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further develop the impressive momentum begun in the first-year fiscal year 1974 program.

As the legislative history of the Ethnic Studies Act indicates, and I have stressed this many times as the author of the act, the initial implementation of the act was essentially a "pilot program." This limited pilot program meant that over 97 percent of all applicants were not able to be funded this year, and that worthwhile proposals in many States and regional areas were not included in the initial start-up funding.

One of my major concerns in drafting the bill was to guarantee the active participation in the program by ethnic, minority, and community groups. The focus of the bill is on educational development and curriculum materials, and educational institutions have an important role to play. But equally important is the grass roots participation of members of a local community.

This is why the requirement of local advisory councils for every project funded under the act was put into the law. The legislative intent is for these advisory councils to have a meaningful role in the ethnic studies programs. Every project, whether conducted under the auspices of an educational institution or an ethnic or community group, must reach into the local community.

I will be working closely with all groups, and with the Office of Education, to insure that the program guidelines, and the project grants, reflect this emphasis on ethnic, minority, and community group participation in the Schweiker Act.

A word of praise is due to the Director of the Ethnic Heritage Studies Branch in the Office of Education, Dr. John Carpenter. He has worked hard to implement the program in a short period of time to set up program evaluation guidelines and procedures that would be fair to all applicants, and to meet the goals of the legislation. The first-year "start-up" of this act would not be as far along as it is today without his personal commitment to the constructive goals of ethnicity and without his tireless efforts. I am proud to note he is a native of Wilkes-Barre, Pa. I look forward to working closely with him to build on this first-year effort, and to make the program even better in the future.

The purpose of the Schweiker Ethnic Heritage Studies Program Act is to encourage greater understanding of the ethnic backgrounds and roots of all citizens in America. It's goal is to help achieve greater mutual understanding and mutual cooperation among all people as a constructive force in all American communities.

I am pleased by this first-year "start-up" record. There are improvements that have to be made, of course, as there are with any new program but I look forward to working with my colleagues, and all interested groups, to achieve significant progress in the Ethnic Studies Act in future years.

EXHIBIT 1
THE ETHNIC HERITAGE STUDIES PROGRAM
TITLE IX, ELEMENTARY AND SECONDARY
EDUCATION ACT

1. Program purpose

a. to afford students an opportunity to learn more about the nature of their own heritage and to study the contributions of the cultural heritage of the other ethnic groups of the nation.

b. to reduce the educational disadvantage and social divisiveness caused by personnel and curricula which do not recognize the cultural influences in the lives of individuals and communities.

c. to recognize and realize the educational gains which can result from cultural pluralism in a multiethnic nation.

d. to engender in citizens of our pluralistic society intercultural competence—self-acceptance, acceptance of one's culture, and acceptance of persons of other cultures.

2. Program policy

"In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn more about the nature of their own heritage and to study the contributions of the cultural heritage of the other ethnic groups of the Nation." Title IX, ESEA

3. Appropriation

In Fiscal Year 1974 the total amount appropriated for Title IX, ESEA, was \$2,375,000.

4. Period of application for support

The criteria of eligibility and selection, based upon the Act, were published in the *Federal Register* on April 12, 1974 and concomitantly were published in the *Guidelines for Application*. As stated in the *Federal Register* it was required that all applications arrive at the OE Application Control Center by close of business on May 17, 1974 or be mailed by registered or certified mail by May 13, 1974.

More than 14,000 copies of the *Guidelines* were mailed by the Ethnic Heritage Studies Branch to ethnic associations, school districts, state departments of public instruction, post-secondary institutions and, on request, to interested individuals. As defined in the Act, "the Commissioner is authorized to make grants to, and contracts with, public and private nonprofit educational agencies, institutions, and organization . . ." Title IX, ESEA

5. Type and amount of assistance

Assistance was provided as a result of competitive applications. Approximately 40 grants were provided during Fiscal Year 1974.

The maximum grant for a regular project did not exceed \$95,000. Three special grants of \$170,000 and a fourth special grant of \$110,000 were made in accordance with the financial provisions described in the *Guidelines*. The special grants were awarded for applications proposing either major urban or rural area programs or State, regional, or national programs.

6. Type, amount, and sources of request for assistance

a. The Office of Education received 1,026 applications for approximately 40 grants in

Fiscal Year 1974. 97.3% of the proposals were unfunded.

b. The amount of support requested by eligible proposals was \$83,152,631. The appropriation represents less than 2.7% of the amount requested in the eligible applications.

c. Proposals were received from every State and from the District of Columbia and Puerto Rico.

d. The majority of applications received and funded proposed multiethnic projects. They were prepared as a result of the cooperation of numerous ethnic groups and educational institutions.

e. Proposals were submitted from urban, suburban and rural areas. They included metropolitan, regional, State-wide and national initiatives.

f. A broad spectrum of ethnic diversity was evident in the applications. It is estimated that more than 50 different ethnic groups were associated in the proposed initiatives.

7. The Evaluation and Selection Process

The basis of the evaluation was 26 general and specific criteria published in the *Federal Register* on April 12, 1974, and promulgated simultaneously in the *Guidelines for Application*. A *Technical Review Form* containing these criteria was used by each reviewer in evaluating every application. The degree to which the application met the criteria was determined for each criterion.

Sixty-eight field and federal personnel participated in the Technical Review Process. Each application was reviewed by a panel which included expertise in ethnicity, curriculum and personnel development, social sciences and/or humanities. On every panel, one member possessed ethnic background related to the ethnic group or groups with which the project was concerned. Reviewers were chosen from among specialist who had not presented a proposal or who were not members of organizations which in part or *in toto* has applied for support under the Act. All applications benefited by evaluations and ratings of three individual reviewers. Thereafter, the reviewers, as a panel group, recorded criteria averages and provided ratings of each proposal as "highly recommended," "recommended" and "not recommended."

The names of the reviewers who participated in the evaluation and selection process may be obtained by writing to the Ethnic Heritage Studies Branch.

8. Period of Obligation

The funds appropriated were obligated by June 30, 1974. Successful proposals resulted in agreements with the Office of Education. Applicants who submitted proposals which were not selected were so informed in writing during the last week of June.

CHILD ABUSE

Mr. MONDALE. Mr. President, as chairman of the Subcommittee on Children and Youth, I have been deeply concerned with the problems of child abuse, and have therefore worked with my committee to draft proposals which would help to prevent and rectify the injuries and injustices caused by these detrimental incidents. For several months our committee conducted an investigation, held hearings, read reports, listened to testimony, and visited victims to learn of the nature and severity of the problem. Based on our research, the Child Abuse Prevention and Treatment Act was introduced, passed, and signed into law on January 31, 1974. It is my hope that this measure will provide the extra support

needed by agencies like Child Protective Services of Hennepin County to serve battered and neglected children and their families.

I request unanimous consent that an article from the May 20 issue of the Minneapolis Star be printed in the RECORD.

There being no objection, the article was ordered to be printed in the RECORD, as follows:

CHILD ABUSE: IT RANGES FROM SWEARING AT A YOUNGSTER TO MURDER

(By Randy Furst)

Molly Johansen, 19, knows the meaning of child abuse—first hand.

She's lived in terror of her father most of her life.

She's been beaten with a belt, slugged, thrown and dragged by her hair. "It was unbearable," she says. "And he did it to all the kids and did it to my mother too. The first time my brother was beaten, he was 3 weeks old."

Molly's father beat her and the others when he was drunk. He beat them when he was sober.

Today, Molly lives in an apartment by herself in a Twin Cities suburb. She bares the emotional scars of a battered child.

Molly's name is fictitious. Her story is real. Prof. David Gil of Brandeis University, an expert on child abuse, estimates that as many as two million youngsters are the victims of child abuse in the United States each year. But he says that no one knows exactly how many. Most child abuse goes unreported. Gil estimates that from 500 to 1,000 children each year are beaten to death.

The case of Molly Johansen is an extreme one. Evidence of less severe abuse of children is far more common.

The Child Protective Services of Hennepin County, for example, says that 85 percent of its cases of physical abuse to children are labeled "moderate"—the bumps, bruises and welts that mostly come from beatings.

Often a family or personal crisis is the precipitating cause of the beatings.

"We're all potential child abusers," says Martin Coyne, a unit supervisor in Child Protective Services. He says he believes that physical punishment "is an extreme punishment and frankly it should be resorted to seldom, if ever."

To help parents come to grips with child abuse, a program has been launched by the Hennepin County Mental Health Center at Hennepin County General Hospital.

At weekly Monday evening group sessions, parents are encouraged to discuss problems with child discipline. Marsha Eldot, a psychiatric social worker, says the group is for parents who have concerns about mistreating or neglecting their children.

"The purpose is to help parents learn more appropriate child-rearing practices," she says, "and to let them know that they are not alone in their problem. We want to offer support to parents."

She says she hopes the sessions will help stem the abuse problem before it becomes "severe." The hospital also has available a Crisis Intervention Center and, along with Child Protective Services, does education on child abuse in the community.

Psychologists and social workers interviewed last week appear to agree on one basic precept: Parents who engage in child abuse, for the most part, love their children. But in a family beset with problems, the kids can become the scapegoats.

David Malone, 38, a south Minneapolis construction worker, accepts "95 percent of the blame" for the beatings he administered with a belt to his two children a year ago.

Malone is separated from his wife. After

the beating, the children ran to a neighbor's house, the neighbors called police and eventually the children were taken away by welfare officials and placed in a foster home. Malone feels he was tricked into giving the children up by the Child Protective Agency.

But a year later, Malone talks about the beatings calmly. "I came home one day and caught my 8-year-old son teaching his younger sister how to strike matches," Malone says. It had not been the first time he'd seen the boy playing with matches, Malone says, but this time the anger boiled over. Instead of the usual spanking, he went for his belt.

"Things were building up," says Malone. "Baby-sitting problems, money problems, job problems, I was mad."

Malone has had a number of counseling sessions with a psychologist at Hennepin General. His children will be returned to him soon and today he looks at discipline differently.

When you're about to explode, Malone advises parents, "leave the damn belt alone and instead sit down and talk it out. They may be just kids—but they're human beings. If they're rebelling, they may be doing it to annoy you. So sit down with them and find out why."

In its offices at 407 S. 4th St., the Child Protective Services handled 586 cases last year involving child abuse and neglect. There were five children's deaths in Hennepin County last year believed to be due to child abuse, and six other deaths statewide.

The number of cases of child abuse in the area is "far below the national trend," says Martin Coyne, who works in the agency. "One reason is that the Hennepin County area has nothing that resembles the crowded, deplorable conditions that exist in some major cities of the country."

Coyne says his agency does not regard spanking in and of itself child abuse. But it becomes that, he says "when it is carried to the extreme" resulting in bruises and other injury and "causes undue emotional upset to the child."

Coyne's advice to school and other social service personnel as well as the average citizen is to report child abuse cases to his agency.

"If you know of someone in your neighborhood," he says, "I'd confront him first and say, 'Listen Joe, you cut out beating up your kid or I'm going to report you.'"

When a case is referred to the agency, Coyne says a case worker "responds immediately to preclude further abuse of the child." Coyne says the worker will "begin immediately to work with the family to identify the problem and the solutions which will allow the child to remain in his own home in a secure and satisfactory environment."

He says that 8 percent of the agency's cases involving physical abuse wind up in court. The court may take the child from the parents. The child may temporarily be placed in a foster home.

Coyne says that before parents are taken into juvenile court, the family is "offered services and the parents are either unwilling or unable to protect their child and the parents are unable to make positive changes."

Coyne contends his agency "is not here to punish the parents for wrong-doing, but to protect the children and make every positive effort within our ability and resources available to help families stay together—happily and securely."

Three years ago, Vincent DeFrancis, director of the children's division of the American Humane Association, hailed the county's protective service facility as the best such public agency in the country.

Nonetheless, there is no unanimity on how to combat child abuse.

Gil, author of a 5-year federal study on child abuse, criticizes current approaches

by governmental authorities. Gil's study, considered among the most exhaustive ever done in the United States, is reported in his book "Violence Against Children."

Gil says agencies like Child Protective Services and programs such as those that have been launched at General are needed. But he argues that they don't attack the "root causes" of child abuse—the social structure which he says promotes "economic and social inequality."

"Parental abuse is a very minor problem compared to what society does to children," Gil said in an interview last week. "We are using parents as scapegoats. We're making a big noise about parental abuse and we don't pay attention to the legally sanctioned abuse that goes on all the time."

Gil terms the federal program of Aid to Families of Dependent Children (AFDC) as "child abuse on a massive scale." He says that insufficient welfare payments forces children "to exist at a level that is inhumane."

"Children are not fed properly," Gil says. "They are not housed properly. Other families won't let their children play with an AFDC child which interferes with their development."

Gil says that child abuse is a symptom of general social injustices. Until families lead a harmonious existence and fundamental social changes are made, child abuse will continue, he says.

Indeed, attitudes about children and discipline are changing. Sue Lund, a clinical psychologist, talks about "children's rights." Corporal punishment, once widespread, is now considered child abuse by many in the social work and psychology field, although it continues in some areas.

"Emotional abuse" such as constant berating of a child or swearing at children for example is also viewed today as part of the child abuse syndrome. Some psychologists call emotional abuse more dangerous than beatings, because the bruises will heal, while the emotional scars will remain.

The rise of the women's movement, says Mrs. Lund, has focused the spotlight on the women's role of subservience to her husband. Often the wife's role is confined to raising children. For those who seek careers or a life outside the home, staying with the children 24 hours a day can increase family tensions.

Welfare case records show that women, more than men, are responsible for physical child abuse.

"I need to get out of the apartment sometimes," says a mother who participates in the group sessions at Hennepin County General Hospital. "If I can just get away from these four walls and be by myself sometimes, it can relieve the tension."

The mother said that at times she has beaten her infant if the child didn't behave. "I'd hit him," she says, "and then I'd ask myself, 'What am I doing.'"

Now she's attending the weekly sessions and says she's learning she's not the only parent with problems. She says she's beginning to understand herself. Discussing the problem, the mother says, "is what I need."

SOME 60,000 CASES—600 DEATHS

(By Gordon Slovut)

A doctor in Minnesota—or any other state—is legally required to report suspected cases of child abuse to the proper authorities.

The laws protect the doctors against liability suits "regarding release of information."

So says Dr. Barton Schmitt, pediatric consultant to the National Center for Prevention and Treatment of Child Abuse and Neglect, but he adds:

"Despite these laws, physicians sometimes go to great lengths to avoid diagnosing child

abuse. They often fear that detection and reporting of child abuse will require them to personally treat this complex psychosocial problem.

"The responsibility for proper treatment rests with the child protective agency in the community—not with the physician."

Schmitt, who took this internship and residency training in pediatrics at the University of Minnesota Hospitals, is on the staff of the University of Colorado Medical Center. He was in the Twin Cities recently to address the annual meeting of the Minnesota Academy of Family Physicians.

During that appearance, he told the doctors that they aren't playing it safe if they fail to report suspected cases.

Doctors can be prosecuted under criminal law for failure to report such cases and there is a case in California where a doctor is being sued in a civil action on grounds that he should have reported a case of child abuse, Schmitt said.

In the United States, he said, child abuse happens to 60,000 youngsters per year—and 600 of the cases end in death.

There are, says Schmitt, five general classifications:

Physical abuse. These involve injury in anger (a parent hits a child for misbehaving), harsh punishment (such as dipping a child in scalding water), accidents due to neglect and deliberate assault or murder.

Nutritional neglect. This is the most common cause of underweight infants—60 percent of the cases of failure to thrive are caused by this. These infants, when kept in a hospital, usually start gaining weight quickly.

Sexual abuse. A stepfather or a mother's boyfriend is more likely than a natural father to be involved.

Emotional abuse. Continual scapegoating, terrorizing and rejection of a child. This is difficult to detect, but "these children are eventually physically abused, abandoned or imprisoned in their room."

Medical-care neglect. When a child with a chronic disease deteriorates because the parents ignore medical recommendations, "reporting and foster placement may be indicated."

Schmitt says most parents who abuse their children were abused as children and "are often lonely, immature, isolated, unloved, depressed and angry people."

He said doctors sometimes can diagnose child abuse by detecting several symptoms.

These can include no explanation for an injury, a description of the injury that is vague, bizarre or variable; the baby is so young the type of accident, such as a fall, is unlikely to have caused the damage; accidents happen repeatedly; parents have delayed in seeking medical care; parents disappear during the child's admission to the hospital; the child hasn't had immunizations and there have been previous, untreated illnesses, and the child's condition in the hospital doesn't bear out the parent's contention that the child has a poor appetite, vomits a lot or has diarrhea frequently.

He also told the doctors there are a number of "signs" of abuse such as tiny hemorrhages in the retina of the eye—damage that can occur from severe shaking of a child by his shoulders.

What should a doctor do when he suspects the basis for a problem is child abuse or neglect?

The first thing, says Schmitt, is "hospitalize the child" to give him protection "until the safety of his home can be evaluated."

What's the outlook in child abuse cases? "In cases of child abuse where the child is returned to his parents without an intervention, 5 percent are killed and 35 percent suffer permanent physical damage from repeated abuse," Schmitt said.

"The untreated survivors also have emo-

tional problems. Physically abused children often relate violently to the world when they grow up; emotionally deprived children often relate only shallowly to people.

"Early detection and intervention are mandatory in the syndrome known as the battered child."

In a city of 100,000, he said, 30 cases of child abuse can be detected every year.

In a metropolitan area of 2 million persons, such as the Twin Cities area, that would mean 600 cases could be detected every year.

Does the fact that fewer than that are reported mean there's less child abuse in the area?

"When neglect cases are vigorously reported," he says, "their numbers will equal the (projected) figures," Schmitt said.

CAPTIVE NATIONS WEEK

Mr. BEALL. Mr. President, this week, pursuant to an act of Congress in 1959, we in this country mark Captive Nations Week. It is a time when we reaffirm our continuing sympathies and concerns for those people throughout the world who seek freedom and individual self-determination, but are forcibly prevented from reaching these priceless goals.

Our country has over the past months moved toward developing improved relations with all nations of the world. However, we must not allow these new relationships to mask the fact that millions of citizens in the captive nations still long for liberty. We must continue to remember these people, and their desires. As the principal spokesman for freedom in the world today, our Nation can do no less.

SENATOR WEICKER AND FAMILY

Mr. HOLLINGS. Mr. President, on July 14, the Parade Sunday supplement in newspapers all across America featured a cover story on our friend and colleague, LOWELL WEICKER. Reading the article in my hometown News & Courier/Charleston Evening Post, I was struck by the perceptiveness of the profile as written by Mr. Lloyd Shearer.

Here is a portrait of a Senator deeply and totally dedicated to a government by law under the Constitution. Senator WEICKER minces no words, and he hits the nail on the head when he says:

I'll tell you this, most of the time we've gone wrong in this country, we've gone wrong because we departed from the U.S. Constitution and its spirit and tried to do things differently.

During the past year, people all over the Nation have had an opportunity to get to know this man better, and their response to his straightforward and uncompromising search for the truth has been very affirmative. People are looking for political leaders who believe in the people—believe in the Constitution—believe in America. If the turmoil of the past many months proves anything, it is that the heart and soul of America is clean and strong—the people still cherish their ideals. It is leadership that has failed. And it is through the efforts of people like LOWELL WEICKER that trust and confidence and truth will be restored to political office.

Mr. President, I hope that my action

in requesting insertion of the Parade profile, will not embarrass my good friend from Connecticut. I put it in the RECORD in order that those who may have missed the article will have a chance to read it, because it is the kind of thing we need to be reading.

Mr. President, I ask unanimous consent that Lloyd Shearer's penetrating story in the July 14 Parade be printed in the RECORD.

There being no objection, the article was ordered to be printed in the RECORD, as follows:

LOWELL THE LION-HEARTED: A PROFILE OF SENATOR WEICKER OF WATERGATE FAME

(By Lloyd Shearer)

WASHINGTON, D.C.—Before Watergate, Lowell Weicker, Jr., 43, first-term Republican Senator from the Democratic state of Connecticut, enjoyed one signal physical distinction: at 6 feet 6 he was the tallest member of the U.S. Senate.

Today, maverick Weicker, by virtue of his Watergate committee behavior and oratory, had developed another distinction, a moral one which positions him as the most vocal idealistic member of the U.S. Senate.

While cynics and diehards have sought to rationalize the evils of Watergate in terms of traditional politics, i.e., "They all do it . . . Politics is a dirty business . . . Every other administration has done the same things, sold out to big business, wiretapped enemies, pulled fast ones for major campaign contributors. . . ."—man-mountain Weicker has doggedly rejected the infection of such rapidly spreading moral jaundice.

"I don't want to hear that everybody does it," he bellows. "I come from the state of Connecticut, and I can only relate to the experience I've had in politics and government, [three terms in the state assembly, one term in the U.S. House of Representatives, 3½ years in the U.S. Senate] and believe me, everybody does not do it.

"This country is a decent place, peopled by honest, decent men, and that includes politicians. To say 'Everybody does it,' is to describe a pervasive rottenness that just doesn't exist in the United States, and I refuse to believe that it does.

"Do you know what to me was the most surprising, profound, and meaningful revelation of Watergate?" he asks. "It was," he declares, his words tumbling so fast that they trip over each other, "the incredible abuses committed by our law enforcement and intelligence community—the FBI, the Justice Department, the Internal Revenue Service, the CIA, the Secret Service, the military.

SOMETHING NEW

"Influenced by the White House, the abuses of these agencies have been unparalleled, at least to my knowledge, in the modern history of this country."

Removing his spectacles, rubbing his bright blue eyes, running the fingers of his right hand through his sand-color hair, Weicker asserts: "We can live with or without Richard Nixon. To me he is no more important than the four Cuban-Americans or any other individuals involved in Watergate. Individual guilt or innocence is something that has and will be determined by the judicial process, or, in the case of the President, by the Congress.

"In my judgment the major lesson of Watergate is that we cannot live with government agencies that are influenced or pressured to impose conformity of thought and action upon the people of this country by equating dissent with disloyalty.

"I pick up a newspaper," Weicker explains in mild outrage, "and I read that several weeks ago the FBI investigated Don Santarelli who happens to be a former law enforcement official himself. Santarelli is a