get their ideas and their suggestions. So, I would like to commend you for making certain that you have input from every level. I think as we look at where we are today and all the problems that we have, I think we need to talk.

I sometimes sit around and think about how I'm so happy that Dr. Martin Luther King did not use drugs because if he did we probably would still be in the back of the bus. I'm so happy that Harriet Tubman did not use drugs because if she did, I'm certain that she would not have been able to accomplish all the things that she was able to accomplish and to make life better for us.

So, as we come today, Mr. Chairman, I am anxious and eager to listen to the young people. I will be sort of in and out, but I want to hear as much as I can because we have a serious problem in Brooklyn; we have a serious problem throughout this Nation. I think that through this process, we will be able to come up with some solutions. So, I would like to thank you for inviting me.

Mr. FAUNTROY. Thank you so much, Mr. Towns.

Before we go to the witnesses as well, I mentioned Doug Williams and Doug Williams hails from the great State of Louisiana. We are privileged to have join us on the panel the Representative of the 8th Congressional District of Louisiana, who is not here just because Doug Williams is associated with this effort and because Louisiana has sent the Washington Redskins its Super Bowl quarterback and didn't send it to the Patriots; but he's here because as in New York, so in Louisiana we have this problem.

I'm very happy to yield to Congressman Clyde Holloway at this time.

Mr. HOLLOWAY. Thank you, Mr. Chairman. We enjoy sending our good citizens to show the champions that they are. We're very proud of Doug Williams and the impact he's had not only in Louisiana, but in the District, as well as all over the Nation. He is truly a great citizen of this country.

I just want to say a couple of words because it gives me great pleasure to sit and listen to the youth of our country and listen to the possible solutions. None of us have the solution to this problem. If we did, you can be sure they would have a star over their heads and we would know that they were the saviors. Instead, I think we must listen and learn today about what is probably the greatest problem in the country.

It's not just a District of Columbia problem. It's not just an urban or a ghetto problem. It's a problem in the town which I come from of 350 people. It's a problem in every corner of this country, no matter how small, how large, and it's got a hold on us. We have to make it turn us loose.

So, I commend you very much for your efforts here and for the students and their efforts that they're putting forward. It's a great pleasure for me to be here with you.

Mr. FAUNTROY. Thank you so very much.

Now for the young people. I want to call our first panel. It is the panel of students from Dunbar Senior High School. As they come forward, let me point out that they are not the first to testify; simply because 39 years ago I graduated from Dunbar High School. That's not why they're first. The only reason they are first is that the McKinley Senior High School contingent has not quite arrived as yet.

So, may I ask that Marcy Marcelin, Tanya Headley and Dana Crum now come forward and assume seats at the witness table. They will be accompanied by the faculty advisor, Ms. Muriel L. Martin.

Let me thank you for launching this now historic hearing; one in which the young people of the District of Columbia testified before the Congress of the United States and make recommendations as to what we as a nation should do to deal with the problems of crime, violence and drugs in our Nation.

TESTIMONY OF MARCY MARCELIN, TANYA HEADLEY, DANA CRUM OF DUNBAR SENIOR HIGH SCHOOL

Ms. MARCELIN. Good afternoon. I am Marcy Marcelin, an honor student at Dunbar Senior High School and I will be attending Howard University in the fall.

I would like to acknowledge Dunbar's student government president, Michael Watts, who is an alternate speaker and has served as a youth ambassador to Israel in 1989.

Thank you for this opportunity to present our feelings about this critical issue that is affecting all of our lives. Drugs cause physical deterioration. Such deterioration renders the abuser unable to cope with the rigors of obtaining an education, which is the dilemma of many adolescents. As a result of their continued use and abuse of drugs, they cannot fulfill their role as students who desire to learn. No crime is too primitive or too degrading when searching for money to support a habit.

Psychologically, teenagers are unable to deal with the repercussions of life in the fast lane. They soon become short tempered and depressed as a result of their inability to express their feelings and verbalize their thoughts.

Today's youth face many problems and with these problems must come solutions if America is to continue her role as a technologically advanced country. We are living in a society where many high school students find no significance in obtaining an education, despite the many opportunities available to educated individuals. Although we know that education allows people to see beyond their present circumstances in order to reach their fullest potential, many teens believe that selling drugs to obtain large sums of money demonstrates potential at its peak because they can buy luxury automobiles and designer clothes.

Because an education broadens ones perspective, the youth who has been educated will decide not to succumb to the destructive misuse of drugs. With an education, one also establishes values and high standards which help teens renounce drugs in their weakest moment.

To value learning is synonymous with saying no to drugs. Other values such as responsibility, respectability and honesty, are vital to high school students who decide to obtain an education. Because such strengths display the strength to avoid using drugs, at Dunbar High School such values are emphasized every Wednesday when we acknowledge value clarification day. The students in Dunbar High School believe value clarification lessons have helped solidify their beliefs in upholding a firm stance against the use of drugs.

Throughout the history of America, educated individuals were also free individuals. Frederick Douglas is an example. Because of his education, which involved learning to read, he did not accept slavery as a way of life for himself. As high school students, parents and congressional members, we exhort you to denounce the slavery of drugs amidst America's future and help free the individuals who are bound and fettered in the demoralizing institution of drug abuse. Therefore, we believe there should be a national policy on drugs, emphasizing prevention, treatment and enforcement.

Like some flowers cultivated in a greenhouse, we also need a greenhouse for protection, so our roots can grow deep and that at maturity, when we are transplanted into the harsh elements of the real world, we will stand firm when the storms of life surround us.

Thank you for helping us create a greenhouse by holding these hearings today because, as adolescents, our roots are still developing.

Here are the recommendations from the students at Paul Laurence Dunbar High School.

Mr. CRUM. Good morning.

Mr. FAUNTROY. Good morning.

Mr. CRUM. My name is Dana Crum and I'm a senior at Dunbar Senior High School and next fall I plan to matriculate at Princeton University.

The recommendations for the congressional youth hearing from the student leadership of Paul Laurence Dunbar High School are as follows:

One, the establishment of a national youth committee comprised of youth from their respective states and U.S. territories, to advise the Congress of the United States on the status and affairs of American youth and/or a national youth president elected by the youth of the Nation following the American electoral process.

Two, establishment of a national youth volunteer corps.

Three, the establishment of youth houses throughout the Nation to counteract the problem of homeless youth.

Four, the establishment of a nationwide value clarification program.

Five, the establishment of a special congressional committee to reexamine American education and how American youth are taught to compete with other nations.

Six, the establishment of a national policy on illegal drugs on public housing property.

Seven, the establishment of a national policy on drugs focusing on prevention, treatment and enforcement.

Eight, the establishment of a national or international cooperative system of operation to stop the flow of illegal drugs in the United States.

Thank you.

Mr. FAUNTROY. We thank you.

Ms. HEADLEY. Hello, my name is Tanya Headley and I'm a sophomore honor student.

We would also like to introduce our nonviolence resistance creed, modeled after the Civil Rights Movement. This creed should be incorporated into schools throughout the country.

Some of the rules are:

Expect goodwill on the part of all people;

Commit yourself to complete nonviolence. As Doctor Martin Luther King, Jr., said, "I came to see the power of nonviolence more and more as I lived through the actual experience of this protest. Nonviolence became more than a useful method. It became a way of life."

In all things, observe ordinary rules of courtesy of good behavior and according to your own ability, do not be afraid to experiment with new and creative techniques for achieving positive social change.

[The prepared statement from Dunbar Senior High School follows:]

TESTIMONY OF THE STUDENT GOVERNMENT OF PAUL LAURENCE DUNBAR SENIOR HIGH SCHOOL FROM THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM

PAUL LAURENCE DUNBAR REPRESENTATIVES, CONGRESSIONAL YOUTH HEARINGS, MAY 3, 1989

1. Mr. Michael Watts (Alternate), Junior, President of the Student Council, former Youth Ambassador to Israel, 1988.

2. Ms. Tanya Headley, Member of the Student Council, Honor Student, Sophomore.

3. Mr. Dana Crum, Editor, Newsreel, Honor Student, Graduating Senior, Acceptance letter to Stanford University.

4. Ms. Kanti Ford, Member of the Student Council (Alternate), Graduating Senior, Honor Student, Acceptance letters to Stanford, Yale, and other leading Universities.

5. Ms. Marcy Marcelin, Member of the Student Council, Graduating Senior, Honor Student, Acceptance letter from Howard University and other leading Universities.

Mrs. Eva R. Rousseau, Principal.

Ms. Muriel L. Martin, Faculty Adviser; Teacher, U.S. History/Government.

DRUGS, CRIME, AND VIOLENCE

Thank you for the opportunity to present our feelings about this critical issue that is effecting all of our lives.

Drugs cause physical deterioration. Such deterioration renders the abuser unable to cope with the rigors of obtaining an education, which is the dilemma of many adolescents. Because of their continued use and abuse of drugs, they cannot fulfill their role as students who desire to learn. No crime is too primitive or too degrading when searching for money to support a habit. Psychologically, teenagers are unable to deal with the repercussions of life in the fast lane. They soon become short tempered and depressed as a result of their inability to express their feelings and verbalize their thoughts.

Today's youth face many problems, and with these problems must come solutions if America is to continue her role as a technologically advanced country. We are living in a society where many high school students find no significance in obtaining an education, despite the many opportunities available to educated individuals.

Although we know that education allows people to see beyond their present circumstances in order to reach their fullest potential. Many teens believe that selling drugs to obtain large sums of money demonstrates potential at it's peak, because they can buy luxury automobiles and designer clothes.

Because an education broadens one's perspective, the youth who has been educated will decide not to succumb to the destructive misuse of drugs. With an education, one also establishes values and high standards which help teens renounce drug abuse in their weakest moments. To value learning is synonymous with "saying no" to drugs. Other values such as responsibility, respectability and honesty are vital to high school students who decide to obtain an education. Because such traits display the strength to avoid using drugs. At Dunbar High School, such values are emphasized every Wednesday, when we acknowledge "Value Clarification Day". The students in Dunbar Senior High School believe values clarification lessons have helped solidify their beliefs in upholding a firm stance against the use of drugs.

Throughout the history of America, educated individuals were also free individuals. Frederick Douglass is an example, because of his education, which involved learning to read, he did not accept slavery as a way of life for himself. As high school students, parents, and congressional members, we exhort you to denounce the slavery of drugs amidst America's future, and help free the individuals who are bound and fettered in the demoralizing institution of drug abuse. Therefore we believe there should be a national policy on drugs emphasizing prevision, treatment and enforcement.

Like some flowers cultivated in a greenhouse, we also need a greenhouse for protection, so our roots can grow deep; and at maturity when we are transplanted into the harsh elements of the real world, we will stand firm when the storms of life surround us. Thank you for helping us create a greenhouse, by holding these hearings today, because as adolescents, our roots are still developing. Here are the recommendations from the students of Paul Laurence Dunbar Senior High School.

RECOMMENDATIONS FOR THE CONGRESSIONAL YOUTH HEARING FROM THE STUDENT LEADERSHIP, PAUL LAURENCE DUNBAR HIGH SCHOOL, WASHINGTON, DC

1. The establishment of a National Youth Committee comprised of youth from their respective States and U.S. territories, to advise the Congress of the United States on the status and affairs of American Youth. And/or a National Youth President, elected by the Youth of the Nation following the American electoral process.
2. The establishment of a National Youth Volunteer Corps.
3. The establishment of Youth Houses throughout the nation to counteract the problem of homeless youth.
4. The establishment of a nationwide "Value Clarification Program."
5. The establishment of a special Congressional Committee to re-examine American Education and how American Youth are taught to compete with other nations.
6. The establishment of a national policy on illegal drugs in public housing property.
7. The establishment of a national policy on Drugs focusing on "Prevention, Treatment and Enforcement."
8. The establishment of a national/international cooperative system of operation to stop the flow of illegal drugs into the United States.

Mr. FAUNTROY. May I thank each of you for those very constructive recommendations, particularly those that relate to the value clarification program that you apparently have at Dunbar that is

having a real effect. That is one, I understand, that involves your meeting every week? Is it a full assembly?

Ms. MARCELIN. For values clarification, we have a value for the month. We have a different value every month. This month our value is cooperation. Everyday each teacher puts a little emphasis on the value of the month. However, on Wednesday, we are given various activities, such as poems or essays or other reading selections, to highlight that value.

Mr. FAUNTROY. And that's every week?

Ms. MARCELIN. Yes, every Wednesday.

Mr. FAUNTROY. Thank you.

Are there questions, Mr. Towns? Do you have any questions?

Mr. TOWNS. I would just like to join you in thanking the panel. I think that you've given us some very valuable information. I am very interested in that value clarification day.

But I would like to just ask each one of you to respond to something very quickly. I'm not talking about your parent or anybody else, I would just like to be able to get something to sort of share across the board. We have a serious problem. It's a real dilemma.

As a parent—I'm a parent—what would you say to a parent today that's trying to guide someone through this problem and to make certain that they stay in school, that they do well in school? What would you say, if you have an opportunity to speak to the Nation, to all parents, what would you say?

Ms. MARCELIN. I would try to stress the importance of making education a fun and intriguing process. I would tell the parents to be sure their children understand the importance of getting an education. I really don't believe many students understand the necessity for obtaining an education.

Mr. TOWNS. Thank you.

Yes, sir?

Mr. CRUM. Well, as a resident of the District of Columbia, I've noticed that a lot of emphasis is put upon the situation of drugs here in the city. But I also realize that the situation of drugs here in the District of Columbia is only a mirror of the situation in America as a whole. A lot of people feel that the people using and selling drugs don't have potential and they themselves feel that way, but it's not a lack of potential; it's a lack of motivation. Until we instill some initiative and some hope into their hearts, they'll continue to do what they're doing.

Also, we can't look at each other and point the finger and try to figure out who is to blame. While we spend that time blaming one another, there are still more people outside being slain because they're using drugs, because they're not paying their bills and because people are overdosing. So, we can't spend our time blaming one another. We have to instill some motivation into the hearts of those who are victims of drugs.

What would I tell the parents?

Mr. TOWNS. Yes.

Mr. CRUM. I would tell the parents to do whatever is necessary to make their sons and daughters feel that they do have potential. To let them know that even though it does take a long time to earn things through education, it is worth it because once you earn it, it's yours. You don't have to worry about it being taken away and

you don't have to worry about taking someone's money and having your life taken as a result of it. What you earn is yours rather than selling drugs on the corner and having to worry about someone taking your life.

It does take a lot of perseverance, but they have to realize that money is important, but it's not the first priority.

Mr. TOWNS. Thank you.

Ms. HEADLEY. Building upon what he just said, you can tell your kids that they are the best and you can put money and time into programs like Junior Achievement or Youth in Engineering and Science to show your kids that there is another way out. You don't have to take the fast way out, you can do it slow and you can still get the same results.

So, we have to be positive role models in order for our kids to look up to us because most kids don't have positive things to look up to. They see the fast way out, they see their fathers and everyone doing this way, but we can show them we can do it the other way and get the same results.

Mr. TOWNS. Fantastic. You're a sophomore in high school?

Ms. HEADLEY. Yes.

Mr. TOWNS. Thank you.

Mr. FAUNTROY. Thank you so much.

Congressman Smith.

Mr. SMITH. Just briefly, I would like to say to Dana, I'm an old man now but I graduated once from that university that you are going to next year. My estimation is it's better today than it was then and it was great then.

I congratulate all of you on having the courage to state the fact that you want to do the best you can do. You're talking about what parents can do and parents can engender hope. I've never heard it said more beautifully. But you have to demonstrate and are demonstrating the courage to say, "I'm going to do the best I can." It takes a special kind of courage for young people to do that and I admire it enormously.

I think the question I have, again just quickly across the board, we hear national service proposals in the Education and Labor Committee and we will be hearing those proposals and there are going to be proposals for the secondary education level. It strikes me that maybe we ought to do some talking and get some of these young people to come back in and talk a little bit, respond to some of those proposals as we draft the legislation.

Mr. FAUNTROY. Good idea.

Mr. SMITH. We're headed down the road on your second recommendation. I think this Congress is going to do something. Maybe we'll have to tap back into you again.

Think about a week or a day that is easy to come here and talk about the things you are doing to counteract these problems. What's the thing that comes to your mind that is frustrating or that isn't happening that you wish was happening with regard to this problem of drugs in the schools and drugs in the school community? If you could look back across the week and say, "I wish that situation could be changed; I wish that condition could be changed," what would it be?

Ms. MARCELIN. I would change the fact that so many people are concerned with high school students, and rightly so, they should be. But I believe the problem starts in elementary school and junior high school. I would initiate professionals, role models, who go into the elementary schools and to the junior high schools to encourage students and motivate them to really want to get an education, despite what they may have to endure or what they may have to sacrifice, that education is most important.

In high school, although you're not rigid in your ways, the strongest mode is set in elementary school. When one leaves elementary school and junior high school knowing that they're going to high school to get an education, I believe they tend to carry themselves in a manner which exemplifies the fact that all they want is an education and they are not concerned with the superficial reality of clothes and jewelry.

Mr. CRUM. Well, here in the District of Columbia, a myriad of students live in the type of neighborhoods where they're surrounded by drug use and drug selling. So, there's really no way to pull most of those students out of those neighborhoods. But the fact of the matter is that they spend so much time at school and as a result of that, they're still surrounded by people who are concerned with nothing but materialism. So, if we can somehow get their minds off materialistic things and get their mind focused upon education and changing something in our society, then maybe a change on a wide scale will come about.

Ms. HEADLEY. I wish I could change the attitude of our youth because we don't have enough rebellion inside of ourselves to speak out against it. I mean we haven't had enough because we're obviously not taking a physical stand against it. We're talking about it, we're trying to find the problem, but we're not taking a physical stand. Until we can say we've had enough, we can't do anything about it. So, I wish we could change our attitudes as far as that's concerned.

Mr. SMITH. Thank you.

Mr. FAUNTROY. If the gentleman will yield.

You mean that we've got to get as angry as individuals——

Ms. HEADLEY. Right.

Mr. FAUNTROY [continuing]. As angry as we were in the 1960's and say we're fed up and won't take it any more.

Ms. HEADLEY. Right.

Mr. FAUNTROY. We want a drug free District of Columbia. I like that. Thank you.

Congressman Holloway?

Mr. HOLLOWAY. Mr. Chairman, I have three quick questions. For the sake of time, I'll ask that just one of them answer each question. I'll let whichever one of you choose to do it.

My first question deals with the family. Of course coming from the Select Committee on Children, Youth and Families I'm very, very concerned about what I consider the breakup of the family in this country, the love that is missing in many, many homes for their children.

What is your feeling, about the impact in Washington, DC., of the one-parent home? Not only the one-parent home, but the homes that are missing the love and care that should exist when

we have children and should be our commitment. What is the ratio between drugs in the community and the kind of families in the community? Are the kids you know who are involved in drugs those with no family or a family that doesn't care?

Anyone that cares to answer it.

Mr. CRUM. Well, I feel that does play a key role. A lot of teenagers, they don't have love at home and they feel that they're not worth anything. So, they succumb to anything and they decide to use drugs or engage in violent activity or whatever. We can't change each household and that's the reality we have to face. But we have to somehow form some support organizations for everyone. Whatever the problem is, we must somehow rectify it, whatever it takes.

There are a lot of concerned individuals out there, but I guess maybe they're afraid to take a stand or they're afraid to voice their opinions because of the people around them. But until we come together as one, black, white, students, adults or whatever, the situation will remain as it is.

Martin Luther King's dream of transcendence for the black race and for America as a whole will remain a dream rather than become a reality unless this is done.

Mr. HOLLOWAY. Well, you're an honor student. Do you come from a home that cares or has pushed you to try to excel and make a better world to live in?

Mr. CRUM. Well, it's just my mother and I. She's always there for me. Whenever I don't feel like doing my work, she reminds me of what I'm fighting for.

Mr. HOLLOWAY. We need a lot of that.

Mr. CRUM. So, she's played a key role in my success and I attribute all of it to her.

Mr. HOLLOWAY. You're to be commended and she is also.

Ms. MARCELIN. I would also like to say that great leaders came from homes with one parent, like Booker T. Washington or no parent, like Frederick Douglas.

Mr. HOLLOWAY. I'm sure there are many examples.

Ms. MARCELIN. It's the quality of time.

Mr. HOLLOWAY. OK. But that was not as much where I was coming.

My second question has to do with stiffer criminal penalties for those that are involved in drugs. What is your feeling of the reaction or what would happen in the community to stiffer—or what is the reaction to stiffer penalties, longer sentences given to drug dealers. I guess maybe even to say, capital punishment to drug kingpin dealers. What is your feeling about the actions from that? Any one of the three of you.

Mr. CRUM. Well, it could possibly scare a lot of teenagers away from using drugs. I don't know personally, but I feel that's something that should be looked into because if they feel that they're going to be severely punished for doing something like selling drugs, then maybe they'll think twice before they do it.

Mr. HOLLOWAY. My third question is in your experience does the using teenagers feel a sense of responsibility for their actions or do you feel they feel that they do not? If you do, explain.

Mr. CRUM. Well, can you repeat the question, please?

Mr. HOLLOWAY. OK. In your experiences, do drug using teenagers feel any sense of responsibility for their actions?

Mr. CRUM. Well, really, they're trying to escape a world of turmoil. So that's why they turn to drugs.

Mr. HOLLOWAY. Do you think they feel guilt or do you think they feel anything?

Mr. CRUM. Well, they do feel guilt, but their drive to achieve that high is so great that they're not concerned with anything but achieving that high.

Ms. MARCELIN. I think they feel guilt but I think that as they go along, their conscience becomes so cluttered with immoral activities and dealings that it's no longer an issue of how they feel because once they get into it, despite the way they may feel, they must continue their activities to save their life.

Mr. HOLLOWAY. OK. Thank you, Mr. Chairman.

Mr. FAUNTROY. I thank you.

Thank you so very much to the distinguished panel from Dunbar High School.

Our next panel is the panel from McKinley Senior High School.

As they come forward, I want to acknowledge the presence of several staff persons who have assisted us here, not the least of which has been Marguerite Gras who, working with our Youth Outreach Task Force has put much of this together.

She is not here right now, but I do notice that Donald Temple, who is a former president and active member of Concerned Black Men, who will be having their two young winners of their oratorical contest to present their views later on in the program, is here. He is one of our staff directors on the District Committee.

Donald, we're happy to have you as well.

May I note the presence also of Prof. Chuck Gingrich, who formerly worked here on the Hill. He has done a great deal of work with high school student governments and would like to assist us in setting up hearings in the northern Virginia area. He is from the department of public affairs at George Mason University.

So, Professor Gingrich, thank you so much for joining us.

Also, Prof. Richard Rubenstein, who is a professor of conflict resolution in public affairs at George Mason, who has written an analysis of remedies that we are looking to implement hopefully as we study the District's crime emergency with some new ideas.

Let me now turn to McKinley Senior High School. As you will notice as members are leaving, they are leaving because they are going to the floor to answer a rollcall or maybe even a—no, that's a vote. They are voting. You will notice, young people, that while I represent more taxpayers than any single Member of the House, I represent more people than elect 12 Senators, and because there are six States that have less people in the State than we have in the District of Columbia, I, alone among those who represent tax-paying Americans do not vote on the floor of the House. So, I'm going to excuse them to go over and vote and then they'll come back.

Clyde, I hope you'll get back and vote for me.

I do vote in committee, but the day is coming when, if we are persistent, I will too look back on this day and say, "I made a difference," just as I hope you will look back on this period and say

you made the difference, when we will have full voting representation in the U.S. House and Senate.

Now may I call upon Michael Evans, Sandiata Street and DuJour Bullock from McKinley.

We're very pleased to have present Steven Powell, who is the faculty advisor, and the peer counselor of Super Teams, a concept that members, I'm sure, are going to be very happy and proud to learn of.

Also, Derek Myers will be an alternate.

Gentlemen, proceed in whatever manner you choose.

TESTIMONY OF MICHAEL EVANS, SANDIATA STREET, DuJOUR BULLOCK, STEVEN POWELL OF MCKINLEY SENIOR HIGH SCHOOL

Mr. EVANS. Good morning. I am Michael Evans of the McKinley Super Teams, which is a drug prevention peer counseling program. I'm pleased to have this opportunity to speak to you and share with you the thoughts and concerns of my fellow students.

You might think that the drug situation in our country is the cause of the youth in our communities engaging in self-destructing and violent acts. Understand this clearly, drugs are a symptom, not a cause.

You may also think that the youth of today are a lot different from the youth of your time. It is true times have changed, but the needs of human beings have been the same since Genesis. Yes, ladies and gentlemen, we are talking about needs and the desperate need for them to be met.

Not only are the needs of today's youth not being met, but because of emphasis placed on the almighty dollar, we at times, and these times are often, are not only neglected but we are confused. Our confusion takes seven identities.

We are confused because of the double messages transmitted by our role models.

Confused because no one wants to be unselfish and courageous enough to be a hero. Consequently, our role models become whom-ever is available, irrespective of status or standards.

Confused because ethical law enforcement is not a situation we expect.

Confused because of media hype which focuses on whatever increases rating and revenue, regardless of its effect on young minds. The media also affects our choice of values when the advertisement and sale of a product helps to determine our behavior instead of interpersonal relationships, genuine concern and love.

We are confused, confused because of the increased number of single parent homes with insufficiently trained parents that understandably take stabs in the dark, trying to make all the right moves. Who teaches parents to be parents anyway? Our self-esteem is a product of our environment, as are we.

Help us raise it and many of these problems will be nonexistent. Make clear to us what is important and good and show us through example the right roads to travel and take it from someone who has been mislead.

Chairman FAUNTROY. My, my, my; I think that deserves a hand. Thank you so much.

Our next witness? You see McKinley believes in standing up and being heard.

Mr. BULLOCK. I am DuJour Bullock, also a member of the McKinley Super Teams and I am not only confused, but I am angry. Angry because our leaders allow God and country to be deemphasized in our schools. Our values have become so disoriented and artificial that we look to characters on television to give examples of how we should run our lives.

In the case of small children, characters that don't even have human form teach young minds to misconceive pain and death, as they are set on fire, cut in half, decapitated or even shot and whatever else the artist is instructed to represent. The sad fact of the matter is that pain, torture and life-threatening acts all have happy endings because of the cartoon. Whoever dies, lives and violent acts do not harm except for the perceptions conceived in the minds of the young children.

Not only are young minds distorted, but so are the minds of the so-called mature thinking adults. Violence on television makes violence in our communities more acceptable, just like clothing and fads. The more you see, the more fashionable values become. We have become so desensitized from a repetitive viewing of bloodshed on the boob tube that with every depiction of a violent act, our capacity to absorb more increases until we crave a bigger high with the next fix.

Yes, we're angry and I'm angry because you adults, parents, administrators and legislators all have chosen to ignore the damage being done. Has politics really become more important than cultivating the minds of future leaderships? Is free enterprise really the American way when media programming becomes proof exhibited by financial benefits which take priority at the expense of a mentally healthy and emotionally stable America? What better person could you have reach the drug dealers and hustlers than one who knows from experience?

Stop it. Change it. You can do it, can't you? Isn't that why we're here? If not, we're all wasting our time and I'm still angry.

Mr. FAUNTROY. All right. Thank you.

Mr. STREET. My name is Sandiata Street. I'm a student at McKinley with the Super Teams.

Congress, you are the representative body of our country and yet not representing the hearts and souls of our people. You may be a political force amongst your constituency, but there are passionate cries for programs above and beyond the points you address in this body.

With the power you have, it is obvious that a lot can be accomplished. So, give us some of that power you've gained from the people who gave it to you. Use that power to make future leaders who can also take charge and use it effectively.

We didn't come here to be known, but helped. We have consistently established forums where youth express their feelings passionately, stress focal points to identify the problems, but still there is no effect to do something that will work.

Personally, I'm sick of sitting down to something I can't contribute to. Many feel this way because I only see a few influential hands, or just being simply rejected, ignored, or dismissed. I'm sick of it and so are the people of this country. I want some followup and followthrough now.

We consider ourselves the future leaders of the world. The world, I emphasize. We, the youth and future leaders of the world, challenge you the adult world to be courageous enough to help our case, to let so-called unintentional brainwash flow through the minds of our young and beloved. I am very angered by that.

For me to be the accent of this overwhelming, conflicting torture in the faces of the masses is just something I wish I could wake up and dismiss. But these illusions are still there and put a limit to my abilities as well, I concede.

First, we ask you to restore essential and helpful values to the minds of our lost. Accept the responsibility of noticing our true role models. Upgrade our self-esteem by recognizing our accomplishments frequently. We want more role models in our schools and communities constantly letting them know it's not too late and never too late. Stop searching for fault and exposing the negative and start accentuating the positive. After all, just like you, we are all human and we all make mistakes.

Who gets the idea that there is some purpose to exploiting our true heroes we look up to? I don't understand that. Stop teaching us that only evil exists in the world. Stop waiting for our parents to take crash courses in independent study instead of preparing them. Send us information that will unite our children with their parents.

Teach us that it is not what you have, have on, play with, associate with, ride in or boast about, but how much you know, that you can show it and that it cannot be stripped away. Knowledge—something you've got.

Create classes in our school systems so we can all cope and tackle these problems. Do set the standards and stick to them. Tell the media now to balance the positive with the negative.

As for ethical law enforcement, it is out of our hands and now in yours. Use your power and do something about it. We have more suggestions, however our time is limited. But you'd better believe we'll be glad to discuss this bias. It is very important if anyone is to have a future at all.

Thank you.

Mr. FAUNTROY. My, my; thank you so very much—the panel from McKinley High School. I want to thank you for highlighting a number of things that I was able to pick up during my visit with you. I'm particularly grateful for the emphasis on the role that the media can play as suggested by the concern of how violence and pain are treated from cartoons to dramas, which make our young people insensitive to hurting other people.

I'm particularly grateful to you for the suggestion that we've got to do something about positive role models at every level and involve them with our youth, in our communities and in our schools.

I certainly appreciate your emphasis on our accentuating the positive things about young people, acknowledging their contributions and encouraging them. I hope that the members as they read

this record and as they followup on what you've had to say will take due note of these very constructive recommendations you've made.

I was particularly interested in the one on parents, particularly teenage parents with insufficient training for parenting and your sense of a need for us to address that problem as well.

I wonder if I may just ask you a little bit about Super Teams and how it works and what process produced angry young men who are prepared to give leadership and tell the Congress what it ought to do in a positive way?

Mr. POWELL. Super Teams is a peer counseling program. It's a drug prevention program that's in three district high schools. It's in Eastern and it's also in Ballou High School.

The purpose of it is to give young people options and to help train them into coping with their problems. We have over 70 members at McKinley and there are no requirements to become a member other than you want to be a member. You don't have to have any particular academic level, any talent of any sort, athletic or artistic or whatever.

But what we do, we get together and it offers a place for students to come and be there and know that they're going to be accepted for the person that they are without having to try to prove themselves. We have weekly training, we have a forum of some sort at least every other week where issues are discussed in these forums concerning drugs, teen pregnancy, whatever the issue is that needs to be discussed. These forums are open to the entire school.

We meet weekly for major organizational meetings but the sole purpose is for students to have a place to come. When we were in high school, we used to look forward to coming to high school because there was something there to do other than come to high school. We didn't want to miss anything.

A lot of times now, the emphasis is so much on academics, which is good and is necessary, but we forget about the needs of the person individually. I think sometimes even as teachers we forget how a student likes to have a teacher speak to them first. I would like to have a pat on the back. Everybody likes to be stroked. In Super Teams, everybody in that organization has the right to be their own person and it's an ongoing thing.

I think in dealing with the problems we have now, we don't need to have a flash in the pan, you know a rally. Rallies are fine for 1-day passions, but we need ongoing situations where a student, if he doesn't have the guts to talk to you today, you need to be around tomorrow when he does. There have to be some places where they can do that and Super Teams is one of those types of places.

Mr. FAUNTROY. Thank you so much.

Gentlemen, I can't tell you how much we appreciate the thoroughness with which you've prepared your remarks, the vigor with which you gave them and the sincerity that you have projected that I hope will be gleaned not only by Members of this Congress, but by your peers at McKinley, the parents of students all over this city and the city at large.

Yes?

Mr. POWELL. I would like to make one further comment. I'd like to thank you for having the foresight and understanding that you

have to come to the youth to get the answers. I think we should face it, regardless of our role as an adult, unless we are associating ourselves with the youth, we have no concept of what's going on. Unless you ask, you don't know. So, I'd like to thank you. We particularly appreciate at McKinley the time you took to come to us and speak with us and listen to us. I think if we listen more, we might come up with some answers.

Mr. FAUNTROY. I thank you so very much. We look forward to your selecting a couple of schools in the suburbs to contact and urge that they do the same thing that you've done and that we meet Doug Williams on June 3.

Thank you so very much.

Our next panel will come to us from School Without Walls. We're going to ask Andrew Fellows, Cory Harris and the faculty advisor, Ms. Sylvia Isaac, to come forward.

As they come forward, I want to acknowledge the presence also of the director of student services at the D.C. school systems, Mrs. Florence Riddley.

Ms. Riddley, thank you so very much for your cooperation and for being here.

I want to have Ms. Suzanne Bergeson from the National Urban League, to stand as well.

Thank you so very much for joining us.

May we now hear from School Without Walls.

TESTIMONY OF ANDREW FELLOWS, CORY HARRIS, AND SYLVIA ISAAC OF SCHOOL WITHOUT WALLS

Mr. HARRIS. Thank you, Mr. Fauntroy, and committee. My name is Cory Harris. I'm a senior student at School Without Walls.

I'd just like to stray away from the paper because that's not who's going to be talking to you today. I don't want to read to you because you already know how to read. I want to talk to you, express my feelings and my solutions of the drug crisis in the District of Columbia.

Everyone knows that the drug crisis in the District of Columbia has taken its toll on not only the young people in America and in the District of Columbia, but on everybody. We're surrounded by drug dealers, drug users, and crack houses that are invading our privacy, our homes, our schools, our communities and everywhere.

We want action and we want it now. There's nothing wrong with hearings. There's nothing wrong with meetings. But I think that you need to start action as soon as you walk out the door.

Mr. Fauntroy, we talk to some of your people. Some of your people talk to somebody else's and we get some solutions starting at 1 o'clock today. Let's start now. Let's start making sure that—even as I speak there's someone outside right now being killed over drugs. I speak for my students, I speak for my teachers, that the students at School Without Walls feel that some of the problem that evolve around drugs is money. Everybody wants fast money. Everybody wants quick success. Fruit got by ill-gotten gains in the end leaves grit in the mouth.

In other words, in selling drugs there is no long-term success. You can't expect to have a full and rich life selling drugs. There's

just no way. You have to start with the basics. You have to start in the home. You have to start in the schools where most of the young children spend most of their time.

Everybody wants quick success, I say that again. I want success. We have to let our children know there's nothing wrong with a Mercedes Benz or a Jaguar, Ferrari, whatever you want to call it. But we have to tell them that let's get an education so you can get the material things. Let's get an education so you can teach someone else younger than you that you have to set your values and your priorities straight, spiritually, mentally and physically, before you can go out and buy all these material things.

You can have a strong education and a strong family background, but if your values aren't set straight, your education will go right down the drain. Just like I'm sure that there are a lot of hustlers out there who have a very good education, but their values are wrong and their education is behind, not in front of them where it should be.

Another problem, as I said before, is the family. I'm sure there are a lot of people who want to escape from all the killings, from even all the projects. I believe that you can't sit around thinking about what you're going to do and how you're going to change the world. You have to get out and do it, just do it; just like I'm sitting here today. I'm doing what I think is going to help solve the drug problem. But I don't want to get up here too many times and not see any solutions being executed out on the streets.

There's nothing like one person thinking to himself or talking to himself of one idea that's so powerful and so rich. But there's nothing like a group of people with the same idea and the same values and the same attitudes to get together and put forth their ideas because two heads are better than one with the same attitude.

I quote, "There's nothing as good on Earth as an idea whose time has come," and I think that we need to execute it not only here but out on the streets.

Thank you.

Mr. FAUNTROY. I thank you.

Our next witness?

Mr. FELLOWS. Hello. My name is Andrew Fellows. I'm a sophomore at the School Without Walls.

First of all, I think there are three major problems surrounding the drug problem.

The first is we have to stop the drugs coming into the United States.

The second is we need an efficient legal system and judicial system because what happens is what's referred to as the revolving door system where someone is arrested and he gets out on bail. No matter what the bail is, they still have the money right up front because they have an excess of money. The bail is not a problem for them, so they go out and they don't show up for the trial. What we need to do is have more judges and more courtrooms and put them in prison as soon as they're arrested to prevent this from occurring again.

Also, we can't have parole for dangerous criminals. They need to serve their time and learn their lesson.

Also, a lot of people are talking about how society puts too much stress on material items, but a lot of times they confuse material wealth with the success and the American dream. I think that it's good that people have goals and they want certain things, they want the Mercedes Benz in the two-car garage and a dog or whatever. But I think that we have to teach them that drugs are not the way that you would achieve that. You can't say that stuff's not important to them because it is and you can't say just be happy in the ghetto where you are.

What we need is more money for drug education now. Abraham Lincoln said that, "If I had 8 hours to chop down a tree, I would spend 6 of those hours sharpening my axe." I suggest that we sharpen our axe with education for our young people.

I remember in the sixth grade talking about education. The education that's around right now is not very effective. Someone would come in and they'll tell you drugs are bad and they'll show you that this is what heroin looks like and this is what cocaine looks like. What you need to do is scare the hell out of the little kids so they don't do this again. You have to take them into crack houses. You have to take them into prison or whatever, show them pictures of people's liver or whatever after they've done too much drugs or shows what happens to their brain. Just scare them so they won't do it.

That's all I have to say.

Mr. FAUNTROY. Well, you had a mouthful to say and I want to thank you.

Let me just followup on that a little bit. We've talked about, in an earlier panel, the need to start at the elementary school level. You're going to hear some other young people who have said that we perhaps ought to make drug education mandatory the way we have physical education. I, quite frankly, am intrigued by this twist that you put on drug education, that you would like to have less professors coming in describing what cocaine and marijuana and other things look like and substitute for that some tactics to scare it out of the children. Believe me, I'm going to leave just what you testified on the record because I'm going to highlight it and send it around, not only to Members of the Congress but to some of our educators. That may be very helpful.

When did you find out about that axe that Abraham Lincoln had?

Mr. FELLOWS. I forget. I think I read about it in the encyclopedia.

Mr. FAUNTROY. Oh. Well, that's a pretty good idea. Let me see if I understand. You said that Lincoln said if he had 8 hours to chop a tree down, he would spend 6 hours sharpening the axe, right?

Mr. FELLOWS. Yes.

Mr. FAUNTROY. You think, therefore, that we must concentrate on education, sharpening the axe, to deal with this. Is that right?

Mr. FELLOWS. As well as my first suggestions of a speedy legal system and stop the influx of drugs.

Mr. FAUNTROY. Your remarks are very well taken and School Without Walls has obviously been thinking this thing through.

Yes?

Mr. HARRIS. I'd just like to point out that there are many types of education. There's an education where you can teach yourself

and there's an education where someone can come in and teach you from what they experience, and there is an education where you can go out and see these people execute their experience and there is an education where you learn by experience.

I think that my buddy here stressed that let's send the kids out while they're young, elementary, even preschool if you want. Let's show them what drugs can do to you or let's show to them how they affect you. Let's show them the bodies, let's show them everything because that's how kids at School Without Walls are taught. We're taught with hands-on experience, hands-on training, internships, resources and everything. That's how we learn. We learn by doing.

I think that the younger kids in elementary school should learn by seeing what it can do, by scaring them, really scaring them to let them know that this is not the way to go.

Mr. FAUNTROY. We certainly want to thank you so very much for a very colorful description of what students who have been having hands-on experiences at a School Without Walls suggest to us as a way of dealing with this problem.

Ms. Isaac, I can't tell you how much I appreciate your leadership and that of the entire school in focusing on the education of our young generally but particularly on this problem. It's borne fruit. Thank you so very much.

Ms. ISAAC. Thank you.

[The prepared statement of School Without Walls follows:]

SCHOOL WITHOUT WALLS

APRIL 26, 1989.

Teacher in charge of Student Government: Ed Ruppert.
Teacher in charge of Hearing Preparation: Sylvia Isaac.

STUDENT GOVERNMENT "RAP" SESSION ON CRIME, VIOLENCE, AND DRUGS

Reasons for drug activity:

Money.

Escape from problems.

Contradiction between what you have and what you want.

Need to educate youth more about the dangers of drugs.

Parents are not watching enough.

—in some poor households, parents look the other way; want money from hustlers.

Causes in the society of crime, violence, and drugs:

Materialism

—everyone wants money; they don't want to wait; NOW.

—fancy cars; gold jewelry.

—denial (as you enjoy the fruits of hustling).

—media portrays only money as a value (teachers, for example, are not held up as role models).

Home is the central unit

—for a positive image of yourself.

—values that reflect more than just materialism.

—for role models.

—single parent homes DO work.

DENIAL is a big factor in the drug problems—for users, hustlers.

EDUCATION as a goal now is not always to learn but just to get a job and this undercuts values and leaves the door open for materialism.

DRUG DEALERS reflect the worst in human values: They are just for themselves. For society to have meaning, we must be for others.

Mr. FAUNTROY. May we now go to our next panel which is from Spingarn High School, Dearell Brevard, Adolpha Edwards, Tacha Brown, and Bernard Smith. I want them to be backed up by their very able advisors, Bruce Williams and Frank Parks.

This is Spingarn. Any of you know a fellow by the name of Rabbit? They used to call him Rabbit when he played basketball there. He went on to become the great Elgin Baylor.

Thank you. We're very happy to have you to testify and you all may begin in whatever order you choose.

TESTIMONY OF KIMBERLY YOUNG, DEARELL BREVARD, ADOLPHA EDWARDS, TACHA BROWN, BERNARD SMITH, BRUCE WILLIAMS, AND FRANK PARKS OF SPINGARN SENIOR HIGH SCHOOL

Ms. YOUNG. First, I would like to say good morning and thank you very much, chairman and members of the District of Columbia Committee, for letting the students of Spingarn have this opportunity to present their suggestions at this hearing.

My name is Kimberly Young and I'm a senior at Spingard Senior High School and I would like to introduce Dearell Brevard who is the president of Operation S.A.N.D., Tacha Brown, who is a senior, Bernard Smith and Adolpha Edwards.

Ms. EDWARDS. Good morning. I'm Adolpha Edwards and I'm a sophomore at Spingarn Senior High School and I would just like to thank you, Mr. Chairman, and members of the District Committee for this opportunity.

I would like to share what we did at Spingarn on this concern. On December 19, 1988, the students at Spingarn Senior High School engaged in a student interaction day. This activity was designed to give students an opportunity to ponder the plight of the black community and afford them time to reflect and interact with each other. We in the guidance department had hoped that this strategy would saturate their thoughts and produce some positive motivations.

For the entire day, the teacher acted as the facilitator following four established guidelines for group interactions. Several topics were suggested along with copies of current newspaper articles, certificates and the like. Below is a summation of the recommendations made by the student body of Spingarn High School. The following recommendations were most often cited and fell into three major categories.

One, home—Increased communications between child and parent, parents' accountability for child's action, parental role models for children.

Two, community government—Expansion of police department to include more street patrols, National Guard intervention, tougher enforcement laws, stiffer penalty for drug dealers.

Third, local school—Prayer, religion back in school, uniforms, no jury, closed campus lunch, metal detectors, more security guards and cameras in schools. Administrative or outside duty posed during lunch, periodic student interaction times.

The staff and students at Spingarn are proud to have been nominated by the Drug Enforcement Administration as a drug free

school. The fine work of the peer counseling program Operation S.A.N.D. has been recognized for making inroads in combining the substance abuse problems in our school.

We ask you to consider carefully what the students at Spingarn are saying to you. We implore you as leaders of our city to use your legislative enforcement powers to join us in restoring pride in our community. We charge you to provide a community that is conducive to our students' physical, emotional and educational well-being.

In turn, we can assure you that our students will surely flourish to become leaders of tomorrow.

Thank you.

Mr. FAUNTROY. We thank you for that three point outline of what we ought to be doing.

Next?

Mr. BREVARD. Good morning. My name is Dearell Brevard, president of Operation S.A.N.D. In Spingarn we have some of our concerns in a rap session we had.

Comments made at the April 19, 1989, rap session:

One, drug dealers are the same as the destructiveness of the Ku Klux Klan.

Two, young people now must expect leadership roles to provide answers.

Three, the shooting on 14th and Maryland Avenue, NE., represents the danger close at hand.

Four, drug dealers are known to all of us. Evidence was known to two-thirds of the rap session.

Five, it is possible to create a workable tipster phone number for guns at our school and in our community.

Six, school attendance has been drastically reduced by the individual involvement in drug dealing, not attending and hanging out at a nearby pool hall. Should a raid by the truancy officers at the pool hall establish some kind of responsibility?

Last but not least, we at Spingarn Senior High School think that the success of the rap room is a model for the rest of the country.

Mr. FAUNTROY. Thank you.

Operation S.A.N.D.—would each of you identify yourself as you begin?

Mr. WILLIAMS. I'm Bruce Williams, advisor for Operation S.A.N.D.

Operation S.A.N.D. has been in existence for 5 years and I'm going to have Bernard Smith speak next.

Our young people, approximately 25, took a trip to Lancaster, PA. approximately 2 weeks ago. It seems that our program is well known throughout the Nation and we feel that it's better known throughout the Nation than it is actually here in the District of Columbia.

This letter that Bernard is going to read is an account of the day that we spent in Lancaster, at Hand Junior High School and at McCaskey Senior High School.

Mr. SMITH. Good morning. I'm Bernard Smith, a junior at Spingarn High School.

Thank you for this opportunity to share with you. I would like to share with you how our S.A.N.D. Program has reached throughout the Nation.

On April 20, 1989, Mr. Parks, the director of S.A.N.D., and the S.A.N.D. team were asked to visit Lancaster, PA. We visited Hand Junior High School and McCaskey Senior High School. The purpose of this trip was for their students to interact with Spingarn students in a rap session. While there, we interacted with three different groups of students.

We left school at 7:45 a.m. by Freeport Transportation Motor Coach Service. The trip was 2 hours and most of our students slept because they participated in the Marc Jenkins Relay Track Meet the night before. There were 25 students and they were exemplary the entire trip. We arrived at 10 a.m.

Our first stop upon arriving in Lancaster was Hand Junior High School. We were greeted by the principal, Buddy Glover, Jim McNeeley, the drug prevention advisory to both schools, and several members of the press from TV Station GWAL.

I was highly impressed with the school, its cleanliness and orderly manner in which the students conducted themselves. We were directed to the school cafeteria where we received a few refreshments. We interacted with the students who visited Spingarn on October 5, 1988, and a reporter interviewed one of our peer counselors, Antonio Jackson.

We found that as a result of their visit, the group had formed a peer counsel group that they called the D.C. Ten.

Our students visited classrooms at Hand Junior High School and the staff met with the principal in his office. We talked about the S.A.N.D. Program and how to set up a drug prevention program and involve the total student body.

After an hour and a half, we boarded the bus and traveled to McCaskey Senior High School. When we arrived, the students were on lunch break. Our students joined in with the McCaskey students during lunch and reacquainted themselves with the students who had visited Spingarn earlier in January.

After the lunch period, the students went to the school band room for a rap session which lasted for an hour and a half. During this time, the McCaskey students were exchanging thoughts and ideas with Spingarn students. Students from both schools had a lot to say. What was most impressive was that the Spingarn and McCaskey students involved in the rap session have very high self-esteem. Although they seemed to know where they wanted to go, they had great concerns about students who did not know where they wanted to go.

Thank you.

Mr. FAUNTROY. Thank you so much for that account of the visit to Pennsylvania, and particularly sharing with that community S.A.N.D.

Is there another witness? Yes?

Ms. BROWN. Hi, my name is Tacha Brown. I'm a senior at Spingarn High School. I'm a current member of the National Honor Society. After graduation, I plan to attend Norfolk State University.

For my interaction, the concerns of the group were as follows:

One, self-direction. two, building self-esteem; three, respect for others; four, how to avoid trouble; five, gang policies—all groups are bad; six, finding meaning in life; seven, after high school, what?; eight, drugs; nine, killings; ten, more support from parent groups.

On Monday, April 24, 1989, our principal, Ms. Ann Thomas, received a call from the U.S. Department of Education to inform her that Spingarn had received a national award as one of the drug free schools in the country. This was based on monitoring teams who came to our school and observed the S.A.N.D. Program and talked to the students and viewed our curriculum. We deserve this award because our school is a drug free school.

Thank you.

Mr. FAUNTROY. Thank you.

Are there other panelists who would wish to speak? Yes?

Mr. WILLIAMS. Mr. Fauntroy, I'd just like to give a little background history of Operation S.A.N.D. and then if anyone has any questions that they want to ask the young people from Spingarn, we'd want that interaction also.

Operation S.A.N.D. has been in existence since 1984 and during the summer of 1984, we trained 120 young people at Spingarn. Some of those schools that were involved were Anacostia, Roosevelt, Rabaut Junior High School, Coolidge, and Ballou. This program went on for 2 years during the summer.

Our program is a year-round program and we had hoped to be able to prepare a lot of young people in other high schools to do the same thing that we do at Spingarn. Right now, Spingarn is the only school that has an Operation S.A.N.D. in existence.

Super Teams was actually an outgrowth of the Operation S.A.N.D. Program. They did the initial peer counseling training those first two summers at Camp Round Meadow up near Camp David.

Operation S.A.N.D. started out as Sports Activities Not Drugs. We started to get a lot of other students in the building and we had to actually change the name to Student Activities and Not Drugs.

A lot of other school systems in the country have acknowledged our presence and what we are doing and have asked for us to come out and put on lectures and seminars for them. I would just like to read a list of the organizations for whom Operation S.A.N.D. has put on programs in the past.

Lake Braddock, VA.—We have a program we call Hands Across the River where our kids visited Lake Braddock and Lake Braddock came back and visited Spingarn.

Long Island administrators flew three of our young people up to New York, along with Mr. Parks, and they spoke about drug problems in America with the administrators of the Long Island school system.

The National High School Coaches Association also has flown some of our people to New Orleans to speak at the National High School Coaches Association convention.

We also gave programs at our own Lincoln Junior High School in the District of Columbia, Jefferson Junior High, McCaskey High School and Hand Junior High School in Lancaster, PA and have

also received a call from the Culpepper, VA public schools because they want us to come down and share our program with them also.

We honestly feel that our program is hands on with faculty members dealing with students. We have great interaction with our students every day. A lot of problems that we have, that are drug related and regular school related, are diffused because the kids in our rap session have confidence in us and we have confidence in them and the confidentiality of our program.

Thank you.

Mr. FAUNTROY. I have two questions. First of all, I wonder if you'd describe to us what S.A.N.D. does. Let me start a day. It's 9 o'clock in the morning. Tell me what the S.A.N.D. Program does.

Ms. YOUNG. Operation S.A.N.D. Program is a part of our daily routine at school. It's not like we start off in rap sessions. We have rap sessions every Monday and Wednesday at lunchtime.

Mr. FAUNTROY. At lunch?

Ms. YOUNG. Yes.

Mr. FAUNTROY. So, part of the program is rap sessions—

Ms. YOUNG. Yes.

Mr. FAUNTROY [continuing]. Where students come together to talk about problems. Give me another feature of it.

Ms. YOUNG. Basically we get together and we do different things with each other as far as participating in the organization. We have rap sessions, like I said, on Monday's and Wednesday's at lunchtime to discuss different issues that we feel need to be discussed.

During the summer, we worked with the Mayor's Youth Program and several of us were trained as peer counselors. During this time while being trained as peer counselors, we worked with the homeless children, children living in shelters.

We had contracts drawn up stating what we would achieve in the following school year for those going to college and those remaining in high school. The contracts were drawn up by Mr. Parks and other teacher and parent core groups. We all signed them and we stuck to them as far as our grade point average, our attendance, the way we would change our lives, different structures in our lives that we would change.

Mr. FAUNTROY. So, there are two additional features that you have, rap sessions, peer counseling and contracts that students make with whom?

Ms. YOUNG. We make them with Mr. Parks and—well, we mainly make them with ourselves.

Mr. FAUNTROY. The contracts consist of what kind of commitments that you're going to deliver on?

Ms. YOUNG. That our attendance would improve, that our grade point averages would improve, that our self-esteem would improve and many others.

Mr. FAUNTROY. So that many students at Spingarn are working on a contract with S.A.N.D.—

Ms. YOUNG. Yes, we are.

Mr. FAUNTROY [continuing]. To improve their own personal commitment to a number of values. Is that what it is?

Mr. BREVARD. No. We're not working on a contract. As Kim was saying, we at Spingard invite anyone who wants to join Operation

S.A.N.D., to come. It's not that Mr. Parks is forcing us to fill out a contract. That's what we decided to do on our own.

Mr. FAUNTROY. Sure.

Mr. BREVARD. So, what you were saying, no, we're not working on a contract. That's something that—it's like a goal, like a challenge. He's challenging us to get a—like if you have a 2.1 average; to get a 2.5. If you missed 70 or 80 days out of school, to improve your attendance. That's a challenge to us.

Mr. FAUNTROY. Yes. I'm really commending the concept. When you make a contract to do a job, if your life work involves contracting with someone to do something, I like the concept of having come through rap sessions, having come through peer counseling and then deciding that I'm going to make a contract with myself that if my attendance record has been poor, I'm going to do better this year. Then, I may not be able to make a 4.0 average, but I can make a 2.3. That's my goal this time. That's my contract to myself.

I sort of like the idea and I now have a better understanding of what S.A.N.D. is and why others would be interested to implement a process by which students rap to one another on serious questions of concern to the student body by which you do some peer counseling.

Would you share with me what that's all about?

Mr. WILLIAMS. The peer counseling is if one of the members of Operation S.A.N.D. or a member of the general school population has a problem, that person does not criticize the other person because of the problem. What they're doing, they're listening to that person and what we try to do is show them different avenues that they can pursue.

Mr. FAUNTROY. How does the process work?

Mr. WILLIAMS. First of all, the rap room confidentiality is so important. They will come to Ms. Wright, Mr. Parks or myself and they would say, "We have a problem," or, "I know a student that has a problem." They come in and they discuss the problem and the problem stays there. In most cases, the police, Ms. Thomas, the principal, do not even know and a lot of those problems are really diffused in the school which might be family related, drug problem or teenage pregnancy or whatever. The kids really feel that someone else cares about them.

Mr. FAUNTROY. Is this counseling relationship between students and adults or between students and students?

Mr. WILLIAMS. It's between students and students and adults and students also.

Mr. FAUNTROY. I see.

Mr. WILLIAMS. But it really starts with the kids because they're the ones that really make it work. If they don't have confidence within themselves, especially with that peer pressure, they will not feel confident between themselves that they can share that information.

Mr. FAUNTROY. The final question I have has to do with something that Dearrell mentioned. You said with respect to two issues that students have great knowledge in some instances. You said that students at Spingarn knew who the drug dealers are.

Mr. BREVARD. Two-thirds of the people in our rap sessions has heard of certain drug dealers around the area or—

Mr. FAUNTROY. They know who they are?

Mr. BREVARD. Yes, we know who they are.

Mr. FAUNTROY. Second, you pointed out that you know where they hang out.

Mr. BREVARD. Across the street on Benning Road, we have a pool hall and a lot of the drug dealers hang out in the pool hall. Sometimes it has a tendency to draw some of our students over to the pool hall. Sometimes they interact with things they shouldn't be interacting with.

Mr. FAUNTROY. What would you recommend students do with that knowledge?

Mr. BREVARD. My personal opinion, I think they should close it down.

Mr. FAUNTROY. You mean students close it down?

Mr. BREVARD. No.

Ms. YOUNG. Excuse me. I would just like to say that in our discussion we had a tipster phone number for hand guns. I feel that a tipster number for knowing about any crimes that may be going on, I feel that it could possibly—you could possibly have a number where students could call or anyone can call if they know of any drug action.

Mr. BREVARD. Excuse me. Back to your question. I didn't—

Mr. FAUNTROY. Yes. In an earlier panel, one student says that there's a role for everybody in dealing with this problem. One of the things that students need to do, as do adults, is to develop the courage to stand up. You impressed me with something that in general Members of Congress are not aware of, that students know some things that police don't know, that Members of the Congress don't know, that councilmen and mayors don't know. That is, you said out of your rap sessions you learned that people knew the names of the dealers. Not only knew the names but knew where they were operating. That's valuable knowledge, is it not?

Mr. BREVARD. It's true.

Mr. FAUNTROY. I just wondered what you think courageous students ought to do with it.

Mr. BREVARD. Well, in the rap room, we discuss certain issues about drug dealers and the way they operate. But whatever is said in the rap room stays in the rap room.

Mr. FAUNTROY. I see.

Mr. BREVARD. Nothing comes out of the rap room. We have a lot of students opening up to us and Mr. Parks and some of our parent core groups, our teacher core groups and whatever is said in the rap room doesn't come out of the rap room. It stays in the rap room. We can't discuss anything that goes out of the rap room.

Mr. FAUNTROY. I certainly understand that and that is a valuable tool for assuring that people are free and open.

I wonder why, if people therefore know who's dealing, know where they're dealing and people believe that the pool hall ought to be shut down and the dealer ought to be arrested and that he ought to not get bail and all the kinds of things you've mentioned, what is it that deters, in your view, students from sharing that knowledge with people who could do something with it?

Mr. BREVARD. I feel that some students are afraid.

Mr. FAUNTROY. Afraid?

Mr. BREVARD. Afraid to—well, as teenagers, we call it snitching.

Mr. FAUNTROY. Yes.

Mr. BREVARD. But the people in Operation S.A.N.D. don't feel that. We feel that we are just standing up for what we think is right. We try to discourage people from going out there and letting the drug dealers get them, to encourage them to start selling drugs.

Mr. FAUNTROY. So fear of reprisal on the part of the fellows who, in fact, have the guns and who might retaliate if they learn that you had informed on them is a factor. Is that what you're saying?

Mr. BREVARD. Yes.

Mr. FAUNTROY. Second, your view is that to handle that, you have to put peer pressure on others who might go to the pool room.

Mr. BREVARD. Yes.

Mr. FAUNTROY. That is one solution that you feel helps in this process, that young people who know these things can at least put pressure on a one-to-one basis on people and say, "Look, man, I saw you going over there."

Ms. YOUNG. Excuse me. I would just like to say it's not just peer pressure. It's positive peer pressure and there is a difference. It's negative peer pressure as far as those who get others to participate in selling drugs and using drugs. It's the difference between what we are doing as far as peer pressure is concerned. We deal with positive peer pressure.

Mr. FAUNTROY. You are doing it. You're not just talking it. You're not just saying it's an idea. You, in fact, say to others who are feeling negative peer pressure—

Ms. YOUNG. Yes, we are.

Mr. FAUNTROY. You're saying to them, "Look, it's not cool, it's not proper, it's not a good value to be going over and taking that stuff from you know who and you know where."

Mr. BREVARD. I wanted to ask you a question.

Mr. FAUNTROY. Sure.

Mr. BREVARD. As Mr. Williams was saying, in 1984, Operation S.A.N.D. was started. At that time, it was started in several other schools besides Spingarn. I wanted to know why was the money taken out of the programs and now there's no more Operation S.A.N.D. besides one. I just wanted to know that.

Mr. FAUNTROY. I must candidly say to you I don't know. I would think that probably the members of the board of education—was it a school appropriation or was it a city appropriation?

Mr. WILLIAMS. It was a school system appropriation.

Mr. FAUNTROY. School system appropriation. I'm sure that members of the board of education might be able to explain that to you.

I just want you to know that I appreciate your carrying on the program. I see the value of it and I will share it with my colleagues here. I want to encourage each of you to keep on doing what you're doing, brightening the corner where you are, and making Spingarn shine as an example of the kind of positive things that can happen when you have regular rap sessions, when you engage in peer counseling and when you provide opportunities for young people to be exposed to positive peer pressure. For that I'm very grateful.

Quite frankly, if you hadn't come down to share it with me and with the Members who will read the record of this hearing, we would not have known about it.

Yes?

Mrs. WRIGHT. Thank you, Mr. Chairman. I am Mrs. Mae Wright, and of course I'm in the place of Mr. Parks who had to be away.

I would like to invite the committee to come to Spingarn High School. This year the U.S. Department of Education did give Spingarn a national award for a drug-free school. Last year we were nominated and because we did not have the curriculum in place, this was the only point where we lost above all of the other schools.

So last year we began and this year we put the curriculum together and it's included in every subject area. We've made a lesson plan and a booklet and I'm sorry we don't have one of those booklets to share with you.

Mr. FAUNTROY. It would be helpful if you would provide us with one of the booklets.

Ms. WRIGHT. I shall see that you get one. As a result of that, we were nominated, I think out of 147 schools in the United States, as one of the drug-free schools and the only drug free school in the District of Columbia who has engaged in that kind of activity. Of course, that was done through a monitoring team, several monitoring teams who came into our school and monitored our classes, the school in general, went through our curriculum and as a result they called our principal, Mrs. Ann Thomas, and told her that we had received the award.

I certainly think out of all the schools in the District of Columbia, for Spingarn to have achieved that on behalf of my principal, I think we owe ourselves applause.

Mr. FAUNTROY. Thank you so very much. With that, let me add my congratulations and my thanks to you for the leadership you are giving. Keep on doing it and please keep in mind what I've asked you to do. One, to identify high schools that are your counterparts in the suburbs of Maryland or Virginia and be prepared to contact them at our request to ask that they have hearings to glean from their students recommendations they would want to make at the hearing to be held on June 2, as a part of the Doug Williams Expo.

Thank you so very much.

Ms. WRIGHT. We certainly would invite you to come out and share in our rap room one day.

Mr. FAUNTROY. Yes, I'll certainly do that.

Ms. YOUNG. Excuse me. Recently I was faced with a question from someone you know very well and that is what are some solutions that we might have to solving the drug problem. While we were in the rap session, one of the members of Operation S.A.N.D. had said that she felt that to solve the drug problem you should lock up all the drug users. I got very upset and I was like, "Well, you want us to come and speak to a committee and to Congress about ways that we feel that we can help solve the problem of drugs?"

I would just like to ask the question of what is Congress doing to solve this drug problem and other organizations, Senators and other people in high positions.

Mr. FAUNTROY. OK. Let me just—

Ms. YOUNG. I'm not finished. Excuse me. I would just like to say that we have showed you and we have talked to you about our pro-

gram at Spingarn and I would just like to say that what we're doing is great but what we're doing is just a small proportion of what Congressmen can do.

Mr. FAUNTROY. When I come for the rap session with you, I will bring with me the summary of the Omnibus Antidrug Act which the Congress passed last year. It is a \$2.8 billion program designed to address the drug trafficking problem at three levels. One, in terms of law enforcement; two, in terms of in school training and preventive activities such as you are undertaking; and three, in terms of drug treatment for persons who are unfortunately hooked on drugs.

As a matter of fact, \$5 million of that appropriation will be used this year in the District of Columbia for three purposes.

One, to strengthen law enforcement in cooperation with the new effort being launched by the drug czar; two, to provide funds for in school education and training programs; and, three, to provide funds for drug treatment facilities.

It might be very useful for us to explore when I come to visit your rap room, the prospect of inschool training funds from the Federal Government being made available to our board of education so that the S.A.N.D. experience can be expanded to other schools in the city.

So, some things are being done. They're not enough, they're not going to solve the problem completely and that's why we're seeking advice now from the young as to what other things we can do and how best we can employ them.

Ms. YOUNG. I have heard you say everything from doing things in school from first grade to the twelfth and through college. What about at home, the community, the churches? What about all of that? What about penalizing parents for their children's behavior, minors who do things and get locked up but they're right back on the street? What about the parents? What are you doing to them? I mean they're the ones who are bringing these children into the world and who are raising them.

We should not place all this weight on teachers and administrators and counselors and schools. Parents bring children into the world, not the teachers, not administrators, not Senators and not Congress or the President of the United States. Mothers do and I feel as a young woman of the 1980's that you should go into the home as well as in the classroom.

Mr. FAUNTROY. Well, we certainly appreciate that advice. That has certainly come from a number of students who came up with not just the complaint but came up with suggestions for how to reach teenage parents, to help with parenting, and some of these inschool training programs that have been suggested have been in that area.

How to relate parents and involve parents with their children in the education program in the schools and a number of other proposals, some of which you will hear as other students testified. I think it would help us as a Congress in seeing to it that the schools and other agencies that want to deal with parenting, with drug education, may wish to suggest to the Congress for funding.

Thank you so very much for your contribution from Spingarn.

[The prepared statement from Spingarn Senior High School follows:]

PROGRAM: Spingarn Senior High School

CONTACT: Ann Thomas/Frank Parks

ADDRESS: 26th and Benning Road, N.E.
Washington, D.C. 20002

PHONE: (202) 734-4525/4964

The drug-free program at Spingarn has been integrated into the school's daily operation. Every aspect of school life has an alcohol and other drug use prevention component. The aim is to provide students with educational and counseling resources as well as an outlet for their feelings and frustrations. The program focuses on the benefits of positive peer pressure, peer counselors, and setting positive standards of behavior.

Spingarn's policy on alcohol and other drugs is mandated by the District of Columbia Public School System. Anyone caught using alcohol or other drugs within 1,000 feet of the school will be suspended. Anyone caught selling drugs within 1,000 feet of the school will be charged with criminal activities by the authorities.

A curriculum is utilized to train peer counselors in interpersonal, communication, listening, and counseling skills. Students go through a seven-week summer program in addition to their classroom instruction and supervised sessions before undertaking actual counseling activities. The goal of this component of the program is to develop the most effective means of preventing alcohol and other drug use as well as other kinds of self-defeating, negative, and destructive behavior. All students are required to take physical education courses which are the foundation of the basic drug education instruction.

Peer counselors are coordinated, trained, and supervised by a core group of teachers trained through seminars, clinics, drug retreats, and college courses. All faculty members are required to attend a one-day awareness and training seminar in recognition and intervention related to alcohol and other drug use.

The peer counselors monitor hallways and bathrooms for drug use activities. They report all violations to the peer counselor advisor, who assesses the problem and makes recommendations to the principal. Students are counseled and referred to outside agencies if necessary.

A student may approach any of the 40 peer counselors when in need of help. Weekly RAP sessions are held in the RAP room for students to come together to voice their feelings. This room is also a source for educational as well as referral information. The program utilizes the SAND (Sport Activities Not Drugs) organization to get its drug-free message across. This group, made up of athletes, promotes athletics as a wholesome alternative to drug use.

The alcohol and other drug use prevention program at Spingarn has proven very successful. Pre- and post-testing of peer counselors, the number of students referred to an advisor's office, and observation of the student body are methods used to measure effectiveness. The program has been recognized by the U.S. Drug Enforcement Agency as one of the best prevention programs in the nation.

OPERATION SAND

Many of our young students in the D. C. Public Schools have fallen prey to the use of drugs and alcohol. Students who are not abusing drugs and alcohol are pressed by the drug dealers to sell drugs at school and in the streets. This pervasive problem makes a Drug Education Program necessary.

Many of our young students make this decision to sell or use drugs because of hearsay from their friends and associates, and have few, if any, facts about how drugs and alcohol can physically, mentally and emotionally destabilize them. The criminal activity and the greed for money that permeate the drug scene also present danger to life itself.

Those students who are drug free often lack positive role models to help them through this decision-making process. They have few facts and little information to combat peer pressure. Many, ultimately, become addicted. Operation SAND provides these missing elements in the lives of Spingarn students. SAND (Student Activities Not Drugs) is the reason why Spingarn High School is a drug-free school.

The SAND Program is designed for kids to help kids to say "NO" to drugs. The Peer Counseling Training Program provides youngsters with additional counseling resources and an outlet for ventilation of feelings. It provides early intervention strategies to deter further drug use among the school-age population. The program develops appropriate training for peer counselors which will enable them to inculcate anti-drug/alcohol values in other students. These peer counselors also act as a support group to help recovering drug users to abstain from drug use. SAND incorporates faculty advisors to support the peer counseling group. This program is the core of the drug prevention operation at Spingarn Senior High School.

Around the centerpiece, Operation SAND, the new Drug Education Curriculum has been developed. The curriculum supports and reinforces the work of the SAND Program. Together, they form a comprehensive approach to drug abuse prevention and to an awareness of healthy lifestyles.

FRANK E. PARKS**SAND (Sport Activities Not Drugs)**TRIP TO LANCASTER. PA - SAND'S STAFF AND PEER COUNSELORS

On April 20, 1989, Mr. Parks, the Director of SAND, Bruce Williams and Mae Wright, Advisors, and the Peer Counselors were invited to Lancaster, PA to visit Hand Junior High School and McCaskey Senior High School. The purpose of the trip was so that their students could interact with Spingarn students in Rap Sessions. While there, we interacted with three different groups of students.

We left school at 7:45 A.M. by Freeport Transportation Motor Coach Service. The trip was two hours and most of our students slept because they had participated in the Marc Jenkins Relay Track Meet the night before. There were 25 students and they were exemplary the entire trip. We arrived at 10:00 A.M.

Our first stop upon arriving in Lancaster was Hand Junior High School. We were greeted by the Principal, Buddy Glover, Jim McNeeley, the Drug Prevention Advisor to both schools and several members of the press from T.V. Station WGAL.

I was highly impressed with the school, its cleanness and the orderly manner in which the students conducted themselves. We were directed to the school cafeteria where we received doughnuts and milk/tea or juice. We interacted with the students who had visited Spingarn on October 5, 1988, and the reporter interviewed Antonio Jackson. We found as a result of their visit, the group had formed a peer group that they called the "D.C. Ten." Our students visited classrooms at Hand Junior High and our staff met with the Principal, Buddy Glover in his office. We talked about the SAND Program and how to set up a Drug Prevention Program and involve the total student body.

After one hour and a half, we boarded the bus and travelled to McCaskey Senior High School. When we arrived, the students were on lunch break. Our students joined in with the McCaskey students during lunch, and reacquainted themselves with the students who had visited Spingarn early in January, 1989. After the lunch period, the students went to the school band room for a Rap Session which lasted for one hour and a half. During this time, the McCaskey students were exchanging thoughts and ideas with Spingarn students. Students from both schools had a lot to say, but what was most impressive was that Spingarn and McCaskey students involved in the Rap Session has very high self esteem. Although they seem to know where they wanted to go, they had great concerns about students who did not.

SPINGARN HIGH SCHOOL 28th & BENNING RD. N.E. WASHINGTON D.C. 20032

TRIP TO LANCASTER, PA (cont'd.)
April 25, 1989

page 2

CONCERNS OF THE GROUP

1. Self direction
2. Building self esteem
3. Respect for others
4. How to avoid trouble
5. Gang Policies: "All groups are bad."
6. Finding meaning in life
7. After high school, what?
8. Drugs
9. Killings
10. More support from parent groups

The students also entertained each other with songs and raps which was also enjoyed by the adult staff.

After a tour of the McCaskey School and many of the classrooms, the group reassembled in the auditorium and said our goodbyes. We then boarded the bus to visit the Amish Country which lasted for two and one-half hours. Our students received a great education. It was a tour, I am sure, that we will never forget. The students purchased many gifts for friends and families. We returned to Willow Valley Resort for dinner. We all treated by the owner at Willow Valley at not cost at all.

We departed Lancaster about 7:30 P.M. The students had a great time but wanted to get back to D. C. to tell their story about the trip to Lancaster. I thought most of them would be sleepy, but they were bright-eyes and bushy tail, and talked about everything that they had experienced that day. On a scale of 1 to 10, I would rate this a 10-plus.

This trip is certainly the high point of the SAND Program for the students in the program, and they should be given a trip like this every year. From this experience, and their excitement, I know that they are going to be better peer counselors, and better persons themselves.

The SAND students are great kids!

Mr. FAUNTROY. May we now call on Cardozo Senior High School where our good friend Norman Nixon did a very fine job of working with Mattie Jefferson who is the faculty advisor.

We are prepared now to hear from Andrea Haynes, Carlos Hawkins and Leander Phelps. Will these three witnesses from Cardozo High School kindly come forward?

We're so happy to welcome you as well. As you come forward, I want to acknowledge the fact that not only have we been blessed with the excellent staff work of Marguerite Gras, but also that of Johnny Barnes, my administrative assistant, who is here to hear much of the panel as well.

Now, from Cardozo. Ms. Jefferson, you can have them testify in whatever order you choose.

TESTIMONY OF ANDREA HAYNES, CARLOS HAWKINS, LEANDER PHELPS, AND MATTIE JEFFERSON OF CARDOZO SENIOR HIGH SCHOOL

Ms. HAYNES. Good morning, Mr. Chairman and Members of the Congress. We, the members of the Student Government Association of Cardozo High School are happy to have this opportunity to speak to you today. Each of us will discuss a different issue that is related to the drugs and violence around the city and especially in our communities.

We'll start with Leander.

Mr. PHELPS. Good afternoon, Mr. Fauntroy.

Mr. FAUNTROY. Leander, thank you for coming.

Mr. PHELPS. When the Student Government Association of Cardozo High School held its forum on drugs and violence in and around Cardozo, one of the most debated issues was that of the D.C. curfew law. Some of the students were in favor of the curfew for teenagers who were under the age of 18. However, the majority of the students expressed a very strong opposition to a curfew law.

A survey was made of the students who did not attend the forum in order to get their feelings about the curfew law. The majority of the students who participated in the survey also expressed a strong opposition to the D.C. curfew law.

Reasons given by the students who opposed the curfew law were as follows:

Any act of violence that can be committed after 11 p.m. can also be committed before 11 p.m.

Many parents will be unable to help their children or pay any fines.

Many of the violent crimes are committed by persons who are 18 or older.

A curfew law takes away the personal freedom of teenagers.

The majority of the students said that if there was a curfew law in effect, it would not be enforced equally across the city. They had a very strong suspicion that the law would not be enforced in Georgetown.

Even though the majority of the students at Cardozo expressed a strong opposition to the D.C. curfew law, some of the students were in favor of a curfew law in order to help control drugs and violence in their neighborhoods.

The reasons that some of the students said that they were in favor of the curfew law were as follows:

A curfew law will keep very young children and teenagers off the streets at night and, in turn, cause a decrease in drug abuse and violence.

Young children and teenagers would be forced to stay in the house and study more.

A curfew may cause a decrease in automobile accidents on the part of teenagers.

A curfew would remove young children and teenagers from the scene of violent crimes.

Personally, I am for the curfew. I really think that this curfew is a marvelous idea. It is to keep minors off the street. There is a war going on, a war on drugs and violence. I really think that if the law can keep our young out of the streets, police and other forces can work to get drugs off the streets and also I feel as though the law can keep the youngsters off the streets and give them something constructive to do, such as more community activities, more school activities and programs to help people.

Give the people who are involved into drugs some kind of self-esteem. By doing so, this will keep the young people automatically off the streets and parents should try hard to gain respect from their children.

Time is not long. The worst is yet to come if we don't start somewhere.

I also feel as though our young are thinking on the aspects of just having fun and hanging out, just not being involved. A lot of young like to party and go to clubs. Now is not the time for this. We must get our priorities together.

Thank you.

Mr. FAUNTROY. I thank you for that summary of the thoughts of students at Cardozo on the question of the curfew which had been fashioned by our own council and Mayor. I particularly appreciate the objective way in which you presented it and then stated just what I agree with, because I agree with you.

Now, the next witness, please.

Ms. HAYNES. My issue today deals with the need for more positive multicultural reactions in our schools. Many different ethnic groups can be found in the school, with many variations and different cultures. My testimony is based from the student government forum held at Cardozo High School on March 22, 1989.

Today, positive interactions between the different ethnic groups need to be improved. The lack of strong positive interactions and respect for each other's cultures can be mainly attributed to the language barriers that exist between the different groups. Although many of the students can speak and understand English clearly, they feel much more comfortable with their own native friends.

The different ethnic groups find it hard to understand the different cultures and do not have the patience to explain themselves or try to communicate with each other. So in the classroom, in the cafeteria, and at school functions, African Americans stick with themselves and we end up with many different groups instead of one united school. This misunderstanding of different cultures

often causes conflicts in the school and community which often leads to violence.

To upgrade the interactions between the different ethnic groups, we need more awareness programs in the school and also in the community. Taking language courses is not enough. We need functions in which there are enough teachers to make sure that the students do not split into different groups according to their cultures. More history courses are needed, not just to teach history, although it is needed, but to teach us the history of other ethnic groups. Attempts should be made to make sure that these ethnic studies learn about our history.

We need to celebrate international days in our schools and in our neighborhoods, just as we celebrate Black History Month. We need international weeks for each ethnic group in which everyone in school participates in that group activity. Another suggestion is to have food from different cultures included in the school's lunch menu. Many different cultures should be included in school's music program, so that we can learn to appreciate music other than our own.

Finally, funds must be made available for those of us who attend schools whose bodies are made up of predominantly minority students to have experiences and interactions with all races in this country. If students learn how to engage in positive interactions at school with other ethnic groups, this could curtail conflicting situations that may lead to violence in the neighborhoods.

Mr. FAUNTROY. We thank you so very much for that contribution. It again is a novel one for many of us. A school like Cardozo in a community that has many cultures is to be congratulated for bringing that to our attention.

Yes?

Mr. HAWKINS. Good afternoon.

The effects of positive and negative peer pressure on today's teenagers. Peer pressure—

Mr. FAUNTROY. Sir, would you just first of all identify yourself before you—

Mr. HAWKINS. My name is Carlos Hawkins, and I attend Cardozo Senior High. I'm a sophomore.

Mr. FAUNTROY. OK.

Mr. HAWKINS. The effects of positive and negative peer pressure on today's teenagers—Peer pressure is one of the major influences on the lives of the younger generation. Peer pressure determines what many teenagers wear, the kinds of grades they make in school, and how they behave in school and outside the school.

There is a strong belief that peer pressure can force a person to start using drugs, and also to commit acts of violence against other persons. Even though the majority of students who participated in student government said that they are strong enough to resist negative peer pressure, this is not the kind of behavior that they exhibit on a daily basis.

I believe that young people get into drugs and commit acts of violence because of pressure from their peers. I believe that peers of many students can cause students to deal and use drugs, commit acts of violence, skip classes, spend excessive amounts of money on clothes and jewelry, and also exhibit low self-esteem.

Since peer pressure has such a great influence on the lives of this younger generation, ways must be found to establish programs in schools that will help to eliminate the effect of negative peer pressure and maximize the effects of positive peer pressure. As teenagers, we must use our best judgment in avoiding negative pressure from our peers.

We as African American teenagers in a suffering community need positive pressure from our peers and from our role models. Our role models should be someone that we as future leaders of a brighter tomorrow can cope with and trust. As a teenager, I think that I would feel better discussing my problems with people in my own age group.

I think that in school, programs that are designed for students to help other students should be set up in every school. These programs could be peer counseling, student mediation, or by any other name. But the main thrust would be to allow students to help other students through their difficult times in life.

Students in their role of helping other students could maximize the effects of positive peer pressure, which would in turn lead to higher achievement in school, a better feeling about one's self, make the parents proud of their sons and daughters, help to show drug dealers that it does pay to stay drug free, and encourage graduation from high school and going on to get a college education.

Mr. Chairman, my issue deals with the effects of positive and negative peer pressure in controlling substance abuse and violence. There is a strong belief that peer pressure can lead a person to commit acts—excuse me. Even though the majority of students say that they are strong enough to avoid peer pressure, I believe that many young people get into drugs and commit acts of violence because of pressure from many of their peers.

My suggestion is that ways be found to provide schools with the necessary funds to eliminate the effects of negative peer pressure and establish programs that will maximize the effects of positive peer pressure.

Thank you.

Mr. FAUNTROY. Thank you so very much.

I want to express my appreciation to Cardozo for its very careful and clear delineation of three areas that you think activity can result in handling the drug-driven violence problem we have.

You've shared with us your views on the curfew out of your sessions there at Cardozo, on the importance of multicultural education and exchange and integration really so that one source of conflict and tension—that of different cultures coming together can assist us—if we can help deal with that, we'll help deal with the problems of violence and drugs in our schools.

Then third, this one on positive peer pressure. Is what you're saying to us that young people need role models? That includes adults, but you're saying particularly their own peers provide role models that are very valuable? I wonder if you can comment on any instructive examples of role models among peers being fashioned, one, in mediation, which you mentioned, and two, in counseling. How does that come about? How do you see it coming about?

Mr. HAWKINS. Well, many of my peers, they'd rather look up to another—peers of their own age group, instead of adults trying to tell me what to do. They'd rather listen to their own peers for suggestions. Also listen to the adults' suggestions, because sometimes adults' suggestions are just as good as the younger suggestions from their peers.

So in a program like the mediation or the peer counseling, we would suggest that our peers and other peers that we associate with, we listen to their suggestions to us and to other people and to have the adults suggest or make decisions or try to help us and lead us into the right direction of which way we want to go.

Mr. FAUNTROY. Are you aware of any functioning positive peer programs for mediating conflicts among students, one; or two, for peer counseling of students who have problems that they might not feel as comfortable sharing with adult counselors?

Mr. HAWKINS. The peer counseling, in Cardozo we're starting a student helping students program.

Mr. FAUNTROY. Yes.

Mr. HAWKINS. If a student would rather talk with a student, then the student would go to their peer and talk to them in a private conference or in a group situation which would help or maybe ease up the problem of that student in peer counseling.

Mr. FAUNTROY. Is there a room set aside? Are there peer counselors who are prepared by some means to be confidential counselors with other students?

Mr. HAWKINS. Well, I don't know if we've set up a room right now, but—

Ms. HAYNES. We haven't really started that yet, but it is a proposal that is being put by the students to the members and faculty at Cardozo.

Mr. FAUNTROY. Very good.

Ms. HAYNES. We haven't yet got a response on that.

Mr. FAUNTROY. Thank you so very much. We sure appreciate your wisdom as well.

[The prepared statement of Cardozo Senior High School follows:]

FRANCIS L. CARDOZO HIGH SCHOOL
STUDENT GOVERNMENT ASSOCIATION

STUDENT GOVERNMENT FORUM
on
DRUGS AND VIOLENCE IN AND AROUND CARDOZO
March 22, 1989
8:30 A.M.

Ms. Rosson Turney,
President of The Cardozo Student Government Association
Presiding

REGISTRATION.....Sheeliza Haimanchandra
Oluchi Ibe
CALL TO ORDER.....Rosson Turney
PRESENTATION.....Mr. Norman D. Nixon,
Mayor Barry's Youth
Leadership Institute

EXPLORATION OF SUB-TOPICS
Student Government Representatives And Section Representatives

THE USE OF METAL DETECTORS AT CARDOZO
Carlos Hawkins

I.D. BADGES
Christine Clark

INCREASED ETHNIC STUDIES PROGRAMS
Andrea Haynes

STUDENTS HELPING STUDENTS PROGRAMS
Tonja Moore

THE SCHOOL AND THE BUILDING OF SELF-ESTEEM
Tiana Washington

EFFECTS OF PEER PRESSURE
Ann-Marie Haynes
Robert Price

ESTABLISHMENT OF A DRUG-FREE ZONE AROUND CARDOZO
Leander Phelps

REINSTATEMENT OF THE DEATH PENALTY IN D.C.
Ismatu Kamara

THE D.C. CURFEW LAW
Shelia Thomas

OPEN DISCUSSION
(If Time Permits)

CLOSING REMARKS

THE CARDOZO STUDENT GOVERNMENT ASSOCIATION

PRESIDENT Rosson Turney
 VICE PRESIDENT (11TH GRADE)..... Tonja Moore
 VICE PRESIDENT (10TH GRADE)..... Shantelle Tucker
 RECORDING SECRETARY..... Crystal Wiley
 CORRESPONDING SECRETARY..... Sadonya Whitaker
 PARLIAMENTARIAN..... Katina Russell
 REPRESENTATIVE TO THE CITY-WIDE..... Robert Price
 STUDENT ADVISORY COUNCIL
 REPRESENTATIVE TO THEGeorge Greeley
 CARDOZO PTSA
 TREASURER.....Maria Calixto

ACTIVE MEMBERS

Chanda Alston	Oluchi Ibe
Christine Clark	Ismatu Kamara
Flavia Epps	Leander Phelps
Rosa Garcia	Jose Salamanca
Elliott Garrett	Laura Schenck
Sheeliza Haimanchandra	OfeliaValesquez
Carolos Hawkins	Tiana Washington
Andrea Haynes	Chemisa Watkins
Ann-Marie Haynes	Gregory Wiggins
David Herring	Phillip Williams

ADVISER TO THE STUDENT GOVERNMENT ASSOCIATION
Ms. Mattie S. Jefferson

THE CARDOZO ADMINISTRATION
Mrs. Geraldine R. Johnson, Principal

ASSISTANT PRINCIPALS
 Mr. Wilmer W. Cooksey
 Mr. Robert Gill
 Mr. William D. Reed
 Mrs. Carolyn R. Wilson

Mr. FAUNTROY. We are on the threshold now of a shift in our emphasis. We have been hearing from students from our high schools, and we have gotten a number of very important suggestions thus far. We're looking forward to more as the hearing continues.

But we are next going to a couple of students, young people, who are incarcerated and who have had serious experience with drug trafficking and drug use to glean from them their suggestions. I know you want to be alert and clear when they testify, and for that reason I'm going to ask that those of us who are here and who are preparing to testify will take a break—get some lunch. I want the press to get a lunch, because I want them to make sure they're clear as they cover the rest of the hearing.

For your information, there is a lovely cafeteria on the basement floor of this building, which if you happen to be hungry you can avail yourselves of.

Do you have someone who has to go elsewhere for lunch?

Mr. WRIGHT. My name is Ronald Wright, and I am representing Concerned Black Men. We have some of the finalists from the oratorical contest.

Mr. FAUNTROY. You'd like to do it now?

Mr. WRIGHT. Yes. Many of them have to go.

Mr. FAUNTROY. Oh, certainly. All right. Thank you so very much. We'll do that now, then.

Mr. WRIGHT. Thank you very much.

Mr. FAUNTROY. Concerned Men and these two winners of an oratorical contest during which they focused on the role of young people in this whole question are now prepared to testify.

Following their testimony, we will take a break and then come back and resume the rest of the hearing.

May I express our appreciation to Concerned Black Men for their leadership in this regard. We have four witnesses, Emerson Brockington, Abdul Michaud, Janel Irick—and who am I missing?

Mr. WRIGHT. OK. You're missing Dennis Callwell and Tracey Whorley.

Mr. FAUNTROY. Thank you so very much. We're so grateful to you, Mr. Wright, for your leadership as a part of Concerned Black Men, which is an organization that I think has given great leadership to our city and our Nation in responding to the genuine concern of our young people for role models.

Thank you so very much and you may present the panel in whatever manner you choose.

Mr. WRIGHT. Thank you very much, Congressman Fauntroy. By no means did I intend to "bogart" your hearing here, but many of the kids have to get back to school and we wanted to give them the opportunity to say what they have to say.

Mr. FAUNTROY. Certainly, I understand.

TESTIMONY OF EMERSON BROCKINGTON, DENNIS CALLWELL, JANEL IRICK, ABDUL MICHAUD, TRACEY WHORLEY, AND RONALD WRIGHT, CONCERNED BLACK MEN DEBATE WINNERS

Mr. WRIGHT. First of all, let me say that Concerned Black Men is very appreciative of you for inviting them out on this occasion to give you some excerpts from their speeches that were presented

during our seventh annual oratorical contest, Doctor Martin Luther King, Jr. Oratorical Contest, which was held right in this room on April 13. You did attend that and again we appreciate your participation in that.

Concerned Black Men was founded in Philadelphia, PA, in 1973, and was started here in 1982 by—one of the co-founders was Mr. Donald Temple. Concerned Black Men is a volunteer organization whose objective is presenting positive black male role models to our youth and to help our youth to deliver themselves from their circumstances—teen pregnancy, drug abuse, the lack of self-esteem, et cetera—the problems that tend to threaten their existence in this city.

As I said, the contest was held on April 13. We had 15 finalists to participate in that contest and the winner of the contest was Renata Razza, who is a junior at Wilson Senior High School. Unfortunately, she was unable to attend today and we do have some of the other finalists.

The first runner-up, to my right, is Emerson Brockington. Emerson is a sophomore at Coolidge Senior High School. To his right is Dennis Callwell, who is one of our 15 finalists. Dennis is a junior, I believe, at Wilson?

Mr. CALLWELL. Ballou.

Mr. WRIGHT. Ballou Senior High School. To his right is Janel Irick, who is a freshman at Banneker Senior High School. To her right is Inel Callwell, who is a junior at Wilson?

Ms. CALLWELL. Senior.

Mr. WRIGHT. Senior at Wilson. I'm going to get one of these right. To her right is Abdul Michaud. He's a ninth grader at McFarland Junior High School. Last, Tracey Whorley who is a sophomore at Coolidge Senior High School. Got that one right.

So, without further ado, we're going to have them give some brief excerpts from their speeches.

Thank you, Congressman.

Mr. FAUNTROY. Thank you.

Mr. BROCKINGTON. Good evening. I am Emerson Brockington and I am a sophomore at Coolidge Senior High School.

The title of the oratorical contest was "The War on Drugs, Community Solutions to the Drug Epidemic."

There's a war and a revolution against drugs. Clearly, all the elements of our greater and smaller communities are in need of ammunition.

The war on drugs must be fought in the home, school, neighborhood and church.

What can the home use for ammunition? Parents, build bridges of communication back to your children. Develop within them at an early age strong morals and self-respect. Teach them to love God more and materialistic things less.

Schools, what can you use for ammunition? Let your ammunition be education. Teach children to live in peace without violence. Where morals, values and self-respect are lacking, teach these things as part of the instructional program. Develop peer counseling programs against drugs, for every teenage student in every junior and senior high school.

Neighborhoods—let your ammunition be courage. While many neighborhoods and communities are courageously and nobly involved in this war, many persons in other neighborhoods appear too far relaxed and complacent. This is a real war that does not deserve the complacent attitudes found in too many of our communities.

What ammunition can our churches use? We know that their ammunition will be the power of God.

Everyone must get involved in this war. Our Nation must cut the supply of drugs and we, the people, must cut the demand for drugs. We can have a drug free neighborhood, community and a drug free country.

It's the hour of change. It is the hour of courage. It's the hour of faith. It's the hour of hope. Where there is hope, there is life; where there is life, there is possibility; and where there is possibility, change can and must occur.

Let us therefore keep hope alive.

Thank you.

Mr. FAUNTROY. Excellent. Thank you so very much. Very clear and to the point.

Mr. CALLWELL. Good afternoon. My name is Dennis Callwell and I attend Ballou Senior High School. The topic I will be addressing is the "War on Drugs, Community Solutions to the Drug Epidemic."

I'm sure that anyone who has taken a U.S. history class knows the wars that the United States has been involved in, from the Civil War to World War I, World War II, Vietnam war and so on and therefore. But there is one war in our U.S. history class that is not in the books. It is a war that we're living today and that one is the war on drugs.

For us to conquer this enemy of ours, we have to address three segments within our community. That is the church, the school and the home.

I think that the church must be very vocal in addressing the immorality concerning drugs. The church must be willing to get deeply involved in order to clean up the drug problem. It must also aid those seeking help from the terrible effects of drugs. The church must be strong. After all, U.S. currency says, "In God we trust." Therefore, if all else fails, it is the church we must turn to for guidance and support.

The government must be our strongest defense in the war on drugs. Four steps that I think the government should take in solving the drug problem are as follows:

One, stiffen the penalty for those who buy and sell drugs. This can be used as a deterrent to show that crime does not pay.

Two, set up rehabilitation centers for drug users seeking help. If drug use is to stop, the government must be willing to correct those drug users.

Three, educate the people about the dangers of drug use. The main reason why problems develop is because people are ignorant to the situations changing around them. If people know the dangers of drug use, then it is less likely they will use drugs.

Four, stop the drugs from entering at all. I know this would probably be the most difficult step, but if drug use is to cease, drugs must stop entering our country and communities.

The school must be the first to educate children about the dangers of drug abuse. I think it is the responsibility of the school to encourage individualism among the students so that they won't follow the crowd, who may be hooked on drugs. In order for this to work, the school must be supported by the parents. The parents must insure that their children are educated to the dangers of drug use.

The Bible says, "Train up a child in the way that he should go and when he is old he will not depart from it." Therefore the responsibility falls on the parents to educate their children now or we could be looking at a potential generation of drug users.

I had an article—I don't have it with me, but it told of a kid who sold crack. This kid was only 10 years old. He was caught with \$226 on him. So, I say this to the parents, if your child is making more money than you are, then something is wrong. So, I hope that parents will watch their children because time stops for no one and time is passing. I hope that the parents won't let their children do the same.

The solutions that I discuss are just general solutions, but they can be used as a foundation for solving the drug problem. I hope that these solutions will be heard and acted out upon by myself as well as others.

Thank you.

Mr. FAUNTROY. I want to thank you. You said that your solutions are general, but quite frankly, those four particulars that you pointed out are rather specific and they certainly guide us who are on the select committee who have fashioned some programs to deal with stiffer penalties, as you point out, to deal with rehabilitation centers, to deal with inschool education on the dangers of drugs, and to try to stop the flow of drugs into the country. We appreciate your thoughtful consideration and recommendation of those kinds of steps.

Our next witness?

Ms. IRICK. Good afternoon, my name is Janel Irick and I attend Banneker Senior High School. The driving force behind our community's escalating drug traffic is simply escalating demand. This demand is only epidemiological of the breakdown of the family in our community. Horses don't buy, sell or use drugs. Have you ever seen Mr. Ed on P.C.P.? Cows don't buy, sell or use drugs. I have yet to see Elsie, the Borden's cow, sniff glue. Dogs don't buy, sell or use drugs. Spuds McKenzie has never drank beer. But I know our people buy, sell and use drugs, people in our families, people in our communities.

To me, the family is the key element for the assurance of a drug-free society. The family is the most important unit for the transmission of values, mores and attitudes. A strong, stable, supportive, nurturing family provides its members with the environmental conditions to grow, develop, and mature. The very best strategy to combat illegal and illicit drug use is to prevent it from ever starting.

Prevention must be comprehensive, involving all systems, educational, medical, legal, social, religious and business. Programs that deal with the individual and the family and the environmental conditions must be implemented.

Here are some ideas I believe might help us wage a successful generation-long war, a 20-year war. Any effort short of 20 years is shortsighted.

Foremost, the legalization of drugs is not a solution, but rather a mistake. It appears seductively simple and yet I feel it would eat more at the fabric of the community than the present illicit drug problem.

First, I stress communities offering parenthood training at every phase of childhood development. Parents must have the opportunity to seek help for themselves as well as for their children.

Parents should have dinner together with their children at least three nights a week to nurture the family unit.

Local and national sports and media personalities must offer themselves as role models to help get the message out about the benefits of a drug-free lifestyle.

Passing antidrug wars on alcohol and tobacco sales will also aid in waging this war.

The establishing of drug testing programs through licensed labs, I feel, may even help us.

Communities must first, however, encourage all citizens to work for alternatives to incarceration. Furthermore, they must find prison space so that the judges can sentence offenders on fairness and law. The present system of sentencing is based on space available, which is self-defeating.

Communities must go after and encourage and support the Federal Government to go after the white collar element in drug trade, such as banks and jewelers and car dealers.

Communities must establish laws that run on the order of any persons caught with illicit drugs take a drug test. First offenders who tested positive would be required to complete 150 hours of community service in places such as drug treatment centers. Second time offenders would be sent to the treatment center itself, and third time offenders to jail.

Finally, we as a community must first recognize the condition of the building blocks of the community, the family composed of individual members. The community must direct its efforts to prevent members from ever using drugs, treat and rehabilitate those that want to stop and incarcerate or bury those who will not.

As I said before, communities must mobilize every resource. Then and only then is the forthcoming of a drug-free society assured to us all.

Thank you.

Mr. FAUNTROY. I thank you so very much for that very specific list of steps that ought to be taken. I've taken note of them and I can't wait to give you the record of what you've testified to here today.

Our next witness?

Ms. CALLWELL. Hello, my name is Inel Callwell. I'm a senior at Woodrow Wilson Senior High School and I was one of the finalists in the Concerned Black Men Oratorical Essay Contest.

Crack, cocaine, marijuana, alcohol, and a host of other drugs have preyed upon and overwhelmed many lives. Devouring the brain cells that contain useful wisdom, annihilating the internal and external organs that help us to function physically. Most of all, destroying the greatest asset that God has allowed us, life.

In focus, some community solutions to the drug epidemic are unrealistic. Just think about it. Should we really spend our time suspecting persons wearing fine clothing and jewelry as drug dealers? Should we really use violence as a catalyst to clean up a neighborhood?

There are four components of a productive community that can alleviate this devastating menace, the church, the home, the school and the government.

But most of all, the crucial source of combating drugs lies within the home. It is important that parents serve as role models by being well educated themselves about drugs so that they can inform their children at a very early age about the disastrous effects of drugs.

I repeat, parents must be well educated. After all, what parent would want his child to be the breadwinner of the family? An effective parent would be cognizant of the unusual clothing, finances and change in behavior he notices in his child and would take further precautions to prevent drug usage or selling drugs in the future.

Parents who fail for some reason to educate and discipline their children are allowing society to govern the children's lives and should be given a jail sentence if they fail to be responsible for their children's actions.

Just as the song goes, "Self-destruction, we're headed for self-destruction," we're headed for self-destruction if we cannot end this turmoil of degradation. Yes, the parents, the churches, the schools and the government, but most of all the parents must stand united in an effort to win this war by being well educated themselves, because the war is continuing and we must get involved.

Thank you.

Mr. FAUNTROY. Thank you. Excellent.

Mr. MICHAUD. Good afternoon. My name is Abdul Michaud and I'm a ninth grader at McFarland Junior High School.

The War on Drugs, the Community Solutions to the Drug Epidemic—The Reverend Martin Luther King, Jr. said in one of his final speeches, "I've been to the mountaintop, I've seen the promised land, but I may not get there with you." He was saying that he's seen a better way for blacks and whites in the future and I ask you, will you get to that promised land he's referring to? Right now, no one will because they are just killing our brothers and sisters off like flies.

People like Martin Luther King, Malcolm X, Mary McCloud Bethune, Sojourner Truth all fought for equal rights to free us from slavery and racism. But now that we have been free, we do nothing but enslave ourselves by using and abusing drugs. I say "we," because everyone is involved with this drug war.

This drug war can be solved and I have some solutions. One solution is that we should have more support from our Mayor. We should have more jails and we should take more field trips to drug

treatment centers. Parents should teach their children how to respect themselves and others. If they can't respect themselves, they won't do nothing in life but sell drugs.

I think that we should have more financial help for the families that are without money, so their children won't be pressured into selling drugs.

We have a lot of people in our community that are good and honest people and that work for the honest buck. I think if we, the people, unite, we can win this drug war.

Thank you.

Mr. FAUNTROY. Thank you. Excellent insights as well.

Ms. WHORLEY. Good afternoon, Congressman Fauntroy, ladies and gentlemen. My name is Tracey Whorley and I am a 10th grade sophomore at Calvin Coolidge Senior High School.

Because there are so many youth assembled here today, I would like to address my point of views to the youth concerning the drug problem and their role in combating it.

Our schools must devise and use more tactics in educating our youth and discouraging them in drug related activities. I ask my peers, do you know what war is? War is hell. If you had been in the Vietnam war, where so many of our black brothers died, would you have stood in open war zones for bullets to hit you? Then, by the same token, how can many of you stand by silently to possibly be destroyed when there is a war on drugs?

We see many of our friends getting innocently killed. We see people that we know being led the wrong way. We as people must fight. We can no longer afford to be neutral. Our forefathers fought to rid us of the chains of slavery. Yet today, chains of slavery appear again. This time, golden chains, symbolizing the enslavement to drugs.

I ask the girls to please throw the gold chains back into the faces of young drug dealers. Tell them that self-respect is the name of the game and that they evidently have no respect for themselves.

My fellow peers, let us use peer power to fight for the survival of those we love, to fight for a survival of those good, sound, moral principles that have sustained us over the years through our fathers' and forefathers' generations.

In school, peer power means ostracizing our peers as we try to help them and reporting them if they refuse help. Peer power means convincing our peers that if they are on drugs, then they can get off drugs by using all resources at their disposal, medical power, moral power, social power and willpower.

We must fight to insure the survival of our young black men and women who are being threatened and destroyed like dogs and animals on the streets.

As the famous Claude McKay wrote in his *If We Must Die*, "If we just die, let it not be like hogs, hunted and pinned in an inglorious spot while around us bark the mad and hungry dogs, while making their mark at our accursed lots. If we must die, O let us nobly die so that our precious blood may not be shed in vain, then even the monsters we defy shall be constrained to honor us though dead. O kinsmen, we must meet the common foe. Though far outnumbered, let us show bravery. And for their thousand blows, deal one death blow. What though before us lies the open grave? Like

men, we'll face the murderous powerful pack, pressed to the wall, dying, but fighting back."

Yes, we as a community must find our own solutions to the raging drug epidemic and our Nation must cut the drug supply at its source. Let us all ~~we~~ together as a community, down with dope and up with courage, determination, perseverance and hope as we fight to win this terrible war which threatens to destroy us.

My friends, let us do something about the drugs in our community before the drugs in our communities do something about us.

Thank you for listening.

Mr. FAUNTROY. Thank you.

I cannot tell you how grateful we are to each of you who has participated in Concerned Black Men's oratorical contest on the war on drugs and what your thoughts are as to what we ought to do as a community. You have provided us with so many valuable suggestions. Not just Members of the Congress, but you have provided the entire city and I hope the Nation with the concept that there's a role for everybody. From the first presentation, which suggested that we had a war and that there was ammunition that not only students must use, but also our churches, our schools, our homes and our government must use. It was so appropriate to wrap it up by pointing out what young people themselves must do and that is to take leadership with courage. I want to commend each of you for doing just that.

Thank you so very much. Give them another hand.

We are going to take just a 15 minute break because after that we're going to have two young men from the Oak Hill Juvenile Detention Center who bring another perspective to this effort. I invite you to reassemble promptly at 2:15 p.m. Those of you who have not had lunch may wish to go, but at 2:15 p.m. we will resume with testimony from two anonymous young people who will have to wear masks because we don't want them fingered, to testify from their perspective and we'll be joined by the chairman of the Select Committee on Narcotics Abuse and Control, Congressman Charles B. Rangel.

We will take a 15 minute break. Thank you.

[Whereupon, at 1:57 p.m., the subcommittee recessed, to reconvene this same day at 2:15 p.m.]

Mr. FAUNTROY. We're going to resume momentarily. The chairman of the Select Committee on Narcotics Abuse and Control, Congressman Rangel, is in route and as soon as he steps in the door, we're going to gavel the hearing open and receive our two witnesses from the Oak Hill Juvenile Detention Center here in the Nation's Capital.

[Whereupon, at 2:19 p.m., off the record until 2:26 p.m.]

Mr. FAUNTROY. The congressional oversight hearing on crime, violence and drugs in the District of Columbia will resume. I want to welcome to the podium the distinguished chairman of the Select Committee on Narcotics Abuse and Control, the body which the Members of the Congress have asked to study the issue of drug trafficking and all of its ramifications and consequences and to recommend to the Congress of the United States legislative action that should be taken to resolve those problems.

We are more pleased than ever to have at the hearing now the distinguished chairman, Mr. Rangel.

Congressman Rangel, we have now heard six panelists of students from senior high schools in the District of Columbia who responded to my appeal that it's time for them to give us some leadership on what we can do about drug-driven violence in and around our schools and in our neighborhoods. Those students have had a series of hearings in their high schools and have come here to present their findings and recommendations.

We were privileged to have two members of the Select Committee on Children, Youth and Families to be with us earlier and I want first of all now to yield to you for any opening comments which you would wish to make in connection with your considerable responsibility in the Congress as the head of our select committee.

Mr. RANGEL. Well, Mr. Chairman, I'll be brief because I'm very anxious to hear the testimony of the witnesses and to take this opportunity to thank you for having the foresight to go to the young people and to get their views rather than the stereotype that we have in believing that we adults have the answers to those problems.

I think that it's abundantly clear from the meeting we had yesterday with the President. He's relying on you not only for your work in the District of Columbia, but also for the entire Nation in this scourge that has hit our country. If we don't do something to protect the generations to follow us, then we've not fulfilled our mandate.

So, I want to thank you for the contribution that you've made for over a decade on the Select Committee on Narcotics and for close to two decades in the U.S. Congress. I'm anxious to hear the testimony of the witnesses.

Mr. FAUNTROY. I thank you, Mr. Chairman.

May I also point out that we've heard essentially to this point from high school students who are out there on the streets and in the schools, grappling with this problem. We're now going to hear from two young people who were high school students, who however have been detained at the Oak Hill Juvenile Detention Center and who are a part of our D.C. Youth Services effort to deal with the problems confronting our young people throughout this city.

To introduce them, I'm very happy to yield now to its director for comments.

TESTIMONY OF JESSE WILLIAMS AND TWO PRISONERS INCARCERATED WITH D.C. YOUTH SERVICES

Mr. WILLIAMS. Thank you, Congressman Fauntroy.

With regard to you, Congressman Fauntroy, as well as to Congressman Rangel, I would like to begin by saying we truly appreciate the opportunity to appear here this afternoon and to have some of our young people offer their views and offer their ideas as to how the goals that you've outlined can be pursued. Certainly they've experienced some difficulty and come with a different perspective, but we appreciate that you and the committee are sensitive to the fact that there is indeed leadership potential in the pop-

ulation and that there are indeed valid views and observations which may pose or help to pose some solution to the myriad problems that we face.

On behalf of myself and the administration, I would like to say thank you.

My name, for the record, is Jesse Williams. I'm administrator of the Youth Services Administration. The lady at the far end of the table is Ms. Mary Johnson who works with me as a special assistant.

The two young men who appear here this afternoon, we would ask to have you refer to simply as Mr. A on my left, and Mr. B on my right. As you are aware, we have asked to have them referred to in that way and also they appear before us with the hoods so as to protect their confidentiality, which is a mandate of the juvenile code in the District, and so as to afford them a maximum opportunity to respond honestly and openly to whatever questions are posed and whatever dialogue we need to pursue.

We have advised them, number one, that if they did not want to participate they did not have to be here and they both chose to be here because they feel that they have views to offer. We have also asked them and will ask you to proceed in such a manner as to not identify them in any way, shape or form, nor to present in this testimony any information that might lead to a positive identification of them or their areas, the areas from which they come or schools that they may have attended.

So, again, thank you very much. We will proceed at this point by way of responding to your questions and having these young men engage in the dialogue that you would like to have them pursue.

Mr. FAUNTROY. All right. Thank you so very much.

Let us start with Witness A. May I just ask—you know that we are seeking advice from young people as to what we can do to end the drug-driven violence in our school and in our neighborhoods. I wonder if you'd start by suggesting what you think might be done to end drug trafficking and drug-driven violence in the neighborhood?

Mr. A. Well, there's not much that can actually stop drugs that's in Washington, DC or in the schools because there are some people that are not dedicated to their jobs, such as officers, even Congressmen and such people, high levels, when they are taking the bribes of the drug dealers.

In schools, you need a principal that has the heart to stand up to the students to let them know that he's not going to have drug dealing in his school or around his school.

In neighborhoods, they're having a clean sweep now. They need more police officers to actually walk in the drug neighborhoods, more programs for the younger kids than they have now.

Mr. FAUNTROY. My, my, my.

Did you hear that, Congressman Rangel?

In a succinct and three sentence response, he has pointed out the fact that apparently you are aware of police officers who take bribes, that we need courage among our teachers and principals to stand up to both students and drug dealers and third, something that we're working on already, and that is more police presence in the neighborhoods.

Thank you so much, A, for your contribution to our understanding.

Congressman Rangel, would you have any questions of either?

Mr. RANGEL. Well, I do from Mr. A or B. That is that if we did not have any police officers at all and the youngsters could see from their friends the damage that drugs really do to their bodies, what is it that would allow a student to use drugs when already the student would know that it's a very dangerous thing to do?

Mr. A. Well, if you didn't have more police, it would be more murders, less kids that want to get an education. They would rather make money instead of go to school.

Mr. RANGEL. Let me ask the question again. I assume that both A and B have heard and have seen that drugs can hurt youth. That is, your mind and your body and that you would know it's the wrong thing to do. I'm saying that forgetting the police and the teachers and the principals, why would a youngster use drugs?

Mr. B. Well, I feel you try to get through the crowd, you know. He wants to try to be himself. Try to be out of the crowd and use it. Try to get along with the crowd. That's what I'm trying to say.

Mr. RANGEL. You mean to do what his friends are doing?

Mr. B. Yes. In some other cases, there are some youngsters who have some problems, problems that affect them so bad they just say they don't care and they take stuff to destroy their bodies.

Mr. RANGEL. Now, when a youngster feels that he doesn't care, where would he normally, or she, go to for help in order to get some advice? Are there people available in the community that—

Mr. B. Well, I'll say first he'd go to his friend, his best friend because there are some cases where the youngster is scared to approach the parents about problems. So, they figure, "Well, my friend and I are probably of the same level of intelligence," or so and so. I guess he'd turn to him first.

Mr. RANGEL. I see. Another question is that it seems as though youngsters are not as afraid of being hurt or being shot or shooting somebody as older people used to be. Weapons are owned and carried by youngsters. Have you ever, either one of you, just feared being around people with guns? Is this something that kids talk about today?

Mr. A. Yes.

Mr. B. Yes.

Mr. RANGEL. About being shot or being on the street?

Mr. A. Yes.

Mr. B. Yes.

Mr. RANGEL. Have you known where people would go to the police and indicate that they were afraid of being shot and turn in the people who had the guns?

Mr. B. No.

Mr. RANGEL. So there would be a greater fear of the people carrying the guns than believing that the police could protect you, is that it? You don't believe the police would protect anybody against—

Mr. B. Well, the police is not going to be there every move you make and every step you take. So, I figure, well, to keep the gun in there in case of an emergency. They react. They react. They're scared to pull the trigger, but they react. That's reacting.

Mr. RANGEL. If you had to make recommendations to adults or to the Congress as to what we could do to eliminate drugs or the use of drugs or the use of guns, what is it that you would want to see adults do to make your life a lot easier to live?

Mr. A. Well, me personally, I would like to see adults give the juveniles more leadership. There's a lot of adults that put the younger juveniles down. They show more leadership and like they're really going to support that person. Maybe they'll go on and try to further themselves in life and in education. Police, they play a good role but, like B said, they're not there when something actually happens. They also do play a good role in it, but then again there's those ups and downs too.

Mr. RANGEL. Well, what is it that you would like to do with your life that you believe that adults could help you with or your government could help you with?

Mr. A. I would like to continue my career as a barber.

Mr. RANGEL. As what?

Mr. A. As a barber. I would like show my brother more leadership than I am doing now and the younger people that I'd be around.

Mr. B. For myself?

Mr. RANGEL. Yes.

Mr. B. Well, I'd like to start my career as a boxer, but I see by the problems I have, personal problems, it would be hard because I don't like to talk about them. Let me see. As a boxer, go into the community and get some friends and some little young ones and show them some positive things to do in their spare time.

Mr. RANGEL. Thank you, Mr. Chairman.

Mr. FAUNTROY. I thank you.

Young men, I wonder if either of you would answer several questions for me. First, how did you get involved in drug abuse, either one of you?

Mr. A. Me? A?

Mr. FAUNTROY. Yes. Tell us how you got involved from the first?

Mr. A. Well, I was 17 when I got involved. I never sold drugs for somebody, like I was hustling for somebody. I never did that. I'd just take my earnings and buy what I wanted to maybe double or triple my money. The main reason I got into it was because I didn't have the time to wait. I wanted it right then and there or sooner. Car, truck, clothes, jewelry, the basic things that mostly all hustlers will want. But in the process of me gaining that, I got arrested at the age of 17.

Mr. RANGEL. Tell us the first time—you remember the first time that you got involved. Will you describe it to us?

Mr. A. The first time I got involved I was in elementary—fifth grade. It was marijuana. Get you a little lunch money, save it up, end of the week buy maybe a lid of marijuana which you'd buy for \$25, and probably make \$45, \$50.

Mr. FAUNTROY. Selling it?

Mr. A. Yes.

Mr. FAUNTROY. So, your first experience was to save up some money and buy some.

Mr. A. Yes.

Mr. FAUNTROY. From whom did you buy it? You don't have to name him. You bought it from whom?

Mr. A. A supplier.

Mr. FAUNTROY. A supplier whom you—how did you learn about him?

Mr. A. From around the neighborhood.

Mr. FAUNTROY. So, you went to him and said, "Give me \$25 worth of marijuana."

Mr. A. Yes.

Mr. FAUNTROY. What did you do with that marijuana then?

Mr. A. Sold it.

Mr. FAUNTROY. You sold it for more than you purchased it?

Mr. A. Yes. No, a nickel bag is \$5.

Mr. FAUNTROY. So you were not using it, you were selling it?

Mr. A. Yes.

Mr. FAUNTROY. OK. Tell us a little more about how that developed.

Mr. A. As I was graduated from elementary, I went to a high school which was in the drug area directly behind the school. There was young boys coming to school looking like they have a job. Like sweat suits and stuff. I got to know some of those people, peers, and they were telling me this and telling me that, teaching me how to shoot dice, gamble, that stuff. As I was going up higher and higher, in 7th grade I moved from marijuana to P.C.P. I was getting older and advancing in the drugs. I was moving up more and more.

As I came out of junior high school, I went to high school and that's where really the big drug dealing was being dealt, in the high schools. When I got into high school, I was the way I wanted to be—have my car, nice clothes, jewelry—

Mr. FAUNTROY. So you were making enough money on the sales to buy an automobile?

Mr. A. Yes.

Mr. FAUNTROY. Do you have a checking account?

Mr. A. No, I don't have a checking account.

Mr. FAUNTROY. Did you have one when you bought your car?

Mr. A. Yes.

Mr. FAUNTROY. Tell me, what kind of car did you get the first time?

Mr. A. 1986 325 BMW.

Mr. FAUNTROY. How much did that cost?

Mr. A. \$19,000.

Mr. FAUNTROY. \$19,000. How did you pay for it?

Mr. A. I was hustling and working.

Mr. FAUNTROY. Yes, but you had the money and you had a checking account. Is that it?

Mr. A. Savings account. I didn't pay cash for it.

Mr. FAUNTROY. Oh, you didn't pay cash.

Mr. A. No, sir.

Mr. FAUNTROY. B? How did you get involved with drug trafficking?

Mr. B. Well, let me see. Let me start from the beginning.

Mr. FAUNTROY. You can feel comfortable, B. First of all, nobody knows who you are.

Mr. B. No, I'm trying to start from the beginning.

Mr. FAUNTROY. Oh, yes.

Mr. B. Well, as I mentioned earlier, I had some problems, right?

Mr. FAUNTROY. Yes.

Mr. B. I figured, "Well, why do I have to deal with these problems when I could hustle and take care of myself?" Then, I started selling marijuana. I got it cheap. I got a large amount cheap and I make my money back plus about 10 percent more.

Mr. FAUNTROY. Was your problem financial that led you to hustle?

Mr. B. No.

Mr. FAUNTROY. Do you mind sharing with us the kind of problem that forced you or made you feel you had to get into selling?

Mr. B. No.

Mr. FAUNTROY. He doesn't feel comfortable saying it? All right.

Mr. B. I figured I could hustle and deal with this problem. So, I started.

Mr. FAUNTROY. OK. I understand. I won't push you on that. In terms of your first decision to become involved, was it an adult, family member or a friend who sort of led you into it?

Mr. B. Well, it was a friend, sir.

Mr. FAUNTROY. Just sort of describe to us how he did that.

Mr. B. Pardon?

Mr. FAUNTROY. Did he suggest it to you and tell you where you could pick up the stuff?

Mr. B. No.

Mr. FAUNTROY. Who told you about how much money you could make doing that?

Mr. B. You could see how much money you could make.

Mr. FAUNTROY. Where did you see it?

Mr. B. You could see it all over. It's all over. Young people wearing jewelry, getting new cars, all sorts of stuff.

Mr. FAUNTROY. So then, when you saw that you said, "Gee, that's a way to make money."

Mr. B. No. I said, "Well, at the age I am and I can't get what I want working legally, well, what the heck." I stopped caring for myself.

Mr. FAUNTROY. All right.

We've been joined by Congressman Tom Lewis. We're so happy to have you join us in this family. We are talking now to two young people who are at our Oak Hill Juvenile Detention Center. They're sharing a perspective of what they feel can be done to deal with the drug trafficking problem from the posture of persons who have been involved and who are being detained now as a result.

We've had, heretofore, panels from six of our high schools where students in the high schools are grappling with it. If you would care to question these two young men, this is A on my right and B on my left, you may feel free to question them at this time.

Mr. LEWIS. Well, I may, gentlemen, ask you some questions but they were probably asked earlier in the program. I heard that B did not want to explain why he became involved.

B, as you look at this particular problem and you being involved in it and I take it you were a dealer, is that correct?

Mr. B. Yes, sir.

Mr. LEWIS. Did you have any concerns when you were selling this stuff as to what you'd be doing to those individuals?

Mr. B. Well, yes, sir.

Mr. LEWIS. However, you did make the point that there was money to be made in this business and this seemed to be the driving force behind your motivation. Is that correct?

Mr. B. Yes, sir.

Mr. LEWIS. Do you feel that there is some way in your opinion that we could stop the sale of drugs in our schools? If you think we could do this, what are some of the reasons or ways that you feel that we could do this.

Mr. B. Well, my solution is it's got to start at home. Parents have to get together with the kids and start talking. They've got to get close to the kids and start sharing some secrets with the kids, so the kids won't be scared to share theirs with them. They need to be spending more time with the kids, going out, having fun, positive things.

Mr. LEWIS. Do you think that an education program in the school would be helpful?

Mr. B. No.

Mr. LEWIS. You don't?

Mr. B. It would be helpful, but not to a certain extent, sir.

Mr. LEWIS. Do you think it has to be a family involvement type of thing to be effective? In other words, that the kids would also have to bring their parent or parents in in order to—

Mr. B. No, sir.

Mr. LEWIS. You don't?

Mr. B. The parents have to start at home. They've got to take care of that themselves. They've got to be more concerned about the kids.

Mr. LEWIS. A, what do you think? What's some of the ideas that you may have that we could apply and use?

Thank you, B. I appreciate your asking the question.

What do you think, A, that we could do both here in Congress as well as outside of Congress in order to stem this tide of drugs and turn the kids' heads away from it?

Mr. A. Well, like he said, from home, the parents. A lot of parents didn't have, so they should try and provide for their child to have what they didn't have. Not necessarily give them anything they wanted, but to not let him need for nothing. That's one of the main reasons that a child will go out and hustle for what he wants.

They should attend more P.T.A. meetings with their child and check up on them more often to let them know that they are concerned about them. That's one of the main reasons—that's one of the things that might help a child from getting into drugs.

Another thing, if they're in an area that drugs are constantly being around them, they should try and find a better place that they can raise their child from around drugs. That's all I have to say.

Mr. LEWIS. OK. We heard yesterday, Mr. Fauntroy and Mr. Rangel, who are here, and I, that even if we cleared up all the drug problem we're certainly not going to clear up our inner city problems. But we certainly recognize the fact that they're intertwined and together.

I guess it concerns me as to how we're going to move forward in order to stem this tide, particularly with the kids in the streets. I've heard many times, they say—and I guess I can be very straight about this—that we see only black kids using this. Well, we know that's not true, that there's a higher percentage of white kids. But we think they may be going into the black neighborhoods in order to buy this stuff. Would you agree with that?

Mr. A. No.

Mr. LEWIS. You would not?

Mr. A. No. Mainly, the drugs are coming in from out of State from whites; cocaine, PCP, whatever, marijuana. So you can't really say that white people have to go into a black neighborhood, when a black can go into Virginia and purchase just what they need.

Mr. LEWIS. Very interesting. So what you're telling me, then, is that the market is open?

Mr. A. For any race.

Mr. LEWIS. I have a lot of other questions, Mr. Chairman.

Mr. FAUNTROY. If the gentleman would yield, I'd like to say to Congressman Rangel as well that one of the things that has been surprising to me in observing the young people at the hearings and again here, is that both A and B have amplified a theme that's been coming through to me.

The young people have said to me and in the hearing heretofore, they need some role models. "Give us some role models." Oddly enough, they start with parents. I mean, let's not talk about the President and the Congressmen and everybody up there, let's start at home.

Some of the young people at some of the hearings were telling us that we need some training in parenting, starting with some of the teenage mothers who are in our schools. Teaching people to be a parent means to communicate with your child. It means to love them, to give them the kind of confidence and feeling of belonging that will not lead many into drug trafficking. That certainly suggests a role, I think, for everybody. Quite frankly, I hadn't been thinking about that.

You know, we're thinking so much about Don Pueblo and the Medellin cartel and about having sufficient prosecutors and drug treatment facilities. The young people said, "Well, let's get back down to the basics."

Mr. RANGEL. Well, Mr. Chairman, may I inquire just to get some idea as to what are we working with? May I ask A and B what percentage of the number of their friends do they know of a father being a part of the household?

A?

Mr. A. Could you repeat it again?

Mr. RANGEL. How many friends—what percentage of the friends that you know or met in school, that the father is still living in the house with your friend?

Mr. A. About 10 percent of them. The majority of them, the father is not with them.

Mr. RANGEL. B?

Mr. B. 10 percent.

Mr. RANGEL. So you see, Mr. Chairman and Reverend Fauntroy, that when we talk about parents we're really talking about mothers. I'm afraid to ask the next question, because I'm afraid I know the answer to that.

That is, the mothers of most of your friends, did they not have these children when they were children?

Mr. A. Yes. Some did, some didn't. Some just couldn't play the role of a mother and a father.

Mr. RANGEL. Exactly. So even though we're saying that the youngster would want to see the love, the affection, the family life at home, in many cases, in most cases, not only is the father not there, but the mother may have all the love and affection in the world but is unable to cope with the responsibilities of being a mother.

Is that more or less correct, A?

Mr. A. More.

Mr. RANGEL. Or B?

Mr. B. More.

Mr. RANGEL. So if we're talking about role models, it seems to me, Mr. Chairman, that for youngsters who find themselves searching for a better way of life, that those of us in the community are going to have to substitute. We're going to have to find big brothers or adults or maybe churches who reach out.

Because the kid who's longing for this direction is not going to find it for the most part at home, even when the mother may want to give it. She may have more than one child. She may be trying to work. She may have her own chemical and alcohol problems herself so that the kid is still out there in this sea not knowing how to cope. The only person he or she can go to are the people who have similar problems, many of whom are using drugs. So it's just a vicious cycle where there's no one for them to turn to.

I'm asking them, what would they have us to do? Of course, they want leadership. But how can we give that leadership? What is it that we could do that could have made changes in your life before you decided to be involved in drugs?

A?

Mr. A. Well, there's not much you could really do for me because I had a mother and father. They gave me what I needed and wanted. They are very wealthy. But I chose to be with the wrong crowd. I chose to stop—I wanted to be self-dependent. I didn't really want my mother and father to keep giving me. So I just went and did on my own free will.

Mr. RANGEL. Well, you know you made mistakes. Now where do you go from here, after you leave the institution? Are you in school there? Are you being trained there? Are you learning skills where you are now?

Mr. A. Well, we are in the school. But I'm not in a school. I go out to my job site 5 days a week, and I'm home on the weekends.

Mr. RANGEL. With your mother and father?

Mr. A. Yes.

Mr. RANGEL. You want to be a barber?

Mr. A. I am a barber. I'm a licensed barber.

Mr. RANGEL. I see. OK.

B, do you believe that having made a mistake that you are on the road to be a good citizen and to accomplish some of the things that you want to be? You want to be a boxer? Do you believe that you can do that?

Mr. B. Yes, sir.

Mr. RANGEL. Let me ask a couple additional questions, Mr. Chairman.

Mr. FAUNTROY. Go right on, Mr. Chairman.

Mr. RANGEL. When you were out dealing, did you find people coming from other cities such as New York that were there dealing in the District of Columbia?

Mr. B. Yes.

Mr. RANGEL. Could you elaborate? I mean, did you know them from New York, or did they say they were from New York?

Mr. B. Their appearance.

Mr. RANGEL. Just their appearance?

Mr. B. Mostly their appearance, the way they talk, clothes they wear, how they represent themselves with a no-care attitude toward Washingtonians.

Mr. RANGEL. Did you come across many foreigners or people who sounded as though they were foreign while you were dealing in drugs?

Mr. A. Yes.

Mr. RANGEL. Did you know where they came from?

Mr. A. Yes.

Mr. RANGEL. Where is that?

Mr. A. Jamaica mostly, Rastafarians.

Mr. RANGEL. OK. Thank you, Mr. Chairman.

Mr. FAUNTROY. I thank you.

B, did you want to comment on that question as well?

Mr. B. No, sir.

Mr. FAUNTROY. Well, gentlemen, thank you so very much for—
Oh, yes, Mr. Lewis?

Mr. LEWIS. I wonder if I might ask A and B one more question.

Both of you gentlemen were dealing. Did you do drugs yourselves?

Mr. B. Like use it?

Mr. LEWIS. Did you use it, yes.

Mr. B. No, sir.

Mr. LEWIS. How about you, A.

Mr. A. Yes.

Mr. LEWIS. Were you addicted or heavy into it?

Mr. A. No.

Mr. LEWIS. OK. How many of the—were the majority of the dealers that you are aware of, were they using drugs?

Mr. A. Yes, sir; for pleasure. I mean, like party time, things like that.

Mr. LEWIS. Yes.

Mr. A. With a female, mainly.

Mr. LEWIS. How about you, B? Were the majority of the dealers that you know of into drugs themselves?

Mr. B. Yes, sir. But, as he says, for partying time, but they mostly party every day. So probably addicted.

Mr. A. I wouldn't exactly say that they use what they're selling. They might be selling PCP or cocaine, but they might be using marijuana.

Mr. LEWIS. Were they—A and B, were they both—those dealers, were they in the business in order to provide for their habit, do you think?

Mr. A. No.

Mr. B. No, sir.

Mr. LEWIS. They weren't, OK.

Mr. B. Fast money, and don't take a lot of work. So that's what they're doing.

Mr. LEWIS. I see.

Mr. FAUNTROY. Let me just ask one final question along that line. That is—you said it's fast money, it's a lot of money made—what kind of profit level were you able to achieve?

A, you said you started off selling marijuana bags, you say?

Mr. A. Yes.

Mr. FAUNTROY. What was your profit level when you started, and what was the profit level when you got caught?

Mr. A. Well, the profit level when I started was like—like I said, like \$150 a day. When I got caught, my profit level a week was \$20,000 to \$30,000 a week.

Mr. FAUNTROY. B?

Mr. B. No comments.

Mr. FAUNTROY. Thank you. All right. I'm trying to recover from that.

Yes?

Mr. WILLIAMS. Congressman Fauntroy, if we are about to draw to a close or at the point where we are about to draw to a close, I'd like to just offer some closing comments.

Mr. FAUNTROY. Yes, we'll yield to Mr. Williams and to Ms. Johnson, if you'd like, as well.

Mr. Williams?

Mr. WILLIAMS. Mr. B would like to add one more comment.

Mr. FAUNTROY. All right. B?

Mr. B. Well, you said you want to help, right?

Mr. FAUNTROY. That's right.

Mr. B. The problem, mostly a lot of kids watch television. If you could simulate what's happening in the house and put it in a program and show where the mother got to take care, she's got to do a lot, and explain to the kids, because most mothers won't sit down and explain to the kids how they feel. They probably think they're mature enough to know or I might be wrong. I suggest that you show it on television.

Mr. FAUNTROY. Very good.

Mr. B. I guess you have—excuse me.

Mr. FAUNTROY. Go ahead.

Mr. B. I suggest you have a program that explains to the kids, do things that the mother won't be able to do while she's so busy.

Mr. FAUNTROY. All right. Thank you.

A, you wanted to add one more comment?

Mr. A. I wanted to add to B. Even have a program where you have a mother and a child or more than one child to even actually

play it out to show people how it really is affecting the juveniles today. That would probably even help more.

Mr. FAUNTROY. We thank you so very much, both A and B.

Now I am going to ask that Mr. Jesse Williams, the administrator, would wrap up that testimony from the youth services department and from our young people from Oak Hill.

Mr. WILLIAMS. Thank you very much, sir.

Although we've not been privileged to sit through some of the other testimony that was offered here today and the insights shared by other young people, my sense is that many of the same things were probably echoed and reinforced by the young men who appear here with us today.

Mr. A mentioned that he is a licensed barber. He earned that license during the period of his stay with us.

Mr. FAUNTROY. Good.

Mr. WILLIAMS. Mr. B mentioned that he is involved in boxing and he in fact competed in a match last night and emerged the victor.

Mr. FAUNTROY. Congratulations.

Mr. WILLIAMS. There are programs and services within the administration directed to resolving the problem.

But more importantly, and I think this is the note that I'd like to close on, is that the young people have advised us today in their testimony that they do appreciate that solutions are needed at both ends of the spectrum.

They underscored the understanding that we do need increased police presence and responses at that end of the system. But I think more importantly in getting to the real heart and the meat of the considerations of this body, is the fact that the solutions and in fact the real solutions are those that come on the front end of the system by empowering communities, empowering parents, and providing resources and services at that end of the spectrum that avert the need or the possibility of young people being further enmeshed in some of the kinds of problems that these young men have unfortunately experienced.

Certainly the solutions are not easy. Certainly the problems are complex. Because we do have one young man here who advised the committee that he was employed and used the profits of his employment to launch himself in a trade that was able to amplify his earnings in a way that he would not have otherwise been able to do. So again, I don't think either has posed or proffered that the solutions are easy.

But certainly there are solutions, and they go to the root of the matter and the heart of the problem, which is what happens in our communities, what happens in our homes, and what opportunities we can offer to strengthen those structures which have historically offset these problems, or when problems have occurred provided solutions to the problems.

Mr. FAUNTROY. I thank you so very much, Mr. Williams, Ms. Johnson, A, and B, for your contribution to our understanding of the problems in the District of Columbia.

Mr. WILLIAMS. Thank you for this opportunity.

Mr. FAUNTROY. Thank you.

Let's give them a hand as they leave.

Let me ask now that the students from the Ellington School of the Arts come forward for their presentation. We're so grateful to Mr. Therm Logan, who as the faculty advisor has been working with the young people there. They had a very fine hearing which it was my privilege to experience personally.

We want to invite Camell Branch, James Cheeks, Clarity Haynes, Shelly Sumpman, Sherice Chase, Barrington Edwards, and Dawn Miller to the witness table.

Mr. Logan, we appreciate so very much your faithfulness in working with the young people there, and we look forward to their testimony now, each in his and her turn.

So if you will just identify yourselves and move right along with the testimony.

TESTIMONY OF THERM LOGAN, CLARITY HAYNES, SHELLY SUMPMAN, SHERICE CHASE, BARRINGTON EDWARDS, DAWN MILLER, SEAN SIMMONS, MAYA HOLMES, AND CAMELL BRANCH OF ELLINGTON SCHOOL OF THE ARTS

Mr. LOGAN. Therm Logan, again, the advisor to these young people from Ellington School of the Arts. I'm extremely pleased to be here with you this afternoon.

These young people will give you, I think, three testimonies. We have an excellent poem written by one of them from the media arts department. They will, starting with Barrington Edwards, introduce themselves to you very briefly and go right into the testimony. I believe we were asked to look forward to two natural questions from the Congress.

Mr. FAUNTROY. All right.

Mr. LOGAN. Thank you.

Mr. FAUNTROY. Thank you.

You may proceed.

Mr. EDWARDS. OK. Good afternoon, Congressman Fauntroy and Mr. Lewis.

My name is Barrington Edwards and I'm from Duke Ellington School of the Arts. I just have basically four solutions to the drug problem—drug epidemic in the United States.

I think more money should be spent, more money and energy should be spent in helping our education system right now. As we all know, it's not in its best state.

Less money should be spent on defense. I know that probably sounds corny. A lot of people say more for education, more money should be spent on education, less for defense. But that is my number one priority I wrote on my list. I have a list of four solutions here, and education topped the list. Because if you don't educate and if you don't start educating kids when they are young, you can lose them in their later years in elementary school and junior high school. By the time they get in high school, that's it.

My second solution is rehabilitation. Too often, I read the newspapers and I watch television and I see people complaining that they've been turned down from rehab centers. I don't think the average person out here can afford \$12,000 or whatever the cost is a year or a month for a rehab center. We have to find some kind of way to rehabilitate the people who are involved with drugs. We

cannot just incarcerate the problem away and just have these people walk around not being able to be rehabilitated.

OK, my third solution is not to just think in terms of incarcerating a problem away. William Bennett last week said that we need more police officers, we need more jails. What are you going to do when all of these drug dealers and drug abusers are out? What is the solution? What are you going to do with them? As I said, education, you have to start there. Money and energy, you have to start at the grass roots of the problem and you have to educate people. Rehabilitation centers, we have some very successful rehab centers in the United States, but you have to have money to go.

My fourth solution is that I think parents should be involved. But I don't think they should be held accountable for everything. I do blame parents overall in the United States for a lot of the problems, but we can't just incarcerate parents also. Because what you're going to run into—I was watching "Nightline" last night and one lady in Los Angeles, she is on trial right now. She's accused of being a bad mother. My problem is, what's going to happen to her youngsters at home?

As I said before in my third solution, you cannot just incarcerate the problem where you cannot lock people up. I think it's going to help. Again, these people are locked up in the United States. This is a nationwide problem and we have to deal with it through education and rehabilitation. The money is going to have to come from somewhere and I think that too much money is being spent on defense, trying to protect the country against communism down in Central America where money is being sent to Nicaragua now. I think it's just senseless to let our education system slip.

I have a question for Congressman Fauntroy. What known products are we importing from South American countries which we know are illegally exporting drugs into the United States?

Mr. FAUNTROY. What known—

Mr. EDWARDS. What known products are we importing from South American countries which we know are illegally exporting drugs into the United States?

Mr. FAUNTROY. For example, I take it you mean by that knowing that cocaine is exported from Colombia to the United States as an illegal product, illegal drugs, what other products like coffee?

Mr. EDWARDS. Yes, legal products.

Mr. FAUNTROY. Coffee is an example. You've heard of Colombia coffee.

Mr. EDWARDS. Yes, Juan Valdez, yes. The reason why I ask this question is because I was speaking with a South American who is living in the United States now. He said the problem is that the United States is not importing enough products from these South American countries. So, to stabilize their economy, what they do is they ship a lot of cocaine. We know that's not a secret. They are shipping cocaine as we speak now.

So, also, this is another solution. We have to find some kind of way to work with these South American countries. That's basically—I've wrapped up my testimony.

Mr. FAUNTROY. Thank you. Very constructive testimony.

Our next witness, please identify yourself.

Mr. SIMMONS. My name is Sean Simmons and I'm a junior at Ellington.

I think my comments will come after Camell Branch's presentation.

Mr. LOGAN. Excuse me. Moving right along, I think the testimony—second will be Ms. Clarity Haynes, then Ms. Branch and they may entertain natural questions.

Mr. FAUNTROY. All right. Wonderful.

Mr. LOGAN. These two are prepared.

Mr. FAUNTROY. Good. Clarity?

Ms. HAYNES. Good afternoon. My name is Clarity Haynes and I'm a senior at the Ellington School of the Arts.

When I look at the drug problem, I see it not so much as a problem in itself but as a symptom of a much larger problem which is much more deeply embedded in our society.

Like Barrington, I think education has the potential to be a prime medium to combat problems because you can't legislate what families are going to do and education in this country is valued for being the great equalizer, the route to success, the way up and out. But we have a double standard in this country. We have a double standard for our public school students and our private school students. Our private school students can drive BMW's. They don't have to wait. On TV, we see BMW's, Mercedes and very materialistic values, yet we're surprised when children in the inner city want these things too? It's all right for a senator to drive a BMW who has had many advantages and probably a very expensive education.

It's confusing. Let's just put it that way. The society gives many conflicting messages to us and it's difficult to always make the right choices, especially with so many disadvantages.

Public schools are presently in a state of crisis. Public schools need more funding. It is the job of the Federal Government to realize that public schools are the future of the Nation. It is the job of the Federal Government to provide more money.

Then, it is the responsibility of individual communities to put the money to use according to the needs of the communities.

We spend a lot of time talking about drug education, but it's not enough just to put a drug program in a school or a class telling the students not to use drugs. President Bush believes in drug education and yet he just cut the education budget in half. We need real education, not just drug education.

We need to ask ourselves what are we actually learning in school. There was an article in the Washington Post just today which talked about higher education and how recently smaller and smaller numbers of minority and students that live at the poverty level or below that are entering higher education. With integration came slight revisions in the old western curriculum and universities have been pushed to expand and update curriculums with Afro-American studies programs and literature courses which include women and minority authors. It is time to do the same in our high schools.

We need to follow the example of other high schools in the District that have been instituting Afro-American history classes. I don't think yet there have been any classes in African culture, but

for example Raymond Smith, a history teacher at Eastern High School, teaches a course that positively teaches Afro-American history and in depth, explores the contributions, the positive contributions that blacks have made in America. By focusing on black achievements that are so often not found in traditional textbooks, Smith helps to give students a sense of pride. I believe that every school should offer courses on Afro-American history, as well as African culture.

Presently, the standard English curriculum for seniors is pure British literature. This should be expanded to include the study of literature from other countries and cultures, in order to reflect a wider variety of experiences that are relevant to students' lives.

Afro-American studies as an integral part of the high school curriculum would be extremely beneficial for students of all races and cultures, for it is only by learning about ourselves and about others and about how we came to be and what the problems of our society really are, that we can begin to work together in order to make positive contributions.

Schools also have the tremendous potential to become neighborhood centers that could provide alternatives to street activities. After school programs are always scoffed at by students because they are boring, disorganized and unappealing. But if adequate funding were provided, creative programs such as good after school sports, art and drama classes could attract students and give them a constructive outlet for their energies and talents. Schools could even remain open at night for adult education classes and educational programs, maybe drug rehabilitation. On weekends, schools could become family recreation centers with optional or planned activities.

Schools need to provide a stronger connection with the families so that we can keep a more individual focus on students, making conferences and helping students so that they do not drop out because one out of every two black males drops out in the 10th grade or something. This is a recent statistic. We just need to provide a more supportive network because too often students are overlooked. Sometimes it only takes one person to help us make the right choices.

If there were more funding, teachers could be paid more and our curriculums could be reevaluated and just in general we could try to get the problem from the route and not just combat it as if drugs are a problem that are the faults of these communities. It's not the fault of the communities. Communities make up part of the society at large and we need to look at the causes of these problems and try to find solutions that way.

The Federal Government on the whole fails to make the connection between crime and poverty, between failure in school and lack of funding in schools. The Federal Government wants to fight crime with the Armed Forces, but it should look to the cause of the problem and put the money where it can do some good, in education.

Thank you.

Mr. FAUNTROY. Thank you.

Our third and final presenter, Ms. Branch.

Ms. BRANCH. Good afternoon. My name is Camell Branch and I'm a sophomore at the Duke Ellington School of the Arts. I'm going to read a poem. It's by Sean Simmons and after that I'm sure that he'll have some comments to make about his poem.

The poem opens up by saying, "Let us take the time to look at this drug and violence problem from the eyes of those who see it and live through it everyday." The poem is entitled "Just Say No."

"This is a great concept, but only as a concept. How do you just say no when all you have is a TV to show you what you don't have?"

"How do you just say no when your parents are sending you out of the house every morning and telling you don't come home without some money?"

"How do you just say no when your brothers and sisters bellies are swelling because they haven't had a decent meal in weeks and don't know when the next one is coming?"

"How do you just say no when you don't know who your father is and your mother is giving her body away for a rock?"

"Most of our youth know right from wrong and even those who don't know, know it's wrong to get caught and that is a moral question. How does one choose between right and his friends, his family, his survival?"

"Why go to school for 12 years when the pusher can double George Bush's salary now? That too is a question of morals."

"We are wasting our time, money and energy, money and energy discarding youth, black youth in particular, from society rather than helping them to adjust it; and that must stop."

Mr. FAUNTROY. Now from the author.

Mr. SIMMONS. When I wrote this poem, I think I was watching the 11 o'clock news. It always amazes me how the media can misguide people. I mean you hear about how a 15-year-old gets shot in the southeast, how someone overdoses in northwest, but you never hear why. You never hear the reason behind it. I think that we need to redefine the problem.

This is more or less a society based on capitalism. If you have money, then you have whatever you want. If you are in the situation just described in that piece, what do you do? Do you say no and watch yourself and your family deteriorate? I mean what people need in these situations are alternatives. That's pretty much what I was trying to say.

Mr. FAUNTROY. Thank you so very much, panel. I'd just like to ask two questions before we have Woodson, which is next in line to prepare to come.

I wonder if you would just share with us what you think you will be able to do in the pursuit of your careers as you move on from Duke Ellington to deal with the war on drugs? Any one of you. You're preparing essentially for careers in the arts?

Ms. CHASE. Partially. Well, my name is Sherice Chase and I'm a senior at Duke Ellington School of the Arts. I want to major in college in business. However, my minor would be in the arts, in radio.

But to answer your question of how I would help. I assume, as the younger generation on how to deal with the problems of drugs, would be to come back to the community. That's something that we lack also. We come through the city and we take and we use the

education and we do not put back. That's part of the problem there.

What I hope to do and what I wish to do when I do finish my schooling is to come back and give back to the D.C. community some of which they have taught me. I would want to sort of put up or teach an arts program, for younger children and even adults, but whoever wanted to partake in arts programs and have them learn artistic abilities. I would just come back and teach.

Mr. FAUNTROY. Any other thoughts from any member of the panel as to what you think might be done by you in your own life to help deal with this problem?

Mr. EDWARDS. Well, I'm also a senior at Duke Ellington and I'll be majoring in journalism at the University of Missouri. The other day I was just thinking, I'm going away to school and I'm going to be away from Washington because this is my hometown and there's no place like Washington.

But your question is how can I help. In my field I notice that journalism is under a lot of heat right now because a lot of journalism you see is really one sided. When you turn on the television, they don't even put good news as the last segment anymore. They just start out with the bad news and they end with bad news. A lot of times in Washington they focus on southeast Washington. They say, "The killing of southeast," and they just keep naming southeast. They can't possibly in a half an hour tell you every murder probably that day or that week.

So, I just find it's a one-sided business and my goal is to not be a one-sided journalist, but to try to improve journalism in that I would be fair. I think you have to be fair and you have to sometimes promote good news. I mean you really do. You have to go out there and find good news because everything isn't bad. You have some good things going on out here and I think it's my job to go out here and find out what it is and report it.

Mr. FAUNTROY. All right. Is there another? Identify yourself.

Ms. SUMPDMAN. Yes. My name is Shelly Sumpman and I'm a freshman at Duke Ellington School of the Arts. I'm a vocal music major. I think that as a musician I think that we could write songs and go back to where we came from. I know a lot of soul artists and stuff like that came from the streets and stuff, just like some of these kids are in the District of Columbia. I think that they need to go back and give a positive attitude to these kids. There's a lot of artists out now who are mainly hypocrites who are saying, "Don't do drugs," when they're doing it themselves.

I think that we need to, as musicians and in any art field really, go back and center on mainly the youth and get the youth together to maybe make albums or put on plays and stuff about drugs and what it can really do. These kids are seeing their heroes, so to speak, getting involved with this. We need to put a positive attitude toward them.

Mr. FAUNTROY. Thank you.
Congressman Lewis.

Mr. LEWIS. Well, I think the testimony, Mr. Chairman, certainly is something that we need to hear, particularly from the young people. But I think the young lady in the center, the senior, hit it right on the head when she said she wanted to come back and give

something back to the community. I think that is a problem that I've seen in a lot of the cities and in my own cities in the South.

I guess we work so hard to get away from all of this that we forget those who are there still doing the struggling. We go on about our own business making our own lives better when too many times we should be giving something back instead of taking. I know a lot of times you want to slam the door. I've come from a pretty bad section in south Philadelphia and I've only been back there a few times. It really hasn't changed too much. I guess maybe after I was educated and things of that nature, if I'd have gone back, I could have probably helped maybe one other guy get out of there and improve himself. I think that's a worthy goal that you've established.

You mentioned, ma'am, in your testimony that you felt education was so important and the morals that we have and basically going back to the basics. You heard Mr. Rangel who was here earlier, talking about fathers and mothers. Today we have so many homes that are single parent, some that are no parent and kids are getting along as best they can from family to family.

Do you have any suggestions that you could give to us as to what we could do to try to change that situation?

Ms. CHASE. I'd like to answer that question. Right now, I understand that there is a Big Brother, Big Sister Program and I think that is a very good and useful program and I think that it should be elaborated on as well as in the home and in the schools.

Now, it seems that school is, I guess, a focal point in child's life. School is basically everything at that moment. They're young and they're being trained to be a good adult, a career-bound person. I think that in the schools that it's where people sign up in those programs can come and be big brothers and big sisters for those youngsters who do not have anyone at home to either model themselves after or try to be like. I think that would be a very good program to elaborate on, the Big Brother and Big Sister Program.

Mr. LEWIS. I'm familiar with that program. I'm on the board of governors in my city on Big Brothers, Big Sisters. It has had a tremendous impact and you're right in that area.

But how can we get the message to the kids, so to speak, in the schools to search out the boys clubs, the girls clubs, the Big Brother or Big Sisters? How can we get to them in order to utilize those facilities and those people? Can you give us any direction in that?

Ms. CHASE. Well, first of all, in order to reach a person who wants to be helped is to go through things that they like, basically music or art forms such as drawing or hobbies that you may have in common with youth. But I think music is the international love of many people. If you can get to students through music, I think that would be the best, the clincher for getting a hold of those youth.

Mr. LEWIS. Do you have organizations in your school, at the school of art that act like a focal point for the students so that if one of them needs help in a certain area that you can direct them in that direction?

See, I've found in the Big Brothers and Big Sisters, and I don't mean to interrupt you, if I go to a kid and say, "I know somebody that's 23 years old that would make a great sister for you and you

guys would get along real good," that kid's going to turn me off and not listen to me. But if you went and said that, they'd listen to you.

So, I feel that we have to work amongst your peers. Now, do you have in your school organizations or groups that will work with the students in that area?

Ms. CHASE. Organizations as far as Big Brother, Big Sister, no. But we do have a program that we're designing among the students in our school which is called D.O.P.E. It's an acronym and it means Drugs Oppressing People Everywhere. It doesn't just mean drugs, it means the union of all people.

What it does is it's a group of theatre, literary media, music students who have come together as a group. What they will be doing is touring schools to put on skits and do musicals to prove that drugs isn't the answer for problems. If in some way we could squeeze in the rising of young people into bringing young people and teens together as in Big Brothers and Big Sisters, then hopefully that could be a part of our group D.O.P.E.

Mr. LOGAN. Excuse me, Congressman. May I also add that as part of this group we have the substance abuse group which some of the other members here are a member and an excellent forming peer counseling outfit being established right now in the school for which we hope will be working strong for the duration of this school year into next school year. We have also, from this group, which Marvin Fauntroy witnessed last week, the substance abuse people had an excellent program at the Ellington School, but we're doing some things.

Mr. LEWIS. I have one more question, Mr. Chairman, for the young lady in the red jacket.

Mr. FAUNTROY. Certainly.

Mr. LEWIS. You made a point about private schools in your presentation, about private schools and public schools and the values and some of the kids in the private schools driving their high priced vehicles and things like that and then others—the differences between you. There will always be differences of that type. How do you think that we can bridge that gap? Some kids are going to have Mercedes and some aren't. Some aren't going to have any car. But that doesn't necessarily mean that the kid that doesn't have any car should be thrown by the wayside. That student individual needs just as much attention as anyone else.

I have found that some of these private schools aren't as good as the public schools as far as the discipline of their students.

How would you—I would like for you to reiterate again, explain again how you feel we can bridge that gap.

Ms. HAYNES. Well, living in Washington, Washington is the prime example of—just like it said on the Ted Koppel show about a week ago, it's a divided city. It's not just divided geographically, it's divided racially, economically and there is very little communication between these two worlds.

We all probably know that in the northwest section of the city are where most of the private schools are located and most of the white kids go to the private schools. The public school system is 95 percent black. That is a division. They tried to integrate the schools and I guess it just didn't work.

There's such a lack of communication and the only way I can think of trying to open up understanding between students of all races and backgrounds is through education. The education system has been a deterrent in this objective. It serves to further divide people. There's no basis for communication or traveling back and forth.

I think both schools avoid the issue of race. They avoid realities and sometimes ugly realities of history and they also ignore the contributions to our culture and our society that minorities have made. So, the white kids that are isolated in the private schools don't even get—they may study, but they may not realize the problems that really exist and they will not develop any understanding and appreciation of black and Afro-Americans. First, they won't understand that there are problems and second, they won't learn to appreciate what other people have and the individual contributions that everybody in our society has to make.

That's why I suggested that every school, not just public, should—not even as a separate course, because that implies somehow that Afro-American history is segregated from the mainstream American history, which is not true. Our textbooks are improved, but they are still not there. Students of all races and cultures should be—education should be a tool for bettering our society, improving understanding instead of just trying to avoid certain topics. That just makes it worse. If we could study and understand and bring everything out into the open, then we would have a starting point in which to come together and try to build a better society in the future.

So far, education has been nothing—well, that's not true. There are certain programs, like the Literary Media Program at our school has been great. It's the only place we've really studied Afro-American literature besides Richard Wright. It's been really great, but not all schools have this. Although other high schools do have Afro-American studies or history, we have nothing like that at our school and I think that we should because as artists; we need to be educated. We need to want to do something with our art. As Sherice just said, the arts have a tremendous potential for improving understanding. If we could understand more ourselves and have more of a chance to educate ourselves, then more of us could try to do something.

Mr. LEWIS. Thank you very much.

I would like to tell the gentleman that wrote the poem, I think that poem is just absolutely outstanding. It says a lot and I think the young lady that read the poem with all that feeling said it all.

Ms. BRANCH. May I add to what she said? I think that we need to raise the morality of the school by having more educational things for black people. Not just for black people, but about ourselves. We're in a majority black city and the schools are majority black, but yet we learn more about whites. There's nothing wrong with that, but I think we need to learn about each other in order to understand each other.

Another thing, you were saying to get people away from drugs, they need to have something else to do. I know at Ellington we basically don't have a large drug problem because we are in school from 8:30 a.m. until 5 p.m. We don't have the time. If other stu-

dents didn't have the time, if they had other things to do, they wouldn't have to worry about who had what Mercedes, who has a BMW. It wouldn't be a concern. If there could be an achievement system so that drug-free teenagers could be guaranteed admittance to college, they could be guaranteed little or no payment as far as tuition is concerned, that's where the money needs to go.

Mr. FAUNTROY. Thank you so very much. We appreciate the thoroughness with which you, at the Ellington School, have attacked this problem as well. Thank you very much.

Ms. HOLMES. My name is Maya Holmes and I attend Duke Ellington. I'd like to say something pertaining to what Camell just said. Now, with us going to Duke Ellington, like she was saying, we do have a great advantage because we are in school for a very long time.

But if we just put centers in southeast, southwest and northeast and more in northwest, then there would be generally a place where young adults and the adults of the future to go so they don't have to look toward needing a next meal, knowing where the next pay check is going to come from, knowing where the next meal is going to come from, worry about whether or not we're going to be able to stay here within the next year.

What we need to do is set up little centers that children can go to to keep their minds off the bad things. Thinking about it isn't going to help it. Saying you're going to do things is really not going to help it. You're just going to have to start doing things. Usually, not having anything to do just gives you more pull toward the bad things, like drugs.

At Duke Ellington, we are in school for mainly a long time with your work hours, we are in school for education and education in the arts. If everyone had this, then really the drug problem wouldn't be that bad. We wouldn't have day-to-day killing. We would not have killings going on at 11 p.m. and 2 a.m. or after that. We would have people that are more toward sitting down and doing things and making a future without thinking about going out and making easy bucks.

Now, I'm not saying that Bill Cosby has no value in getting people to understand that drugs aren't everything, but his show is just so unbelievable. Your mother is a lawyer and your father is a doctor. Get off it. How many black lawyers and doctors are actually out there that have not split up with their spouse? Everybody has this problem, but on the Cosby show you don't see people having these problems. On any and every daytime, nighttime soap opera, these people do not have everyday problems that we have. They usually have problems about money and corporation. But, hey, that's not out here. What we have to go against are drugs. But these people don't have these problems. What do they have problems with? Their boyfriends and their girlfriends and whether or not my son is going to be wearing a necktie when he goes to the dance.

No, we are not looking at that situation. We are looking at our brothers and sisters dying from day to day. Most of us don't even have the mind to think of what we can do about it because we're all wasting it on materialistic needs and getting out there and not doing something that's more pertaining to making a success.

Here we have your black community and your minorities. You generally—I'm not saying you, but there are people in high positions that are setting things out here for us to put our hands on to go out here and make an easy buck. All for what? We're doing nothing but killing each other. If we just get like younger people in high positions that are more aware of what is happening to the District of Columbia and other small communities around in the United States, then we wouldn't be looking at this problem today because I'm pretty sure that—I mean, if you just think about it, where is a black going to get a plane from to go over into South America and pick up some drugs? We do not have day-to-day opportunities to look on the street and say, "Oh, look, a plane engine. Why don't we go build a plane and go to South America and get ourselves some drugs." No, people are sending those things out for us to pick up. They're telling us that, "You take this plane, you go down here, you just pick up this stuff. We'll give you so much money for it."

Then you have your little Just Say No Program. You can't do that to people that are out there. Look at it. People are out there living in it. You're going to tell us to just say no? That's like—I can't really put it, but that just isn't good because you have people that are out here, mothers and fathers are sitting back and saying, "Let the kids pay the bills because they're going out here and making more money than what we are."

Just as the gentleman said, by the time he got caught, he was making what, \$20,000 a week? That's more than anybody can make within a week.

Now, you're saying that looking at the drug problem, what can we do about it? We need to stop these people that are in high positions. We need to stop them from putting things out here for the younger generations to put their hands on. As to young adults being afraid of being killed, everybody's afraid of it. You can put up a front like you're not, but you are. You're afraid of somebody just breaking in your house. You know it because you have security locks. You're afraid of being killed.

Mr. FAUNTROY. Thank you so much. We're going to have to move on. We have four other high schools to hear from and I want to again express my heartfelt appreciation to all of the students at Ellington School of the Arts and continue to do the fine things you're doing over there. Thank you.

Ms. MILLER. Excuse me. I just wanted to make a brief comment on—I strongly believe that if there were jobs offered to younger kids, that we really wouldn't—I'm not going to say we wouldn't need to sell drugs, but that problem could be alleviated because all the jobs—if you go and try to get a job, they're going to tell you you need to be 18 or older. We need jobs and activities for younger kids to do.

Mr. FAUNTROY. Thank you so much.

Our next panel will be from Woodson Senior High School. I'm going to ask that Coolidge, Washington—Dix Street Academy and Wilson prepare likewise to make their presentations.

Now, from, as I said, Woodson Junior High School, we're happy to have Gizelle Taylor, William Backus and Alonzo Patterson.

We're grateful that our faculty advisor, Ms. Judy Jones has come to accompany us as well.

Ms. Jones?

TESTIMONY OF GIZELLE TAYLOR, WILLIAM BACKUS, WILLIAM FRAZIER, AND JUDY JONES OF WOODSON SENIOR HIGH SCHOOL

Ms. JONES. First, we're Woodson Senior High School.

Mr. FAUNTROY. Did I say Junior?

Ms. JONES. Yes.

Mr. FAUNTROY. Oh, please forgive me. There's no Woodson Junior High, is there?

Ms. JONES. There is a Woodson Junior, yes.

Mr. FAUNTROY. No, this is Woodson Senior High School for sure.

Ms. JONES. Instead of Alonzo Patterson, we have William Bryant Frazier.

Mr. FAUNTROY. All right.

Ms. JONES. Ms. Taylor will begin.

Ms. TAYLOR. Good afternoon. My name is Gizelle Taylor and I am a senior at Woodson Senior High School.

On Tuesday, March 21, 1989, two hearings on solutions to crime, violence and drug abuse were held at H.D. Woodson Senior High School. The first involved Mr. Freeman's fifth period senior English and Ms. Jones' fifth period U.S. history classes. The second hearing was held after school in the library.

The following ideas were generated from the hearings. It was suggested that the school's campus be closed at lunch period. Vendors will be brought in to provide a variety of choices for students' lunches.

Outsiders will be barred from the school grounds.

Students should be encouraged to report illegal activities to the police without fear of reprisals.

Police shall recognize and respect the confidentiality of the source and should use all care to protect the source.

Students reported police calling back when an anonymous source had reported information, asking for more information and even arriving at their homes, putting them into jeopardy. Anonymous sources should be treated as such.

We are privileged to address this panel on solutions to drug abuse, crime and violence in our community. Thank you for inviting us.

Mr. FAUNTROY. I thank you.

Our next witness from Woodson?

Ms. TAYLOR. Once again, my name is Gizelle Taylor. I am a high school senior here in the Washington, DC area.

On any given day, I can see the transaction of drugs being sold. Drugs play an important role in the Washington, DC area. Drugs provide opportunity.

We have allowed drugs to destroy us. When I discuss the drug business, and I want to emphasize the term "business," I have learned that today's young societies sell drugs not because they want to, but because they're afraid to turn down the opportunity. This is the opportunity of making \$1,000 per week, maybe more,

the opportunity of having expensive clothes, jewelry and sometimes expensive cars.

The crime rate has increased enormously since drugs have been so popular. It's obvious to me that the young people of today's society should stay in school and make something of themselves. If there were more opportunities in the community or if minimum wages were to increase, maybe today's young society wouldn't mind working.

Mr. BACKUS. My name is William Backus. I'm a senior at H.D. Woodson Senior High School.

Drugs are an epidemic everywhere you go. It's a shame how everyone is so blind. Whether you like it or not, almost all teenagers have to deal in some way with drugs in their daily lives.

The lure of easy money tempts you to become a part of the drug business. Everybody wants to be a winner, but it doesn't always work out that way.

Kids sell drugs because they want the best things out of life. Most kids who sell drugs come from drug infested neighborhoods. If there were more job opportunities and higher paying jobs, maybe the percent of kids selling drugs would decrease.

The efforts have not reduced either drug trafficking or our drug related murders. We as a society are losing the war on drugs because our solution doesn't deal with the most important problems related to drugs, abuse, crime and corruption.

Thank you.

Mr. FAUNTROY. Thank you.

Finally?

Mr. FRAZIER. Hello, my name is William Bryant Frazier and I attend H.G. Woodson Senior High School.

I feel that the epidemic spread of drugs and the eruption of violence we are currently experiencing is everybody's business and everybody's responsibility. The way I look at it, everybody knows at least someone who's involved with the violence in our city, as well as the distribution of illegal drugs. Instead of people helping, they make matters worse by turning their backs on the situation or either by accepting it as a part of life.

You definitely can't solve this problem with just a handful of people either. That's like saying, "I don't need anyone. I don't need friendship." Everybody needs friends. If you put more police on the streets and get certain groups to help, I don't mean any harm, but that would not make a difference either. We need everybody to work as one, all races, ages and religions. United we stand, divided we fall. So, until we see that day, our beloved capital city will remain under seige.

Thank you.

Mr. FAUNTROY. Thank you.

Ms. BACKUS. I would just like to say that I believe that if the minimum wage were to be raised, more kids would want to work for McDonald's or the fast food restaurant or something like that because until we take the money out of the drug industry, there's always going to be someone that wants to make the fast easy money. Like the guy that was here, he said that his parents were wealthy. He didn't have to go out and do it. They were supporting him, but he couldn't wait. The younger generation, they don't have

as much patience as they did awhile back. So, I believe that everyone wants to have everything they want now. They want it fast. They want to get it when they want it.

While you're going through school, elementary, junior high and high school, you're taught to get as much education as you can so you'll be successful. To the younger generation, being successful means you are rated as how much money you make. If I'm making \$100,000 a week still in high school, why go to college to get a job that's making \$50,000 a year and I'm making \$100,000 a week?

So, I think it's the money. If you take the money out of the drug industry, you'll see a rapid change in things.

Mr. FAUNTROY. All right. Thank you so very much.

Congressman Lewis, do you have any questions of our panel?

Mr. LEWIS. No questions, Mr. Chairman. I want to thank them for their testimony and for their forthright comments.

Mr. FAUNTROY. Thank you. Very insightful.

May I now call upon the Coolidge panel and welcome to the witness table Jerome Wood, who is the president of the student government at Coolidge, Reco Griffin and Phillip Walker with the S.H.A.R.P. Program, and Kendall Joyner who will be talking to us about peer tutoring. I'm very pleased as well to welcome Ms. Carleen Latney who is the faculty advisor at Coolidge.

It's a real pleasure to have been a part of your hearing as well and I look forward to your testimony. May we proceed in whatever manner you choose?

TESTIMONY OF JEROME WOOD, RECO GRIFFIN, STEPHANIE JOHNSON, PHILLIP WALKER, DONALD PARKER, ANGELA SMITH, AND ARTURO WILLIAMS OF COOLIDGE SENIOR HIGH SCHOOL

Mr. WOOD. Good afternoon, Mr. Fauntroy, members of the board. We know that time is far spent, so we're going to try to keep this as brief as possible. But we still want you to receive four points. So we're going to start on my right with Mr. Reco Griffin, who is the vice president at Coolidge.

Mr. FAUNTROY. All right.

Mr. GRIFFIN. Good afternoon. As Jerome earlier stated, my name is Rico Griffin, II. I'm a sophomore attending Calvin Coolidge Senior High School, a member of Mayor Barry's Leadership Institute and, more importantly, one of two youth mayors of Washington, DC.

Assembled here today in this very room are America's future leaders. Sitting here today are our future doctors, lawyers, business people and political leaders. As these future leaders move into the 21st Century, they will be the first to deal with the problems that the leaders in the 20th Century left behind.

Congressman Walter E. Fauntroy, Congressman of Washington, DC, has assembled these young people to discuss a very real and deadly problem. The problem is drugs and its related violence.

Many of us have or will discuss issues like violence in schools, drug abuse, attendance, teen pregnancy, school security and school identification. Sure, those are some very tough problems that are plaguing students, educators, citizens and government officials. But

when we discuss them, we have to look deeper than just the problem. We have to comb these issues with a fine-toothed comb. If we don't, we just might have even more statistics to read about or to watch on television.

The foundation of many of these problems is many young people have low self-esteem and little or no positive morals and values. When a young person has a low self-esteem, he or she has difficulties in dealing with himself or herself and the problems surrounding him. These young people are looking for something to hold on to, something to identify with. Unfortunately, many of these young people turn to the use and/or distribution of drugs. All those young people needed to know was that the answer to their problem lies within them, not within violence or a vial of crack.

As society debates on what issues are destroying the most lives, thousands of youngsters are dying or being incarcerated. In fact, statistically, 1 of every 20 persons arrested is an at-risk youth less than 15 years old. Those young people suffer from low self-esteem and have no positive morals or values.

I strongly believe that morals and values should be taught at home. Parents have to stop being lazy. You have to be there for your child because quality time is crucial. Having children is a crucial business and if you don't look at it from that perspective, you will lose your child. When a child doesn't learn love and respect, they won't give love and respect to themselves or anyone else. From the time of birth until about 5 years old, a child's mind is like a sponge. It absorbs everything, whether it's negative or positive. If all that a child hears is negativeness and decadence, that's all he or she will display.

It's sad to say, but that statement is very true. We've got to teach our children to do right and to give them an environment to do so. This problem is a malaise. So remember, if you're not a part of the solution, you're a part of the problem.

Thank you.

Mr. FAUNTROY. Thank you.

Our next witness from Coolidge?

Ms. JOHNSON. Good afternoon. My name is Stephanie Johnson. I'm a 16-year-old junior at Calvin Coolidge Senior High School. I'm addressing the problem of teenage pregnancy.

Teenage pregnancy is rapidly becoming as much an epidemic as the drug problem so evident in today's society. Many view teenage pregnancy as insignificant in comparison to the drug problem. In my opinion, teenage pregnancy is just as damaging to our community as the devastation wrought by drugs.

The basic cause of so many teenagers becoming pregnant is ignorance. By ignorance I mean that many young mothers are aware of the consequences of having sex but they fail to consider the realities of parenthood. They don't foresee interruption in their education, the loss of freedom and the general responsibility of nurturing a child.

How is this problem reversed? I believe that it has to be a common effort of the family, the school and the community. From early education on, young people, both male and female, must be instructed in all the myriad details that are involved in parenting. Our young people must know how developed a person should be to

take on the job of a parent. A well-trained and mature parent would not only stem the flow of teenage pregnancy, but would probably have an influence on drugs and violence. When I say they would have an influence, I mean that if they take more direction in the life of their children and stop letting the children be raised by television and each other, then we can start solving problems.

Mr. FAUNTROY. Thank you so very much.

Our next witness.

Mr. WALKER. Good afternoon, Mr. Fauntroy and Mr. Lewis. My name is Phillip Walker. I'm a senior at Calvin Coolidge Senior High School.

A recent poll taken at our school suggests that there is very little violence at Calvin Coolidge High School. Possible solutions to alleviate the violence are panic bars on doors and more and better use of security guards. The picture identification cards do not appear to be an effective measure.

Another suggestion given during our informal group discussion was to offer classes on values, morals and self-esteem. Students felt that violence occurred as a result of drugs, gambling and petty insults. One effective measure used to stop violence at our school is through mediation in a program called SHARP.

Our changing world demands that we change and modify the way in which we do things. At Coolidge, we have changed the way in which we deal with conflicts among and between students as well as between students and faculty.

As you may have heard, many personal conflicts, as well as business conflicts, have enlisted the help of mediators. At Coolidge High School, we have a mediation team called SHARP, Students Helping with Alternative Resolutions Program.

In September 1986, the Center for Dispute Settlement, CDS, started Washington's first high school mediation program at Calvin Coolidge High School with the support and encouragement of its principal and administrators. CDS hired a full-time program coordinator, Mr. Joseph Kelligrew, to supervise the program.

The SHARP Program has three basic components:

One, seminars are presented in regular, scheduled classes. The seminar deals with conflict, conflict resolution, mediation and how students and teachers can participate in SHARP; 44 seminars have been presented to approximately 900 students and 45 teachers.

Two, mediation training—22 students and 5 teachers have been trained as mediators by the CDS staff. They each attended a 12-hour course designed to develop listening, note taking and critical thinking skills. Mediators learn how to ask questions, gather information, facilitate communication and to come up with alternative solutions for disputes that meet the parties' needs.

Three, mediation of disputes—At Coolidge, mediation is an alternative to suspension. It is used to resolve disputes over property, harassment, gossip or classroom behavior. Problems are not referred to SHARP that involve drugs or weapons. All mediation is voluntary and confidential. The SHARP coordinator schedules and supervises all mediation hearings.

Violent crimes are often committed by people who are not included in the mainstreams, due to lack of inadequate reading and math survival skills. Recently, a student tutorial program was

started at our school. Initially the program was effective, but now the students who need help have stopped coming. We are now looking for new ways to regain their interest.

Also, an attendance committee made up of teachers, counselors, administration, students, and attendant aids meet regularly to prevent low or nonattendance, tardiness, and class cutting. Attendance seems to be the biggest problem at Coolidge.

So in conclusion, when the late great John F. Kennedy said, "Ask not what your country can do for you, ask what you can do for your country," he was not only speaking for voting Americans but all Americans. So we, as the students of the District of Columbia are saying, "Ask not what your school can do for you, but show what you can do for our schools."

Thank you.

Mr. FAUNTROY. I thank you.

We are particularly grateful for the suggestion of the SHARP type program, as well as the tutorial program. We're certainly grateful for the focus upon teenage pregnancy, which is a related problem, and what we need to be doing about that.

Are there other presentations from students?

Yes?

Mr. WOOD. Yes. I just want to read one thing. The title of this paper is "The Hustler Has Invaded Our Home."

"There are three types of hustlers: Hustler A, the hardened criminal; hustler B, the underprivileged boy; and hustler C, the middle-class boy, your child. Of the three types, hustler B is the most dangerous. He is the most dangerous, because he most likely will be the one to introduce hustler C, your child, into the drug lifestyle.

"Who is Hustler B? Hustler B is usually a young man who lives on the fringes of society. He is the one that society has forgotten or overlooked. This boy wants things in life that he realizes he cannot get. He sees counterparts at school enjoying privileges and opportunities denied him. He feels short changed.

"But before long, hustler B is approached to sell drugs. He may not wish to, but this is a solution to his problem. He will be able to dress well, to have jewelry, and to own a fast car. In fact, he feels he will be better off than his middle-class counterpart. Even though he has acquired the material things like Johnny Middleclass, he is still not satisfied. He wants to be with Johnny Middleclass. He begins to woo him. He sets out to become his friend. He lets him drive his new car. He might even give him a pair of Guccis. He is always there for him. He soon starts visiting his home and quickly becomes a special member of the family. Nothing can stop him now, except for maybe the presence of his beeper.

"To make a long story short, hustler B becomes a trusted friend of Johnny Middleclass and his family. And one day he recruits Johnny Middleclass. Hustler A can be dealt with by the police. Hustler C can be dealt with by his parents. Hustler B must be dealt with through the sensitivity, hard work, and dedication of the community and government.

"The solution, help hustler B's parents and you help him. An overworked, underpaid, single parent is often too whipped to adequately provide for his child's wants and needs. My solution, help

hustler B's parents and you may not have a hustler B but just briefly."

I have to say one thing, because I've been here almost all day and it wasn't mentioned. No matter how much legislation is passed, no matter how many meetings take place, as long as there is an appetite for drugs in the community we will always have a drug problem. Because you may take away my cocaine, but I'm going to replace that with sniffing soap powder or Lysol. So we have to get to the root of the problem. As long as that appetite is there, we will still have that problem.

As students, just briefly now, we mentioned earlier that we needed role models. We have to stop looking to other people to be our role models. Now is the time for us to stand up and be our own role models. I'm tired of hearing people say, "Jerome, I don't have a good male role model to look up to." If you're a male, be your own role model. Be somebody that other people can look up to you.

That's all I'm going to say today, but I'm so glad that we had this little meeting or this little get together. I don't know the correct name for what it's called, but I'm glad because I want the Congressmen and everybody else that sits around up there to know that everybody in the District of Columbia is not strung out on drugs. We have some concerned students in this town, and we're not going to let drugs come in and ravage us. I refuse to believe that this is a lost generation.

Mr. FAUNTROY. My, my, my.

Yes?

Mr. PARKER. Hello Congressmen. My name is Donald Parker, and I'm a senior at the Calvin Coolidge High School. What I want to discuss today is about crime and drugs.

First of all, crimes today are different in the urban areas, because the juvenile delinquent no longer has to commit robberies, burglaries or assaults. The juvenile delinquent feels that there is no need for him to steal a car, because he can make his money in a few weeks to buy his own car. He supports himself by selling drugs.

Today, our major crimes occur because of rivalries between drug dealers and drug users committing crimes to support drug habits. The solution to end these crimes is for the Government to help smaller countries battle big drug distributors and to offer realistic drug programs.

Most drug pushers in the streets today are teens from 11 years old and up. I feel that our schools can be plenty of help in stopping these juveniles from becoming dealers and killers.

First of all, many young people get involved in drugs because of their friends. Their friends have sold drugs and have the money and fine jewelry and clothes and encourage their buddy to live the life he's living; 5 out of 10 people, I feel, will start selling drugs if they think it's easy. But it always gets worse.

I feel that the Government should provide the schools with video tapes showing drug pushers selling drugs, getting locked up, and getting killed. The schools should show these tapes to the students all throughout the school year to keep our children informed and aware of the dangers that drugs have to offer. By showing these tapes to the students, I feel that the young people will become

scared to be involved with drugs and will want nothing to do with it.

Thank you.

Mr. FAUNTROY. Thank you.

My goodness.

Another?

Ms. SMITH. Yes. Good afternoon. My name is Angela Smith. I'm a junior at Calvin Coolidge High School.

I feel one of the problems facing teenagers today is materialism. Materialism is caused by peer pressure. It means being with the in-crowd. It means making a fashion statement. If you're not with the in-crowd, then you are labeled as uncool. Gold chains, sweatsuits, handbags, fly hairdos, these are prime examples of the materialistic era. If you sport these items, you're accepted. If you don't, then teens don't want to be seen with you.

In order for teenagers to get these material things, the majority of them sell drugs in order to get these things. They think that a decent job can't do it for them. But some teenagers do have a decent job, but they use it as a coverup to hide their hustling background. All of this and other problems we face today result in the rising murder rate.

I feel that these teens who have these material things are not happy living a material life because of fear of not being accepted. I think that people should accept you for what you are, not by the clothes that you wear on your back. I see nothing wrong with wanting to look good. Everyone wants to look good. I believe that teenagers are making too big a deal over it. All I have to say is, don't judge a person by what's on the outside, but by what's on the inside.

Thank you.

Mr. FAUNTROY. And I thank you.

My goodness, this has been tremendous.

And now to wrap up?

Mr. WILLIAMS. My name is Arturo Williams. I'm a senior at Calvin Coolidge High School.

I'm not going to give you my testimony today because it's been stated and restated, but simply just to pose this question after hearing the many, many testimonies here from the youth. What programs are you going to initiate that are directed more toward parental programs to better prepare them to teach their students the correct way to function in today's society? Because, we know the foundation of any problem is morals and values.

Mr. FAUNTROY. Well, again, one of the purposes for Members to hold hearings is to hear from citizens as to what they think needs to be done, and then on the basis of what we hear try to fashion programs that meet those needs.

I can say that the theme that young people have stuck all today and throughout this hearing process over the last 2 months has emphasized parental training, education programs, particularly to assist teenage mothers who come to parental responsibility so very early and will need assistance.

I think as Congressman Rangel pointed out, some parents are going to need help because given the absence of a male in the home, given the need to provide for two or three children, and

given the inadequacy of our housing and job programs, are going to need greater assistance from the Federal Government and from government generally. So we'll be exploring some of those. I don't know if Mr. Lewis would want to respond to that question as well?

Mr. LEWIS. Well I think, Mr. Chairman, you've pointed it out. Certainly the input that we receive from hearings such as this allows us to strengthen our arguments and to add to our arguments in order to get the things necessary in order to do the job that you say needs to be done.

At the same time, listening to people who are walking amongst the people, so to speak, come back and tell us these are really the things that are happening, and as the gentleman said in a previous panel on the distorted news, you tell it like it really is.

This young lady here, who brought out about the teenage pregnancy, I think is excellent. It's a problem that's an offshoot of what we're talking about today.

So I appreciate what I'm hearing today, and certainly I hope that we can do more to correct the problems. One theme that I'm getting from the students is that the education, providing the necessary ability to have jobs—and you're also surprising me in a lot of ways. The young lady who brought out about the materialistic things, I agree with you wholeheartedly. This is one of the problems we're having in all segments of society today. I believe that this is really educational for me, Mr. Chairman, and I appreciate these young people.

Mr. FAUNTROY. I thank you, again, from Coolidge High School, Calvin Coolidge High School, Washington, DC.

[The prepared statement of Coolidge Senior High School follows:]

Faculty Advisor: CARLEEN LATNEY

COOLIDGE SENIOR HIGH SCHOOL

May 1, 1989

STUDENT GOVERNMENT "RAP" SESSION ON CRIME, VIOLENCE, & DRUGS

with CONGRESSMAN WALTER E. FAUNTROY present:

Discussion was enriched by a statement from each of 25 Student Government students.

A tally count of issues they presented and the number(s) who supported that issue are as follows:

The Biggest Problems:

Drugs	11
Pregnancy	5
Materialism	3
Violence	6
Peer Pressure	8
Attendance (school)	2
Foundations:	
Weak Home Life	3
Low-self Esteem	2
Inadequate Role Model	1
Need for Prestige through the wrong things	
Too many are "followers"	
Values and Morals	
Lack of interest in doing positive things	
Acceptance with peers	
Quick Money	
Losing respect for one another	
Self-discipline	

Individual Committees and their Chairpersons reported.

TEEN AGE PREGNANCY
VIOLENCE
MORALS
ATTENDANCE
MATERIALISM

REPORTS WILL BE
SUBMITTED FOR
THE RECORD.

THE WHOLE GROUP stressed the importance of working positively through
PEER PRESSURE

Mr. FAUNTROY. Now our panel of witnesses from the Washington-Dix Street Academy. We, as they come forward, appreciate so much their patience, because they like others have been here throughout much of the day.

Back in April, they likewise had a very productive and useful series of hearings on this subject. Now to present their views, I'm pleased to acknowledge the presence of Ms. Lisa Moore, faculty advisor.

TESTIMONY OF BRYANT FLETCHER, LASHAWN DUNN, LACOLA NICKENS, KATRINA BARKSDALE, AND BRYANT McCLAIN OF WASHINGTON-DIX STREET ACADEMY

Mr. FLETCHER. Good evening, Mr. Fauntroy. My name is Bryant Fletcher, a student of the Washington-Dix Street Academy. I would like to also introduce other members of Dix Street Academy. Our spokesman, Lashawn Dunn. To my right here, Lacula Nickens. To my left, Katrina Barksdale, and to my far right Bryant McClain. Our teaching coordinator for today's testimony is Mrs. Lisa Moore.

We would like to begin our seance here with spokesperson Lashawn Dunn.

Mr. FAUNTROY. Thank you.

Ms. DUNN. Good evening. My name is Lashawn Dunn and I'm from Washington-Dix Street Academy. I'm a senior.

The student body of the Washington-Dix Street Academy met and discussed the following issues:

Black society has failed in its involvement with drugs. It is as if our values foundations is broken. Some people cannot function because they are high or some cannot function because they are not high. As a result our youth become obsessive with power and domains, the dealers dress up their girlfriends and impress their peers with clothes, money and gold.

In addition to the obvious problems related to drugs such as addiction and poor health, there have been killings, pressure, distress and emotional pain. In order to solve these problems, we must do more than to say no. We must express in open groups the hidden details that express more than people's opinions.

There is no easy way out because these problems are emotional and environmental. We at the Washington-Dix Street Academy are certain that drugs will be defeated if only others such as racism, discrimination and poverty are arrested.

The Mayor is responsible for creating and enforcing laws with concrete policies instead of verbal ideas. Let's stop allowing ourselves to be stereotyped as money hungry. Young people need discipline and determination. Without it, we have no future. Drugs equal death.

Mr. McCLAIN. Good afternoon, Mr. Fauntroy. My name is Bryant and I am a student at Washington-Dix Street Academy and also a recovering addict.

Just listening to the panel earlier today, it reminds me of—I don't know when this began, the killings began, but in December it's like we had a total of more killings since 1972. It seems like we're still at step one of the problem. It's like we should start recognizing that it's not just a disease. The person who's selling drugs

has a disease too. We must recognize it as a disease and not just lock all the brothers up and the sisters whoever.

I don't discriminate. It doesn't matter to me whether a person is white, black, green, yellow. But as a human being, we must all recognize they are human.

Coming from a family of 10, it's like life—it wasn't hard for me because my mother gave me everything I needed. But a lot of peer pressure, like wanting to be along with the crew, kind of like steered me off into drug use.

Saying that today's things still haven't changed. You know, not seeing adequate programs and the cut of a lot of programs for people who are addicts. I don't look for the borders being responsible, but I look for you all kind of like being responsible, seeing where the money should go. I don't see no money going into programs such as the Rap Corporation who had to move two or three times. They have been very successful; and Second Genesis, which I did attend for 14 months successfully because I have been drug free going on 4 years now.

It's just our kids today must—I mean our kids today, even the hustlers want a better life. To go out and buy a Mercedes Benz and buy all the clothes and take your family out, it shows somebody that wants to do something better, but not at the expense of other people's lives because we do kill other people. Like I may kill my neighbor if I'm selling drugs to them. Those are the types of values we need to put back into the community and let people know that life is valuable than selfishness, then all the money I want and all this money because the people are hurting out there and people are dying.

It's kind of sad to see it go on like this. But this is reality and we must, as a whole, all people must put their foot down and put their money where it's supposed to be and kind of help each other out.

Thank you.

Mr. FAUNTROY. Thank you. Well done.

Ms. BARKSDALE. My name is Katrina Barksdale and I really think it's frightening today what's going on. I don't really think it's just one reason why people are selling drugs or even one reason why people are using the drugs. But I think today—I know my mom, she worked hard to get where she is now. She worked hard for me to show me that there is a better way and you don't have to always run and look for an escape or look for the easy way out because anything you want in life is not going to come easily. I don't think that today we're really accomplishing anything by just looking at one reason why people are doing the things that they're doing now. I think the common courtesy that people had, say for instance when my mom was growing up, being generous to one another, caring for one another, that love that we show to one another, I think it's gone. I think people have no regard for other people's lives. They have no consideration for other people today. I think we need to start looking at ourselves first before we can start pointing the finger at other people, and look for ways to help the children today.

A lot of the people I know, they took the wrong way out and a lot of them ended up in a dead end. It's sad to see the things that people are going through today. I feel that it's frightening for me

because I don't have any kids now but one day I would like to have kids. I have nieces and nephews and I don't want them to have to grow up and have to see what's going on now. We have to find a way out because it's going to get worse if we don't really look for a way out and really try helping one another.

Like he said, materialism is a big problem. I know even at our school, if you're not wearing the latest fads or you're not wearing this or you're not wearing that, you don't fit in and people look at you, they talk about you and I don't think it's right and I don't feel it's fair. If you can't get out there and work for what you've got, why should you be looked up upon or put up on a pedestal because you're getting out there and you're selling drugs and you're not getting what you have on your back the right way. I feel that we should look up to people that are getting out there and working hard for what they have and respect the people that should be respected and just make the move to really getting rid of the drug situation because I feel it's really getting worse.

Ms. NICKENS. Good afternoon, Mr. Fauntroy. My name is Lacula Nickens and I'm also a member of the Washington-Dix Street Academy.

Well, to start, everybody is focusing on southeast, how bad it is. I live in the heart of a crime city and it's southeast itself, it's the people that's in it, the people that want to say, "Yes, I hustle. I make this amount of money, I buy these such clothes." Some of the people there want to better themselves. They want to rise above that.

People in my community, we want to see all this stuff stopped because it's disturbing us in the schools, the way we play. It's on our playgrounds around our community. I mean it's like everywhere.

In places around Capitol Hill they say they don't see any crimes. This is the best of neighborhoods. There are people up in Congress selling drugs as well. Like that issue with Mayor Barry. He, as far as I can see, because I know some of the people that know him personally, as far as I can say, said that it was a big issue. But I just don't see where to say that it's not his fault or his problem, it's our problem also because we need to help each other.

If one is on drugs, he's going to help the other person to get on drugs also. If one is not, he's going to try to better his friend, to influence him to stay away from drugs. I think the problem with our youth today is that they want to be dominant. They want to say they have something. But what they have is ignorance because they don't see what it's doing to our population.

They're killing off our race and everything is like we're nothing. They focus on the blacks as though we're the only people that use drugs, we're the only people that makes mistakes like that. It's not only us. It's all races, all creed and all color that commit these crimes and sins.

Thank you.

Mr. FAUNTROY. Thank you.

One more?

Ms. DUNN. I want to say something on the black—

Mr. FAUNTROY. Re-identify yourself, if you don't mind, for the record.

Ms. DUNN. Oh, I'm sorry. My name is Lashawn Dunn from the Washington-Dix Street Academy.

I wanted to say something on our culture and race as black people. I think that we're always making excuses for ourselves saying that there's no jobs, there's not enough jobs for us, and, you know, no one wants to hire us. But we never think about why they won't hire us. When you go to a job or something and they say, "What are your qualifications? What are you capable of doing?" If you don't go to school and graduate and get a high school diploma or attend college and you're just out here in the street, what can you expect?

They have a lot of occupations out here. There's a lot of money in the air. You just need to know how to get it. They're saying a lot of things like, drugs. Drugs is the number one deadly thing that we're talking about now. You know, that's the number one problem in our society. I think that it's going to take just more than small people like us students from the Washington-Dix Street Academy and from other schools, it's going to take more than a small population of people to solve this problem. It's going to take a little more go back to respect. It's going to take working with community people, from neighborhoods. It's going to have to bring families out into it. It's going to have to bring more people into it to deal with this thing because it's getting out of hand.

A lot of people fail to realize that human beings are the most important thing in the world today. If someone gets killed, they can't bring that human being back. A human being cannot come back from the dead.

What we fail to realize is that we need God in our life, we need Jesus in our life. If we can only get saved and only get God in our life, then I think that things may get a little better. A human being is the most important thing here.

Drugs are nothing but death. It's hatred. It's dirty. Killing, that's the worst thing you can do to a person, to kill somebody. They're just carrying guns around now like they've got money in their pocket. It's dangerous. You see people maybe on the bus or anywhere. They could have a weapon. People are scared to go outside now. It's disgraceful.

We all are black. We all are white. We're all different cultures and we're all here together. People need to realize now that our people are dying as fast as last year; in 1988 there were 555 blacks killed. They fail to realize that this world is coming to an end. Let's just face it. Everybody's dying, animals, people, diseases. We've got everything here. It's all over. We just realize that the world is coming to an end and everybody should try to face it because that is what's happening. But if you get God in your life and Jesus and go to church and say your prayers and try to be a good person, then when the Earth cracks and God comes to get his people, that he'll get enough people, he'll take everybody and everybody will be saved. You've got to have God in your life.

Thank you.

Mr. FAUNTROY. We thank you so much.

One more witness?

Mr. FLETCHER. I'll try to make this as brief as possible. Again, good afternoon. My name is Bryant Fletcher, a junior at the Washington-Dix Street Academy.

I would like to also comment and elaborate on Jesus in our life. But again, we must first announce the fact that we all understand the problem of our drug society. It goes as far as people not understanding themselves as well as trying to understand someone before them. It can also go as far as someone putting one individual before someone who is superior to that individual, such as God, shall I say.

We are totally aware of where the drugs are and, of course, we're totally aware of why the drugs are there. But the problem is we can't necessarily pinpoint the white man for all this chaos. What I would like to announce is that at that Ted Koppel announcement where they had that program, a black man had mentioned that a white man would bring the drugs in and let us sell it.

My question to him while I was viewing all this was to ask him, are you saying that a black man is that ignorant where he can say that we must sell these drugs instead of just knowing the concept and the consequences that follow the simple fact that when you sell drugs, that is a negative thing. If it wasn't negative, you wouldn't have so many persecutions and so many responsibilities to avoid around you.

I would also like to add that there are people around us who see—are aware about everything that's going on, but cannot fully express themselves. Like a wise man does not necessarily say everything he knows to an individual because he knows who he is and what his whereabouts are.

I was not necessarily a drug dealer, but I was a drug user. I've been in predicaments where there would have been substantial consequences. I have faced death many times. I'm not trying to get a point across to say that I was lucky but to say that I was fortunate enough to believe in myself and believe in God as well. There have been times that I have used drugs and I had left home. I've been under many circumstances. I have seen, I have heard and I have done things some 19-year-olds should not be exposed to.

Now, there are many people such as myself, male and female, and this problem of drugs can go as far as man not creating woman as equal. You know, we do not understand women, women do not understand men. Then again, that can lead to the fact that a woman wants to go to drugs because a man misunderstood her or man can go to drugs because a woman has misled him. It goes so far as a distance that we cannot elaborate on tonight because time is pressful.

But then again, we have to see the eyes of the drug dealers because they are far beyond excuses that one individual alone cannot bear to explain as far as why drugs are being sold. You have to go in depth into a hustler. We have to consider him for his excuse.

Now, do not get me wrong. Money makes a man greedy. When you get to the point that you find it necessary to do something, you find it necessary to hustle, but when you get to the extent, it makes one greedy. It makes him evil, ruthless and thoughtless.

My concern is that how can you sustain people such as that? I would only expect the next door neighbor who is sitting there wit-

nessing his other next door neighbors being murdered before him is at least too common to say it was someone else about it.

I believe the reason why many people are afraid to protest and to speak out against their next door neighbor drug dealers, is because they understand or they primarily believe that the law enforcement are not only involved in some of the drug enforcement, speaking from experience and knowledgeable on people that does it themselves. But who are not only involved in the selling of the drug, but also perpetrate to prevent the drugs from happening.

As far as I'm concerned, Mr. Fauntroy, we have a long way to go before we end up with the solution to prevent drug dealing. Now, we have it in mind. We understand the concept of where it might come from and we even know—we're probably aware of the things that are not even being talked about tonight. But the primary issue is, where will it end? Will man destroy man before the drugs are dismissed from this earth, or will we find some solution?

All of us believe in God and have much faith in him. If God works in all of us, we can find a solution to one's individual moods and his potentials and his involvements against drug dealing.

Thank you.

Mr. FAUNTROY. I thank you so very much.

I want to express our heartfelt appreciation to all the students as well at Washington-Dix Street Academy. You've been very helpful to us and you've given us several insights which really had not come up early in the hearing. We want to thank you again.

Thank you so very much, each of you.

[The prepared statement of Washington-Dix Street Academy follows:]

Introductions

Harry Thomas, Jr. moderated a discussion that involved -

Perception that we have of ourself - the role Perception plays

Unequal or Equal concepts of ourself and others around us

Stereotyping unfair

Choices made by the individual are important

RESPECT for ones self and for others the basis
of all relationships.

(The cure for "gritting" and "disrespecting" which
leads to dangerous confrontations)

The attraction of MONEY is the basis of most of today's
crises

The home where there is not enough food or where
parents use drugs is most likely to turn to
drug dealing

Would writing down license numbers of cars from outside
your neighborhood who are observed making drug buys --
would writing down these license numbers and turning
them in help keep undesirable people out of a neighborhood?

One of the answers best understood by all was that
"most pipe heads make their buys on foot or on bikes".

A strong argument against drug dealing was that you
won't live long if you do.

ITEMS THAT WE DID NOT HAVE TIME TO COVER:

Weapons Roundups - how to do?
Identification tags for students?
Metal Detectors in schools?
Peer Counselling?
TV Violence and its role models?

- over -

WASHINGTON-DIX STREET ACADEMY

Students who wish to be involved in testifying at the May 3 Hearing
in the U. S. Congress:

LaShawn Dunn
Bryant A. Fletcher
Robert M. Todd
Theresa Moreno
Jarina Wellington
Tammie Wall
Mrs. Linda Furtick
Bryant McClain
Robert Shedrick
Charmaine Evans
Charlita Shaw
Katrina Barksdale
Yolanda Benson
Angie Murphy
Shanise Ricks
Morvena Rorls (check spelling)
LaCola Nickens
Christal Moore
Regina Suggs(check spelling)
Wenona Nelson
Kena Smalls
James Franklin
Lillian Wright

FACULTY ADVISORY: Ms. Lisa Moore

Mr. FAUNTROY. As the Washington-Dix Street Academy students leave, I want to express particular appreciation to Congressman Tom Lewis who has spent so many hours here with us.

Let's give him a hand as well, students.

Now, our final witness is to be Ashaki Jones from Ballou Senior High School, who has been serving us very well as an intern and who will wrap up the testimony.

Shaki, thank you so very much. We know of the fine work going on over at Ballou and we're grateful to you for your role in it.

TESTIMONY OF ASHAKI JONES, BALLOU SENIOR HIGH SCHOOL

Ms. JONES. Congressman, I'm not going to give a testimony today. I'd much rather wait until June 2, because my testimony has a different twist to it. I'm not going to tell you how bad it is or what I can or cannot do. It's more of a deep insight. I will tell you things to my knowledge, put it that way.

Mr. FAUNTROY. All right.

Ms. JONES. It's more like "21 Jump Street" sort of thing.

Mr. FAUNTROY. All right.

Ms. JONES. Yes.

Mr. FAUNTROY. Well, that's good. I will look forward then to your preparing for the regional hearing we're going to have in June. I know that from the work going on at Ballou, we're going to end up with a very fine bit of testimony from you.

Ms. JONES. I hope so. Thank you.

Mr. FAUNTROY. Thank you so very much.

Now, in lieu of closing remarks, I'm going to yield to the chairman of the Youth Outreach Task Force to close out, Marvin Fauntroy.

Mr. MARVIN FAUNTROY. Yes, thank you, Congressman Fauntroy.

Today we've learned a lot from the testimony. I'd like to thank you for the opportunity to serve as chairperson of the Youth Outreach Task Force. It's something that I'm very close to and understand being a young person.

We learned a lot today. Many different ideas came out of this hearing, how students need role models but that are not necessarily adults. They need to see young people, their own peers as role models. That morals and values need to be redirected from the direction they're going now in which money and jewelry are the accepted things. We've heard testimony that we need to redirect those values toward things that are more substantial in the long run.

Drug education has to start at an earlier age, possibly elementary school. We may have lost some of the people that are in high school, by the time they get to high school. But if we start at an early age, second and third grade, and scaring the daylight out of them into seeing what drugs does to them, maybe we can help future generations to slow down the drug scourge.

It was discussed how communication between parents and children needs to be escalated, that parents don't spend quality time with their children as they should and in the old days as they used to. So, that needs to be examined, that blame shouldn't be put on

one or two persons, that everyone has a role to play in this drug war.

I can recall a meeting I went to at George Washington University and a young lady, a student there, who said, "Well, why isn't Walter Fauntroy here at this meeting or why isn't Mayor Barry at this meeting?" The point I made to her was that those people are just one person and there's no way possible they can be in four and five, six, eight, ten places at one time.

The important thing is not where they are, but where are you? What are you doing to make life better? A lot of people complain and say, "Well, the Mayor isn't doing this, the Mayor isn't doing that, or Bennett isn't doing this and he isn't doing that." But you have to understand that they are one person and they have a responsibility. You're one person and you have a responsibility. So, if they can't do it, you be there to do what needs to be done.

The last point I want to make is it was mentioned that those who become successful should come back into the community and contribute, a la Doug Williams and other people who have become successful. Return to the community and invest in the community.

All these points are well noted. I was pleased to hear that all of these things were said. I do want to say that we have just started and this is just the beginning. On June 2, we want to make this twice as large. We want people from all over the metropolitan area to come to testify and to make it known that the young people are not into just going to Bon Jovi concerts or hanging out on a corner, but they are interested in their own futures and interested in making life better for themselves and for their children.

Thanks very much.

Mr. FAUNTROY. I thank you.

With that, I want to close the hearing with a word of thanks to Ms. Marguerite Gras, who has been our staff advisor in shaping this whole program.

We look forward to the hearings to come and the work to be done among the senior high school students of the District of Columbia as they catalyze students throughout the region for the Doug Williams Foundation Youth Expo on June 2 and 3.

With that, we call this hearing to a close.

[Whereupon, at 4:48 p.m., the hearing was closed.]

CRIME, VIOLENCE, AND DRUGS IN THE DISTRICT OF COLUMBIA

FRIDAY, JUNE 2, 1989

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH,
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, DC.

The subcommittee met, pursuant to call, at 9 a.m., in room 1310A, Longworth House Office Building, Hon. Walter E. Fauntroy (chairman of the subcommittee) presiding.

Members present: Representatives Fauntroy and Rowland.

Also present: John White, general counsel and Marguerite Gras, staff assistant, Committee on the District of Columbia; and Rob Lehman, staff member of Congressman Combest.

Mr. FAUNTROY. The subcommittee will come to order.

This is a historic moment in the annals of the United States Congress. We open today the second series of history-making hearings here on Capitol Hill—historic in that for the first time, Members of Congress are seeking the leadership and guidance of high school students in finding solutions to the illicit drug traffic that plagues our Nation. In our first hearing back on May 3, 1989, we sought the guidance and leadership of senior high school young people from the District of Columbia. Today, we are here to receive the input from senior high school students in the surrounding Maryland and Virginia jurisdictions that make up the Washington metropolitan area.

On behalf of members of the House District Subcommittee on Fiscal Affairs and Health, members on the Select Committee on Narcotics Abuse and Control, and the Select Committee on Children, Youth and Families, I want to welcome all of you to Capitol Hill.

Today's hearing is made even more historic by the fact that Members of Congress are joined at the hearing panel today by a truly great American role model, Washington Redskins quarterback, Doug Williams.

Thank you, Doug, for gracing our hearing with your presence and thank you for being the role model that you are for both young people and the adults of our Nation. As a superb professional athlete, you are a role model to our young of a man who has not only a drug-free body and mind, but also one who has treated that mind to the most precious possession a young person can acquire; an education.

As one who has made it to the top of his profession, you are a role model to all adults in this country. I don't think any of us can ever forget how you got to the pinnacle of football fame by becoming the most prolific quarterback on a world championship team in professional football, and did not just spend that fame and fortune on yourself, but immediately proceeded to give back to the youth of our Nation by forming the Doug Williams Foundation. Thank you for being that role model of success we think every adult ought to follow.

You ought to know, young people, the idea for this historic Washington area youth hearing before the Congress was a brain-child of the Youth Outreach Task Force, which I established back in January of this year to guide me through the 101th Congress. I want to publicly thank its chairman, Marvin Keath Fauntroy here, my son, and each of its members, Warner Coleman, Norman Nixon, Clyde Williams, Billy J. Rogers, Jeryls Thompson, Kemry Hughes, Harry Thomas, Jr., Michael Fauntroy, Andrea Price, Gwen Hall and Lillian A. Curley for their hard work over the past 5 months in reaching out to the youth of our area.

Let me express my appreciation as well to a number of persons whose hard work helped make today's hearing possible: The members of our Congressional Metro Caucus—your Congress persons—who joined me in setting up contacts in your schools; Professor Charles Genrich of George Mason University, who worked with us in the Fairfax and Arlington County High Schools; Congresswoman Morella's office and Mr. Edward Masood, who brought Montgomery County students together to testify today.

For T.C. Williams High School in Alexandria, Virginia, we thank Principal John Porter and Dr Charles Jackson. For Prince Georges County, we thank Congressman Hoyer's staff and Mr. Gregory Gill. At Ballou Senior High school of Washington, DC, we thank Principal Bernard C. Lucas. Ballou Senior High School, incidentally, is among the first to become part of the Doug Williams Foundation Outreach Program in the metropolitan area.

I say to you now, young people, what I said to the students at the 10 D.C. high schools where student government associations held hearings in April preparatory to the May 3 hearing on the Hill—I believe that it is time for us adults to ask our young people to give us some leadership in solving the seemingly intractable problem of drug abuse in our communities. I told them, as I tell you, that when I was your age, I was part of a generation of young people who determined that we were not going to live out our lives in a society segregated by law. We decided we were going to give leadership to adults. People like Martin Luther King, Jr. were in that generation and we changed things for the better.

I seriously and sincerely believe that this generation of young people is capable of giving the adults of this day leadership on the dreadful problem of drug abuse with us today. That is why we have called you to these hearings and that is why we eagerly await your testimony and your leadership when you return to your respective communities.

Let me offer in closing my remarks, a poem written by Larry Smith, a seventh grader, who effectively captured the tragedy of

drug abuse and trafficking in our area. He calls his poem, "My Name Is Cocaine."

"MY NAME IS COCAINE"

My name is cocaine, "coke" for short.
I entered this country without a passport.
Ever since then, I've been hunted and sought
By junkies and pushers and plain clothes cops.

I am more valuable than diamonds, more treasured than gold.
Use me just once, and you will be sold.
I'll make a school boy forget his books.
I'll make a beauty queen neglect her looks.
I'll make a teacher forget how to teach.
I'll make a preacher forget how to preach.

All kinds of people have fallen under my wings. Just look around and you can see.
I've got daughters robbing their mothers.
I've got sisters robbing their brothers.
I've got burglars robbing the Lord's houses.
I've got husbands cheating on their spouses.
I'm the king of crime and the prince of destruction.
I'll cause the organs in your body to malfunction.
I'll cause your babies to be born hooked.
I'll turn the honest man into a crook.
I'll make you rob, steal and even kill,
When you are under my power, you have no will.

Mr. FAUNTROY. That is a poem by Larry Smith, a 7th grader here in our Nation's Capital.

With that, I want to yield to our distinguished guests of the panel, the one and only Washington Redskin quarterback, Super Bowl champion and record holder for all of professional football, Doug Williams.

[The prepared statement of Mr. Fauntroy with attachment, follows:]

STATEMENT OF CONGRESSMAN WALTER E. FAUNTROY
at the

OVERSIGHT HEARING

of the

SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH

OF THE

COMMITTEE ON THE DISTRICT OF COLUMBIA

on

"Crime, Violence, and Drugs in the Metropolitan Area"

Friday, June 2, 1989

THE SUBCOMMITTEE WILL COME TO ORDER. THIS IS AN HISTORIC MOMENT IN THE ANNALS OF THE UNITED STATES CONGRESS. WE OPEN TODAY THE SECOND IN A SERIES OF HISTORY-MAKING HEARINGS HERE ON CAPITOL HILL--HISTORIC IN THAT FOR THE FIRST TIME, MEMBERS OF CONGRESS ARE SEEKING THE LEADERSHIP AND GUIDANCE OF HIGH SCHOOL STUDENTS IN FINDING SOLUTIONS TO THE ILLICIT DRUG TRAFFIC THAT PLAGUES OUR NATION.

ON WEDNESDAY, MAY 3, 1989, WE SOUGHT THE GUIDANCE OF SENIOR HIGH SCHOOL YOUNG PEOPLE FROM THE DISTRICT OF COLUMBIA. TODAY, WE SEEK INPUT FROM SENIOR HIGH SCHOOL STUDENTS IN THE SURROUNDING MARYLAND AND VIRGINIA JURISDICTIONS THAT MAKE UP THE WASHINGTON METROPOLITAN AREA.

ON BEHALF OF THE MEMBERS OF THE HOUSE DISTRICT SUBCOMMITTEE ON FISCAL AFFAIRS AND HEALTH, AND MEMBERS WHO HAVE JOINED US FROM BOTH THE SELECT COMMITTEE ON NARCOTICS ABUSE AND CONTROL AND THE SELECT COMMITTEE ON CHILDREN, YOUTH AND FAMILIES, THEREFORE, I WELCOME YOU TO CAPITOL HILL.

TODAY'S HEARING IS MADE ALL THE MORE HISTORIC BY THE FACT THAT MEMBERS OF CONGRESS ARE JOINED ON THE HEARING PANEL TODAY BY A TRULY GREAT AMERICAN ROLE MODEL: WASHINGTON REDSKIN QUARTERBACK DOUG WILLIAMS! THANK YOU, DOUG, FOR GRACING OUR HEARING WITH YOUR PRESENCE AND THANK YOU FOR BEING THE ROLE MODEL THAT YOU ARE FOR BOTH THE YOUNG PEOPLE AND THE ADULTS OF OUR NATION. AS A SUPERB PROFESSIONAL ATHLETE, YOU ARE A ROLE MODEL TO OUR YOUNG OF A MAN WHO HAS NOT ONLY A DRUG-FREE BODY AND MIND, BUT ALSO ONE WHO HAS TREATED THAT MIND TO THE MOST PRECIOUS POSSESSION A YOUNG PERSON CAN ACQUIRE: AN EDUCATION. AS ONE WHO HAS MADE IT TO THE TOP OF HIS PROFESSION, YOU ARE A ROLE MODEL TO ALL ADULTS WHO HAVE "MADE IT IN LIFE"; YOU GIVE SOMETHING BACK. ALL OF US WERE INSPIRED, DOUG, BY THE FACT THAT THE FIRST THING YOU DID AFTER YOU REACHED THE PINNACLE OF FOOTBALL FAME BY BECOMING THE MOST PROLIFIC WINNING QUARTERBACK ON A WORLD CHAMPIONSHIP TEAM IN THE HISTORY OF PROFESSIONAL FOOTBALL, WAS NOT TO SPEND YOUR FORTUNE AND FAME ON YOURSELF--BUT TO "GIVE BACK" TO THE YOUTH OF OUR NATION BY ESTABLISHING THE DOUG WILLIAMS FOUNDATION. THANK YOU FOR BEING THAT ROLE MODEL FOR THE SUCCESSFUL ADULTS OF OUR NATION.

THE IDEA FOR THESE HISTORIC WASHINGTON AREA YOUTH HEARINGS BEFORE CONGRESS WAS THE BRAINCHILD OF THE "YOUTH OUTREACH TASK FORCE" WHICH I ESTABLISHED IN JANUARY OF THIS YEAR TO GUIDE US THROUGH THE 101ST CONGRESS. I WANT TO PUBLICLY THANK ITS CHAIRMAN, MARVIN KEITH FAUNTROY, MY ONLY SON, AND EACH OF ITS MEMBERS--WARNER COLEMAN, NORMAN NIXON, CLYDE WILLIAMS, BILLY J. ROGERS, JERYLS THOMPSON, KEMRY HUGHES, HARRY THOMAS, JR., MICHAEL FAUNTROY, ANDREA PRICE, GWEN HALL AND LILLIAN A. CURLEY FOR THEIR HARD WORK OVER THE PAST FIVE MONTHS.

LET ME EXPRESS MY APPRECIATION AS WELL TO A NUMBER OF PERSONS WHOSE HARD WORK HELPED MAKE TODAY'S HEARING POSSIBLE: THE MEMBERS OF OUR CONGRESSIONAL METRO CAUCUS--YOUR CONGRESSPERSONS-- WHO JOINED ME IN SETTING UP CONTACTS IN YOUR SCHOOLS; PROFESSOR CHARLES GENRICH OF GEORGE MASON UNIVERSITY WHO WORKED WITH US IN THE FAIRFAX AND ARLINGTON COUNTY HIGH SCHOOLS; CONGRESSWOMAN

MORELLA'S OFFICE AND MR. EDWARD MASOOD WHO BROUGHT MONTGOMERY COUNTY STUDENTS TOGETHER TO TESTIFY TODAY; FOR T. C. WILLIAMS HIGH SCHOOL IN ALEXANDRIA, VIRGINIA, WE THANK PRINCIPAL JOHN PORTER AND DR. CHARLES JACKSON. FOR PRINCE GEORGES COUNTY, WE THANK CONGRESSMAN HOYER'S STAFF AND MR. GREGORY GILL AND AT BALLOU SENIOR HIGH SCHOOL OF WASHINGTON, D.C., WE THANK PRINCIPAL BERNARD C. LUCAS. BALLOU SENIOR HIGH SCHOOL, INCIDENTALLY IS AMONG THE FIRST TO BECOME PART OF THE DOUG WILLIAMS FOUNDATION OUTREACH PROGRAM IN THE METROPOLITAN AREA.

I SAY TO YOU NOW, YOUNG PEOPLE, WHAT I SAID TO THE STUDENTS AT THE TEN D. C. HIGH SCHOOLS WHERE STUDENT GOVERNMENT ASSOCIATIONS HELD HEARINGS IN APRIL PREPARATORY TO THE MAY 3RD HEARING ON THE HILL--I BELIEVE THAT IT IS TIME FOR US ADULTS TO ASK OUR YOUNG PEOPLE TO GIVE US SOME LEADERSHIP IN SOLVING THE SEEMINGLY INTRACTABLE PROBLEM OF DRUG ABUSE IN OUR COMMUNITIES. I TOLD THEM AS I TELL YOU THAT WHEN I WAS YOUR AGE, I WAS PART OF A GENERATION OF YOUNG PEOPLE WHO DETERMINED THAT WE WERE NOT GOING TO LIVE OUT OUR LIVES IN A SOCIETY SEGREGATED BY LAW. WE DECIDED WE WERE GOING TO GIVE LEADERSHIP TO ADULTS--AND WE DID--AND WE CHANGED THINGS FOR THE BETTER.

I BELIEVE THAT THIS GENERATION OF YOUNG PEOPLE IS CAPABLE OF GIVING US LEADERSHIP ON THE DREADFUL PROBLEM OF DRUG ABUSE WITH US TODAY. THAT'S WHY WE HAVE CALLED THESE HEARINGS AND THAT IS WHY WE EAGERLY AWAIT YOUR TESTIMONY AND YOUR LEADERSHIP WHEN YOU RETURN TO YOUR RESPECTIVE COMMUNITIES.

LET ME OFFER AS A PRELUDE TO YOUR TESTIMONY A POEM WRITTEN BY LARRY SMITH, A SEVENTH GRADER, WHO EFFECTIVELY CAPTURED THE TRAGEDY OF DRUG ABUSE.

"MY NAME IS COCAINE"

MY NAME IS COCAINE, "COKE" FOR SHORT,
I ENTERED THIS COUNTRY WITHOUT A PASSPORT.

EVER SINCE THEN, I'VE BEEN HUNTED AND SOUGHT,
BY JUNKIES AND PUSHERS AND PLAIN CLOTHES COPS.

I AM MORE VALUABLE THAN DIAMONDS,
MORE TREASURED THAN GOLD.

USE ME JUST ONCE, AND YOU WILL BE SOLD.

I'LL MAKE A SCHOOL BOY FORGET HIS BOOKS.

I'LL MAKE A BEAUTY QUEEN NEGLECT HER LOOKS.

I'LL MAKE A TEACHER FORGET HOW TO TEACH.

I'LL MAKE A PREACHER FORGET HOW TO PREACH.

ALL KINDS OF PEOPLE HAVE FALLEN UNDER MY WINGS.

JUST LOOK AROUND YOU AND YOU CAN SEE.

I'VE GOT DAUGHTERS ROBBING THEIR MOTHERS.

I'VE GOT SISTERS ROBBING THEIR BROTHERS.

I'VE GOT BURGLARS ROBBING THE LORD'S HOUSES.

I'VE GOT HUSBANDS CHEATING ON THEIR SPOUSES.

I'M THE KING OF CRIME AND THE PRINCE OF DESTRUCTION.

I'LL CAUSE THE ORGANS IN YOUR BODY TO MALFUNCTION.

I'LL CAUSE YOUR BABIES TO BE BORN HOOKED.

I'LL TURN THE HONEST MAN INTO A CROOK.

I'LL MAKE YOU ROB, STEAL, AND EVEN KILL.

WHEN YOU'RE UNDER MY POWER,
YOU HAVE NO WILL.

BY: LARRY SMITH

7TH GRADE

STATEMENT OF DOUG WILLIAMS, QUARTERBACK, WASHINGTON
REDSKINS

Mr. WILLIAMS. Thank you, Congressman.

First of all, I would like to say that it is certainly a pleasure to be here this morning. I know I have been in the news lately, but I want to tell you this. What I am up here for is not for Doug Williams. That is my personal life. Through all the ups and downs I have been through, for all of the ups and downs I am going through, and going to go through, I want you to know one thing—I am not going to turn to alcohol and I am not going to turn to drugs.

I think when I look at guys that I play with—I have been around—they always find excuses for why they are doing certain things. But I am a man here who has been probably through more than the average person my age and I could have found the easy way out. I could have turned to drugs a long time ago when I lost my first wife. I can go out now and be an alcoholic or be a drug addict or whatever. But that is an excuse. That is an excuse that people offer.

To say this morning to you all in here, I think there is a solution to the problem in this area—it is not myself. It is not the Congressman, it is not the police department. It is the kids of today. Because they are the ones who are getting hurt. When you turn on your television you see where a 14-year-old gets shot, a young lady who hadn't even started her life. You see where kids sit around the house in the evening and people just pass by and turn loose Uzies.

Those kind of things to me, being from Louisiana, a small town, I never really knew what it was about until I came here 3 years ago. Now I know what it is all about. Like I said, personally, I don't take this from a personal standpoint. That is why you never hear Doug Williams talk about personal life. When you hear Doug Williams, I am talking about giving back. That is giving back to the community.

1987 we went to the Super Bowl. 1988, you are right. I could have rode into the sunset, traveled all over the world if I wanted to. But the thing I wanted to do is give back to the people who gave to me. Coming to Washington in 1986 was the best thing that had happened to me and to get an opportunity to do something that every professional athlete dreams of doing—that is going to the Super Bowl—not only going but winning, but not only winning but named MVP. If you look back there have only been three MVPs in the Super Bowl and Doug Williams has been one of those.

I have been blessed and I felt it was only right, for myself, to give back to the community. I gave back not for personal reasons; I gave back because I felt like that was the thing to do. I know somebody helped me along the way and when we formed the Doug Williams Foundation, we formed it with one thing in mind. That was helping the youth of this area, to let them have some kind of positive thought as to what they want to do in life.

Nobody walks up to them and says, "Do you use drugs?" To me that is personal. You have to fight that with yourself. You have to tell yourself when you face that mirror every morning you have to be that satisfied with yourself. I can tell you this. From an every

day standpoint when I face that mirror every morning, I can smile, because regardless of what is happening now, what is going to happen tomorrow, down the road, what have you, I know I gave it my best shot and at the same time, I stayed clear of things I don't have to make an excuse for doing and that is drugs and alcohol.

It is just a pleasure being here this morning, and being invited by the Congressman just to be a part of this. I would like to say thank you.

Mr. FAUNTROY. Thank you, and there will be no demonstrations in this hearing after this. Let's give him a big hand.

Thank you for being the role model that you are.

Now, I want to yield to the distinguished gentleman, who, like you, Doug, has given back. Having given back, he has been rewarded by the confidence of the people of his congressional district in the State of Georgia, Congressman Roy Rowland.

Mr. ROWLAND. Thank you very much, Congressman Fauntroy. Let me commend you for focusing attention on this problem, and Doug Williams, for being here this morning, and all he does, and for the young people who have come to testify. Because, after all, it is peer groups that have so much influence on what other members of their group do. So great responsibility rests with them.

I come from a largely rural area. I can tell you it is not just in the metropolitan urban areas where the problem is. It is the rural areas also, even the small counties in the district that I represent.

I just want to say something about crack cocaine and how it affects individuals. Crack/cocaine, cocaine, is not a narcotic in the usual sense of the word, like we think about marijuana and heroin, and particularly crack/cocaine. This is a drug that when smoked, goes within 8 to 10 seconds to the brain, almost as though you had taken it intravenously.

It is a drug that is readily available, is cheap. It is a drug that propels an individual to a point of pleasure that is beyond normal human experience, and then within 10 to 15 minutes, the individual crashes. He goes far below normal feelings and is driven to experience that drug again almost immediately. It only takes just a very few times for that individual to become addicted to that drug.

It is not like many other drugs that take some time to become addicted to. But this drug you become addicted to almost immediately. It distorts thought processes. It makes an individual do things far beyond what they would normally do. It makes that individual paranoid and that is one reason that we see so much crime associated with this particular drug, because it makes this person mentally unbalanced so that they don't really know exactly what they are doing.

Let me just give you briefly a story about an individual who was celebrating his 40th birthday and some friends decided they would just give him some crack/cocaine as a present. He was stupid enough to use it. Within 2 years he lost everything that he had. He lost his family and he turned to crime.

This drug poses a threat to our society that I don't believe people in general realize how severe it is. I just want to tell you that from a medical standpoint. I am a medical doctor and I have some medical background and understand how this drug affects you. So just try it one time and you are gone.

Thank you very much.

Mr. FAUNTROY. Thank you, Doctor Congressman, for those very significant and really pungent opening remarks before us here today.

Let me note it is Friday and the Members of Congress have come through one of the most exhausting weeks in the history of the United States, and several of them who had planned to be here had to go home, but they have asked their staff persons to join us. I look forward to their joining in the questioning on behalf of their Members. I want to thank you for joining us as well.

Now, let's get down to being led by the youth of the Washington metropolitan area in dealing with this serious problem. May we have the first panel from the T.C. Williams High School in Alexandria, Virginia?

Young people, as you come and assume your positions at the witness table, we would be very pleased if you would identify yourselves as you speak so that the record may be clear as to who is giving leadership to the Members of Congress, and indeed, to the one and only Doug Williams, on the question of crime, violence and drugs in the metropolitan area.

Panel, you may organize and begin as you wish.

STATEMENTS OF TYWANNA M. WHORLEY, PEER ADVISOR; STEVEN SAPP, PRESIDENT, SADD CLUB; FAY HANLEY, OFFICER, CARS CLUB; AKU AYER, MEMBER, CURRENT ISSUES COMMITTEE; SONIA SAMEE, CURRENT ISSUES COMMITTEE; ELLEN KATZER AND GEORGE LOGEN-EL, OF T.C. WILLIAMS HIGH SCHOOL, ALEXANDRIA, VA

STATEMENT OF STEVEN SAPP

Mr. SAPP. My name is Steve Sapp. Today's youth have been violently exposed to drugs, violence, crime and many more fatal obstacles. These are three major topics with which today's youth are struggling.

Drugs, one of America's leading killers, if it is so deadly why then is it so accessible? Why do people every day experiment with drugs? Don't they know it is deadly?

These were some of the questions asked of me in the summer months of 1988. I had no answers. No solutions came to mind. There aren't any solutions, only precautionary acts. So I took my ability to lead and promoted it one step further—SADD, Students Against Drunk Driving.

Alexandria is one of the biggest areas in the D.C. area, full of crime, violence and drugs. Alexandria had not yet seen a SADD club, so a few concerned students and parents, along with myself, pulled together to distribute our knowledge of drinking, drugging and driving, just one step further to a solution. Last year in the city of Alexandria, by this time there were six drunk driving juvenile arrests. This year there have only been two.

SADD also offers alternatives to drinking. We realize there is a great social pressure on the youth of America to drink and drug. Therefore, we distribute literature on nonalcoholic drinks, and drug free parties. We solicit a contract to parents and students

saying they won't host parties in their home with drugs and alcohol.

This year at the T.C. Williams High School, we will host our first ever all-night graduation party. SADD has endorsed this endeavor as well as taken a big part of the leadership roles in organization, as well as publicity.

Thank you.

Mr. FAUNTROY. Next on the panel is Sonia Samee.

STATEMENT OF SONIA SAMEE

Ms. SAMEE. My name is Sonia Samee. As a student at such a diverse school, the students at T.C. Williams High School, which is the only public high school in Alexandria, are exposed to many problems. As in all schools, there is crime and violence at T.C.

The most dangerous and common threat to the students is that of drug involvement. The problem does not solely lie with drug use but accessibility to drugs. As in all other high schools there is no shortage of drugs at T.C. The opportunity to buy and use drugs is always there.

Use of drugs isn't limited to any one race or social class. Whether you are black, white, Asian, Hispanic, rich or poor, the effects are always detrimental. At T.C. we were fortunate enough to have the resources such as our substance abuse counselor, Mr. Katzer, and mental health professionals from the school and community. Though these resources are of great assistance, there is still a need for more, and to make it widely known that they exist.

Drug education should start earlier in school and be more than an hour's conversation in class. But most of all, drug use does not stem solely from its availability, but from something within the user, something that says I am not good enough or smart enough or funny enough as I am. If this emotional void can be filled, then society and its youth should find a great, if gradual reduction in the number of addicts and abusers.

The Current Issues Committee is a group of socially and politically oriented students. It is a group that creates self-awareness among themselves and when resources are available to the rest of the school. For the past 3 years the Current Issues Committee has been involved in the Project Graduation Program, and this year we collaborated with SADD to promote it.

What we do is distribute pamphlets to students and their parents, information, bumper stickers, key chains and try to get students involved with not drinking and driving. We are putting things like table tents on the tables to remind students not to drink and drive and a number to call if they are not able to drive. Though we haven't come up with any definite solutions to these type of preliminary warnings and awareness, we as students can help combat this problem.

Mr. FAUNTROY. Thank you very much, Sonia.

Mr. FAUNTROY. Our next panelist.

STATEMENT OF TYWANNA M. WHORLEY

Ms. WHORLEY. My name is Tywanna Whorley. I am employed by the city of Alexandria as a peer advisor. The peer advisors conduct-

ed a survey among junior high school and senior high school students to determine what were some of the main issues of use and how to cope with it today. They are as follows:

Peer pressure, alcohol, sex, AIDS, vandalism, boy-girl relationships, parent problems, teacher-student problems, dropout issues, rape, crime, teen unemployment, teen runaway, teen pregnancy, and teen suicides.

The consensus was that peer pressure was the most intense issue. Most students who use drugs and commit crimes in school or community do so with a friend or group of friends. Our response to the peer pressure was a three-level skills base program called the get away clean program.

The three levels are called survival, relating, and growth. The survival level teaches students about five responses that can be used in a pressure situation. Once the student has demonstrated survival in negative peer pressure he or she moves on to the second level, which is relating.

Relating teaches students how to relate up, down and sideways. Up to authority figures, parents and teachers, down to siblings or someone younger, and sideways to one's peers. This is done by teaching, observing, and responding skills to students. Once this level is mastered and also to the survival level, we move on to the third level, which is growth.

Growth helps students to develop their own positive peer culture. Students learn about problem solving, decisionmaking, program development, career development, and self-help skills. This program is designed to empower students with interpersonal communication skills to effectively resist a variety of negative peer pressure situations. It is not a program to teach students mechanical responses, but to teach students to react productively and communicate a positive response in a moment.

We also suggest other areas and development programs to empower students with social competency skills that go beyond just saying no.

Thank you.

Mr. FAUNTROY. Thank you, Tywana.

STATEMENT OF AKU AYER

Ms. AYER. Hello, I am Aku Ayer. I thank you for allowing students from Virginia to come and speak with you about this issue.

The problem, as I see it, is that too many youngsters are buying into the American dream and not living up to the principles of the dream. Too many teenagers want a quick and easy method to become wealthy and successful without buying into the hard work that comes with it. They do not understand the fundamental principle of earning one's keep. Instead, they want a cut and dried system to power.

The solution, as I see it, is that the government, who has been able to create a nuclear arsenal which can annihilate the world a dozen times over, should go into countries where drugs are being supplied, stored, bought, crops are being grown, to blow up these fields and to compensate the farmers for their crop and essentially their way of life.

Also, if the countries fail to stop drug production, then I believe the United States should impose economic sanctions on these countries.

Last, if these methods do not work, I feel that it is imperative that we in the United States think about legalizing drugs. Legalizing drugs would not mean that we condone drug use, but instead, we can no longer control the demand or the need for drugs. It would make the Government more effective in dealing with the crisis because of the tremendous amount of money in drugs. It would also give us a way to try to deal with our national deficit.

We cannot stop drugs if we do not protect our borders from drugs. That is done not by cutting aid to the Coast Guard and other agencies that are made to regulate shipping and drugs coming into the country, but by aiding those agencies and helping us in society through education and teaching our youth that there is a way besides drugs.

I firmly believe if our Government wanted drugs out of this country they would be gone.

Thank you very much.

Mr. FAUNTROY. Thank you, Aku.

STATEMENT OF FAY HANLEY

Ms. HANLEY. I am Fay Hanley, and president of the CARS Program at T.C. Williams.

Students across the Nation are concerned about increasing drug and alcohol abuse, crime and violence in the schools and community. We are all constantly forced to deal with the pressures and dangers that stem from these problems regardless of our background or upbringing. Drug use cuts through all social and economic boundaries and threatens everyone. Something must be done to stop the terrible trend of drug use and crime that now begins as early as elementary school.

The students of T.C. Williams High School have taken a major step toward preventing the specific problem of teenage drunk driving. The CARS Program, catch a ride safely, is a student run organization that provides junior high and high school students in the Alexandria public school system a safe, free, and confidential ride home on Friday and Saturday nights.

Although the program was originally started to give students who had been drinking a way to get home without endangering themselves or others, it is open to any student who needs a ride home for any reason. This is particularly important for those students without cars who need safe transportation through crime ridden areas.

To alert the students of the program, CARS officers visit home-room students in the schools and pass out keys printed with the CARS phone number. The student who needs a ride simply calls the CARS hotline between 9:30 p.m. and 1 a.m. on Friday or Saturday nights and a student-driver team is dispatched to take him or her home. The home address of the student is verified beforehand and the driver/partner team reports regularly to the CARS base during the pickup by means of a CB radio.

The CARS Program is extremely successful largely because it recognizes the problem of drunk driving and takes an active approach to solving it. There are over 100-student volunteers involved in the program and many local businesses and food franchises support the program with donations.

Students use the CARS hotline frequently and often call for friends they are concerned about. The program has inspired a more thoughtful attitude toward drunk driving and Alexandria has had the lowest student alcohol related accidents in the D.C. metropolitan areas since the CARS Program was begun in 1983.

CARS is an effective program and many areas schools are considering programs like it. An important aspect of CARS is a student and community involvement. For any program to be successful, it must directly address the problem at hand and involve the students. More programs like CARS are needed to prevent drunk driving across the Nation. The time to act is now.

Thank you very much.

Mr. FAUNTROY. Thank you very much, Fay.

We have two adults who have accompanied the young people from T.C. Williams. I wonder if you care to identify yourselves and if you wish to say a word?

STATEMENT OF ELLEN KATZER

Mrs. KATZER. I have laryngitis, as you can hear.

I am the substance abuse counselor at T.C. Williams High School, and I am joined by my colleague, George Logen-el. T.C. is a very interesting school in that it is Alexandria's only public high school. We have a very diversified student body with a large black, large white, and large English-as-a-second-language population.

In a sense, it is a microcosm of what our country is like and the people, you see at this table are students who are our heroes. They are taking the time and making the effort to do things to try and understand and help society and I am proud of them.

Mr. FAUNTROY. Let me thank you so much, Mrs. Katzer. We appreciate so much your presence and support of these young people as well.

We are going into a 5-minute questioning period so each member of the panel here will have 5 minutes to question you.

I would just like to start with Steven. You mentioned something about an all-night what? What is that all about?

Mr. SAPP. An all-night graduation party. The other area schools—I know Fairfax County had them a couple of years now. This is our first one. It is June 15. It starts at 11:30 o'clock I think and goes until 6 o'clock in the morning.

Basically it keeps people off the roads at night for their own safety and for others' safety. You can come, I think there is a window from 11:30 to 1 o'clock. Come then and it is just where you can be inside with your friends and it is a safe place to be. There is a pool and they are going to do that as the Bahamas, and there is a racket-ball room where they are going to have casinos. We are giving away two cars—

Mr. FAUNTROY. You will get a good crowd then.

Mr. SAPP [continuing]. Two thousand dollars cash and some of the stores around the area are donating stuff, and there are a lot of other prizes, but it is going to be a lot of fun.

Mr. FAUNTROY. So it is that positive an effort.

Let's see, Sonia, you mentioned the thing that your group has encountered is a need to fill an emotional void, you say, in lives of young people who, without that being filled, may be susceptible to turning to drugs. I wonder if you would tell us a little bit about your Project Graduation? Is that what you call it?

Ms. SAMEE. Right. Project Graduation is a campaign started by RAB, MADD, and SADD. What it is is lots of literature and paraphernalia that is handed out to graduating seniors to encourage them not to drink and drive. The slogan is, "Arrive alive, don't drink and drive. Celebrate safe, 1988."

Mr. FAUNTROY. Be here to graduate?

Ms. SAMEE. Right. Outside in front of our school we have a wrecked car that was a result of drinking and driving. It was just to create awareness in students that the problem is there and here are the people to help you. AAA is a sponsor of the Project Graduation Program and they provide a toll-free number in which you can get a ride home on your prom night, or graduation night, if you aren't able to drive, if you have been drinking or using drugs.

Mr. FAUNTROY. All right.

Tywanna, you mentioned peer pressure that is a problem in our schools. We found that to be the case as well among a number of young people in the District of Columbia in their testimony. You mentioned the three-level effort that you undertake. You said survival, how to survive the pressure. Two was how to relate up and down and sideways, and what was the third?

Ms. WHORLEY. The third was growth.

Mr. FAUNTROY. Growth. How effective, in your judgment, has that approach to deal with the peer pressure question been?

Ms. WHORLEY. We teach a program in Alexandria mainly to young students in elementary schools and also in the recreation centers. It is part of the instruction at the recreation centers.

I think it has been very effective for the young kids especially, because before they came in they kind of joked about it, but once they really got involved in the program, they found that they could use this, these three levels with their parents, teachers, and with other siblings, and also their peers, to get away from peer pressure.

So, in return they are reversing the pressure to the person who is pressuring them for something that is negative. So eventually they are getting away.

Mr. FAUNTROY. Let me ask a final question of you and any other panelist. What would you think of an idea of having students be on Doug Williams team? That is, I wonder what you think of an idea of a pin that might be developed that would say, "Doug Williams Team," and, of course, being on Doug Williams Team would be not that you would be the wide receiver like Clark or the fullback like one of those guys who has just come, but that you would be drug free and that you would get the pin by taking a drug test?

Do you think that such a pin might be something that would build positive peer pressure, that if people said, "Yes, I have got my Doug Williams pin, where is yours?"

Ms. WHORLEY. I think it would, because a lot of kids do look up to Doug Williams. I know, for one, my brother does, because he is a quarterback. I think it would be a challenge for them and the publicity behind it would sort of like spark a young kid, someone who is a leader in the elementary schools and higher. That would probably get a bunch of kids to go who want to be involved. I think it would work.

Mr. FAUNTROY. My 5 minutes has expired. I yield to the distinguished gentleman from Louisiana, Doug Williams.

Mr. WILLIAMS. One of the biggest questions I have is for Aku. I was listening to her talking about the solution and she was saying the fact about legalizing drugs. I can remember a year or so ago Hon. Mayor Kirk Schموke down in Baltimore came up with the same thing. I think he took a lot of flack behind it, but I listened to some of the reasons why and I am sitting here listening.

There may seem to be solutions like that because if drugs are so plentiful now and we can't seem to control it, it seems like, to me, if we legalized it, even more will come and demand wouldn't be as high.

At the same time, we would get the money, but I am sure that is something that would never pass. That is one of the big reasons why we, myself, Congressmen, you all, the other students, have to take a stand and form committees like this and get everybody involved, and try to get those kids to be strong enough to overcome the peer pressure.

I am a Big Brother and I think every person should be able to make their own decisions. When I was in certain places playing, I have seen a lot of drugs, and I have been able to just walk away from it. I have seen guys who didn't have the courage to walk away.

Don't you think that if you all formed a group—and I am sure you all do—where the students could just come in and everybody just air their problems—I found out one thing about students. If the teachers, believe me, if the teachers are not around and if you have somebody to control the students, students tend to talk more about situations when there are no adults around, and when it is just the students themselves. Wouldn't you say I am right?

Ms. AYER. Yes, I think that is a correct assessment. But I feel that the narcotics that are coming into our country now, the problem is so immense and enormous that I really don't feel that we can control it by any means unless, as I suggested, the Government intervened into countries where the problem is so large and out of control.

I do believe that you are correct that teenagers will tend to talk about the problem, but going back to something that Mr. Fauntroy stated earlier, I believe that youth, peer advising and all of that, is wonderful, but I tend to feel we are not reaching those kids that need to be reached—the very poor, those that don't have. They are not being reached, a lot of them.

I think a pin or something like that, something of that nature would be wonderful, because I think all of us can look up to you. But it just doesn't seem to be working. Nothing seems to be working. It is in the music, don't use drugs, don't use drugs.

Nancy Reagan advocated nondrug use, and it didn't seem to work with her, her advocacy of it either. I don't know what the solution is, but I think that it is imperative that we find one as soon as possible.

Mr. FAUNTROY. Questions of members of the staff of our Members?

Mr. WHITE. Good morning.

Thank you, my name is Jack White. I am general counsel to the minority of the District of Columbia Committee. I commend you and am very impressed with the level of sophistication and thought you all have given to this problem, and your presence here this morning.

It seems just like yesterday that I was at my own Fort Hunt High School. I am no longer there, but it seems that the problems and the discussion is very much what I remember from when I was 16 or 17. It hasn't gotten better. It has gotten worse. Although the drug names have changed, and are much more frightening, the problem is still very much the same.

I want to play a little game with you all, if you would bear with me. I would like to ask you if you could tell me what is rated as man's oldest and most abused drug and see if any of you can answer that. It is really an educational person's and it is a trick question. So if you would give it some thought and any one of you would offer that answer?

Mr. FAUNTROY. You may have them stumped.

Ms. HANLEY. Alcohol?

Mr. WHITE. You win the cigar. That is exactly right. That is my point. We talk about drug and alcohol and somehow there is a stamp of legitimacy on one and not the other. I remember my problem in school was squaring that. There seemed to be a hypocrisy there. Do you all feel there is some hypocrisy? I know we have gotten more emphasis about drug abuse also, which is a good thing, but do you all feel that there is some hypocrisy or inconsistency in your parents saying, hey, don't do drugs and they are sitting there with a cocktail? I remember that was on my mind.

Mr. FAUNTROY. I see.

Mr. SAPP. Yes. Yesterday I saw in school, as a matter of fact, a paper that was passed out to the teachers. It said they are having this cash bar at a teacher gathering, and it is a cocktail party, and then they turn around and preach to you not to drink. I didn't really relate to that, but now that you say something—

Mr. WHITE. Do you all recognize the difference, say is there an air of legitimacy on alcohol use as opposed to not doing drug use? Do you all see a difference? Is there one in the minds of your fellow students?

Ms. HANLEY. I think some students see there is a difference because drugs are always illegal and drinking becomes legal when you are 21. People see adults drinking and it is perfectly accepted in society. So I think there is definitely—I can see people draw a line between drinking and taking drugs. But drinking is so much a problem in high school, I don't think people should see it that way.

Mr. WHITE. Thank you.

I remember that some of my peers felt that alcohol abuse was all right, that this was legitimate, this was legal, this was what our

parents did. Do you all see that in any of your peers, that it is legal and it is accepted behavior as opposed to not doing drugs? You say I am not doing drugs but I can drink, that is OK, it is legal.

Do you all see any of that? Do you see any encouragement toward alcohol use as an alternative to drug use?

Ms. AYER. I feel that especially in magazines, the media. We tend to glamorize drinking. I don't think one is more justifiable than the other, because you are polluting your body either way. It doesn't make it right. You can kill someone just the same as if you were on cocaine, so I don't see how it is justified.

Mr. WHITE. That concludes my questions. I thank you all and I want to say I am very impressed and encouraged by your articulateness and demeanor.

Mr. FAUNTROY. Thank you.

Mr. LEHMAN. Rob Lehman, staff member for Congressman Combest, who I hope will be able to make it down here.

I only have a few questions. I wanted to ask you if you felt all the money we have been spending on drug prevention, has that been getting through to any of the students, or do you feel there has been some progress made?

Ms. SAMEE. Yes, I think there has. We are here today and it has made an effect on us. There are lots of students, members of these clubs, who feel the same way, and who feel that drinking and drug use is wrong and that is a lot—you get a lot of that through pamphlets and material that you get as well as I think sports at school are a big advocate of nondrug use.

Like the crew teams and the football teams and basketball teams, they really go with the "you don't smoke, you don't drink, you don't use drugs, and if we catch you, that is it, goodbye." The money that has been spent has helped out, I think.

Mr. LEHMAN. Just one other question. When I was in high school, we didn't have all these organizations, so I do believe there have been some steps forward with the money that we have spent. I was wondering, do you feel that parental involvement in these organizations would help? I know with myself, a strong family unit was always very important to me, and in keeping friends of mine out of trouble. Do you find people with strong family backgrounds also tend to be less involved in this type of drug use?

Ms. HANLEY. I think the family is really an important part in fighting the battle against drugs. In the CARS Program, which I talked about earlier, we have student volunteers, but we also have parent volunteers, who sort of supervise on the nights that we have CARS. I think that makes a big difference just having the whole community involved, the students and the parents, everything like that, because if there is a strong home background and the students know that the parents are behind them and don't want them to take drugs and there is a definite leadership there, and the parents are involved, it makes a really big difference, I think.

Drug use often is a result of maybe a home where people don't care, the parents don't care about their children, or don't enforce the idea that drugs are wrong. Parents are a very important part of fighting drugs.

Mr. FAUNTROY. Thank you.

I wanted to yield to the final question of the panel from Marvin Fauntroy, representing the Youth Outreach Task Force.

Mr. MARVIN FAUNTROY. I would like to ask Sonia; she said something very alarming to me. I haven't been too long out of high school, and the school I went to the year before I got there, they had a lot of problems with drug selling and getting high in the school. The principal had come in and sort of cleaned that out. I was wondering how bad is the situation at T.C., without getting yourself in trouble? How bad is it? Do you stand in the hallway and say I have some crack here? Is it open or is it sort of—

Ms. SAMEE. That is a hard question. I have never been approached with somebody saying look, I have crack, do you want some, no. But the students know who to go to, you know. I know this person deals and this person deals, and it is common knowledge among the students. It is not hard at all to get drugs within 5 minutes from somebody.

Mr. MARVIN FAUNTROY. In the school?

Ms. SAMEE. In the school, yes.

Mr. MARVIN FAUNTROY. Is no one there that will say hey, do they know that it is a Federal offense?

Ms. SAMEE. Of course.

Mr. MARVIN FAUNTROY. Thank you so much.

Mr. FAUNTROY. Mr. Logen-el wants to speak to that.

Mr. LOGEN-EL. Thank you, Congressman and to panel members, I am Logen-el.

I would like to pick up on something that Doug said earlier, and that is, you know, we are in the presenting profession. It appears historically in this country that we rather wait downstream to fish the bodies out rather than move upstream where they are being thrown in.

When we make a close investigation of the resources that have been funneled historically into treatment programs, we find that a very minute percent has been allocated to prevention. One of the things that we know, because we know now that since drug education was first introduced into the public school system back in 1980, that basically what it has consisted of was the dissemination of didactic information regarding the psychoactive effect of drugs. It has taken the last 10 years when the researchers concluded that those approaches weren't working, the rationale being there is a correlation between the students increase in knowledge and decrease in drug use.

That doesn't hold true because people in the medical profession, it would appear, would have the greatest amount of knowledge, yet they have the highest degree of addiction in the medical profession. So, when we look at what is working and what isn't working, I think one of the things that Doug alluded to, and I applaud your efforts, because one of the things we know, one of the principles that works in education is that all learning has to, by necessity, begin with the learner's frame of reference, and that is why we have to applaud your effort to have these learners here to have their frame of reference.

The other thing that works is if we can empower these students with indigenous leadership to go back into their prospective peer cultures, many times they have a greater impact in terms of em-

powering their students than we so-called credentialed professionals. Many times we feel threatened by that, but we have this message from the students here at Alexandria, T.C. particularly, they have told you. We have students who have been delegates to the White House Conference, went to Florida and have facilitated workshops.

The program has national implications. It has begun to spread around the country, but you don't see these things magnified in the press. What you saw magnified in the press was about some of our athletes in Alexandria, because that is what the newspaper was selling.

So we set the students up to lose, and then we punish them for losing. Instead of setting them up to win, and doing as you are doing this morning, Congressman, rewarding them for winning, and I thank you.

Mr. FAUNTROY. I thank you.

We want to thank the entire panel from T.C. Williams. Thank you very much for your testimony.

[The prepared statement of T.C. Williams panel follows:]

U. S. HOUSE OF REPRESENTATIVES

Oversight Hearing

on

"Crime, Violence, and Drugs in Schools & Communities"

Testimony

before

the

SUBCOMMITTEE ON FISCAL AFFAIRS & HEALTH

of the

COMMITTEE ON THE DISTRICT OF COLUMBIA

by

HIGH SCHOOL STUDENT REPRESENTATIVES

from

T.C. Williams High School, Alexandria, VA

Tywana

~~Tywana~~ M. Whorley, Peer Advisor

Steven Sapp, President S.A.D.D Club

Fay Hanley, Officer: CARS Club

Aku Ayers, Member Current Issues Committee

Sonia Samee, Current Issue Committee

Mrs. Ellen Katzer

Mr. George Logen-el

June 2, 1989
9:00 A.M.

Hearing Room
1310A Longworth
HOB

We the students of T.C. Williams High School are concerned about the following issues:

(1) Many students are buying into "The Great American Dream," where money means power. Rather than striving to be successful by working hard, many students are getting caught up in a quick and dirty method of success namely the drug racket.

(2) Peer pressure is an extensive problem for today's students. Most students who use drugs do so with others. Their peers strongly influence other problem areas such as: relationships with parents, teachers, boy/girl relationships & mental health issues.

(3) Drugs, violence & crime are rampant, but students aren't given any real solutions by adults other than "Don't do this, Don't do that."

(4) Drug Trafficking & Accessibility: (a) Who is taking responsibility to stop the dealers? (b) What are they doing about it?

Who is patrolling our streets and other areas known as the "partying spots?"

(5) Drunk Driving. Teenagers are at very high risk for death and significant risk for serious injury due to drinking & driving.

(6) Excessive drug use goes on by teenagers, but no one is there to really stop it. Who is responsible? Parents? Schools? Community?

(7) Parents in the Washington area are often into work, work, work! Much of the concept of the traditional family is gone. Students are often alone growing up without the benefit of a parent to reinforce values.

At T.C. Williams High School we have the following forums for dealing with these problems:

(1) SADD Club - Students Against Drunk/Drugged Drivers formed in September of 1988 as a result of personal concerns for students by Steven Sapp. Supported by concerned students and parents SADD aims to distribute information and knowledge about the problems of drinking/drugging and driving. SADD has had a December Sit-In to protest drinking & driving, various media campaigns, and is currently working with the Current Issues Committee (and WRAP - Washington Regional Alcohol Program) on Project Graduation - Promoting a safe graduation season. Additionally SADD is promoting alternatives to drugs & alcohol with (a) drug-free parties (b) an all-night after graduation party (c) promoting nonalcoholic drinks (d) the club promotes positive activities for students.

(2) Peer Advisors are students who are trained to use a skill level program called "The Getting Away Clean Program." The interpersonal skills are designed to empower students to effectively resist a variety

of negative peer pressure situations by thinking productively, processing information and creating a quick response. Students who are Peer Advisors help other students who are dealing with peer pressure and other problems.

(3) CARS (Catch a Ride Safely) is a student-run service organization, which offers a free & safe ride home (for any reason) to students of Alexandria's Secondary schools on Friday & Saturday nights between 9:30 pm & 1:30 am. CARS has been extremely successful because it accept's drunk driving as a problem and takes an active approach to solving it. CARS has over 100 student volunteers & many adult volunteers. Last year CARS transported over 400 students. Community businesses are involved by donating food to the volunteer workers.

(4) The Current Issues Committee promotes self awareness of political & social issues through media campaigns, protests & student activism. The committee has sponsored guest speakers, disseminated information and has been involved (this year with SADD) on the Project Graduation Campaign.

The students have the following additional suggestions on the afore mentioned problems:

(1) Teachers & Parents need better information about recognizing the signs & symptoms of substance abuse. Then they need a plan of action.

(2) Users & students need a safe & confidential place to talk to trained professionals about drugs & other things.

(3) Students need to be given information about drugs using a more scare tactic approach.

(4) There needs to be more incentives to encourage student cooperation for getting rid of dealers.

(5) The community needs to clean up the party spots, such as Ft. Ward Park & The Masonic Temple area by more police patrolling.

(6) Parents need to look at their own drug & alcohol use.

(7) Parents need to spend more time in teaching their children what they want them to know rather than what they want them to have.

(8) The government needs to take more action: (a) by destroying the fields of drugs in those countries where drugs are being produced. (b) by placing economic sanctions on those countries who fail to halt drug production (c) if these measures don't work, then drug legalization might be considered as a help to curbing the national deficit.

Mr. FAUNTROY. We are moving on to the next panel with Montgomery County high schools. I will ask the representatives from Gaithersburg High School, Sherwood High School, Walt Whitman High School and the Paint Branch High School.

Would you come up to the table? Young people, as you come to the witness table, I want to ask first that you take your time and give us your name clearly and slowly over the microphone so that the reporter can make sure that she gets your name just as it is, because when your grandchildren read the record of how on June 2, way back in 1989, you testified before Doug Williams and Members of the Congress of the United States, I am going to make sure that your name is spelled correctly because you spoke very clearly.

Thank you so very much, you young people from the Montgomery County high schools. You all may proceed in whichever manner you choose.

STATEMENT OF EDWARD MASOOD, DIRECTOR, DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION, MONTGOMERY COUNTY SCHOOLS

Mr. MASOOD. Thank you, Hon. Congressman Fauntroy, members of the Subcommittee on Fiscal Affairs and Health. My name is Edward Masood. I am the director for the Department of health and physical education in Montgomery County schools, and the students here today represent our 130,000 students in the public, private, and parochial schools which number approximately 300, K through 12. We have 161 public schools and several additional people decided to have their own school in addition to what we fund taxwise.

We represent a range from Montgomery Blair High School which is what we classify almost as an urban setting school, 152 languages, to another part of our 550-square-mile county, Poolesville High School, a 7 through 12 high school with a total of 400 kids. The kids range to as many as 2,000 students and represent the diversity of what we see in the entire national setting, from the extremely indigent socioeconomic, negatively impacted students to those who are extremely advantaged, and the extremely high-income areas of Potomac and other parts of our county. I think we represent an excellent cross section of the country, all in one little jurisdiction, just to your northwest.

We appreciate the opportunity that you have given us to be here today.

The other thing that our student panel represents is a continuum of students who are unaffected by alcohol and drugs. They are in effect drug free, not only themselves but in their home setting where they are not children of those who are chemically dependent, to the range of students who are, in fact, here today from Phoenix School, which is an alternative setting for students who have alcohol and/or drug addiction problems, and they cannot function in the natural school setting.

Therefore, we have an intensive effort in an alternative program where they do, in fact, undergo counseling, therapy, urinalysis, drug testing, while they go on to pursue their educational degree. So we brought you the range of continuum of students as well.

With that, I would like to introduce some of our adult advisors who are here.

Mr. FAUNTROY. Thank you.

Mr. MASOOD. We are going to start out with the program we call Youth Speak Out, which is something unique to our community, and the director of Youth Speak Out is Helen Pelikan.

Helen, you may want to make a comment.

Ms. PELIKAN. I am Helen Pelikan, director of Youth Speak Out. I want to commend you for listening to our young people. That is exactly the process that has happened in Montgomery County in which the schools, the county government, and the community have come together to work with the students, not doing programs to them or for them, but it is a joint effort, and you will be able to hear how they have done it.

Mr. FAUNTROY. Thank you—Youth Speak Out.

Let's hear from you. Speak up and out.

STATEMENT OF JAMES HUNG

Mr. HUNG. Hello. My name is James Hung. I am a sophomore attending the Quince Orchard High School.

A few years ago a new program was begun in Montgomery County. The name of this program is Youth Speak Out. The Youth Speak Out is an opportunity for youth to express their views or concerns on issues that they face. While working in small groups and being led by trained facilitators, students voice their opinions about problems and possible solutions.

Students work in highly diverse groups so as to generate a wide array of ideas and to reduce the chances of peer pressure. Also, confidentiality in these small groups is strictly enforced to prevent social pressure. Youth involvement occurs throughout the program. Beginning with planning and advisory groups, students participate in almost all aspects of their speak out.

The first Youth Speak Out took place in 1987 and 1988. Three Youth Speak Outs were conducted in the different areas of Montgomery County. From the information and knowledge gained, a report was written by participants of the Youth Speak Out. This report was introduced with Sidney Kramer, county executive, as well as all of Montgomery County, in April 1988.

To implement the recommendations outlined in the report, Mr. Kramer appointed 30 high school students to form the Youth Speak Out Ad Hoc Committee. From there, the committee focused on important issues found in the report, such as communication, pressure, student involved in the educational process, and alternative youth activities.

One of the issues that both youth and adult express concern for was the lack of effective communication within families of youth throughout the community at large. Both youth and adults agree that communication is the barrier between each other, and if it was opened up, many other problems would be solved.

This deficit in communication may foster greater problems, such as frustration, depression, violence or experimentation with drugs or alcohol. Therefore, many students and adults conclude that communication is the real problem.

Students favor community support groups and counseling, both peer and adult, promote interaction and discussion among people. Programs already instigated, like shop, students helping other people, are inundated by students with problems and concerns.

The Youth Speak Out Program was developed to find these problems and how students solve them together. This program is a unique, special, and a new way to solve problems. With these beneficial characteristics, the Youth Speak Out Program may become the winning edge in the war against the problems that youth face today.

Thank you.

Mr. FAUNTROY. Thank you so much, James.

Next witness.

STATEMENT OF JEREMIAH BENNETT

Mr. BENNETT. Hi, my name is Jeremiah Bennett. I am a senior at Walt Whitman High School in Bethesda, Maryland. I am also on the Youth Speak Out Committee.

The Youth Speak Out Program has pulled together a diverse group of students from all across Montgomery County to discuss the issues and problems we as students face. One issue that often comes up is drugs.

As students we are faced with many stresses and conflicts, a number of which stem from or lead to drug use. But in saying this, we want to express that we don't see student drug use and abuse as a problem in and of itself, but rather as a symptom of deeper problems facing us.

One problem is that we often don't feel like we really count in the system. We feel like the schools are run by adults who may or may not know who we are as individual people. They don't know my particular situation, what pressures are facing me or what I care about. We feel that by bringing our views into the decisions that affect us, the schools and communities would give us a sense of belonging.

Also, we feel that the schools can't address our problems until they listen to us. Drug abuse, violence, suicide, teen pregnancy are serious issues that every student faces, and I don't think adults can just give their answers to us anymore. It is going to take student ideas to answer problems faced by students.

Another problem is the lack of things to do that don't involve being around or using drugs and alcohol. One popular suggestion for dealing with this problem is creating drug- and alcohol-free, under-21 nightclubs for us to hang out at. Another is to have coffee-house type places near schools for students to study in and hang out at. These places have to be safe havens where students can feel free of the stresses of having to deal with parents and teachers, and also safe havens from drugs and violence.

We feel these suggestions can and will work, and when we had an under-21 nightclub at a hotel, it was a great success. This is being accomplished by students with government and community support.

The lack of productive communication, as Jimmy said, was also a big problem, and we see this as a problem that takes place between

students and teachers and students and parents and also teachers and parents, and the entire community. One aspect of this problem is that students and parents don't eat dinner together often or if they do, it is the time that all the unpleasant issues come up. "Are you failing this or that class? Why haven't you done your chores? Where were you last night?"

The result often is that families don't or don't want to eat together, and might seldom find other valuable time to be together. Family life becomes yet another stress, contributing to the problems of drug abuse and teen suicide.

The students involved in the Youth Speak Out process decided this was a serious problem that had to be dealt with. What we did was to publicize family meet-to-eat night. We put out information and held a contest for those families that agreed to participate. The prizes were free dinners donated by local restaurants. The event was a huge success. Over 3,000 people took part, eating together in their homes, at restaurants, in church-sponsored, you know, potluck dinner situations, and the idea was a time where people could be together, in the family, without having the stresses of "did you do your chore, homework," and all that stuff, so that we can build a network to support students.

My main point in all this is that we students are facing difficult issues and problems, and that the way to start solving these is to start listening to students. I know at my own school, drugs are a problem to a large extent. It is not so much that people are selling in the halls, but if you want them, you can get them, and with the more academic achievers there is a problem of cocaine being used as a way to spend all night on that report you have to do so that you can get the grade in the class, and then maybe pot to relax afterward or whatever, you know, using artificial means to deal with the pressures of school.

There is another problem that students who don't feel like they are part of the process any more, they don't feel like the teachers really know what is going on with them, and therefore there is really no way the school can reach them. There is no way adults can reach them. The information they are getting on drugs are from each other, they are from drug dealers, they are just—a lot of it is not true. People don't think drugs are addictive that really are, and by the time they find out, it is too late.

My feeling is that drugs are available, and it is going to be really hard to make it so the drugs aren't available, and the most immediate thing that needs to be done is changing students' ideas about drugs and making it so that drug use is stopped by people saying no. You can't do that just by saying, "Say no." You have to do it by involving students, by convincing students, by teaching students.

Mr. FAUNTROY. My, my. Thank you so very much. Let's go to the next one. We want to thank you, Jeremiah, a very worthwhile contribution.

Yes?

STATEMENT OF EBONY GRAHAM

Ms. GRAHAM. My name is Ebony Graham. I attend Sherwood High School in Olney, Maryland.

I am here to talk with you about sex education. It is hard for young people to handle sexuality. We notice body changes and have an interest in sex. We also have questions that too often are answered with bad experience. The experience of sex without commitment, broken relationships, feeling unloved, low self-esteem, indiscriminate partners, venereal diseases, teenage pregnancy, et cetera.

The solution—I am a strong advocate of sex education in all schools. I would recommend a neighborhood sex education course for parents. Our parents often have not had experience with helping their children to learn the consequences of AIDS and other venereal diseases.

A special mail box in a designated place in the school for teens who have sexual questions, a closed system so that the questioner remains anonymous, a question would be answered by a mature, responsible adult, a family life course designed to inform teenagers of the responsibilities of caring for themselves and of parenting. This course might include problem-solving skills.

“D, a sex education course all through the school year, which emphasizes the negative consequences and positive alternatives in dealing with sexuality.”

I believe that the implementation of my few and many more ideas will benefit the youth with higher self-esteem, will enable parents in the community to be responsive to questions and aware of problems and will enable the schools to prepare students even more for adult life.

Thank you.

Mr. FAUNTROY. I thank you.

Reporter, are you having any difficulty getting this down? Isn't it great? My goodness, I just can't wait to see this in print. I am going to send this to every Member of the Congress.

Let's go to the next one.

Mr. MASOOD. We copyrighted it.

Mr. FAUNTROY. Next witness.

STATEMENT OF JASON HOFFMAN

Mr. HOFFMAN. My name is Jason Hoffman. I attend Gaithersburg High School. I am also a member of the Youth Speak Out Committee.

Pressure has been consistently cited at all the Youth Speak Out forums as one of the principal problems facing the Montgomery County student population. Students who attended these forums expressed their concerns that pressure caused depression, suicide, and the abuse of alcohol and drugs. Pressure results in students turning to forms of escapism.

We should keep in mind that these examples are merely symptoms of the problem and that the problem will persist and perhaps get worse until we address the sources of pressure.

One of the goals of the Youth Speak Out Committee was to identify the main sources of pressure and the degree to which these pressures impact on teens. We felt the need to get a wide range of opinions and develop a consensus on the sources of pressure and the relative amount of pressure derived from each source.

After consulting with the Health and Wellness Subcommittee of the Coalition on Children and Youth, we determined that a survey of the students would be the best method of obtaining this needed information.

For approximately 6 months, our committee worked to develop questions and a system of distribution for the survey. As a matter of fact, issues addressed in the survey included academic pressures, family pressures, sex-related pressures, and social pressures, including racial, cultural, and religious issues.

In formatting the survey, the committee consulted with the staff from the University of Maryland Pediatric Research Center to assist in designing clear and effective questions. We field tested the survey twice to assure the clarity of the questions and to estimate the time involved for taking the survey.

The Youth Speak Out Committee has a student liaison in each public junior and senior high and most private schools in the county. Each liaison was given surveys to distribute in their respective school. Surveys were also given to teenagers at youth service bureaus, boys and girls homes, boys and girls clubs, and religious youth groups.

Twelve-hundred surveys in all were distributed. We are very pleased to get 729 responses, a significant sample that we feel fairly represents the junior and senior high school age population.

The questionnaires were not distributed until April, and it was only 2 weeks ago that we were able to get back the first data runs. We have not had time to do a complete analysis and hope to continue working on this task over the next several months and issue a written report in the fall.

We have been able, from a quick initial review, to gather certain information that we feel has important implications.

Drugs and alcohol: Surprisingly, only 5 to 10 percent of the students surveyed report feeling pressured to use drugs or alcohol. Students also reported that they are less inclined to use drugs or alcohol to reduce stress or pressures.

Sexuality: One-third of the students surveyed reported feeling pressure to become sexually active, but the highest pressure appears to be in the 14- to 15-year age group. We need to study further how to target preventive messages to this population. One-third of the students surveyed had fears about AIDS, pregnancy, and sexually transmitted diseases, with AIDS being the highest reported fear.

Academics: Students reported highest stress factors clearly in the area of academics. Pressure to achieve academically comes from both parents and the students themselves.

Our present recommendations are based on the preliminary results of the survey. Other recommendations and further detail will be possible when the data has been more thoroughly analyzed.

We recommend more low-stress options for spending leisure time, expansion of opportunities for youth to participate in community activities, obtaining student input and being aware of the pressures created by massive workloads.

Teachers could more effectively coordinate assignments, increased use and development of peer counseling programs, identification of adults besides guidance counselors who are sensitive to

youth issues and available to discuss any youth concerns, and we also support the development of two new teen centers which would give students a place to hang out after school.

The strongest force that we have to combat drugs and alcohol, or anything, for that matter, is the family. But in today's day and age we are losing that family. Families do not have the time together at the dinner table they once had. We see no time for children to talk to their parents and for parents to talk to their children.

Families teach values to their children, but when the family structure does not exist, children are not taught the differences between right and wrong and good and bad. If we spend money to put the family back on its feet, then today's children will be taught right from wrong.

We need to educate and make time for the family. We can place counselors in shelters, housing projects, or just about anyplace to help the members of a family communicate with one another.

The other side is making time for the families to communicate. The Youth Speak Out Committee has taken a bold step in the right direction by having the family meet-to-eat day where families have the chance to communicate. To really help out the family, business and government should work in a concerted effort to support the family activities and provide the time that families need, time they currently don't have.

Hopefully, other steps to putting the family back on its feet will soon follow. For this to work, we need to start now. We need to accept the fact that we can't get rid of this drug problem in a day, a week, a month, or even a year. It is a long-term process, but it can be accomplished. We just have to nip it from the right side.

At the present time, we are dealing with the supply side. I said before we would like to blow up places where cocaine is being grown and things like that.

There is also the demand side, and we have our programs and your suggestion was the Doug Williams pin. Those kinds of things, I applaud people for those kinds of efforts, but that is just like saying—that is just one part of it. That is putting one dent into the system. What we need to do is start at the beginning, teach kids the difference between right and wrong and good and bad about drugs and alcohol.

I think that the Youth Speak Out Committee has shown the kids that kids can really do something. Look at everything we have accomplished in just 1 year. Just imagine what we could do in 10 years.

Finally, I would really appreciate it if all of you would take the time to listen to us youth. We do have something to say, and we are glad that there are people out there who really value our comments and suggestions.

Thank you very much.

Mr. FAUNTROY. We thank you, Jason, for making that point. We really do value your ideas and your comments.

Next witness.

STATEMENT OF WENDY TOMASINI

Ms. TOMASINI. Hi, my name is Wendy Tomasini. I am a junior at Damascus High School.

I would like to talk a little bit about SHOP, Students Helping Other People. SHOP is a peer counseling group for students. It also is a community, drug and alcohol support group for students. We meet at night, and it helps provide students with alternative school lives with an alternative to drugs and alcohol. It is a family setting, and we preach confidentiality.

The confidentiality is very important. It has never been broken.

Not all high schools in Montgomery County have this alternative. Training programs could be set up, however, and my SHOP group is willing to help other high schools have SHOP's.

SHOP is like SADD. It advises against drug and alcohol use. It helps combat them and through action plans, which basically are attention getters, we can help to fight drugs and alcohol in our school.

A few of the things that we have done in my high school are what is known as DOA, not dead on arrival, but drive on alive. We have had a few speakers, such as pharmacologists, a commander of the United States Navy, Commander Fogelson.

We have also had something called Ghost Day. Ghost Day is when we take a percentage of the senior class that will die in drug or alcohol-related accidents, and we paint their faces gray. They walk into school the next day, and they don't talk to their friends; they don't talk to their teachers. Teachers are notified ahead of time, and for that day they are dead. At the end of the day or during that day, we will have an assembly to describe why these students aren't talking. It usually is very effective, and it was at my school.

In the upper Montgomery County area, a major problem is that minors are purchasing alcohol. Many small-owned liquor stores are not necessarily condoning illegal purchasing. However, they are not aware of it. Minors should be recognized as such and should not be able to purchase alcohol.

The atmosphere of my high school is one of major alcohol abuse. Students feel that the every-weekend party atmosphere is their answer to popularity and success in their high school careers and academic members of Montgomery County. This mind set can only be avoided by offering an alternative to this atmosphere.

SHOP, SADD, and other drug-free organizations need to be publicized and spread throughout the country in order to give students a place to turn to free themselves of the pressures that alcohol and drugs bring.

Thank you.

Mr. FAUNTROY. We thank you, Wendy.

Our next witness.

Mr. MASOOD. At this time, I would like to introduce Ms. Sally Eller, a teacher at the Phoenix II School, and she can give you a brief statement on the background of that school and then introduce the two students with her today.

Sally?

SALLY ELLER, TEACHER, PHOENIX II SCHOOL

Ms. ELLER. Thank you.

I just wanted to mention the Phoenix II School is an alternative school for students who became so involved with drugs and alcohol that they were dropping out of their regular high school program—could not be successful there.

Another important point is this is a voluntary program. Students decide on their own that they want their diploma badly enough that they will go through a recovery process to give up their drugs and alcohol.

We have two issues we want to speak about today. Kathleen is going to speak about the alcohol abuse issue in our schools and Tony is going to talk about what it takes to really get a teenage student through the recovery process.

Mr. FAUNTROY. All right.

Kathleen?

STATEMENT OF KATHLEEN POPP

Ms. POPP. Hi, I am Kathleen. I recently graduated from the Phoenix II School after attending Gaithersburg. I am going to talk a little about my alcohol problem and how it started and what went on with it.

I started drinking, I guess, when I was in the 7th grade to be accepted. I was a really shy person, so I figured if I drank, I could come out of my shell. I did, but I still maintained my honor-roll grades and I was on the swim team, and I was really into academics. But my family has a major alcoholic and drug-addict background, and then in the 8th grade, my sister committed suicide under the influence, and that made me more inclined to drink to get rid of my problems. So I began to drink every weekend. Then, as I got into high school, I started Gaithersburg, and the party scene was there. I felt as though I wanted to fit in, and I didn't know what else to do.

I had been partying for about 2 years, and there were no other options. I wanted to be cool and hang out with everybody. My grades dropped drastically. I began to get E's and D's.

My family life has always been kind of low and not real personal. So I spent a lot of time away from my home, and I dropped the swim team. I hung out with a lot of delinquents that I naturally would not have hung out with. It ended up that I drove drunk a lot. My parents enabled me. They bought me my own car. I drank in my house in front of my parents. I left the stuff around, probably because I wanted them to know.

I lost a lot of family closeness and closeness with friends that didn't use. I became promiscuous. I dated a lot of guys. My self-esteem was so low, I didn't care about myself. I became real depressed in the end and very suicidal. I figured I had no self-worth.

I wasn't going to go to college, if I could finish high school even. So on November 8 of this year, I came home very drunk and asked my parents to sign me into PI. They said, no, they didn't want to do it. Then finally my nephew, who is just a little younger than I, came in and said they had to, I was going crazy. So I entered PI for only 2 weeks and had my parents take me out because I didn't

want to stop using. But then I got out and I started attending AA meetings. I decided that I wanted to stay clean. I was becoming happier and I was feeling much better about myself.

So then I entered the Phoenix II School. I cut all ties with any friends that I had used with. I hang out only with sober people. I only go to sober activities.

The Phoenix II School has meant a lot to me just because we go rock climbing and all this stuff. It is such a good alternative, and it has helped me a lot to see that I don't need drugs or alcohol.

Thank you.

Mr. FAUNTROY. Thank you. My goodness. Thank you, Kathleen.

STATEMENT OF ANTHONY GRAY

Mr. GRAY. Hello, my name is Anthony Gray, and I am now going to Phoenix II School.

I started using when I was 15 years old. I started using because I wanted to get around, meet more people in high school. I went from alcohol to cocaine in a matter of 3 years.

While going to Gaithersburg High School—my old school—I started using cocaine. I had no friends whatsoever because my friend was cocaine. I was dependent on this drug. Everything I did I had to use this drug. I used it every day, Sunday through Sunday, 4 or 5 hours a day. All through this time I was really nervous. I had no communication with my family. I went home, I slept at home, I ate at home. But when I left home, it was all due to drugs. I went out and used drugs through the day.

I got into the Phoenix Program, and while I have been there, it took me 6 months to really understand that I had a problem while in the program. I really didn't believe that I had a problem with anyone or with the drugs.

Phoenix during this time was really trying to kick me out of the program. I was kicked out of Gaithersburg, I got into Phoenix, and they were trying to put me out. But during this time, I tried to scam my way through because the result that I wanted to use, I didn't know how to stop using. I wanted a good thing during this time. I wanted my diploma, and the only way to get that was to stay in school. So I conned my way into staying at Phoenix, but to still use. So during the month of October, they were going to put me out, and they were really serious.

My mom was serious. She was going to put me out of the house, and I was really scared and didn't know what to do. They gave me an alternative to go to a rehabilitation center, which I did go. I was really scared then. I stayed there for 60 days and went back to the Phoenix Program.

All this time, I can look back today and I can see that Phoenix has helped me. They stuck with me. People in rehabilitation stuck with me—a lot of friends in there.

I am closer with my parents, and I feel that people today really do—people using today don't know they have a problem unless they are sober for a couple of days. They need that. While they are dependent on this drug and have this drug in their system, they will not know if they have a problem or not.

I feel that they have given us a lot of rehabilitation centers, alternative places to go, and these places are needed by the kids today.

I have been talking to several junior high and elementary schools for the past 6 months, and this is because I know what I went through. I hate to see other people go through what I went through.

Thank you.

Mr. FAUNTROY. Thank you so very much, both Anthony and Kathleen, for your very penetrating testimony and for the real model that you are becoming for young people throughout this area.

Mr. Masood.

Mr. MASOOD. Yes, Congressman, I just want to introduce to you our county substance abuse prevention coordinator, Ms. Carol Giannini, who will give concluding comments.

At that time, we will have students or any of the adult advisors respond to questions you may have.

Mr. FAUNTROY. Thank you.

STATEMENT OF CAROL GIANNINI, MONTGOMERY COUNTY SUBSTANCE ABUSE PREVENTION COORDINATOR

Ms. GIANNINI. Thank you very much for the opportunity to speak to you all today.

As you can hear, it is a tough act to follow, but what we really believe and accept in Montgomery County is the importance of the whole concept of involving peer to peer, whether it is kids talking to kids, parents talking to parents, that we have to do more of that kind of activity in terms of prevention, and in terms of coordination. That it is very imperative that all the different disciplines that work together are working out there, whether you are a social worker or employer or whatever. That these must all be coordinated, trained in drug education, and able to convey a consistent message to the public, to the young people that we have.

We also recognize in Montgomery County the importance of a systems approach to dealing with the problem of drug abuse. By that I mean that there is a balance of services and funding and all of the opportunities between prevention, treatment, and enforcement, all three areas must be consistently balanced in order for us to do a good job at what we have to get done. The government really should be encouraged to provide incentives or opportunity for creative solutions.

I don't think government should have to solve it. I don't think it is able to solve it. We have a lot of creative, brilliant people here. You have heard them here in this room today. They should be involved in the solutions, and that is something that we have been starting on in the last couple of years. We are finding that it is working, that it is spreading the message further and giving opportunities for people to take control of their own lives, their own situation, and their own success.

And last, another thing I wanted to emphasize was we hear over and over when we talk to these kids—we hold meetings, and only 20 adults show up, and yet they say we don't know what our re-

sources are, we don't know where everything is. We need to reach our families, we need to reach the adults in our society, and get them empowered again to realize that they have a tremendous role to play with their young people before high school, and in the middle school age groups.

Thank you very much for having us.

Mr. FAUNTROY. I want to thank you, and I can't tell you how impressed I am with the program that you have in Montgomery County to combat drug and alcohol abuse. I can't thank you enough, Mr. Masood, for bringing these alert, articulate, thoughtful and in many instances brilliant young people to share this invaluable information with us on what has to be done among the students where the rubber hits the road on this serious problem.

I do have a couple of questions. The first runs to the Phoenix II School.

Is that a public school?

Ms. ELLER. Yes. Montgomery County public schools in the division of special and alternative education funded entirely by the board of education.

Mr. FAUNTROY. How many students do you have?

Ms. ELLER. We have two sites serving a total of 52 students, one down county and one up county.

Mr. FAUNTROY. They get a full complement of educational services as well as—

Ms. ELLER. Exactly. They get their full curriculum of courses which fulfill their graduation requirements. Students generally stay with us a year to a year and a half. Then they return to their high schools or they get their diploma and graduate at that time if they are serious.

Kathleen just graduated last weekend. Anthony will graduate in August.

Mr. FAUNTROY. It is wonderful. How long has the school been operating?

Ms. ELLER. The school has been operating since 1979.

Mr. FAUNTROY. I see. Do you have any statistics on recovery?

Ms. ELLER. On the success? That is a difficult question. Do you want statistics in terms of 1 month, 1 year, 2 years?

All of our students, while they are in the program, I would say—we haven't had anyone who has shown any evidence of drug or alcohol use since January; the students I have in Phoenix II. When they leave, it depends on the support still out there.

I emphasize it is a long process for an adolescent to overcome drug addiction, and they need continued support. Ours is an intensive outpatient. We offer a once-a-week group followup for those students who leave. They also have to be very involved in the evening fellowship groups of Alcoholics Anonymous, Narcotics Anonymous in order to make it.

Mr. MASOOD. Mr. Chairman, in the packet there is a reference to our annual alcohol and drug abuse report to the board of education, which cites a total of nine alternative and supplementary programs which last year provided treatment spots for educational treatment, combined slots for 800 of our 100,000 students.

We certainly plan to continue increasing as the need increases.

Mr. FAUNTROY. Second, James Hung and Jeremiah Bennett, you certainly have impressed me with the Youth Speak Out Program, and I shall certainly be recommending it very strongly to our colleagues in the Congress to be tried in their own districts.

I have one question of Edna Graham.

Ms. GRAHAM. Ebony.

Mr. FAUNTROY. I'm sorry, Ebony Graham.

You mentioned the need for neighborhood sex education for parents.

Ms. GRAHAM. Yes.

Mr. FAUNTROY. Could you give us an idea of how that works?

Ms. GRAHAM. Well, I would recommend sex education courses for parents because I feel that one of the main problems that—along with drug addiction, sex is often overlooked when it comes to parents discussing it with their children or teenagers. I feel that they need to talk about sex, AIDS, and other sexually transmitted diseases, and they need to feel open about it. I think that this course might help them feel more comfortable with saying it.

Mr. FAUNTROY. Where do you see the course taking place, in churches or in community centers or in schools themselves?

Ms. GRAHAM. I think it would be a good idea if they would take place in churches so that teens can feel that along with church, church offers a place where sex can be taught in a positive way in church, and they wouldn't feel like it is either one or the other; sex is bad and church is good. Do you understand what I am saying?

Mr. FAUNTROY. Oh, yes.

Mr. MASOOD. Reverend Fauntroy does.

Mr. FAUNTROY. I got the message.

Jeremiah, you mentioned a concept that I think is worth exploring a little further, and that is this idea of safe haven from parents and teachers and a safe haven from drugs that might take the form of the drug-free, parent-free, teacher-free nightclubs.

Mr. BENNETT. Yes, because one thing I think is a problem is that students, because they feel they want a safe haven from parents and teachers, go to whatever happens to be open, and right now what happens to be open are parties with a lot of drugs and a lot of alcohol or nightclubs where you might want to see a good band that is playing but also there is going to be a lot of alcohol flowing.

The idea here is to give people options, to make it so that you can get that without getting the drugs and alcohol, so that there is a place where people can go. I think a nightclub would be a great idea. That is one thing that is really popular.

There was one night where we had that happen at a local hotel in the ballroom, and it was just a tremendous success. A lot of people came. It was just a great time.

The idea is to give places like that and possibly coffee house type places where people could go during the afternoon or evening to either study or just hang out so that there are alternatives. So it is not just "don't do this" and sit home and be bored. It is don't do drugs, but have a good time.

Mr. FAUNTROY. As with Ebony's idea of sex education training for parents, on how you share the information with the young people, I like, and therefore I want to ask you, where do you see

such nightclubs and gathering places being developed in the community and by whom?

Mr. BENNETT. When you say where, do you mean physically where?

Mr. FAUNTROY. Yes.

Mr. BENNETT. I am not sure. One thing we are exploring in our group are local clubs to give a night or hotels to give their ballroom or something, or possibly to build a place if there is enough support, and in terms of the planning, I think it needs to be a cooperative effort. If adults just get together and plan this out, they are not going to be sure that it is what students really want.

It is a shame to spend all that money and have it not really be attractive to the people who it is intended for. It needs to be a group consisting of students to give the ideas of how to do it, and community leaders to figure out, you know, where and how to get the funding and things like that, and parents, too, you know, to be involved and know that this is a place that is good for their children to be able to go to. So it just needs to be a cooperative effort and it needs to be involving students in a very active way.

Mr. FAUNTROY. Finally on that question, do you think it would be a good business venture?

Mr. BENNETT. I think it probably would be. I think there is a lack of such places right now.

I know that from my own standpoint, it is a real pain when there is a band I want to see playing, and the only way to do that is to try to sneak into a club. It is not a matter of wanting to drink. It is a matter of wanting to go out and have a good time.

I think if a place could capitalize on that and maybe you could make it even a better business venture by providing some sort of incentive in zoning or in taxes. I don't quite know exactly how, but if you could combine a lot of different groups, you could make something that would be economically viable, I think.

Mr. FAUNTROY. Well, my 5 minutes has expired.

Would you care to—

Mr. WHITE. Thank you, Mr. Chairman.

Again, I am very impressed by the level of thought and quality of the panelists. I was especially moved by Kathleen's testimony and I will start with her with somewhat of a silly question.

Have any of your problems or troubles that bothered you, did they ever go away or get any better when you drank?

Ms. POPP. No. I just suppressed them all. Then when I stopped drinking, I had to go through them all and work them all out.

Mr. WHITE. When you woke up in the morning, it was worse?

Ms. POPP. When I woke up in the morning when I was drinking, I would drink again, so it was a continuous cycle. So I never had to feel.

Mr. WHITE. I really commend you for your courage and your sobriety.

Two, if I could ask all the students, again I am drawing on my own experience, do you all—have any of you or do you have friends or do you all perceive an attitude that students can resort to drugs or alcohol and because of the intoxication, use that as an excuse for behavior they wouldn't otherwise be able to do; get friendly with a girl that they would be too embarrassed to get friendly with? Now

they are drunk and they can do it. Is that pressure there still? Do you all realize that or feel that?

Mr. GRAY. If I can understand—what I figure you are saying is, while under the influence of drugs or alcohol, it would definitely be easier to speak to the opposite sex. It definitely would be easier I feel, because many times I have done it. I mean, that is the only way because while under the influence, I had—there is no stopping me now, you know. I mean, I feel that while under, I could do what I want and say what I want, you know, and have no feelings toward, you know, whenever I say or do, that is how I see it.

Mr. WHITE. Thank you.

Ebony, I was interested in your novel approach that perhaps we could do some more work with the parents and the older people. Do you see some way of making parents do that? Obviously, we could do anything voluntarily we want, but we don't seem to be doing anything. Would you see an instance, say, if a young girl were to become pregnant, if her parents should have to come in for counseling, would you see a time where the government should come in and say, "You have to do this," or would it all be voluntary?

Ms. GRAHAM. Well, I am not recommending that it be a requirement for any parents to come in. I am saying that if they feel that they lack self-knowledge about sex education and want to have their teens have a better understanding of the subject and they want it to come from them and not from somebody else on the street, the understanding, I believe that they should attend those courses.

Mr. WHITE. Thank you.

I yield the balance of my time.

Mr. MASOOD. Mr. White, there are concerns about Federal legislation to deal with issues of confidentiality which may preclude us from forcing parents to do that, you know, so we have to look at some of the regulations on the books now, and what we would propose to consider to address issues such as the one you have questioned.

Mr. WHITE. I understand. Thank you.

Mr. MARVIN FAUNTROY. I would just like to talk to the two students at Phoenix. I would like to ask Kathleen a question.

You mentioned that when you realized you had a problem, and you confronted your parents, now looking back on it, do you know why they were neglectful to really help you out?

Ms. POPP. My parents use. They drink constantly on a daily basis, as most of my family does, and my brother is heavily into drugs. They are just in denial. They still don't really admit that I have a problem, so I have to work through it myself.

Mr. MARVIN FAUNTROY. I would like to commend you for your courage on being able to take a stand for yourself and being able to start to overcome the problem.

Tony, I would like to ask you, you said you started using cocaine at the age of 15?

Mr. GRAY. No, I started using at the age of 15. I started cocaine at 17.

Mr. MARVIN FAUNTROY. Where did you get the cocaine from? Did someone approach you or did you know people?

Mr. GRAY. When I first started using cocaine, I was with a person and I was already under the influence, and it was something I never tried before, so I wanted to try and I went on and tried it.

Mr. MARVIN FAUNTROY. You never did try to sell it or anything?

Mr. GRAY. No.

Mr. MARVIN FAUNTROY. OK.

Mr. FAUNTROY. I thank each and every one of you. You have made an outstanding contribution to our knowledge and understanding, and I am sure that when this public record is published, a great many people will be interested in the knowledge you have shared with us. Thank you so very much from the public schools of Montgomery County.

Mr. MASOOD. Thank you.

Mr. FAUNTROY. Next?

STATEMENT OF GRETCHEN C. GENRICH

Miss GENRICH. Distinguished chairman, honorable Members, and professional Virginia colleagues, classmates, and friends, it is a genuine honor for me to participate in these important and historic Metropolitan Washington hearings focusing attention on what we as students believe to be the problems and the solutions to the malignant growth of substance abuse and drug addiction.

For purposes of introduction, my name is Gretchen Genrich, and I am a 13-year-old eighth-grade student at Robinson Intermediate School in Fairfax County, Virginia. I am the oldest of four children.

In addition to my academic pursuits at Robinson, I have also been able to work in a local pet store for the past 5 years; participate in suburban Fairfax County-sponsored singing and performing arts productions; indulge in my love of the fine arts through art lessons and art shows; work at a local farm as a stall cleaner in exchange for the privilege of horseback riding; and just last year, I assisted in establishing the first ever Soviet-American student exchange program between Soviet students at the Soviet Embassy School in Washington, DC and our own Robinson Intermediate School.

Finally, I come before you this morning as a former vice-president of our school's Student Government Association and as one who is very concerned about the issues that you and the distinguished members of this panel are learning more about today.

If we accept as a major premise that drug abuse or substance abuse or any kind is caused by something missing in the lives of those affected—whether it is self-esteem, parental guidance, role models, a lack of communication with loved ones or those who guide our lives at school, or the real and serious impact of peer pressure—then it becomes extremely important to focus attention on what is going on at school or in the schools, at least in my school, because that is where we as teenagers invest most of our daily hours and a sizeable portion of our lives.

Again, if there is something missing that contributes to my classmates' willingness to experiment or become involved with drugs or alcohol or other perhaps more exotic forms of substance abuse,

then what can and should be put in place to somehow reduce the temptations?

Or, to put it another way, what could be done to enhance the current state of school-based learning programs that would have a positive impact on my classmates' view of themselves and the community and country in which they have such a vital stake?

Knowing as I do the importance of values that are instilled through my family and my church, and also recognizing that we can't expect the schools to come up with all the answers for us, what can be put in place in our schools that will contribute to a solution to the problems we are focusing on this morning?

First, I want to applaud my friends and those political and civic leaders that just concluded the first Maryland statewide drug summit meeting. We need to convene such a meeting in Virginia. It would be timely and constructive to bring together our rulemakers and leaders to take a united stand against this malicious enemy we call drug abuse.

Hopefully, this kind of leadership will begin with Governor Bailes; but if not, then perhaps one of the farsighted candidates for Governor will serve as a catalyst for a drug abuse summit in Virginia.

Second, I think it is time to begin internships and internships that would bring with them a certain amount of classroom credit, at the intermediate school level, for those students who are willing and able to participate. By internships, I mean programs that link the community with the classroom, enhancing our knowledge about citizenship and civics education or giving us credit for volunteering in such community institutions as hospitals, nursing homes, libraries, local businesses, park services, or government agencies.

The first high school internship program was founded in 1969 in suburban Buffalo, New York; and it now has a waiting list of over 200 students. Building on that model, other volunteer or community-based programs have grown in other areas of the country. What better way for us in this metropolitan area to find constructive role models than to be able to combine practical work experience with hours that we spend behind a desk?

A new program has just been started by the Arlington based Closeup Foundation, and it, too, could be used as a model to be implemented in our school and all of the metropolitan schools. But we need to begin these kinds of programs as quickly as possible to tap into the schools and build bridges with our community business and government agencies.

That leads me to another observation and recommendation. Our student associations or student governments are generally viewed as a pinnacle of student leadership. That may be true in some schools and in some school districts. But my experience has been that we need to strengthen student government associations and link them in a realistic way to the community's needs outside of the school.

From my experience, I believe a student association is only as strong as the faculty or teacher sponsors that help guide the students' efforts. I have found apathy and at times a lack of interest on the part of both my classmates and faculty.

If the agenda of the student association is limited to sponsoring dances or magazine drives, then there will be nothing but a great big yawn from students and teachers alike.

But if there were a lively agenda, an agenda for the student government that includes linking the school with, say, a senior citizen center or helping with a United Way agency, then we would ignite a spark of interest and enthusiasm.

Many of classmates feel that student government is just another "ho-hum" activity that becomes a beauty contest within the school. Too often, that is the case. If we had in place energetic faculty sponsors who provided linkage between the schools and the community and helped us develop projects that in turn contributed to our neighborhood welfare, then we would have a student government that would be worth the investment of time and attention.

I know that there are many outstanding student government projects and programs at various high schools in our metropolitan region. But this kind of leadership and vision must trickle down to the intermediate schools so that my classmates and my peers don't become cynical about this kind of activity at a time in our lives when we are forming lifelong impressions of just what makes this world work.

I might also add that it might be timely—and perhaps this is already being done—to initiate a regular annual meeting of all the student government leaders in our metropolitan area, something like the Council of Governments, that could set a metropolitan agenda to focus energy and resources on problems or programs that are viewed as necessary to respond to on a regional basis by all the schools.

Finally, as one of thousands of consumers of student services in this lively and flourishing metropolitan region, I am proud and pleased to be a part of a school system that may not be perfect, but it is always striving for perfection.

My thesis this morning has been that by making the schools' linkage with the world outside the classroom closer and more relevant, the hours, days and weeks that we invest in school will be more exciting and, therefore, make it perhaps less likely that our attention could be diverted to the escapism of drug abuse.

But as we grow and learn in school, it is sometimes the case that the school system itself has some difficulty making reforms or changes, not because it doesn't want to, but rather because of many of our school systems are so big that change and reform is just very time consuming and very difficult to make happen, even when it is desired or directed by school officials.

One area that we as students can help is with the evaluation of teachers. After all, just as our parents have to be smart shoppers at the local Safeway or Giant, we are the direct consumers of the services that are offered both in the classroom and in the school building.

Just as it is now a routine part of the majority of colleges and universities, why shouldn't we as students be able to evaluate the performance of our teachers? Certainly there are education experts that could design some form of evaluation tool that we as students could use to help the school administration determine what teach-

ers are well received by the students and what teachers may not be covering the materials as well as they should.

Our school system in Fairfax has received some national attention because of its attempt to establish a new merit pay form of evaluation of teachers. Curiously, the only segment of the school population that has been left out of this process of evaluation is the students. And yet the students, my classmates, must cope and deal with the teachers sometimes spending more time in school than we do at home.

It has occurred to me that I am very lucky to live in a country where I have the opportunity to come before you this morning on Capitol Hill and share my thoughts with you. I don't take these freedoms for granted, and I am truly excited about the fact that you all are willing to listen to us.

Just 2 years ago, I had the opportunity of being invited by Ralph Nader to appear on a national television program to discuss another public policy issue that impacts upon my classmates. I think it was then that I realized how important it is to be involved in the current issues and contemporary concerns that affect my generation.

You all on Capitol Hill have been engaged in one of the most tumultuous years in the life of the U.S. Congress. But don't lose faith. Don't lose hope. We are all ordinary people coping with extraordinary problems. And remember that you work under the shadow of the statute of freedom on top of the Capitol dome. That by itself would be an inspiration to me.

I have seen firsthand what can happen to a dear friend who falls into the canyon of despair that only drug addiction can bring. It has devastated her and her family. But I also remember the eloquent words of John Lawn, the head of the Drug Enforcement Administration, who once said that the three most dangerous words in the English language when it comes to the drug problem are "not my kid."

There but for the grace of God go I. My recommendations, I hope, will ignite a new sense of renewal and excitement about being in and going to school. I am delighted to be here this morning, and I look forward to submitting additional information for the written record of these proceedings at a later date.

Thank you for your time and your attention.

Mr. FAUNTROY. We thank you so very much for your statement and for the very comforting remarks to the Members of Congress. I do have to say that your panel, like that of T.C. Williams, stopped testifying and then went to meddling when they said, of course, parents tell us not to use drugs and they have liquor all over the house. And then you said, you evaluate us as students, why can't we evaluate teachers?

Next witness, please.

[The prepared statement of Gretchen C. Genrich follows:]

PREPARED STATEMENT OF GRETCHEN C. GENRICH

Distinguished chairmen, honorable members, and professional Virginia colleagues, classmates, and friends, it is a genuine honor for me to participate in these important and historic metropolitan Washington hearings focusing attention on

what we as students believe to be the problems and the solutions to the malignant growth of substance abuse and drug addiction.

For purposes of introduction, my name is Gretchen Genrich, and I am a 13 year old eighth grade student at Robinson Intermediate School in Fairfax County Virginia. I am the oldest of four children. In addition to my academic pursuits at Robinson, I have also been able to work at a local pet store for the past five years; participate in suburban Fairfax County-sponsored singing and performing arts productions; indulge in my love of the fine arts through art lessons and art shows; work at a local farm as a stall cleaner in exchange for the privilege of horse-back riding; and just last year, I assisted in establishing the first-ever Soviet-American student exchange program between Soviet students at the Soviet Embassy school in Washington, DC and our own Robinson Intermediate School. Finally, I come before you this morning as a former vice president of our school's student government association and as one who is very concerned about the issues that you and the distinguished members of this panel are learning more about today.

If we accept as a major premise that drug abuse or substance abuse of any kind is caused by something *missing* in the lives of those affected—whether it is self-esteem, parental guidance, role models, a lack of communication with loved ones or those who guide our lives at school, or the real and serious impact of peer pressure—then it becomes *extremely important* to focus attention on what is going on at school or in the schools—at least in my school—because that is where we as teenagers invest most of our daily hours and a sizeable portion of our lives.

Again, if there is something missing that contributes to my classmates' willingness to experiment or become involved with drugs or alcohol or other perhaps more exotic forms of substance abuse, then what can and should be put in place to somehow reduce the temptations? Or, to put it another way, what could be done to *enhance the current state of school-based learning programs* that would have a positive impact on my classmates view of themselves and the community and country in which they have such a vital stake? Knowing as I do the importance of values that are instilled through my family and my church, and also recognizing that we can't expect the schools to come-up with *all the answers* for us, what can be put in place in our schools that will contribute to *a solution to the problems we are focusing on this morning?*

First, I want to applaud my friends and those political and civic leaders that just concluded the first Maryland state-wide "drug summit meeting". *We need to convene such a meeting in Virginia.* It would be timely and constructive to bring together our rule-makers and leaders to take a united stand against this malicious enemy we call drug abuse. Hopefully, this kind of leadership will begin with Governor Baliles, but if not, then perhaps one of the far-sighted candidates for governor will serve as a catalyst for a "drug abuse summit" in Virginia.

Secondly, I think it is time to begin internships—and internships that would bring with them a certain amount of classroom credit—at the intermediate school level for those students who are willing and able to participate. By internships I mean programs that link the community with the classroom, enhancing our knowledge about citizenship and civics education—or giving us credit for volunteering in such community institutions as hospitals, nursing homes, libraries, local businesses, park services, or government agencies. The first high school internship program was founded in 1969 in suburban Buffalo, New York and it now has a waiting list of over 200 students. Building on that model, other volunteer or community-based programs have grown in other areas of the country. What better way for us in this metropolitan area to find constructive role models than to be able to combine practical work experience with hours that we spend behind a desk? A new program has just been started by the Arlington-based *Close-Up Foundation* and it too could be used as a model to be implemented in our school and all of the metropolitan schools. But we need to begin these kind of programs as quickly as possible to tap-into the schools and build bridges with our community, business and government agencies.

And that leads me to another observation and recommendation. Our student associations or student governments are generally viewed as a pinnacle of student leadership. That may be true in some schools and in some school districts. But my experience has been that we need to strengthen student government associations and link them in a realistic way to the community's needs outside of the school. From my own experience, I believe a student association is only as strong as the faculty or teacher sponsors that help guide the students' efforts. I have found apathy and at times a lack of interest on the part of both my classmates and faculty. If the agenda of the student association is limited to sponsoring dances or magazine drives, then there will be nothing but a great big *yawn* from students and teachers alike. But if there were a lively agenda—an agenda for the student government that included

linking the school with, say a senior citizen center, or helping with a *United Way* agency, then we would ignite a spark of interest and enthusiasm. Many of my classmates feel that student government is just another "ho-hum" activity that becomes a beauty contest within the school. Too often, that is the case. If we had in place energetic faculty sponsors who provided linkage between the schools and the community and helped us develop projects that in turn contributed to our neighborhood welfare, *then we would have a student government that would be worth the investment of time and attention.* I know that there are many outstanding student government projects and programs at various high schools in our metropolitan region. But this kind of leadership and vision must trickle-down to the intermediate schools so that my classmates and my peers *don't become cynical about this kind of activity at a time in our lives when we are forming life-long impressions* of just what makes this world work! I might also add that it might be timely—and perhaps this is already being done—to initiate a regular annual meeting of all the student government leaders in our metropolitan area—something like the Council of Governments—that could set a metropolitan agenda to focus energy and resources on problems or programs that are viewed as necessary to respond to on a *regional basis by all the schools.*

Finally, as one of thousands of consumers of student services in this lively and flourishing metropolitan region, I am proud and pleased to be a part of a school system that may not be perfect but it is always striving for perfection. My thesis this morning has been that by making the schools linkage with the world outside the classroom closer and more relevant, the hours, days, and weeks that we invest in school will be more exciting and therefore make it perhaps, less likely that our attention could be diverted to the escapism of drug abuse. *But as we grow and learn in school, it is sometimes the case that the school system itself has some difficulty making reforms or changes, not because it doesn't want to, but rather because of many of our school systems are so big that change and reform is just very time-consuming and very difficult* to make happen even when it is desired or directed by school officials. One area that we as students can help is with the evaluation of teachers. After all, just as our parents have to be smart shoppers at the local Safeway or Giant, we are the direct consumers of the services that are offered both in the classroom and in the school building. Just as it is now a routine part of the majority of colleges and universities, *why shouldn't we as students be able to evaluate the performance of our teachers?* Certainly there are education experts that could design some form of evaluation tool that we as students could use to help the school administration determine what teachers are well-received by the students and what teachers may not be covering the materials as well as they should. Our school system in Fairfax has received some national attention because of its attempt to establish a new "merit pay" form of evaluation of teachers. Curiously, the only segment of the school population that has been left out of this process of evaluation is the students. And yet the student—my classmates—must cope and deal with the teachers sometimes spending more time in school than we do at home!

It has occurred to me that I am very lucky to live in a country where I have the opportunity to come before you this morning on Capitol Hill and share my thoughts with you. I don't take these freedoms for granted and I am truly excited about the fact that you all are willing to listen to us. Just two years ago, I had the opportunity of being invited by Ralph Nader to appear on a national television program to discuss another public policy issue that impacts upon my classmates. I think it was then that I realized how important it is to be involved in the current issues and contemporary concerns that affect my generation. You all on Capitol Hill have been engaged in one of the most tumultuous years in the life of the U.S. Congress. But don't lose faith. Don't lose hope. We are all ordinary people coping with extraordinary problems. And remember that you work under the shadow of the statute of freedom on top of the Capitol dome. That by itself would be an inspiration to me.

I have seen first-hand what can happen to a dear friend who falls into the canyon of despair that only drug addiction can bring. It has devastated her and her family. But I also remember the eloquent words of John Lawn, the head of the Drug Enforcement Administration, who once said that the three most dangerous words in the English language when it comes to the drug problem are . . . "not my kid." There but for the grace of God go I. My recommendations, I hope, will ignite a new sense of renewal and excitement about being in and going to school. I am delighted to be here this morning and I look forward to submitting additional information for the written record of these proceedings at a later date.

Thank you for your time and your attention.

STATEMENT OF IAN BRAMSON

Mr. BRAMSON. Ian Bramson from Falls Church High School.

When you are talking about drugs, you must first think about the diversity of the students you are talking about. The student body of Falls Church High School is a lot different from the student body of, say, in Annandale.

Every single school, every single community is extremely different in their needs and their wants. When I looked up organizations within these communities, I found pages and pages and pages of groups that were willing to help in different things. But what I didn't see was one central group that organized all these others, a group that would minimize overlapping, a group that would set goals for everyone to work together.

What we lacked was organization, and what we have is a lot of drive, a lot of parent drive, mediocre student drive behind all these scattered organizations. I really personally feel that we need a central organization such as maybe Fairfax County Authority or something for that particular county to make sure we coordinate all these other groups.

They could also—these groups could also attack the individual approach—attack is a bad word—approach individual families, individuals within that community to ask for time or money donations, to get the community more involved.

What we have, like I said again, is a lot of scattered groups working, and what we need is coordination. I feel that the Government on the national level should be more attuned to the supply, and I think it should be set over all regulation.

But it's too big to go on a national scale, attack on demand. It has to be left to the community. Each community is different. In-nercity community, we have many, many more or different needs than, let's say, one out here in Fairfax County. One over in Kentucky would certainly be different. What we need is to adjust each community to its needs and get the whole community in.

Also, we need a lot more student representation if we are going to unify them, a lot of coordination and a lot of student representation in these groups would help a lot, simply because you would be more in tune to what the students think.

I would also think that different levels of schools, junior high school and high school is a big difference, different pressures. I would feel even within those, you would have representation.

So basically, summing it all up, we need a coordination factor, a central organization on the community, on the local level. That will help. They can report to high levels and so you can get a better picture of it, but I really, really believe what you need is to adjust it to each, to modify each community to its particular need and get the entire group into it.

Thank you.

Mr. FAUNTROY. Our next witness.

STATEMENT OF WALTER RIZZARDI

Mr. RIZZARDI. My name is Walter Rizzardi.

Distinguished chairman, honored guests and fellow classmates, my name is Walter Rizzardi, and I am also an eighth grade student

at Robinson Intermediate School. I share in the observations of classmate, Gretchen Genrich, and I would like to share some additional suggestions about the important topic that we are targeting today.

First, I think schools should be used year round and be centers of community activity. They should be permitted to be centers for preschool and afterschool programs for early childhood education.

I don't think summer school should have a stigma to it. In fact, I think that summer school should provide an opportunity for students to accelerate or move ahead with their schedule.

Second, I think any first-time drug offender should be suspended from school immediately and face a hearing as to why they should not be expelled. The drug epidemic is so great that I think stiffer penalties are required.

Next, I think and feel that students should have more to say about the instructional programs that they as consumers have to cope with in the schools. We need faculty who are responsive to student needs; and we as students need more time, particularly in a school as big as Robinson, to have individual attention to our academic problem areas.

Finally, thank you for this opportunity to address you and the Members of this important panel. I will also be submitting additional material for the record of these proceedings.

Please know that we young people have not lost faith in the U.S. Congress, and we don't take everything as gospel in terms of what we hear on television.

God bless you and God bless the United States.

Mr. FAUNTROY. God bless you. Wonderful.

Our next witness.

[The prepared statement of Walter Rizzardi follows:]

PREPARED STATEMENT OF WALTER RIZZARDI

Distinguished Chairman, honored guests and fellow classmates, my name is Walter Rizzardi, and I am also an eighth grade student at Robinson Intermediate School. I share in the observations of classmate, Gretchen Genrich, and I would like to share some additional suggestions about the important topic that we are targeting today.

First, I think schools should be used year-round and be centers of community activity. They should be permitted to be centers for pre-school and after-school programs for early childhood education. And I don't think summer school should have a stigma to it. In fact, I think that summer school should provide an opportunity for students to accelerate or move ahead with their schedule.

Second, I think any first-time drug offender should be suspended from school immediately and face a hearing as to why they should not be expelled. The drug epidemic is so great that I think stiffer penalties are required.

Next, I think and feel that students should have more to say about the instructional programs that they as consumers have to cope with in the schools. We need faculty who are responsive to student needs and we as students need more time, particularly in a school as big as Robinson, to have individual attention to our academic problem areas.

Finally, thank you for this opportunity to address you and the Members of this important panel. I will also be submitting additional material for the record of these proceedings.

Please know that we young people have not lost faith in the U.S. Congress, and we don't take everything as gospel in terms of what we hear on television. God bless you and God bless the United States.

STATEMENT OF FERNANDO FLORES

Mr. FLORES. I will proceed now.

My name is Fernando Flores. I am a junior at James W. Robinson Junior Secondary School. I will be focusing on drug and alcohol abuse living in a middle to upper class. This is just not drugs.

Due to our moderate social and economic structure, drug abuse has been camouflaged to make it appear there is no problem, but even Fairfax County has its share of moderate to hardcore drug abusers.

It has been shown much of the problem is experimentation. Some in eighth grade and even high school students hear stories of upperclassmen getting high on drugs ranging from marijuana to PCP and most of all, enjoying it. They feel if they can do it, that is the upperclassmen, that they can also do it.

I think the only way to get the point across that drug use is the wrong way to vent one's fears, depressions and anxieties is to show the ill effects of drug abuse. I feel the prime motivator of elementary students is fear. Show a child a fear of what happens to a body of a person after a cocaine overdose or the lungs of a person who has smoked marijuana, and that child is more likely to remember the film and less likely to want that to happen to them.

We need a more comprehensive program of antidrug abuse. It's a sadly given fact, just saying no to drugs doesn't work.

The SADD Program is basically students against drunk driving. They don't address the fact that—they are saying we will pick you up from parties if you are drunk. We will do this for you. But they don't say that you are not supposed to drink. We shouldn't have this.

Another sad fact is in our school, some of the very leaders of this program themselves go out and get drunk during the weekends. That shouldn't be the way. If they are going to be a leader of the SADD Program, they should be sober at all times.

We need more Federal support for rehabilitation centers. The need to approach a child at the first stages of drug abuse is of the utmost importance. It has been shown that if a child is placed in a comprehensive rehabilitation center, the chances of that child going back is diminished.

An even greater problem the Fairfax area is facing is alcohol abuse. They are rapidly becoming the alcoholics of tomorrow. Students ranging from 15 on up and even younger are getting drunk and intoxicated, not only on a weekend basis, but on a daily basis.

Rumors abound of school students leaving school in the morning, going out, getting drunk and returning to school stone drunk. They don't do anything. They just go to class and sleep. The reason given for these problems vary from the casual drunk to having fun and the student who drinks because of the high intensity social, economic and educational pressures.

Here again, I feel fear and legal pressures are the most effective ways to combat the problem. Tell a student he or she will be dismissed from school, expelled or suspended for 10 to 15 days and not allowed to participate in afterschool activities for 30 days, and he will just continue on.

But if you tell a student that if caught with alcohol or found to be under the influence of alcohol during school hours they will lose their license, they will lose their ability to own a car, if possible, until the age of 18 or even older, then that might deter them from using alcohol or drugs.

We must combat the drug and alcohol abuse problem from the beginning. Hopefully, if we teach a child or teenager drinking and using drugs can only bring them and their families pain and injury, hopefully that child will see the harmful effects and not concede to enormous pressures to try and use drugs.

I would like to read to you—we were given, the students in our English classes, just yesterday, a new law that is going into effect July 1 in the Commonwealth of Virginia. Let me read you some of the provisions and give you my commentary.

If you are 13, 14 or 15 years old and a judge finds you guilty of buying alcohol or just possessing it, you can't apply for a driver's license until you are 16½. What does that matter? At the age of 16½, by that time, you can get a learners permit, and I believe at the age of—a couple months after that, you can get your full permit.

If you are caught with drugs, if you are caught with alcohol, make it until 21, that you can't get license. You have done a crime. You have committed a misdemeanor. You shouldn't be allowed, shouldn't be given that favor, that privilege of having a driver's license. If you really want to save lives, keep these people off the road.

Another example, if you are 16 or 17 years old and a judge finds you guilty of buying alcohol or just possessing it, you will lose your driver's license and can't even apply for one for another 6 months. What is 6 months to a person? If the parents have more than one car, they can borrow that car. They will steal the car. They will go out when their parents aren't home. If they are willing to go against the law and drink, what is going to stop them from going out and driving or getting drugs or alcohol by other procedures?

Another clause is if you are a teenager and a judge finds you guilty driving under the influence or on drugs, you will lose your driver's license for 1 year or until you are 18 years old, whichever is longer. If the law states you cannot drive until you are 21 and you are caught drinking at 15, 16, whatever, and driving, what is that saying? Are you saying we are condoning you for driving, but we are going to still allow you to drive until you are 17?

If you are not allowed to drink and you are caught drinking, make it so they have to wait until they are 21 to drive.

Another problem that comes up is the fact that many of these people will get in trouble. They will lose their license. They will be suspended. Other procedures go along. I have found through my personal experience that friends of mine who lose their license, and it's just as easy for them to pick up a birth certificate of a brother, of somebody else, go to DMV and get another license. What does that say about our legislation? It allows people to do that.

Another different part of my speech is on the effect of steroids. We are talking about drugs and alcohol and so forth. We had Doug Williams in here. I would have liked to hear him comment on the amount of steroid use in professional sports and other things.

You are cheating yourself if you do that. You are cheating not only yourself, but you are cheating other people if you use steroids.

Last night they had a program on one of the channels on lying, cheating and stealing, and they addressed the problem of steroid use. One major baseball player said OK, you can cheat, you can use steroids, that is fine. But if you get caught, you face the penalties. What does that mean? What kind of example are you setting there?

Earlier this morning, we heard a comment from one of the girls, ladies saying that you should blame the country for the importation. How can you blame a country. Countries such as Columbia, Mexico, Bolivia, Paraguay, Uruguay have all spent millions and millions of dollars to defer the extradition of drugs to the United States.

Most of the support and money comes from the U.S. Government, comes from the Department of Defense. One of the major chemicals used in production of cocaine is ether. I know personally. My mother is a Columbian national, and I have spent many years in Columbia. I know Columbia does not produce ether. Where does it get its ether from? From the United States of America.

We need comprehensive regulation on the production of ether. There was a gentleman here, I think from the State of Georgia. Georgia produces a lot of ether. Many of the Southern States produce a lot of ether. They have very lax recommendations—very lax regulations of this material.

On the other hand, if we do put economic sanctions on these countries, what are we saying to them? We are saying OK, we have given you money to do this job, but you haven't done it properly so we are going to take the money away. That is not the way to go.

We need to give them more support. We need to give them as much support as possible, as much funds as possible. We need to take away from the nuclear arsenal. We need to take away from the military conventional arms. We need to place it in not only comprehensive programs for rehabilitation, but we need to also adjust the problem of the importation of these drugs.

Another comment to Mr. White, you played the game about the alcohol. That is true. The Greeks used grapes and fermented grapes, but you also have to understand in the mountains of the Andes and St. Adres they have been chewing cocoa leaves for a far, far longer time, not as a drug to get high but to allow them to go into the mountains, to allow them to do their agriculture procedures and so forth.

That concludes my report. Thank you.

Mr. FAUNTROY. Very good, Fernando. Thank you very much.

Next witness.

Miss Pratt.

STATEMENT OF MICHELLE PRATT

Miss PRATT. Hi. My name is Michelle Pratt. I am a senior at Robinson Secondary School in Virginia. I would like to talk a little bit about crime and violence and afterward, some of the drug programs we have at my school.

All right. When I was in the 10th grade, someone stole the clothes out of my gym locker. It seemed inconceivable to me that anyone else would want to wear my sweat pants or sweaty shirt or dirty socks. Yet crimes in school encompass more than just the stealing, lying or cheating; they've been progressing more toward aggressive and violent behaviors.

One of my friends was mugged at a local shopping mall, and I found it terrifying to even consider how many times I had been in a similar situation. Weeks later at school, a fight broke out after a pep assembly, and a near riot ensued as some students raced to see the fight and other students raced to get away from the violence.

James W. Robinson, Jr. Secondary School in Fairfax, Virginia is the only school I've attended since third grade that wasn't on a military base. The differences I found most noticeable involved discipline; and, although drug use and crimes were not uncommon on those bases, the blatancy and frequency of acts of violence were nonexistent compared to my present situation.

In my last year in high school at Robinson, I can see how acts of crime and violence are beginning to rival drug use—including alcohol—in reaching epidemic proportions.

Many issues to be decided around both the Nation and the world don't appear to affect many teens. Even as future leaders we are not informed of the seriousness of national and international problems until they threaten to affect our lives directly.

Therefore, a sense of apathy seems to pervade our generation, touching not only views of crime, violence, and other problems, but of ways to solve these problems.

One of the reasons crimes and violence around the school are not being effectively controlled is the lack of communication concerning the consequences. Students rarely hear of stiff penalties for getting into fights; some feel the risk is well worth it, and others don't know or really don't care in the midst of a conflict.

In the case of crimes such as vandalism and theft, punishment is almost unheard of in the eyes of students simply because it is never relayed to them.

Recent editorials in the Thomas Jefferson High School for Science and Technology's school paper commented on the increasing occurrence of crimes around their school. Students questioned their schoolmates' maturity and civility.

Perhaps we, too, should question what is happening to the safe and secure education the children of American should be receiving.

Mr. FAUNTROY. Michelle, slow up just a little bit. You have got plenty of time.

Miss PRATT. At Robinson, we have four programs to help with pressure and drug and alcohol abuse. The first one is, of course, SADD that you have heard of. They have Project Program and Project Graduation. We have, also, Robinson Say No Club. I am president this year. We try to provide alternative activities for people who don't want to start using drugs or don't want to continue using drugs.

Last year, we did have a few members who were using drugs at the time, and they wanted to get away from these people. They wanted to stop, so we provided parties and pizza gatherings and

movie parties to provide them with something to do that didn't involve drug and alcohol use.

We also have what is called the R Team. That is a group of faculty members that work to go to figure out what kind of problems Robinson is having and to work with the students to solve these problems.

The last thing we have is peer counseling, and that is a group of students that counsel other teens about their problems and talk to them and provide them with a friend to talk with.

Thank you.

Mr. FAUNTROY. Thank you.

[The prepared statement of Michelle Pratt follows:]

PREPARED STATEMENT OF MICHELLE PRATT

When I was in the tenth grade, someone stole the clothes out of my gym locker. It seemed inconceivable to me that anyone else would want to wear my sweat pants or sweaty shirt or dirty socks. Yet crimes in school encompass more than just the stealing, lying, or cheating; they've been progressing more toward aggressive and violent behaviors.

One of my friends was mugged at a local shopping mall, and I found it terrifying to even consider how many times I had been in a similar situation. Weeks later at school, a fight broke out after a pep assembly and a near riot ensued as some students raced to see the fight and other students raced to get away from the violence.

James W. Robinson, Jr. Secondary School in Fairfax, Virginia is the only school I've attended since third grade that wasn't on a military base. The differences I found most noticeable involved discipline, and, although drug use and crimes were not uncommon on those bases, the blatancy and frequency of acts of violence were nonexistent compared to my present situation. In my last year in high school at Robinson, I can see how acts of crime and violence are beginning to rival drug use (including alcohol) in reaching epidemic proportions.

Many issues to be decided around both the nation and the world don't appear to affect many teens. Even as future leaders we are not informed of the seriousness of national and international problems until they threaten to affect our lives directly. Therefore, a sense of apathy seems to pervade our generation; touching not only views of crime, violence, and other problems, but of ways to solve these problems.

One of the reasons crimes and violence around the school are not being effectively controlled is the lack of communication concerning the consequences. Students rarely hear of stiff penalties for getting into fights; some feel the risk is well worth it, and others don't know or really don't care in the midst of a conflict. In the case of crimes such as vandalism and theft, punishment is almost unheard of in the eyes of students simply because it is never relayed to them.

Recent editorials in the Thomas Jefferson High School for Science and Technology's school paper commented on the increasing occurrence of crimes around their school. Students questioned their schoolmates' maturity and civility. Perhaps we, too, should question what is happening to the safe and secure education the children of America should be receiving . . .

Mr. FAUNTROY. And now our next witness.

STATEMENT OF LAURENCE J. DAVIS

Mr. DAVIS. Laurence J. Davis, Falls Church High School. I am a junior.

From what I have heard this morning, it seems like everyone is talking about role models, but you have to know what a role model is before you can be one. It's not a perfect person, but it's the person that knows right from wrong and does it.

That right there is the main difference between acting like a role model and being one. Doug Williams said when he was here that is a role model. Someone else that acts like it, that drinks on the side,

hides it in a corner but gets up in front of a group of people and tells them drinking is not good for them is not a role model.

This is what it seems to be like in our communities now. There is just lack of trust. When you look up your movie star, your basketball, football hero and they turn out to be the main one that is abusing right now, who do you look up to nowadays?

Young people now need role models. They don't have—the parents are not around as much, divorce, things like that. They don't have a fear—don't have a strong figure in their lives.

They go to school. They are not getting it from school, so what they need is a program or something to get them going straight, not to fall off the side of the road and then try to come back to them 15 years later after the damage is done because it's too late by then.

They have to be helped in the beginning. Also, drug problems seem to stem because of the fact that how can you tell someone who is poor and has not had anything and some guy out there on the corner is making \$10,000 a week is doing something wrong when they don't even see that, and they might not see it in their whole lifetime?

You have to get these—the government is not really trying to help. They are just giving them money enough to get by. The money is not the issue. The money is getting them to help themselves get back on their feet, get them a job they can feel good about, give them self-esteem and then they will see the people out there on the corner are not doing anything special.

Another thing I want to talk about is, you talked about alcohol this morning. Alcohol is being abused. I see it as a problem because look at the commercials on TV. They show a guy in a bar. He is all alone, but if he picks the right beer, the perfect woman will come across, and he will have her as his prize because he picked the right lite beer to drink.

I mean, it's too suggestive. It's like everything suggests you can't have fun, the weekend is right for Michelob. I mean, it's like the weekend is for drinking. That is what the commercial leads to.

People might not realize it, but a little kid that sits in front of the TV after school gets home and it sinks into their head, and they see their parents drunk, so they think it's OK.

I mean, I think there should be some sort of regulation as far as advertisement on their messages and how these messages are presented.

One more thing I want to talk about is as far as the Just Say No Programs. The only way these programs can actually be successful is first of all, they need to be centralized. Second of all, you need to have a person that has actually been through the problem. You cannot convince anyone that has a problem that they know about the problem. They can sympathize with you. If they have not been in a similar situation, they have not been in the area, and they know nothing about it except for what they have heard.

You have to speak from personal experience. That's the only way you can actually get down to that person on the level and not be talking at them but actually talk with the person or persons that need help.

Thank you. Thank you for allowing me to speak.

Mr. FAUNTROY. We thank you.
Now, I think, our final panelist.

STATEMENT OF KEVIN LEE

Mr. LEE. My name is Kevin Lee. I am a senior at Falls Church High School. To be perfectly honest with you, when I was first asked to appear before the committee, my first response was, with all due respect, a flat no, because I have never had drink in my life. I have never smoked a cigarette in my life. I have never experimented with any type of drug or hallucinogen in my life.

I thought by appearing before the committee to talk about drugs and alcohol and crime and violence, I would be professing to know something about something that I have no knowledge of whatsoever.

I know very little facts about drugs. I don't know anybody who has used drugs. I know some people who drink, but even so, I know very little about them because when they are out drinking, I am not with them.

So my first response was a flat no. But after thinking about it, I thought; my sister asked me a question. I was talking with my parents about appearing before you, and my sister asked me a question, and she said, "Why do people use drugs?" And that question right there seemed to answer everything for me.

I don't use drugs, as I said before. Why don't I use drugs? Is there something genetically different about me from someone who is a drug abuser? I doubt that seriously. I started thinking that what I could do by appearing before the committee is maybe talk about what factors played a role in my growing up to be clean, I suppose.

I don't want to beat a dead horse, but I can't emphasize enough the importance of the family. Socialization, I think, is a prime area key as far as where our values are placed.

Using drugs, using alcohol, I think they are all representatives of misplaced values. Laurence over here mentioned the beer commercials. Misplaced values. A kid comes home to see a basketball game, and he sees someone with a girl or with a nice car who is drinking the right beer.

It's all a matter of what we are brought up with. We are brought up to think having the right car, having the right girl, having a lot of money is the key to life, and that is why these beer commercials are successful.

So, I think to really nip the problem in the bud, I think we need to look at the family and the education process at a very young age. Any type of education program, even at the high school level, unfortunately is falling on deaf ears.

You see kids walking in. They have all kinds of posters up in our high school, "Just Say No." "Don't Drink and Drive." "Don't Be a Fool." "Celebrate Life." Unfortunately, people walk by there, and they laugh at these posters.

To be perfectly honest, they are corny. They are not effective with students. The catchy phrase is nice, but it's not going to work.

You have to catch these people in elementary school. You go into a first grade class, you mention the word drugs. Automatic revul-

sion. Drugs, I would never use drugs. That is because the effectiveness of the program.

"Just Say No", I agree completely, is extremely ineffective. I think when you talk about just say no to drugs to kids, I think all of them—I remember I was in my sister's class to pick her up, and they had a speaker, and he was saying if someone approaches you and offers you drugs, what are you going to say?

And they all said, no. What struck me about the fact was that although everyone in the class screamed out in a resounding no, they all said it in a sing-song kind of habitual nursery rhyme sort of what. They didn't understand what they were saying.

They were programed to say no to drugs, but you ask yourself if they are really facing a situation where someone is going to offer them drugs, are they going to say no? They might say no, but are they really going to deny themselves the drug? So the important thing to do is, I think, early on teach them what drugs are going to do to you.

Again, this was alluded to by several other people. I think even in this hearing right here, even though we had several people giving very accurate testimonies and very interesting testimonies, I think everyone in this room was moved the most and really felt the most emotion when the students from Phoenix II gave their testimony. Why? They have been there. They knew where they were coming from, and they knew both sides of the story.

I think with the drug rehabilitations programs, I think they could be made even more effective, even more beneficial if maybe as part of the program students were brought into schools or certain communities to speak on—give their own testimony on what has happened to them as far as drug and alcohol are concerned.

This would have a two-fold benefit. A, it would scare the living hell out of the little kids to hear something like that. B, for this person to come out and talk about their problem, I think they would be helped themselves and to see they helped someone I think they would be more willing to kick their habit. The two students here, I think they felt extremely uplifted after they gave their testimony.

As far as education, I think we need to strike early. As far as high school is concerned, I am in complete agreement with Fernando over here. You are going to have to be strong by then because you have given them an opportunity to take this education and do what they will with it, but after that, it's up to them.

There is not a whole lot you can do. You cannot force a person not to take drugs. You cannot force a person not to take alcohol. It's an individual choice.

Thank you.

Mr. FAUNTROY. Thank you.

Miss LISA BONET. I presented my original report on family life education, but I did mention I have some suggestions I would like to share with the committee, if I may.

Mr. FAUNTROY. Yes. Go right on.

STATEMENT OF LISA BONET

Miss BONET. I sat here this morning and listened intently to everybody's testimony. I have to agree with—mostly with the people I am sitting with here today right now at this given time, which I find kind of odd.

When we talk about SADD, I am a senior. I have never had a drink before. I do not drink. I do not smoke, either. I wanted to join SADD; however, I found a tremendous amount of hypocrisy in the group, and I refused to be associated with any form of hypocrisy whatsoever.

If you are president of SADD or you are vice president of SADD and you are a member of SADD, their philosophy is we are students against drunk driving, not students against drinking. That says it all right there. I cannot, myself, be a part of that.

I am sure there are other groups in other schools that are similar to this. You mentioned earlier a pin while Doug was here. I don't know him, but I have to look at the pin, and I have to equate it kind of with a monetary value because that is how children equate things, unfortunately, because that is the kind of society we are. You look at a pin and say, this was probably \$100,000, so now I am a member of something.

But I don't really know him, and I am never going to see him again, but look at this guy over here. He has got \$10,000 a day, \$40,000 a week. Why should I join his club when I can join this club and have everything that America wants? You know, have the money and the luxuries.

So, I don't think that a pin or any type of incentive like that would serve as any type of panacea to the problem. Not to speak out against it, I thought it was a good idea; however, I don't think it says enough to the children of today in the society that we live in.

It was mentioned educating at an early age. I am in favor of that. I started an antitobacco feeder school program, which we go to elementary schools where they feed into our high school. We try to catch them before they get into high school.

It started out as tobacco based; however, it branched out into things such as alcohol and drugs. This is to keep these people from experimenting with these prior to entering Robinson High School so we can clean it up, sort of a preventive medicine.

As far as this has to do with the national budget, I don't know how this gets in here, but I had to do a budget project in government class, and I was looking at where all the allocations for the fund were going.

When it came to drugs, I noticed you have drug money going to Transportation, you have drug money going to the Health and Human Services, and you have it going to Education. How can it be that you have this money going to all these different departments of the Government? How can you ever focus this together and centralize it to solve the problem?

Now, we have a drug czar. Give him the money. Give his department the money. Let them solve the problem. Let them decide where the allocation of funds should go instead of having sections of government.

I know how bureaucracy is. There is no way having money in five different departments can solve something. I didn't mean to offend anyone, but that is just the way I feel about it.

As far as the graduation and prom things go, those are 2 days out of the year. I think it's an excellent program. I think it's a great program. There are still people who are going to drink before coming to them, but that kind cannot be helped. That is only 2 days out of the year, and we have it a lot for the rest of the year, also.

The family life education curriculum, which is up now for passing at the school board—it may pass, it may not—it starts talking about substance and alcohol abuse in kindergarten and works its way up. It's integrated through different courses and different methods of studying to the students.

So instead of getting a week in fifth grade, they are learning about it while they are young, and it's a progressive state. So they build up to that, which I think is important.

Another thing is suspension and expulsion in schools. Instead of just suspending the child, why not give them some form of rehabilitation? If you suspend a child, the only thing he is going to do for 5 days is do what he was doing before, which is drinking and using the drugs, et cetera, et cetera.

If they are in a rehabilitation program, this is going to give them time to focus on themselves and to try to remedy their problem before entering school once again.

A person cannot learn if they are under the influence of a drug. So that's one way I think to clean up our schools, is to offer that. As for everything else, positive self-concept, peer pressure, et cetera, family life is important in that, and it's important to correlate it.

And there are a lot of programs out there that are comprehensive enough to encompass all these things in order to prevent the problems we do have today, and Fairfax County should not be exempt.

A lot of people think we are immune to this, and we are not because it's there. It's not as visible as it is in your urban areas; but it's there, and it's available, and people need to know that and stop putting it in back of their mind.

Thank you.

Mr. FAUNTROY. Gretchen, you have one more contribution?

Miss GENRICH. Yes, I do. I can't say I understand as much as they do right now. They are seniors. They have gone through steps of the ladder, through 8th, through 12th. Right now I am speaking on my level, of my peers.

I have seen, in my report, my friend, one of my friends had a drug abuse problem and alcohol, and it started through family; and it hurt me because I felt that she let me down.

She didn't talk to me. She hung around with another crowd, and then I understand she couldn't help it. It's what the alcohol and drugs did to her. But also, it was the ignorance of the family, and they didn't want to know. It was basically hidden.

She wanted to tell them, I am sure, in some way or another, but it was impossible because the bridge that has to be built through child—supposedly the ignorant teenager is what we are probably

thought of right now, but this is basically the most important part of our life where we are trying to understand everything and where our self-concept is being built; our self-esteem and basically everything we are building up on now.

Her family was ignoring her. That taught me a lot. That taught me basically to open up more to my family. My family is very supportive of me. That is probably why I am here now, is to say I don't smoke, just like they don't. I am basically clean, but a lot of my friends or acquaintances, I should say, they are screwed up; and Robinson is such a big school, people don't want to know about it, you know. They think it's not their problem.

It is the country's problem, and there can't be that much ignorance. People have to pay more attention to us, to the programs, and they have to take it seriously.

Thank you.

Mr. FAUNTROY. Thank you so very much.

Mr. FLORES. I am not sure how many more people are going to be speaking here.

Mr. FAUNTROY. We are going to wrap up this panel.

Mr. FLORES. As a final statement, I guess all I have to say is I am glad you guys have chosen us and asked us to come. I have just one last desperate plea. Many of the programs that have come out are very well thought out. They are great. We thank you for the programs.

But as Kevin said, catchy tunes just don't do it. When you devise these programs, please consider us not as mere 15-, 16-, 17-year olds. Look at people. Some people are killing themselves. They are literally killing themselves.

When you make these programs, consider what is going to happen with the programs. Don't make them with catchy tunes. We don't need catchy tunes. When I see a picture in the hallway of a person, he is standing there, "I say no to drugs," it doesn't mean anything to me. It doesn't mean anything.

Don't spend your money, your time, paying people to come up with catchy tunes. Spend that money on rehabilitation centers. Spend that money on comprehensive programs telling people what drugs do, what they are and how they perform on your body.

Thank you.

Mr. FAUNTROY. I want to thank each of you for your outstanding contributions to our committee.

We have been joined, since you have been testifying, by the distinguished gentleman from the 10th Congressional District of Virginia, who represents both Fairfax County and parts of Arlington County, which is going to be testifying very shortly.

Congressman Frank Wolf, we are so happy to have you here, and we know you wish to say a word.

Mr. WOLF. I just want to thank them for coming, and I will just listen and learn today. It did take a lot of courage to come, so I want to thank you very much for that. I just want to learn from you.

Thank you.

Mr. FAUNTROY. I thank you, as well.

Would you have one question or so of this fine panel?

Mr. WHITE. I will try to be brief.

I was impressed, especially by this panel, because you are very insightful and have talked about some things that jarred my thought process.

If I could quickly, Michelle, you talked about one of the programs at Robinson with peer counseling. Would you like to see that expanded to all of the high schools?

Miss PRATT. Yes. I think that would be a good idea. I think a big problem at Robinson, because it's such a big school, is apathy, because of the students, there is no information. They don't know what these drugs do. They don't know why people use them or anything. I think that is probably a big problem, that I have seen.

I think the peer counseling not only would help people deal with their problems in a constructive manner, but it would provide them with—it would give them the sense there is somebody there they can turn to, they can talk to; they don't need to turn to drugs and alcohol or people who use these substances.

Mr. WHITE. Thank you very much.

Mr. WOLF. If I can just ask you one question. What age do you think is the best age to begin the Drug Awareness Program?

Miss PRATT. I think elementary school is the best age, definitely. The problem with the Just Say No Program is, that it is for students 14 and under. By this time, usually, they have either been in contact with people who use drugs and alcohol.

There are many instances of people in the third and fifth grades who are already using drugs and alcohol. I think you should start in elementary school because by the time you have reached high school, there is no point in telling people not to drink or not to use drugs, because they have made the decision years before.

So our group only tries to provide alternative activities for people who haven't started and don't wish to start.

Mr. WOLF. When you say elementary, you mean first grade?

Miss PRATT. I think people should be informed of the effects of these drugs that young, so they have the information to make their own decision.

Mr. LEE. Something to add to what she was saying, I think 2 years ago I was watching the morning cartoons with my sister, and I was watching Fat Albert and the Cosby Kids. In this episode, the teacher took the kids on a field trip to a prison and went through—she walked them through while all the prisoners were in their cells.

What happened was, these kids were so scared out of their minds seeing what was behind these bars, that the minute they came out, they were all saying, I'm never doing anything bad again.

I think that is exactly what she's talking about. We need to show them what the consequences are, what exactly is wrong with what you are doing.

I think by saying this is bad, yes, it might be engraved in their mind; but they never get a full understanding of why it's bad.

Miss BONET. What you were asking about the peer counseling and I'm going to correlate the two only because fear and having peers at the same time seems to work really well. It's a good combination. We use it in our antitobacco feeder school programs. It's a group of peers who go in.

I find people who do not use drugs or alcohol and do not smoke and are active in school, have found other ways to channel that energy. We take them to the elementary schools, and we talk to them on that kind of basis.

It's not like a teacher looking down at the student saying, don't use drugs. It's, let me tell you how it really is, and how it's going to be, and then we show them the films of people who have suffered from emphysema or died of cancer and we showed them lung tissue, healthy lungs and bad lungs.

When they see those two lungs compared together, they go crazy. They can't believe it. They had no concept prior to seeing that. So those two things work best, I think, and to expand on that would be excellent

Mr. LEE. The best commercial that has come from this antidrug campaign has been the one where there's a frying pan, and they put an egg in there and say, this is drugs, and this is your brain on drugs, any question?

Everyone I know, without a doubt, that has made the biggest impression on them, watching that. It just illustrates what drugs do to you so well, and it's really a frightening thought, if you think about it, to think your mind is literally being fried by something—

Mr. FLORES. Let me expand, talking about commercials. I spent a total of about 7 years in Columbia, and there is a commercial they have and they place on TV and in magazines, where they show a typical teenager normal, very well looking; that is the first frame. Then they go through about 20 to 30 frames of the changes the body goes through.

First you look tired. Then the next one you are seeing has scars on your face, scars on the arm. The final picture is of a coffin, and that is what touches you. It tells you, look, by using drugs, this is what is going to happen to your body. This is what is going to happen to your brain. This is what is going to happen to your soul, and look what happens. You are going to die. There is just no way out of it.

I think we need more of that kind of stuff. It's pretty absurd when you see, like TV after school special, when they talk about alcohol abuse and right after that, you see a beer commercial. What does that say about the company and about the network? It's just for the money. It's crazy. It's ludicrous.

We need regulation. There is no doubt about it. Some people are just too afraid to do it. They are afraid of the money that comes in from these advertisements. The TV, the broadcast networks—they are against legislation for alcohol commercials. Why? Because they get the money for them.

We need to tell people look, look what you are doing to our society. Everybody is afraid our next generation, our next society is going to be ruined, and we don't have one and this, that and the other and miscommunication. Why? Because of all the problems and fears, that people are going to lose money now and not be able to retain it later. That is a problem that needs to be addressed.

Mr. BRAMSON. I also want to say, the best propaganda is the graphic kind. It's not necessarily the TV that sticks in your mind because the best kind of propaganda is when you go down to the

local level, go down to the schools and you have drug speakers come and talk to them. You see what happens. Showing lungs, showing exactly what can happen to you when it's at that local level. When you go up there, the more graphic it is, the more realistic it is, the more effective it will be.

I would also like to say, positive reenforcement is good, too, for the people who don't, that they cannot—somehow there is a misconception if you don't do these drugs or something, you are somehow less of a person or something with other people. That is ridiculous. To show it is the other way around, it's the other way around but if you don't do drugs, it doesn't mean all of a sudden you have some sort of problem. It's not a problem. It's good. That is positive reenforcement, as well as graphic, is the best combination on the local level.

Mr. FAUNTROY. We want to thank you. The girl in the blue, you not only successfully educated us, but you went through two reporters. Thank you so very much.

Now we will have the panel from Prince Georges County. As they come forward, I would be grateful to Congressman Steny Hoyer, just as we are thankful for the other Congressmen for bringing together the people from these high schools. We are going to ask for order in the hearing room.

Thank you. As I have indicated, we are so happy to have Prince Georges County high schools represented. At this time, gentlemen and lady, you may proceed in any manner you wish.

STATEMENT OF NICOLE BIBBINS, PRINCE GEORGES COUNTY HIGH SCHOOL

Ms. BIBBINS. My name is Nicole Bibbins. I am a graduating senior at Eleanor Roosevelt High School. I will be attending college in the fall at William & Mary. I am also a member of the CEYAC, which is the County Executives Youth Advisory Council, a group of about 15 high school students in private and public schools, which work as the youth advisor.

They serve as youth advisor to the county executives to give them youth input. We have gotten about a week's notice of this to get a few of us together to bring P.G. County's thoughts together and also a lot of the thoughts that we are bringing are from a convention to be held on May 13, which is an Alamedi Convention, which is a convention of all the elementary and middle schools and high schools in the county to come together and discuss any problems or concerns they have.

I will begin with my report. Crime is at a high point in Prince Georges County today. It affects everyone in the educational, occupational and social arenas. It is not limited to any social group, race or economic class. This crime epidemic is due largely in part to the breakdown of the family structure, the unavailability of recreational opportunities for youngsters, a lack of emphasis on the need for a good solid education, and the increase of drug use.

Although it is unlawful and very unpractical to attempt to regulate anyone's home life, it is possible to try to alleviate some problems which stem from various home situations. When thinking of

home situations which can be helped by governmental intervention, one obvious area that comes to mind is day-care.

The single mother in both the upper and lower income bracket as well as the two-parent family forced to have two incomes due to the high cost of education and housing are in need of day-care services to ensure that someone is actually watching their children and inhibiting these children from falling into the wrong group.

It is also very important to establish support systems for families which are places for the families to turn when problems do occur. It is also very important to have parents involved in their children's schools and activities so they know exactly what their kids are doing and they take an active part in their children's lives.

The unavailability of recreational opportunities for youngsters is an open door leading our county's youth to look toward other avenues of activities, many times criminal activities.

It is important for several reasons to create recreational activities for young people. We desperately need something to get involved in so we can feel the success of self-accomplishment.

These accomplishments may be athletic, academic, musical or otherwise. Anything to give a youth, a feeling of accomplishment and a desire to turn away from criminal activities, would be helpful.

Children of today really need a place for them to call home, because home situations aren't always the best and taking pride in something like a community center or something of that nature, just gives a child something extra to strive for. It also can help the community as far as building up the community, and a good solid education is also one of the many freedoms we are allowed.

It is now also being taken for granted. In my opinion, stiffer control of the educational system is needed to reinstate the thought that education is valuable and should not be taken for granted.

I greatly admire my county's government and board of education for attempting to improve our education in our county, by installing the magnet school program. Let me just take a moment to explain the magnet school program in my county.

I am a student at Eleanor Roosevelt High School, which is one-half a science and technology center and one-half a regular comprehensive high school. I am a member of the science and technology part, and the northern two-thirds of the county is bused into this high school after taking a examination to get into the school. We have a rigorous course study of science and technology and engineering programs. What the county is doing is expanding that.

We now have two science and technology centers, and we also have humanities high schools, arts high schools, and it has extended also into the elementary level into different Montessori programs and things like that in the county's attempt to emphasize that education is very important. Those students who have, say, a vocational—their ability is stronger in vocational—then that is where they should be.

The county gives them the opportunity to excel in that area if they are not necessarily stronger in another area. I also feel it is time we reinstitute the thought that education is basically a necessity in life.

I think that we should instill in the students that they should be proud of their abilities in knowledge, athletics, music, whatever, instead of them having to turn to something like drugs or crime to something for them to be proud of.

One thing I can think of is in a way that education does not have the importance that it should have. In my school we are instituting something called the Hall Sweep Program right now. It is where the first 5 minutes and the last 5 minutes of every class period administrators actually sweep the halls and sweep out any students who are in the halls, and a lot of students had a real problem.

Some wanted to sit in and protest and everything. That, in my opinion, is just a way of showing—in my opinion, I wasn't one to be protesting because it was an attempt from the administration to help us to stay in class and get an education. But in my opinion, that is a way of showing that students aren't really that concerned about education anymore. That they would rather protest something that helps them stay in school.

Another program that we have in the county is called Project Success, which takes students which are at high risk for dropout or something like that which they have potential for not doing as well as they can, and instead of suspending them at the drop of a hat for them not being in class or for them not doing well or disrupting class, they take these students and they work with them instead of throwing them out of school because it makes no sense when you have a student who is skipping class, who obviously doesn't want to be there, to suspend him because they are basically getting exactly what they want.

Project Success works with these students so that they do take somewhat of a pride in their school and they do take something of an interest in their education, rather than just kicking them out and giving them the attention in a positive way rather than a negative aspect.

I would also like to emphasize the need for parent involvement again. This may not be meaning a cheerleader at every game that your child is in, but rather just taking an active part in the children's lives, getting involved in knowing exactly what your child is doing, so that you take part in your child's life.

Maybe if it is not timewise being at every activity, just a verbal part or just knowledge of what your child is actually doing.

Drug abuse, as you have heard from several groups before us, is a serious problem that has greatly contributed to the escalation of crime. I believe it is really time for us to crack down in the schools and in the communities because the police force—I don't want to use the term has become a joke, but is not as strong—does not have the effect it should have.

Although the police are trying very hard, students just don't have the respect for them that they should. With stronger police enforcement, I think students will get back the respect that they should have for the police force.

We should also start a cycle of antidrug use to balance out the cycle of drug use that we have had obviously in the past 5 or 10 years, because drug abuse has started a cycle where youngsters have role models who are wealthy drug abusers instead of successful people who have made it on their own.

Just as the drug cycle has increased along the years, we should try to start an increasing cycle of antidrug use so the next people, their role models will be people who are drug free.

One aspect in our county that did work in November, we had a drug forum, which provided a blueprint involving the schools, the business communities, and several other groups to get involved in taking a stand on drugs, and they were very valiant efforts.

It is also a proof to show that we do have students getting involved, and one comment that I wanted to make was that at the drug forum, one of the adults there had said that it was a time to start working against our children. But in my opinion, it is a time for parents and students to work together to alleviate the drug problem because working apart is certainly not going to do the job.

Like a young man in the last group just said, it is really time that we need to have realism with drugs, and have people giving tests rather than the cutesy little sayings of "take a bite out of crime" or "just say no to drugs."

Also, he said when making programs, consider us, but also considering us and consulting us is an important aspect.

Ok; so you have heard in many forums today that youth are stressed out about many things from college and working to fitting in with their peers. Many students need a place to turn which is not filled with adults telling them what to do, but with peers with whom the youth can relate.

Like someone mentioned previously, it may be in the form of a teen night club or actually a peer counseling center.

In conclusion, much of the problems in our area can be widely attributed to the breakdown of values in our society. If those values are no longer being taught at home, it is the responsibility of the community, schools, neighborhoods, and businesses to work above the norm to instill these values in the youth of today, because our youth are our future.

It is our responsibility to reinstate such values and let people know that such a high-crime rate and drug-abuse rate will not be tolerated.

Mr. FAUNTROY. Thank you.

Sir, you are next.

STATEMENT OF GREG REISHER ON BEHALF OF CENTRAL HIGH SCHOOL

Mr. REISHER. My name is Greg Reisher. I attend Central High School which is a magnet school. I am the new student board member for the 1989-90 school year in Prince Georges County.

I will be speaking today on the violent situation. What is making our youth turn to violence? What is it that is making them become out of hand? It is the home; it is the education; and it is the drugs.

Many times society places the responsibility of finding solutions on the schools. This is not where it belongs. The schools already have the hardest responsibility, and that is to educate the youth.

Let them master that. The home is where we need to place our emphasis. No, we can't regulate home life, but we can try to get through to the parents that they need to teach their children, find other ways to settle disagreements.

I made a statement in the written report that the accessibility of weapons is outrageous. I could go on for days about the fears that students have. Just the other day a student was expelled for carrying a knife and a handgun in school; a 15-year-old freshman carrying a knife and a handgun in school. That is outrageous.

It was my pleasure to attend and facilitate the Elemidhi convention in Prince Georges County. We compiled many problems with youth and possible solutions. I am sorry to say that we can't give you a completed written report as of yet, but we would like to send you that report when it is compiled.

Mr. FAUNTROY. Without objection, we will have that included in the record.

[The information follows:]



Parris N. Glendening
County Executive

Prince George's County
COMMISSION FOR CHILDREN AND YOUTH

MAY 1989



REPORT

The Bonnie Johns' Elemidhi Children's Convention

Youth Speak Out!

Loud cheers, school spirit, music, colorful banners and thoughtful conversation reverberated through Prince George's Community College on Saturday, May 13, 1989, as 270 Prince George's County school children gathered for the second annual Bonnie Johns' Elemidhi Children's Convention. With a conviction that children and youth are not only aware of problems that face them, but often have keen insight into possible solutions, the Prince George's County Commission for Children and Youth invited students between 5th and 12th grade from public and private schools to this important event.

The sleepy (8:30 a.m. Saturday!) group began the day in a plenary session where they answered an increasingly spirited school roll call and heard remarks by Mary Godfrey, Deputy County Administrative Office, Sarah Johnson, chair of the Board of Education, and JoAnn T. Bell, chair of the County Council. Thanks to Betty McLeod and Sandy Chinn, Human Relations specialists from the Public School System, we had unique ice breakers which included some cheerleading and rock music. Our group was wide awake and ready to tackle the issues when Betty and Sandy were finished.

The students then moved into twelve smaller groups for discussion periods. These small groups were facilitated by exceptional student leaders from the Commission, the County Executive's Youth Advisory Committee, and the Prince George's Regional Association of Student Governments. Many issues were identified and discussed in the morning sessions. After lunch, provided by the Harriott Corporation, the groups prioritized one issue with suggested solutions to present to the closing session of the convention. County Executive Parris N. Glendening joined the afternoon sessions and was treated to some challenging questions about his views on the issues under discussion.

The priority issues reported at the closing session and of few of the solutions were:

1. In-School Suspensions/Detention

Recommendations: Students suspended ought to spend their suspension in school rather than out of school. Students on suspension should also have to be detained after school. Special staff are needed to work with students during in-school suspension or detention.

The Commission for Children and Youth is a child advocacy office of Prince George's County Government. This REPORT may be reproduced.

Commission for
Children and Youth
9201 Bass Court
Landover, MD 20785

Phone: 925-3310
TDD (Deaf only)
925-5187

Staff:
Carolyn Billingsley
Executive Director

Mari Worthall
Gene Lewis
Rolando Blier

Commissioners:
Nan Booth, Chair
Parthenia Proden
Jack Alfather
Lula Beatty
Robert Drachman
Carol Fossor
Lisa Horowitz
James Johnson
Alison Harris
Nicole Johnson
Jeffrey Keir
Jennette Kinion
Elizabeth Proctor
Walter Redmond
Cindy Woodside



Illustration by
Robin R. Warr

2. Sex Education and Teen Pregnancy (priority issue of three groups)

Recommendations: The school curriculum addressing sex education should be targeted to lower grades. Teaching hygiene only in 5th grade was viewed as insufficient. Counseling in school about teen pregnancy is needed including student "rap" sessions to discuss this issue.

Students should be encouraged to refrain from being sexually active. Schools should have day care centers for teen mothers.

Information on contraceptives should be readily available in high schools and middle schools.

3. Drugs (priority issue of three groups)

Recommendations: Students need a drug hotline. They also want peer counseling and support groups in all schools to help establish positive peer pressure to enable students to resist drugs and to get help when they need it.

Good school security is important. They want drug free school zones.

4. Caring Guidance Counselors and Teachers who Practice what They Teach

Recommendations: Although many guidance counselors are caring, helpful persons, other guidance counselors do not take time to listen to student problems and concerns. Often administrative duties place time constraints on the guidance staff. Students want guidance counselors who are available to them, good listeners, and supportive in problem-solving.

Counseling hotlines were a strong recommendation from the group.

Students also want teachers to practice their own teaching eg. if they teach children that smoking is bad and shouldn't be done, then those teachers ought not to smoke.

5. Child Abuse

Recommendations: Students ought to talk with their guidance counselor or another person in authority if they know of someone who is being abused. Students are concerned about a number of persons that they identified as abusing youth including family members, babysitters, teachers and neighbors. Students need to know that help is available.

6. Violence - "U.S. citizens killing U.S. citizens"

Recommendation: Law enforcement needs to crack down harder on violence in our community. The flow of drugs into our country must be curtailed. Positive roll models are needed by all youth. Parents need to talk more with their children. A curfew could help.

7. Dress Code

Recommendations: A school dress code of some sort is viewed as helpful but uniforms were not recommended by most students. The dress code may help prevent fights and theft and relieve peer pressure over clothing.

8. Racism and Prejudice

Recommendations: Stereotyping is occurring by students who link drugs with race. A role reversal activity in school was recommended so stereotyping could be confronted.

A dress code for students was also viewed as a way to extinguish some stereotyping that occurs regarding style of dress and assumed illegal drug activity.

Racial prejudice is an on-going issue that needs active attention by schools.

A report on the convention will be completed in the next few weeks which will address more fully the issues raised by our youth. This report will be used to help set the Commission for Children and Youth agenda and will be sent to all elected officials as well as participants. Copies will be available through the Commission's office.

Special appreciation and thanks are extended to Alison Harris and Niccle Johnson who were the student co-chairs of the convention. Alison and Nicole did a superb job. Their final duty will be to meet with County Executive Parris N. Glendening and brief him about the issues raised. Special thanks are also extended to the County Executive's Youth Advisory Committee who helped plan the event.

Bonnie Johns, our beloved champion of children's concerns for whom this convention was named, would have been very proud of the enthusiasm, energy, commitment and creativity that permeated this gathering of County youth. All our participants helped create a very special day.

Mr. REISHER. OK; some of the solutions I did bring with me today deal primarily with violence but can be implemented in any type of problem situation. Stressing the family and home life has been stated often throughout these hearings, and I will state it again.

Parents need to take the responsibility for their children. Youth groups are important in the mental and physical growth of young people. I hear friends of mine talk about groups such as Young Life, CYO, and religious groups that enrich their lives every day.

I think we need to decide where our priorities lie, set our goals, and achieve them.

Thank you.

Mr. FAUNTROY. I thank you.

Now our third panelist from Prince Georges County.

[The prepared statement of student representatives from Prince Georges County follows:]

U. S. HOUSE OF REPRESENTATIVES

OVERSIGHT HEARING

ON

"CRIME, VIOLENCE, AND DRUGS IN SCHOOLS & COMMUNITIES"

Testimony

before

the

SUBCOMMITTEE ON FISCAL AFFAIRS & HEALTH

of the

COMMITTEE ON THE DISTRICT OF COLUMBIA

by

HIGH SCHOOL STUDENT REPRESENTATIVES

from

PRINCE GEORGE'S COUNTY

June 2, 1989
9:00 A.M.

Hearing Room
1310A Longworth HOB

CRIME IN SCHOOLS AND COMMUNITIES

by

Nicole Bibbins

Crime is at a high point in Prince George's County today. It affects everyone in the educational, occupational and social arenas. It is not limited to any social group, race or economic class. This crime epidemic is due largely in part to the breakdown of the family structure, the unavailability of recreational opportunities for youngsters, a lack of emphasis on the need for a good education, and the rapid increase of drug use.

Although it is unlawful and unpractical to attempt to regulate anyone's home life, it is possible to try to alleviate some problems occurring in home situations by instituting programs such as increased day care services. The unavailability of recreational opportunities for youngsters is an open door leading our county's youth to look toward other avenues for activities - many times, criminal activities. A good, solid education, one of the many freedoms allowed to us, is now being taken for granted. Stiffer control of the educational system is needed to reinstate the thought that education is valuable and should not be taken for granted. As you've heard, drug sales and use are also a great problem and have greatly contributed to

crime escalation, especially theft and murder. A stronger control on drugs can do nothing but help alleviate the crime problem.

Much of the crime in our area can be attributed to the breakdown of values in our society; in the school, community and home. It is our responsibility to reinstate such values and let people know that a high crime rate will not be allowed.

VIOLENCE IN SCHOOLS AND COMMUNITIES

by

Gregory Reisher

Violence among our youth has gotten out of hand. We can attribute the amount of violence to a few major categories; drugs, family life, teaching and the accessibility of weapons. Drugs, as previously stated, are contributors to many of the problems of our society. The importance of the family is not as prominent as it used to be. The family needs to try to control the problem before it reaches the schools. Youth are not being taught that there are better ways to solve problems than violence. If they are being taught, they are not using it. Finally, the accessibility of weapons is outrageous.

Solutions to these problems are numerous. Many different programs can be instituted, but we need to stress the importance of the family. Parents need to take the role of the leader. They need to explain to their children that there are other ways to resolve disagreements. Youth groups are places where youth can go. While there, the youth are off the streets and learning how to deal with people and problems. It seems that our society places the responsibility of finding and implementing solutions on the school system when the home is where changes should occur.

STATEMENT OF LAWRENCE JEFFRIES ON BEHALF OF PRINCE
GEORGES COUNTY BOARD OF EDUCATION

Mr. JEFFRIES. Thank you. Good morning.

I would first of all like to say it is an honor and a pleasure to just have the opportunity to speak with you this afternoon.

Oh, good afternoon. My name is Lawrence Jeffries. I am the current student board member on the Prince Georges County Board of Education, the State president of the Maryland Association of Student Board of Education Members, and the founder and president of a student organization called the Pre-Politicos, based on the foundation that there can be no daily democracy without daily citizenship.

It is a bipartisan organization which attempts to get students involved to solve their problems in terms of lobbying, speaking, and basically getting involved in what is going on in their communities.

This morning I would like to share with you my feelings, my opinions and my observations about the epidemic drug, crime and violence problems which are slowly ripping apart the fabric of our society.

I hope this morning that my—that I will not simply fall into the slag heap of individuals whose words are simply that, words, words which simply recognize that there is a problem and that indeed something should be done but have no idea about what should be done and how to do it.

I strongly believe that actions speak louder than words, and that we, as citizens and America's future leaders, and you, as leaders of today, have a responsibility to our society and to our country.

Drugs are destroying us. The threat of nuclear war and global economic crisis seems so unreal in the face of drugs, crime and violence and what these things are doing to our family and our society.

It is terrible when we have to look and realize that the thought of complete obliteration of our planet and society does not impact us as much as what is happening to us now, from being killed on the streets as a result of the drug, violence and crime epidemic.

I am a resident of Temple Hills, Maryland, in Prince Georges County. I moved to Prince Georges County 2½ years ago from a small town in the Midwest, in Indiana.

Upon my arrival, I was immediately faced with the harsh realities of my new home. On my first day here, I saw a young man, only a few years older than me, shot and killed in the streets of Washington, DC.

Within my first month, I saw drug users, drug dealers and drug deals actually being made. But even more than that, what disturbed me more was the attitudes of my peers and the people in my community.

I have heard things such as, "Oh, well, yeah, he is a drug dealer," or "I want to get a boyfriend or a girlfriend who has money."

"What about a drug dealer?" and "Oh, didn't you hear that he got shot last week or he got locked up?"

There is a general attitude, in my opinion, in our high schools, that this drug dealing maybe more than drug using has become ac-

cepted, and that these drug dealers are achieving a sort of status with their newly—with their new criminal aspect of society.

They are given this instant ego boost. It is kind of like the Clint Eastwood effect, which I have called it. While testifying before an Appropriations Committee hearing which was a field hearing conducted by Senator Mikulski last year, I talked about what I feel is a major reason for the growth of drug dealing in our society and in our schools.

When you come into the schools and you are a drug dealer, you get instant positive feedback, and we can't deny that. When you have a student in your school who carries a gun and has the power to take your life, you are like, oh, wow, he is a drug dealer, this is a tough guy now. Presumably they get some sort of respect.

As I mentioned before, this is not the case with all young ladies and young men, but when they see the drug dealer who is driving a BMW, has designer everything, then they are inclined to try to pursue this type of individual.

I think that the way that we can stop this trend is by looking back at deviancy historically or deviancy from elementary school on. If you look at the class bully in the high schools—the class bullies in the elementary schools—when does that bully stop bullying?

It is when the kids stop being afraid of them, stop giving them something back, stop giving up their lunch money. When that stops, when that feedback is cut off, the bully usually tends to stop bullying.

In middle schools when you have the class clowns and the class cutups, when do they stop telling jokes? When the kids stop laughing. I feel that in the high schools the way we can stop this trend of drug distributors is to cut off this positive feedback they are getting from the high schools.

There is no one who can tell me that someone would be more inclined to bring drugs into the schools or to deal into the schools if they knew that there were 1,000 or 2,000 people that thought they were idiots because they were dealing drugs, who weren't impressed by their cars or weren't impressed by the clothes they wore because of the manner in which they achieved those things.

We do not simply have a drug problem, as it has been said. We have a crisis on our hands. We have a war to fight, and words cannot combat gun-wielding drug dealers or the fatal potency of a drug overdose.

We all know that actions speak louder than words, and now it is time to stop talking about the problems and time to start doing something. To win the war on drugs, I believe we must utilize every possible resource.

Number one, it has to start at the top, the United States Congress. You must practice legislative responsibility and must institute a nationwide drug policy program which fights both the supply and the demand aspects of the crisis.

We must strengthen our Coast Guard, make stricter penalties for drug offenders, and must allocate funds to aid our local school boards on the drug education programs.

I also believe that we must completely reevaluate the manner in which we punish our criminals and the manner in which we en-

force our laws because looking at what is happening now, something is going wrong, and it must be ineffective and inefficient.

We are being victimized. The United States Congress must step forward and say we are going to stop this crisis, we are going to slow this crime and violence epidemic, and then do it.

Our State governments and local school boards need to make a strong commitment to drug education, peer counseling and family counseling. The time is now. We must legislate now. This is a war, and we must arm ourselves with the weaponry to win this war.

In this war, students must be the foot soldiers. Just as negative peer pressure promotes deviancy, positive peer pressure can promote success. As Albert Schweitzer once said, example is not the main thing influencing others. It is the only thing.

Thank you for giving me and my colleagues the opportunity to speak with you, and now that our words have been heard, let's get to work together.

Thank you.

Mr. FAUNTROY. Thank you so very much.

Let me express my appreciation particularly to the panel from Prince Georges County and just raise one question as we wrap up this part of the hearing, and that is each of you has a role of interfacing with adults in one or more contexts.

I wonder if you would care to comment on the extent to which young people in your high schools have the opportunity to interface, to speak up as was the phrase of one of the first panelists on a basis of mutual respect with adults on issues like this.

Is your experience relatively unique?

Ms. BIBBINS. I believe our experience is relatively unique because very seldom are students on a level which is equal to adults. They are either in a situation like a classroom where the teacher is teaching and the teacher has the control over the students, or they are just not dealing with adults at all because very few students and the activities they take part in are leadership—although there are students in leadership roles, they are ones like, say you are in SADD or something and then you have an advisor and that may be the only adult you come in contact with, and, for example, in the drug forum we had in November there were probably 10 students in the whole room which was an auditorium filled with adults, and if it is half a youth problem, I think that youth should get more involved in it than just having 10 students there.

Mr. FAUNTROY. I wonder if either of you have any suggestion for increasing the level of contact between students and adults on substance in terms of issues like those that you have addressed?

How could we expand your number?

Mr. JEFFRIES. First, touching on what your first question was about contact, I do feel it is a relatively unique experience. In most cases what I have seen is that teachers have students as a captive audience and they will stand up there and they will preach to you, this is the way it is, you are wrong when you do this, you are wrong when you do that.

That is the way it is. Lots of times they may hear you, but that doesn't mean necessarily that they would listen.

I think a way to get us involved is you can look back at the past mistakes which we mentioned earlier. When you have a drug

forum and you are laying out a blueprint for a drug-free community, when you want to discuss the problems with youth, I really can't see how you can be completely in touch with a problem which is primarily dealing with student population and young adults if you don't have daily or weekly interaction with these types of students.

It is absolutely necessary that students be included on your panels, on your committees. Maybe you want to develop—I read in your statement where you have developed a council with a number of students who worked on that type of thing, and I applaud you for that.

But it needs to be expanded, not simply to the District of Columbia, because I believe—I am not positive about this because most of those students, if not all, were from the District of Columbia.

It needs to go out to Prince Georges County because the drug dealers from the District are coming to Prince Georges County and vice versa.

Establish these committees and locate the students who have the knowledge, who have the experience, and who really want to do something, but really I think it is time to stop talking about it.

If I stress that point more than any other, I have been on 17 different drug panels, and I have lived here for 2½ years. This is the 17th actually in speaking in reference to the drug problem.

I have not been involved—I have not been invited to be involved in anything with the actual making of policy, which is actually to do something, we are going to do this and this is what we are going to do.

So let's stop talking about it. Let's get to work.

Mr. REISHER. I would also like to say I was honored to be a part of—I live in the city of Greenbelt, Prince Georges County. Greenbelt was the field test for the National Collaboration on Youth Making the Grade, which is a community effort to clean up the drugs, the violence and the crime, and I was sorry to say that there were only about four to five students that were in attendance at that meeting with numerous adults.

It seemed that the whole meeting was turned to the student, and let's hear how the student feels about this; does the student agree with this? I definitely believe that the students need to be a part of the decisionmaking process.

There is no way that you all can come into the schools and try and change things without looking at the students' points of view because you are not there anymore, we are. We see it in front of us every day.

I think we do have the solutions that need to be implemented. It is just that we are not being given the time.

I thank you for letting us come before you and tell you what we see the problems to be because I don't think it is necessarily clear to everybody else.

Mr. FAUNTROY. I thank you.

Mr. White.

Mr. WHITE. I would like to defer my time.

Mr. FAUNTROY. All right, Mervyn.

Mr. DYMALLY. Yes, I just want to ask you, are you saying that there weren't—when you say about four or five young people that

were at the meeting, how do you go about, within your own peer group, to encourage participation? This room should be filled with people, and how—you are not going to—I am not saying that you ask adults to ask the young people to come out. That is your peers.

How do you go about encouraging the guy around the corner to become involved? I know it is a big problem, but is there apathy? I hope that is not what it is.

Mr. BIBBINS. I believe it is not until we all start taking pride in accomplishments. I mean, drug dealers walk down the street and they are like, yeah, I am here, I have my money, and they are flaunting it and people know who they are, but then the people with the 4.0 average, they are never flaunting it.

It is not until we take pride in the accomplishments like that that people are proud enough to say that I am drug free or things like that, until they get involved, until society as a whole gets together and decides that they want to make people proud of things like that and get kids involved and make them want to stand up for something like that instead of being ashamed of something—that they are drug free, that they are not cool or something like that.

Mr. JEFFRIES. I think you have to basically combine some marketing skills, I mean some promotion. Reading a couple of articles about Congress, I have heard that a lot of Congressmen have become experts on self-promotion and promoting themselves.

I turn on the news, I will hear about this person was shot, this person was—a major drug bust, this and that and that, and if anything, the last 30 seconds was, and this person wins the National Geography Bee.

That is great, and good night, like that. You have to start focusing on what is going on. Number one, this room should be filled with students right now knowing what is going on, but if you don't promote it, if you don't say this is going on and this is where it is, it is very difficult to find out.

I personally know that if I had not been in the position in which I am now, more than likely I wouldn't have heard about this and I wouldn't have been invited to speak. If I would have looked for it and if I would have called some people and said what is going on, then perhaps it could have been the case.

I think there is a little bit of apathy within our students, but I think that is caused because of the lack of—it is the same way with the drug dealers. They say, "Well, the reason I deal drugs is because I can have my money now, I can have it right now."

When you are in the business of success, you don't see what you can get right now. I think that could be resolved if the newspapers would write about the good things, if the politicians would make great emotional speeches about the student who had perfect attendance throughout all their years in the public school system.

I think that you just have to let them know that there are students out there who are achieving, who are excelling and who are going places because of this.

Mr. REISHER. To get back to your question about the students at the meeting, I was one student, and I live in Greenbelt, and I never heard that this was going on. I heard about it through my student

government advisor, the county student government advisor who was contacted about it.

The other three students were from Eleanor Roosevelt High School and were part of the Project Success Program at Roosevelt which was cut out of the budget over the past year, and they came to share their stories of what Project Success did, how it helped them, and now how they are back on the road to academic achievement and self-achievement.

I definitely believe that it is marketing that needs to be done. The student who wants to be involved will certainly make the connections if he needs to, but it is the students you want to reach that aren't the ones who are going to take that second effort, and that is where the marketing needs to be involved.

Mr. FAUNTROY. All right. Thank you so very much.

Another excellent panel this time from Prince Georges County. We appreciate you so much. We want to express our appreciation to those who have been responsible for you coming here to enlighten us as you have.

Our next panel is the Arlington County High School panel students from Wakefield High School, Yorktown; Washington Lee High School and H.B. Woodlawn Alternative School.

As you prepare to testify, I am just going to step outside for a moment. I will be right back. The hearing will be suspended for a moment.

[Recess]

Mr. FAUNTROY. Now our panel from the Arlington County High Schools: Wakefield, Yorktown, Washington Lee, and H.B. Woodlawn Alternative School. Who wishes to introduce the whole subject here?

STATEMENTS OF C.J. POPINKO, STUDENT, H.B. WOODLAWN ALTERNATIVE SCHOOL; MOLLY LYMAN, STUDENT, WASHINGTON LEE HIGH SCHOOL; LISA NELSON, STUDENT, WAKEFIELD HIGH SCHOOL; SAMARRA GREEN, STUDENT, WAKEFIELD HIGH SCHOOL; MICHELLE KAAS, STUDENT, YORKTOWN HIGH SCHOOL; BILLY SENTER, STUDENT, YORKTOWN HIGH SCHOOL; AND IVYE MINK, STUDENT, WASHINGTON LEE HIGH SCHOOL

STATEMENT OF C.J. POPINKO

Ms. POPINKO. Hi, I am C.J. Popinko. I am speaking on behalf of H.B. Woodlawn. I want to talk about the fallen friends of drugs and alcohol in our schools and surrounding schools.

There are many reasons why there is substance abuse in our schools, but the main reason is because being a teenager is a time when you experience new things. These new things are perpetuated by the need to break away from parents and trying to identify with peers. In doing so, there is a high demand for experimenting with illegal substances.

Teenagers have an easier time identifying with one another when they have something in common. Sharing experiences with drugs or alcohol, a few of these substances become glamorized. By being glamorized, teenagers that haven't had the experience feel like they are missing something. They feel as if they are missing

the feeling of being cool because of the drug and alcohol experience.

In the growing numbers of teenagers who experiment with illegal substances, it seems impossible to figure out a solution. The age at which teenagers experiment with these substances is getting younger and younger. It is starting in elementary school levels.

The best possible way to stop the use of these substances is to set up school-sponsored groups so that teenagers or elementary school students can organize and interact with their peers in talking about their experiences and feelings. This would be a way for the glamorized view to change. Teenagers would be able to talk about people who are harassing them as well as discuss problems of substance abuse in their homes.

Expanded activities could also be offered at schools so that there would be less of a need to feel that they had to experiment with drugs. In my school, there is 7th through 12th grade, and it is a very small school. We have seventh graders interacting with seniors, so that they can—seniors can set a precedent, showing that we do not do drugs, we do not drink alcohol so that they can get—have personal hands-on experience with it.

It is hard to set up such activities in other schools because of the negative views parents and teachers often have about teenagers, but there is no immediate solution, and we have to start somewhere.

I was talking to another student about this drug issue, and she said that drugs in our school will always be a problem until society cuts down the negative view of teenagers. There will always be a need to experiment with new ideas at any age. Just because we are teenagers and are most easily influenced and trying new things, it shouldn't seem like it is our fault that illegal substances have become a major problem in our schools.

Mr. FAUNTROY. Thank you.

Our next witness from Arlington County?

STATEMENT OF MOLLY LYMAN

Ms. LYMAN. Good morning, Mr. Chairman.

My name is Molly Lyman. I am a senior at Washington-Lee High School, Arlington County. I would just like to basically tell you the programs I have come in contact with and how effective I feel that they have been.

I am a member of SADD, which is Students Against Drunk Drivers, and basically what SADD does, we bring in a lot of guest speakers to talk, to anyone who wants to listen. We just had a speaker last week who came in for Project Graduation and related his story of how his daughter was killed by a drunk driver and how his other daughter was injured in a drunk-driving accident. I feel the whole assembly was extremely effective. I think it made everybody stop and think about what kind of consequences there are to drinking and driving and how much they have to think before they do something that can be that potentially dangerous.

Also, a part of SADD and a program of which I have been a part of is the DARE Program, and in this program high school students go in and talk to elementary kids who have already gone through a

program with the police officer concerning education about drugs and alcohol. What we do is a group of high school students go in, tell a little bit about ourselves, what we have experienced in our high school career and what pressures we face.

We take any questions they are willing to ask. We fielded questions from drugs and alcohol to boyfriends and girlfriends, to what classes are like in high school, anything that they wanted to ask us. I think it was an extremely good program. I think we got questions from kids that they would be too embarrassed or too uncomfortable to ask an adult, ask their parents, you know, a teacher, and talking to us, we are on the same plane as they are. They hook up to us as peers, although more educated and more experienced.

I think they are more comfortable talking to us, and we have the experience and the knowledge to share with them. I think that we answered a lot of questions that they probably have been dying to know but were too afraid to ask. I think we also gave them the idea, which is very important, that it is OK not to use drugs and alcohol and that you will still have friends despite peer pressure they may get if you don't use these things. I think we instilled in them that it is OK not to do these things and that often times you are even respected for your self-esteem and your decision.

Another idea that I have seen is a senior graduation party that we are doing this year. We first started last year a senior cruise up and down the Potomac on the Spirit of Washington, and they found it was extremely successful. A lot of the kids liked having an alternative to wild drinking graduation parties. Most of the senior class participated in the cruise, and it was an alternative to being out on the roads at night. It kept everyone in, it kept everyone safe. I think everyone had a really good time. They have like carnivals and bands and dancing going on all night long on these boat trips. We are doing that again this year right after graduation until about 3 o'clock in the morning.

I think that is an extremely safe idea and a really good one, and a lot of kids like having this alternative and staying away from the peer pressure that they may find at a party.

Another idea that I see being practiced a lot is having a designated driver. Although this doesn't solve the problem of teens drinking and using drugs, at least it keeps them safer. I think a lot of kids think this idea is good and even insist upon it when they go out on weekends, and having get-togethers where the host collects everyone's keys to make sure that they are safe and refuses to give them their keys until they make sure that everyone—the driver is all right. I think that is a really good idea, and I think a lot of students are starting to practice it now. I think it needs to be used even more, and I think all of these things that I have mentioned are really good ideas, good programs. I think they need to be used even more to solve this problem that is growing today.

Thank you.

Mr. FAUNTROY. I thank you.

Our next panelist from Arlington County.

STATEMENT OF LISA NELSON

Ms. NELSON. Hi, my name is Lisa Nelson. I am a junior at Wakefield High School. I am currently the president of SADD and have been chosen to be the president of SADD for next year as well.

I am going to kind of be presenting a biased talk about SADD because I feel very positive about it. I think it is a really great thing at Wakefield High School. Perhaps one of the greatest aspects of our chapter of Students Against Drunk Driving is the fact that every activity that we do has some kind of positive effect on the students. I feel that this year has challenged all 80 of our members to remember the importance of not driving drunk, unlike other years when the club has gradually slowed down to a halt, which causes the students to soon forget about SADD.

We have gotten our members to attend the meetings after school regularly, which happened about every 10 days. I honestly think we have given the students a positive option to drinking or doing drugs. One of the top priorities in our club is to offer activities in which many students may participate, activities which involve more than just the officers of the club. Our members really feel a part of the group.

One of the numerous activities that has had a long-term effect on the entire school was what we named Sensitivity Awareness Day. On November 19, 1988, we, all of the SADD students wore their SADD T-shirts and handed out what we called hug cards. The hug cards were brightly colored business-sized cards that said, "Hugs, Not Drugs." Each time a student gave out a card they were supposed to present it with a hug and remind the receiver what the purpose of the card was. The goal of Sensitivity Awareness Day was to remind the students at Wakefield that there are other students that care about whether or not they are involved in drugs.

On December 19, 1988, approximately 20 SADD members went on a partial day field trip to a homeless shelter in the District of Columbia, called SOME, So Others Might Eat. This is a learning experience for all the students who went. They are finally faced with the problem of the homeless. I think they also realized that not only is it important to keep a focus on education, but also that many times alcohol can be the reason that a person is homeless.

Possibly one of the biggest learning experiences of the year, however, was an afterschool activity that we organized on February 6. It was a panel of five recovering alcoholics that were willing to share their experiences with other students. SADD sponsors this panel annually. However, this year there were more students in attendance than ever before. The members of the panel were more than willing to be open about the causes and/or effects of drug and alcohol use.

We have also recently instituted a program called "Kids on the Block", which is a puppeteer. Each of the students that is involved with kids on the block is a puppeteer, and it is focused on teaching elementary school students about drugs and what effects it can have on little kids, as well as teenagers and adults.

I think that as soon as this program really starts to get going, it is going to be really effective because little kids, a lot of times, can

relate more easily to possibly puppets or younger kids, such as teenagers, than they are willing to relate to adults.

Each and every one of our activities revolve around the fact that students need something positive in their life, something they can count on. This has been presented to 80 Wakefield students as a result of our extremely active chapter of SADD.

I feel the main cause of students turning to alcohol, drugs or any other kind of crime is directly related to his or her inability to feel secure about some aspect of their life. Students Against Drunk Driving provides a positive option to those students that are looking for something to be involved in or something to believe in. I feel also very strongly that if students are unaware of the problem, they are likely to walk right into it, so to speak.

This year SADD has effectively organized opportunities for students to be involved, that help them become aware of potential problems that are surrounding them. In brief, the solutions that I offer, in regard to the prevention of drug and alcohol use, is to support student involvement in something positive, something they can feel a part of, and an activity in which they can see a change take place.

Thank you very much.

Mr. FAUNTROY. Thank you.

Our next witness.

STATEMENT OF SAMARRA GREEN

Ms. GREEN. Hello, my name is Samarra Green, and I also am a sophomore at Wakefield High School. To make this short, at Wakefield, I have noted, or at least in Arlington County, I am involved in two specific programs: DARE, which stands for Drug Awareness Resistance Education, and what it is, as she pointed out earlier, is for elementary students. It is like an 11-week training program where a police officer is assigned to a certain group, to all the elementary groups, and they go in 1 day each week, and they make the elementary students aware of what drugs are, including alcohol, and let's them know that alcohol is also a drug, which is very important.

I know a lot of high school students don't even realize that and what the effects of using drugs are. At the end of this session, two or three students from high schools—we go in and, as she was saying, you know, they ask us questions, anything they want—sex, about friends, drugs, alcohol, the change—they discuss about junior high school, the change, the transition from going to an elementary school to a junior high school, and I found that it is a really—it works.

Unless the kids know about drugs from the beginning, which is where you have to start, you have to instill in these kids that it is important to know who you are, and through us and through many of the high school kids going—I know I stress when I go, I stress for them to be themselves, and that is the best place for it to start is in elementary school when they are on their way to transition.

On their way to junior high school, Wakefield High School theater program, which also sponsors kids on the block, we also give an annual performance of a show called "Outreach". In this show we

do improvisational acting and we do exaggerated scenes of what high school is like, like a scene in the hallway would be called "The Twilight Zone" or "Chung Fu High", which shows that it is really an exaggerated account of what these people might have in their heads.

Afterward we give a realistic account of how high school really is, and they see it is OK to say no, and that high school really is not that bad as long as you know what you want, it is OK. Afterward, we all sit down on the stage, and the kids have a chance to discuss questions, anything they want, once again, involving with the change to high school.

As you can see, this creates—I mean, we can run into—it is possible we can run into the same kids that we talked to in DARE or their sisters or their brothers, and we go through—in Arlington County, it works out that we just go through and we are with them through the stages of transition in their life.

After that, after they get to high school, I know P.G. County hit on it where they said they have peer counseling, and at our schools it is called peer facilitating. It is a wonderful program. It is fairly new right now. It hasn't spread all throughout Arlington County, but I know at Wakefield it has really worked. We go through some training sessions and we mostly learn about living skills. We are not there to counsel. We are not there to give advice, we are not there to say, "You are wrong or right." We are just there to listen to people.

The only time we go to an adult or our counselor is to let them know what is going on if they say they are committing suicide or if there is something really, you know, harmful to themselves. That is the only time we go. Everything else is strictly confidential. It doesn't necessarily have to be a major drug problem. Some people might just want a friend, and peer facilitator is there for them.

Once again, it is a great program. It makes for the people to have some place to go after they go to high school, so it has worked out. At each stage of transition, when you have to make more decisions for yourself, there is something there in Arlington County. I think the drug war is, as we know, escalating right now, and as the saying goes, it is going to get worse before it gets better. I would just like to ask Congress to make sure you keep funding and keep remembering that it is very important and that it will get better.

Thank you.

Mr. FAUNTROY. I thank you.

Our next witness from Arlington County Schools.

STATEMENT OF MICHELLE KAAS

Ms. KAAS. My name is Michelle Kaas. I am a senior at Yorktown High School. I am the officer of our SADD Club. I just wanted to say some positive things that are happening in Arlington County. This year we had the Red Ribbon Campaign, and you have probably been driving around seeing red ribbons flying off everyone's antennas or off their rearview mirrors. We spent our Thanksgiving vacations cutting up thousands of feet of ribbon and stapling them to little blue cards. Those ribbons are the result of our efforts to let people know that we are interested and we are concerned.

We also sponsored a float during our homecoming parade. The theme this year was, "It is tonight", and we added to our float, "Don't make your night end up like this." The car had been in an accident and was just a great big mess. We didn't say anything about it. There was nothing that went along with it except the poster. There was no music attached to it, nothing, it just drove around, and for weeks afterward people talked about it, so it had an obvious effect.

At Yorktown SADD has grown quite a bit. We always talked about it, and 90 to 100 people showed up for the first meeting, and then the officers showed up. But now people have started coming, like actual members, and we have started doing things, and that is great. There is definitely an interest at Yorktown, and that is good.

We also participate in the March for Washington, or we did last year, and I would just like to say this is a good idea, but it stressed drugs, and all day the kids say, "We will not do drugs, and we will lead a drug-free life." The only drugs that were mentioned were crack and cocaine and alcohol was never brought up. I think that is a very important thing that kids need to know. Everyone needs to know that alcohol is just as big a drug as anything else, and it is not brought out to be that way. That is all.

Mr. FAUNTROY. I thank you.

Our next witness.

STATEMENT OF BILLY SENTER

Mr. SENTER. My name is Billy Senter. I am from Yorktown High School. I am also a member of the SADD Club. I would just like to explain a couple of the programs that I would like to see instigated or that have been instigated that would help the students of any high school go some place and not have to drink and things like that to have a good time.

This year is the first year we are having the all-night graduation party. We are sailing down the Potomac on the Spirit of Mount Vernon, and so far the last I have heard, we have 186 students. For the first year of having this, that is a pretty good turnout the administration says. We are having the senior games, we are going to have a drawing to see who is going to win a car and a lot of scholarships. It is just going to be a real fun event.

I like the idea of an under-21 club so that people could go and have fun with their peers and not have to go out and get a fake ID just to go out and dance because there is no place where you can go and just have a good time without alcohol readily available. I think that it should be—a program should be instigated where at least there is some place where students can go and have a good time without alcohol and drugs.

Thanks.

Mr. FAUNTROY. I thank you.

Now I think our final witness from Arlington County.

STATEMENT OF IVYE MINK

Ms. MINK. Good afternoon. My name is Iyve Mink. I am presently a senior at Washington Lee High School. In Washington Lee I am a member of the SADD Club and representative for the Drug

Abuse Resistance Education Program or DARE, as it has been commonly known.

Substance abuse is a very serious problem that can be seen in almost every high school today. In some schools it is a more serious problem than in others. Prevention is the key to solving this problem. Prevention should and is going to start in the elementary schools. This is where the DARE Program comes into play. It teaches kids at a young age the problems and tribulations that come from abusing alcohol and drugs.

The DARE Program is set up so that a police officer and a teacher work together to present to students problems that may arise from substance abuse. At the end of the program, high school students often come and speak to the class. This is where I come into play. We go to elementary schools and talk to the kids. They have a time to be able to ask questions about high school, anything they want to talk about. It is really effective.

I have a younger sister in sixth grade. She is going through the program at the same time. She asks me questions, and some of the things I laugh at her, because they are so silly to me, but they are not because they are questions that the kids seem to be really scared of drugs, and that is sort of good in a way because if they are scared of it enough, then they will not be willing to do it in the end.

I feel that this is very effective because the younger kids can ask the older kids any questions, and this leaves a good impression on the younger kids. They look at us as role models. They think if those kids don't need drugs to do good in high school, then I don't. That is a really good thing, I think.

The SADD Program is also becoming more effective in our school. In my school this year the SADD Club sponsored Project Graduation. Well, actually, they didn't sponsor it, but were part of it. This project included showing a very effective film on drinking and driving on the graduation class.

Also on prom and graduation night, pamphlets are going to be passed out that have slogans such as, "Don't drink and drive, it kills" or "Friends, don't let other friends drive drunk". These are just a few things that these organizations are doing to prevent substance abuse.

However, the problem has yet to find a solution. One solution may be to incorporate a program on substance abuse into the high school curriculum. Many students learn about substance abuse when they take health as a freshman and sophomore, but the problem seems to lie with the older kids, not that it is not a problem at the younger age, but older kids, such as juniors and seniors, who have their license are more likely to drink and drive. I think a program might be good to institute into the curriculum to—I don't know how they would do it—but have seniors and juniors go through a program about substance abuse and show films that are very effective, like the one that the SADD Club showed and just really, you know, show the students that it is not a good thing and the consequences that come from it.

Also another thing that might be good that they did a couple years ago at my school was to have—it was part of the RAP Program. I am not sure what RAP stands for, but they came in and

they had a week that was devoted to—the SADD Club did it—that was devoted to the prevention of alcohol and substance abuse and drinking and driving. They did things such as—I am not sure what the school was—but they did the thing with the faces where they painted them white, and that represented a dead person.

One day they had a car out in the parking lot that was all crumpled up. There was nothing around it. It just represented a drunk driver. Then one day I think they served “mocktails”, which was a nonalcoholic type beverage that you can drink, and I don’t know, there is a couple more—I think they showed a film.

There was also—they passed out yellow ribbons like the red ribbons that Yorktown did, and just all types of things that just let students be aware of what can happen if you drink and drive.

I thought it was a really good program. This was a couple years ago, and I still remember it. It was very effective. I thought that it worked out really well. Substance abuse is a very serious problem that can only be solved if everyone in a community works together to find a solution.

Mr. FAUNTROY. Thank you so very much.

I have two questions for you. The first is for those of you involved in SADD. You heard two comments in the course of the hearing with respect to SADD, one in the first panel dealing with the fact, of course, alcohol is also a drug and, as Mr. White pointed out, at first there may be an inconsistency in parents saying to young people, “You really shouldn’t take drugs,” while they swallow down the cocktail.

In that connection, I am wondering if you make the distinction in your presentation to the students that drinking alcohol is a no-no but if you do it, we will get you home. Or is your line to them alcohol is all right, but don’t drink when you are driving? Which is the central message you attempt to give, those of you in SADD?

Ms. NELSON. I think in our school we focus on a lot of other things other than just not drinking and driving. I think every time they hear the word “SADD” they kind of relate it to not drinking and driving. But I think the message that we really do stand for is that if you are going to drink, don’t drive. Because it really is idiotic; it is fatal. I think everyone knows that. Some people just refuse to believe it.

I think a girl that spoke—I don’t remember, she might have been from Fairfax. She said she refused to be associated with SADD because she thought it was hypocritical. I think our club isn’t applicable to that term. I don’t think we say, OK, we drink but we don’t drive. I think our focus is a positive option for kids to get involved in. I think if you really do believe in not drinking and driving, it also kind of forces you not to drink and forcing in a positive rather than negative.

Mr. FAUNTROY. All right. Are there other responses to that question?

The second question runs to a theme that has emerged in this hearing today which is best summarized in the phrase, “For God’s sake, scare us about this thing.” Some mentioned, for example, that showing pictures of lungs that have been affected or internal organs affected by the use of drugs can help get it on the minds of children early.

My question of you is, have any of your schools utilized the bringing of an automobile that was a total wreck and leaving it on the high school campus or school site as a reminder? If so, has it had any effect?

Ms. POPINKO. A couple years ago, like I said, we did have that but it was only there for a day. I think it did have an effect but, like I said, it wasn't a permanent thing so it wasn't a permanent reminder. The next day it was forgotten. But I think it would be a good idea.

Mr. FAUNTROY. Do you think it would have any effect? First of all, have any of you at your school had someone killed in an automobile accident because of driving drunk?

Ms. POPINKO. At our school, nobody was killed but this guy at our school ran into a wall after drinking and driving, and he is now paralyzed from the waist down. So that was pretty effective.

Mr. FAUNTROY. I see.

I guess I am trying to determine whether or not—I am trying to put myself back in your place—whether or not if someone were killed and mangled in an automobile accident because they were driving or drunk driving, if the school located that wreck as a memorial to those persons in perpetuity, that as long as the school stayed there, whether or not that kind of message you think would have an effect.

Ms. KOAS. No one at our school has ever been killed in a drunk driving accident, but I did lose a friend through a drunk driving accident. The only thing I can remember is going back to the accident site the next day. The only thing I remember seeing is like little pieces, the little Camaro thing they stick on the back of the car. And to me now, the thing I remember most is not the car itself or even that someone died; it hurt a lot, but to go there the day after and only to see the telephone pole he hit is still there and to see that is more of a constant reminder than the car, but just to have the telephone pole still there. I don't know if they did it intentionally, but it is still there. But to have it there as a constant reminder. It is effective, but maybe only to me because I was involved in it.

Mr. FAUNTROY. Interesting. All right.

May I yield. Mr. White, would you have any questions of this panel?

Mr. WHITE. I thank the distinguished chairman.

Just one that seems to be recurring. Would any of you suggest or promote the idea of student involvement in either apprehending drug dealers or determining their punishment within the school system? Do you all think the students should be involved there?

Ms. GREEN. I know of a few people who have tried to go about doing that and right now he is in a coma. So that is one of the things that I think.

I think you would be effective in a sense, but I think it would be very dangerous for the child or teenager simply because, especially if it is a friend of even if it is not, if it is the person they may be either selling for or something, first of all, they are risking their life. Second of all, I think it is a very traumatic experience for a kid to have to go through that in arresting a friend of theirs or

something who they know of. I think that should be on a personal level.

It is also very humiliating for the person getting arrested and although they may deserve it, I don't think that should be in the school, especially having the student do that because, as I said, my friend right now is in a coma because of something like that. So I don't suggest it.

Mr. FAUNTROY. Thank you very much.

I thank you as well, each and every one of you. You have made a tremendous contribution as have all of the panelists.

Now, for our final panel, we are so happy and pleased to have the young people from Ballou High School. You will recall in my opening remarks I mentioned not only were we grateful to the principal, Mr. Hugh Cass, for making this possible, but also this is the school which has been selected as one of the first for the Doug Williams Outreach Program and it is so appropriate they should wrap up this two-part series of hearings that are historic in nature and are indeed the last to testify before we look forward tomorrow to the Doug Williams Youth Expo, which is to be held at the Washington Hilton Hotel all day tomorrow.

Ladies and gentlemen from Ballou, you are on.

STATEMENTS OF DENNIS COLWELL, AARON BROOKS, RHONDA THOMAS AND JOMO WILSON, STUDENTS

STATEMENT OF DENNIS COLWELL

Mr. COLWELL. Thank you, Mr. Fauntroy. As always, it is a pleasure to be here and to be able to express our views on such an issue. I thank you once again for the opportunity.

While I am at it, I would like to introduce the members of our panel. I am Dennis Colwell, and this is Rhonda Thomas, Aaron Brooks and Jomo Wilson. The way we have set this up, I am going to give like a generalization and each person is going to pick up with certain details which will wrap our presentation up.

Mr. FAUNTROY. All right.

Mr. COLWELL. What we are talking about is raising a drug-free, crime-free child. First of all, a relationship must be established. The relationship that must be established is that a child is a product of his or her environment, and thus the environment is composed of those products. If a child comes from a drug-infested environment, then it is likely the environment will have drug-using children. Therefore, if we are to create a new drug-free environment, we must focus on the products of the environment.

I think that many youths use drugs as a result of the changing social climate of the environment. Peer pressure, which is often talked about, is not the only thing which forces youth to use drugs.

Just take a look around: Many people don't think about it, but politics in a way influences many youth to do drugs. I base this opinion on one fact and that fact is if the Government can't stop drugs from coming into the country, then how can it stop people from using drugs? If you can't stop the supply, then how can you stop the demand? I think that is basic logic right there because if you can't stop the drugs from coming in, then people will continue

to use them and the problem will grow and multiply until it is out of proportion.

While that may be a negative part of the problem, I want to concentrate on the positive part and that is raising a child or, as I like to call it, a new product in the environment. Although the quantity known as drugs has a harmful effect on the body, the word "drugs" can have a positive impact on how parents will raise their children, child or children.

If parents don't care about their children, then drugs will be allowed to permeate its way into the child physically. But if parents want their child to live a long, full life, then they will instill a mental drug of values into their child.

Parents can make this drug easily at home. It consists of the letters D-R-U-G. "D" is for discipline. Train your child. Keep him within your limits. Don't let your child do whatever he or she wants. Responsibility: At a young age, teach your child a sense of responsibility so that they will know the difference between right and wrong. Understanding: Give them that sense of understanding so they will be able to judge for themselves when you are not around. And guidance: Guidance is probably the most important part because if parents aren't there to guide their children, then who is?

STATEMENT OF AARON BROOKS

Mr. BROOKS. Furthermore, when you think of narcotics such as cocaine, crack, PCP, you think of the negative effects that they have on the human body. You think of the negative effects that they have on the community, the teenagers. You think of the crimes, the violence, the teenage pregnancy, the teen arrests.

But this panel here today has come up with a drug of success. These drugs aren't new, but they are somewhat effective, we think. These are the positive drugs that we feel parents need to instill within their children to create, like Dennis said, a positive product. The drugs that I am speaking of are the drugs of love, respect and dignity.

We have jotted down a few of the problems that face our community environment today. Number one on the list is low self-esteem. Number two is absence of positive role models. Number three, lack of respect for authority figures. Number four, need for instant gratification. Number five, peer pressure. And number six, contradictory signals from public figures and the media.

Love: If you take the drug of love and instill that in your child and bring them up in the way that you would have them to be, he will not depart from the love of his parents. He will love himself as much as he loves everyone else.

With that love comes the next drug, the drug of respect. If you respect yourself, you can respect others. Then, you know, you will have your self-esteem starting to come in. You will respect the positive role models in your life. You will respect the authority figures.

Last but not least, and most important, I think, is dignity. If you have dignity, you can accomplish anything. That will raise your self-esteem to high from low. The absence of role models won't

make a difference to you because you have set goals for yourself that you want to accomplish. You will have that respect. You won't need instant gratification. You will have patients. You will want to work hard for the things that you want.

Your peer pressure won't affect you. Your peers can't affect you but so much if you have something within yourself that you want to deal with, that you want to carry out. Soon, your peers will start to look up to you. They will start to want to do the positive things that you are doing.

The contradictory signals from public figures and the media—I don't think our youth today get enough exposure to the positive things that we do. In today's paper, for example, there is a nice, little article that is also sort of lengthy about Ballou, the high school itself, about all the bad things that happened—the change of principals, the incompetence of teachers. I would like to see the positive things written about Ballou, the fact that our basketball team went to the playoffs for the first time in some odd number of years. Our test scores are up somewhat this year. The morale of the school is all-around better. It is a positive, more energetic school, more students trying, more things trying to be done for a positive effort.

A young lady said earlier that students have shine through bright enough. They don't feel comfortable with saying they are drug free, they are doing something positive. The student with the 4.0 doesn't brag enough. I don't necessarily agree. I am one of those students. I have a 3.0 average. I have been on cable TV several times. I am drug free. I am clean. I run track for Ballou and I am proud of my school. I am proud of the positive things they do. Nobody is proud of the negative things, but everybody makes mistakes.

When we start letting the positive things shine through, that is when we will start getting some better recognition. That is when people will start feeling better about themselves. That is when high self-esteem starts to kick in.

All of these things that I just named, I think, start in these places. First of all, I think it starts in the church. The church is the base of our race. Next, I think it starts in the home. If you start with discipline, respect, love, dignity in your home, then you have no choice but to display it once you leave.

Next, I think it starts in your school. Our school is where we get our examples. It is where our teachers rear us in the right directions. They educate us. They tell us about some of the things in life that your parents can't tell you because they are not with you 6 hours out of the day.

Next, I think after school you get to your recreational centers. I think if your recreational centers have a positive attitude, they are doing positive things, putting on little skits that show drug-free things, you know, taking you on little trips and informing you of things that are wrong so you can steer away from them; they have a positive effect.

Next, I think for those that already are into drugs, into crime, into violence as far as teens, so on, so forth, I think you need to have a certain type of peer counseling. That counseling will provide them someone to talk to.

Some people don't have that big a problem. They are not all that much into drugs. But their problems send them into a depression. Their esteem gets very low. Then that is when the drugs kick in. That is when you commit your violent crimes. I think if they had counsel, someone to talk to, someone to be there for them, that would deter them somewhat.

Last, strong police and community relations: If the police interact with the community, the open-air drug markets will no longer be there. That is being proven today. The police are cracking down. No longer can you see drug markets in some of the neighborhoods you used to. The community is getting more involved.

I know in several neighborhoods in Maryland, they have programs, Neighborhood Watch Programs, where if your child or you or someone in your household is dealing, using or committing violent crimes or something like that, involved with drugs, then they notify the people who hold the mortgage on your house and you are evicted from the neighborhood.

Those are just some of the positive things that I think should be done for our youth.

Mr. FAUNTROY. Thank you, Aaron.

Rhonda.

STATEMENT OF RHONDA THOMAS

Ms. THOMAS. Congressman Fauntroy and members of this Subcommittee on Fiscal Affairs and Health of the House District Committee, and members of related education committees, I am Rhonda Thomas of Frank W. Ballou High School located in the southeast quadrant of Washington, DC, and I am pleased that I have been given this opportunity to speak to you on the problems of crime, violence and drugs as we collectively seek solutions to the devastating effects of the three-headed monster in our community.

First of all, I would like to talk to you about crime. The crime rate in the District area is outrageous and why do we think it is this way? Let me answer this question for you. As you know, there are 365 days in a year and last year there were 368 killings, which amounts to one to two deaths a day. This problem would abate if we could keep the drugs away from young men. I have seen young men and young ladies selling drugs and it is sad.

We, as black people, should try to better ourselves instead of making things difficult. Parents, on the other hand, need to guide their children and need to give them love and support that they need. If a child feels that they are loved, then they have no need to use drugs or to drink alcohol.

Some kids really have trouble talking to their parents and feeling that drugs and alcohol are solutions, but it does not remedy the problem. It just makes it worse. Most parents really don't stop to think that their children may have problems. If they took time to communicate with us, then it would make growing up drug free much easier.

Also, I would like to say last year I have had troubles with my family with drugs and I really don't want to see anybody going through the things that I have went through. So therefore, there are some things that can be done to help us young people because I

had to seek help myself. I have really been through a lot, so I wouldn't want anybody to go through the things that I have been through. It is rough, but if someone is there, you know, that really cares about you, then they can help you get through these rough times.

Thank you.

Mr. FAUNTROY. We thank you, Rhonda, particularly for your statement of resolve and appreciation for having someone to be with you.

Now, the final witness from Ballou is Jomo Wilson.

STATEMENT OF JOMO WILSON

Mr. WILSON. Yes, sir. Congressman Fauntroy and members of the Subcommittee on Fiscal Affairs and Health of the District Committee, I am Jomo Wilson, a junior attending Frank W. Ballou High School.

I would like to talk about a role model. What is that? As the young men and women of our community pick role models, I think what they need to understand is no one is perfect. As humans, we are going to make mistakes and one's role model that is most likely to be overlooked is the Lord Jesus Christ. He is the one I think you should look up to as a way of being your role model. You should want to be like him as much as you can, which we all know you cannot, but you should just want to lean toward him, to be with him, because if he is on your side, who is against you?

I feel that we have to start loving ourselves. You have to have faith within you and believe that you can do everything with the drug community. Also with violence, where we have to start is they feel a sense of pride with most drug dealers because I have friends. The stuff they tell me they feel proud, which I did not understand, probably because I have not been in that predicament.

If you were to beat up or hurt a person real bad, it gives them pride. So we have to cut down and let them really look at what they are doing, because it shouldn't give them pride. Because, like in the Bible it says, if you hit another man, it is like hitting the Lord Jesus himself. He is hurt also. So I think that is where we have to get more people within the Bible so they can understand, get in touch with themselves more.

Thank you. That is all I have to say.

Mr. FAUNTROY. I thank you.

Now, Dennis, you wanted to say something?

Mr. COLWELL. If I could make one final comment, everything that we talked about here not only works for defeating the drug program or has the potential for working to defeat drugs, but also defeating crime and violence. As in the words of Calvin Rolark, "The only hurdle to stop us is us."

Within the environment, we have the government, schools, the church, and within that there are the parents; and in the center, we have the children. Now, if all of them could work together, then we could produce this new product which I am talking about, this child who will go out and create this new environment, a drug-free environment, crime-free environment, violence-free environment.

They say church and State should be separated. I say they should work together, at least to defeat this common foe which nobody has been able to defeat as of late.

I would like to say I have dedicated myself, as well as the rest of the panel, that we are all drug free and we plan to stay drug free. Thank you.

Mr. FAUNTROY. I want to thank you again so very much. I just have one question of you.

Earlier we had Doug Williams here, the world champion, record-making and record-breaking quarterback for the Washington Redskins. Tomorrow at the Washington Hilton Hotel he will be holding an all-day youth expo, which you might want to drop by.

I raised the question with an earlier panel with respect to Doug Williams that I raise with you. As you know, Doug Williams is a superb role model. He says to young people by his very presence that I am drug free. I take care of my body and my mind. I am seeking the best prize that a young person can have and that is an education, and I have an education.

My question to you is, in dealing with peer pressure, what would you think of a program by which we would develop something like this pin on my lapel, a Doug Williams team pin? It might have his helmet and number 17 on it. The only way a student at Ballou could get it would be to take a drug test and the premiere role model then would be a young person who had a Doug Williams pin. Do you think that would build pressure on young people who admire Doug Williams to try to get their pin or their parents would say, "Wear your pin, girl, wear your pin, boy"? Do you think it would help with the peer pressure question?

Mr. BROOKS. I think that it would cause a positive type of pressure and the pin idea is a good one, but it would have to—Doug Williams is surely a worthy role model, but someone within the area high schools would have to—someone the students look up to would have to start the trend. You would have to dig deep within the high schools and find someone that keeps their grades up, is doing more than one thing, you know. It is one thing to keep your grades up, to be athletic as well as having your academics, having your priorities in the right place. It would be someone like that that would be able to kick it off the way you would have it to be kicked off.

Mr. FAUNTROY. Very good point. Thank you.

Mr. White, any questions?

Mr. WHITE. I thank the distinguished chairman.

I just want to commend each and every one of you. You are very bright and articulate, and I am encouraged by your presence here and your efforts to stay both drug free. I encourage you to continue with your education. I am encouraged myself that such fine students are out there. I thank you for appearing here today.

Mr. FAUNTROY. Now, for the final question of the panel, I want to call upon the Chair of the Outreach Task Force for Young People that came up with the idea of asking you to give us some leadership, because we adults who are trying at least in the Congress to figure out how to deal with the drug problem really need some leadership. I want to thank you for giving that leadership to us today, and yield to Marvin Fauntroy for the final question.

Mr. MARVIN FAUNTROY. I would like to thank you for being here this afternoon. I would like to ask you one question.

In your respective communities, I take it you all don't live in the exact area. You don't live within two blocks of each other. What I would like to ask is, within your community is there any type of program or any type of organization that involves young people as yourselves without the aid of adults coming in or adults dictating what goes on, is there any kind of program that you as young people can get together and say, "Hey, look, we're tired of this. We're going to fight this drug problem and we want to do it as a group amongst ourselves"?

I know that when young people are together with an adult, it is not always a give and take. It is more of a take. You are sitting there and you listen to somebody preach to you, which is fine in some instances, but when you are young people, you want to interact among yourselves.

I am wondering, is there any type of organization or group or church group or anything that can start a group because the numbers are few. A lot of people are not courageous enough to get out and say, "Look, I'm tired of this." A lot of people are not courageous enough unless they know there are a number of people who will hold their arms up for them, will stand up for the same cause.

So we have a lot of people that—might be only two or three people that feel this drug problem is really a problem. You might have 300 who might be out there selling, using drugs. So I want to know, is there a group you all can get together or if there is anything that exists?

Mr. WILSON. At Covenant Baptist Church, it has adults but they discuss the problems we are having in the community and what they see as it goes on, but not as much as the kids themselves got together and made it. It has adult supervision but it is kind of interacting in what you were saying because they sit down and talk and see ways they can, as we are doing, they can stop violence in their communities.

Mr. COLWELL. At my church, Emmanuel Baptist, we have a youth group. Right now it is in a state of limbo, but before it was set up to mainly involve the youth that were in the church to get them to know the Lord better, but—

Mr. MARVIN FAUNTROY. It didn't go outside?

Mr. COLWELL. It has taken on a different personality now. When we have people come in from the outside, we try to invite them in also, just as a means of trying to keep them off the streets, trying to keep them out of trouble. That is what our youth group has become, something to keep us occupied rather than doing something foolish that we might regret later.

Mr. BROOKS. At my church, Central Baptist Church on Branch Avenue right across from the Penn Shopping Mall, our church has a youth group but the unique thing about our youth group is that we have every Friday night, we have youth meetings.

But it is not what you would think it is. We come in and dress in "street clothes," you know. We sit down, we talk. We go out in that particular community and put fliers out on the trees, on the cars, you know, and if there are people standing out there in their yards and stuff on nice days like today, we talk to them, see what ideas

they have about bettering their community and eventually some of those people come into the meetings on Friday and others are a little less receptive, but, you know, if you reach one, then it is bound to spread to somebody else.

So we have endorsed that program, trying to get people in the community into the church. So on designated Fridays, we go out and do that.

Ms. THOMAS. Well, at my church, it is Tabernacle Seventh Day Adventist Church. It is on Martin Luther King Avenue, about two blocks from my school, and we go out like later on a Saturday. We go to people's houses, saying, you know, we talk to them about the Lord and we talk to them about drugs and problems that they may have and we give them Bibles and stuff like that. That is to reassure them if they ever need someone, that they can always come to us. Most of the time, it works. They come to prayer meetings on Wednesdays and some even come to church on Saturday. So we think just by doing that we are helping somebody.

Mr. FAUNTROY. Thank you so very much, panel from Ballou. You have closed out a very constructive hearing for us here in the committee. I hope that you will continue to give the kind of leadership you have attempted to give today as you return to your communities and as you work upon your peers.

With that, we call the hearing to a close. God bless you.
[Whereupon, at 2:10 p.m., the subcommittee adjourned.]

○