

D: 300 A.D.

M: In Rome the Emperor has his young wife boiled to death when she is no longer of any political use to him. Constantine 1st Christian Emperor.

D: 1517.

K: "When my wife gets saucy, she gets nothing but a box on the ear." German reformer, Martin Luther.

D: 1804.

M: "Women are like walnut trees, they should be beaten daily." Napoleon Bonapart.

C: Throughout history a man's right to beat his wife was clearly acknowledged in the law.

M: 1395.

D: It is the husband's right to inflict extreme punishment on his wife because it is reasonable and solely for the purpose of reducing her from her errors.

C: Supported by the Church as his spiritual duty.

M: 1850.

K: "Woman was created after man, therefore she is a byproduct of him. She was created in response to his needs. She was the agent of his downfall and the cause of his banishment from paradise. All of these things are proof of her inferiority."

C: And implicitly condoned by society.

M: 1791: French citizen. Lavacher batters his wife during a meal with two male guests. Their response.

D/K: It is not appropriate to ill-treat your wife in front of your friends.

K: Because society believes.

M: It is his right.

K: It is his duty.

D: It is God's will.

C: It is her fault.

M: It is her cross.

All: She must bear it.

K: Perpetrators and victims also believe.

D: 1963: the Perpetrator.

M: "I'm sorry I hit you, but it was your fault, you provoked me. You'll just have to learn that I'm the boss." Mickey/Michigan.

D: 1996: The victim.

C: "All the time he was beating me I believed his mind games and thought this is my fault maybe if I try harder to be what he wants." Heather/Bellingham.

M: For 100's of years wife abuse has cycled through the public awareness.

C: A focus of concern.

K: The early 1600's.

D: Puritan leaders take a stand against family violence because they believe that it weakens the community and offends God. Citizens are encouraged to watch neighbors. To stop domestic violence as it occurs and report these cases to the authorities.

K: The church strongly supports this stand. Puritan Preacher Cotton Mather.

M: "For a man to beat his wife is as bad as any sacrilege. Any such rascal were better buried alive than to show his face among his neighbors.

D: This stand by community and church eventually impacts the law.

K: 1641.

C: The Massachusetts Body of Liberties. A Civil and Criminal Code, becomes the first American reform making domestic violence illegal.

M: "Every married woman shall be free from bodily correction or stripes by her husband."

C: Over time this defense of women becomes clouded in a confusion of perspective.

K: From the late 1600's to the mid 1800's

D: A time of silence.

C: "What goes on behind closed doors should stay behind closed doors."

K: This social attitude weaves a fabric of silence surrounding the issue of wife abuse.

M: I do not see it.

D: I do not hear it.

K: I do not know it.

C: I do not feel it.

All: I cannot help it.

C/D/K: Song: "Can You Hear the Voice of the Women Softly Pleading. No More Silence in Their Shattered World."

M: A focus of concern.

C: The mid-1800's to the turn of the century.

M: Taking a stand, women begin campaigning for radical social change, one of their issues.

D: Relief for battered women.

K: 1871: The court rules:

M: "The privilege, ancient though it may be, to beat her with a stick, to pull out her hair, to choke her, to spit in her face, to kick her about the floor, is not acknowledged by law."

D: Suffragists realize that although this law clearly forbids wife abuse, society does not consider wife abuse a crime and so it goes unpunished and unabated.

K: 1876.

C: Lucy Stone, editor of the Women's Journal takes a stand against the ineffectiveness of these laws by demanding that they be backed by appropriate penalties.

D: "The law for the use of the whipping post should exist in every State. An abusive husband will not fear a month in jail nor a fine, but he will dread the pain and disgrace of a whipping."

M: Laws specifying punishments for wife beaters are passed.

D: But over time, public interest wanes. Although laws exist to protect women, public apathy renders these mandates useless and for the next 70 years a silence of indifference drowns out the prayers of women.

CDK: Song: "Empty Eyes With No More Tears To Cry."

M: A time of silence.

D: 1967. A desperate woman calls the police.

C: "My boyfriend is mad at me, he's going to beat me up."

D: The dispatcher replies:

K: "Call us again when he does."

M: The Civil Rights movement of the 1960's focuses public attention on the rights of minorities including the rights of women. The feminists movement of the 1970's continues this struggle. One of it's issues, public and judicial support for battered women.

D: Time and time again the terror of abuse pushes women to desperation. Without support from neighbors, police, or the judicial system. Women are pushed into violent acts of their own.

K: A focus of concern: 1977.

C: Francine Hughes, battered wife of 15 years takes the only stand she can. She douses her husband's bed with gas while he sleeps. Francine lights a match and is finally freed from his abuse.

K: Jennifer Patri. Evelyn Ware. Sharon McNearny.

M: Patricia Ross, Marlene Roan-Eagle, Barbara Jean Gilbert.

D: Idelia Meija, Hazel Morris, Bernestine Taylor.

C: Elsie Monic, Shirley Martin, Martha Hutchinson.

All: Shot and killed her husband.

K: It is tragic that these women are left alone to take such drastic measures. However the stands which they take shatter the silence surrounding wife abuse and screams for society's intervention.

D: Eventually society does intervene and significant changes occur.

K: Public awareness, concern and support for battered women.

M: The issuance of ex parte protection orders.

C: Mandatory arrest laws and criminal penalties for perpetrators.

M: Shelters and legal services for women in crisis.

K: We are told that history repeats itself and we have seen how the issue of wife abuse has cycled through the public's conscience. The time to stop that cycle is now while battered women are still a focus of concern.

M: During the 10 minutes of this presentation, 66 women have been beaten.

K: Sometime during the next 3 hours one of these women will die.

D: Will we again allow the silence to fall? [All spots off.]

CDK: Song: "Crying Jesus Help Me."

[single spot on.]

M: "Today in my small natural body I sit and learn, my woman's body, like yours, target on any street taken from me at the age of 12. I watch a woman dare, I dare to watch a woman, we dare to raise our voices." Victim 1975.

C: Song: "Can You Hear \* \* \*"

K: Can you hear the prayers of the women?

D: or is the silence too loud?

[spot off/close.]

Mrs. MURRAY. I encourage all Members to read these young women's powerful work, and I encourage you all to help all our students strive to be the best.

Mr. LIEBERMAN addressed the Chair.

(The remarks of Mr. LIEBERMAN pertaining to the submission of Senate Resolution. 263 are located in today's RECORD under "Submission of Concurrent and Senate Resolutions.")

Mr. GRASSLEY addressed the Chair.

The PRESIDING OFFICER. The Senator from Iowa.

Mr. GRASSLEY. Mr. President, I ask unanimous consent to set aside the pending business so that I may speak as if in morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### STANLEY R. BROWNE

Mr. GRASSLEY. Mr. President, I rise today to mourn the untimely passing of a former Senate staff member, great Iowan, and personal friend. Stanley Browne started from very humble roots, one of six children born to a school administrator and housewife in Sioux Falls, SD, in 1923. His father Walter died suddenly when Stan was just 6 years old. From that day on, he watched the determination and selfless dedication of not only his mother Ida, as she cared for the family all day, then scrubbed floors and cleaned homes evenings, but also his oldest brothers as they dropped out of school, and sacrificed their futures—all to enable their family to stay together. He grew up rather quickly, acutely aware of both the value of hard work and money, for then there was no such thing as welfare. He became an Eagle Scout and served in various leadership roles in Scouting as an adult. He served our country in World War II, as a Paratrooper with the 13th Airborne Division, 326th Glider Infantry in central Europe, European African Middle East theater. After the war, he rekindled an acquaintance with a wonderful lady named Coral Jane Freeman. They

would have celebrated their 48th wedding anniversary this Thursday, June 13. Stan Browne, both with the help of this great country's GI bill and the hard work ethic installed upon him and embedded in his mind as a young child, went on to graduate from Drake University Law School in Des Moines, IA, while simultaneously juggling several part-time jobs to make ends meet. While at Drake he was president of the Delta Theta Phi law fraternity. Upon graduation, he practiced in the law firm of Wilson and Browne. He was active in Republican politics as both a candidate and campaign manager. After a victorious Senate campaign, Stan Browne became Senator Jack Miller's administrative assistant for 12 years. He served as president of the Administrative Assistants Association and was a member of St. Marks Presbyterian Church in Bethesda, MD. As current member and past chairman of the 116 Club, he was especially proud to have been responsible for admitting the very first woman to this formerly male dominated organization during his tenure. After his departure from the Hill, Stan Browne entered the private sector, joining the DuPont Corp., serving as its Washington counsel until his retirement in 1986. He served on the board of directors for the PUBCO and Bobbie Brooks Corp., based in Cleveland, OH. He was also a former member of the Iowa State Bar Association, Polk County Bar Association and the Jr. Bar Association, Worshipful Master of New Century Masonic Lodge, past president of the Central Iowa Multiple Sclerosis Society, and a member of the Landings Club in Savannah, GA. Both on and off "the Hill," Stan Browne was known for his modesty, humbleness, honesty and integrity. With his calm and cool demeanor, he was highly respected and well known for his effective low-key and behind-the-scenes accomplishments. In addition to his wife of nearly 48 years, Coral, he leaves behind two children; Laurel Bigelow and Neal Browne—currently in the Senate Document Room—14 years service—daughter-in-law Lisa Browne, three surviving siblings; Norma Eglund, Barbara Fonder, and Miles Browne, seven grandchildren; Daniel Bigelow, Thomas, Scott, and Joshua Trickett, Adam and Rachel Browne, Skylar Hatrlich; and one great grandson, Christopher Bigelow.

#### "IOWA SPIRIT" SALUTE TO EDUCATION

Mr. GRASSLEY. Mr. President, for those awaiting the floor, I will only be here for another 3 or 4 minutes. I started a week ago to speak about the 150th anniversary of the State of Iowa, which we are celebrating with a congressional reception on June 26 on The Mall outside the Smithsonian Institution. I hope all of my colleagues will come to that and see some of the exhibits over the next 2 weeks honoring our 150th anniversary of our State.

I had a chance earlier this week to speak about the only Iowan to become President, Herbert Hoover. I want to speak today about something that is really great about Iowa, our educational system.

Our country's Founding Fathers, of course, had a very clear vision about America's public schools and firmly believed that excellence in education is paramount to the growth and prosperity of America. Iowa benefited from a pattern that was set by the central government, even before we had a U.S. Constitution, when the Northwest Compact was adopted in 1786, when land was set aside for public education in the new territories. That tradition continued west of the Northwest Compact area to be included in the traditions of education throughout the upper Midwest.

Today, in honor of Iowa's sesquicentennial celebration, I am proud to be able to tell you that Iowa's educational system is a working example of what our Founders had in mind. Iowa's high standard of excellence in education began in one-room rural school houses on the prairie. That same standard can now be seen in advanced academic settings across our State, both in the urban areas as well as the rural areas and small towns of Iowa.

The one-room rural school environment ended in the 1950's, but there is still the foundation in today's educational system of the personal interest of teacher and student in each other that comes from that one-room rural tradition.

Today, though, I am proud to share with you accomplishments of Iowa's increasingly diverse student population. I commend the continued dedication to education not only of students and teachers, as I have already said, but of parents and the volunteer school board members as well as school administrators across the State. Their combined daily efforts are a key part in the continued success of the Iowa public school system and the Iowa private school system.

Iowans are proud of our commitment to quality education for all children. It is a commitment that has earned national and international respect. Iowa's excellence in education is a direct result of its local control of schools and community-level responsibility. For decades, Iowa students have received the highest quality education and performed well above national averages in academic assessment.

It is estimated that 88 percent of Iowa students graduate from high school. What's more, each year Iowa's rate of students pursuing post-secondary education and other post-high school training continues to grow.

Iowa's high literacy rate is a key component of the success of Iowa's students. We rank as No. 1 of the 50 States in literacy. And, individuals in Iowa read more books than those in any other State on a per capita basis. The

active involvement of some 525 public libraries, 7 regional libraries, and 62 academic libraries is testimony to Iowa's commitment to the advancement of knowledge.

Iowa's young scholars have ranked at the highest level in the Nation for a number of years in college testing assessments. In fact, for 6 of the last 7 years, Iowa has ranked first of all the 50 States in the SAT tests—and either first or second vis-a-vis Minnesota or Wisconsin, depending upon what year you are looking at, as tops in the ACT test.

In addition to Iowa's 390 public school districts and 235 non-public school districts, educators across the Nation rely on the Iowa Tests of Basic Skills and Iowa Tests of Educational Development to assess student achievement in grades 3 through 12. These two standardized achievement tests, developed by the Iowa Testing Program in Iowa City, where our university is located, provide teachers nationwide with unique supplementary information of the students that are in their organizations. This information bears on decisions about academic objectives, instructional materials, and learning environments for students in elementary and secondary schools.

I also want to acknowledge the proud tradition, although it is a relatively new tradition of about 30 years, of Iowa's 15 community colleges. Prior to the community college we had a student system of junior colleges throughout Iowa. But it was not statewide. The community college system developed 30 years ago is a statewide system of community colleges so that all students throughout the entire State of Iowa have access to a community college.

Each year, thousands of students in Iowa have successful academic experiences through one of Iowa's 15 community college districts. Last year, over 50 percent of the new freshmen in Iowa colleges and universities were enrolled at public community colleges. Year after year, these community colleges award thousands of high school equivalency GED diplomas for that 12 percent of our students who do not graduate from high school. Iowa's community colleges provide a myriad of curricula options for students whether they are seeking a degree or whether they want just a few courses. Our State's community colleges promote the concept that is a fact of life in our technological age—that education does not begin at kindergarten and stop with a college degree. Today, for people of all ages, education is a continuing process throughout life, including the formalized aspect of education that comes through an institution.

So access, quality, and responsiveness, are the three fundamental concepts upon which the community colleges' mission was developed and the principles which guide their growth and development that began 30 years